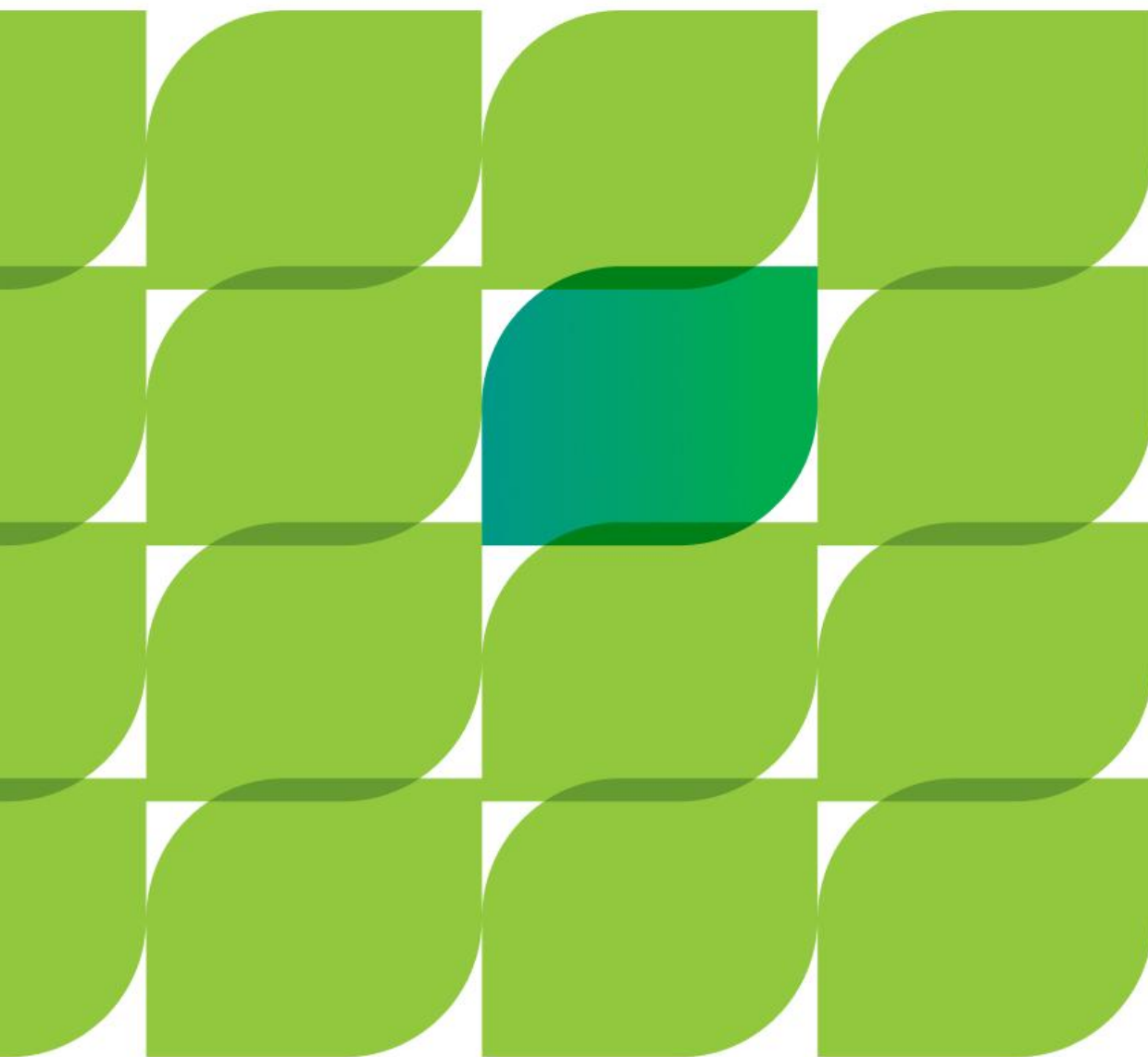


D6.2 European mobility programme



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About the Digital4Sustainability project

Digital4Sustainability is a pioneering initiative aimed at accelerating Europe's twin transition by equipping the workforce with the essential skills needed to drive sustainability-focused innovation. In response to the pressing need to achieve climate neutrality and meet the Sustainable Development Goals (SDGs), the project will develop a forward-thinking Digital Sustainability Skills Strategy as well as cutting-edge learning programmes. These efforts will address the urgent and emerging skills needs of the European industry, empowering the workforce to develop sustainable technologies that support Environmental, Social, and Governance (ESG) practices. By aligning closely with industry needs throughout the project, Digital4Sustainability will help European companies, particularly small and medium-sized enterprises (SMEs), achieve long-term competitiveness and growth through digital and sustainable transformation.

Funded by the Erasmus+ Programme of the European Union, this 4-year project unites 28 members of the Digital Large-Scale Partnership (Digital LSP) under the Pact for Skills, spanning 13 EU countries. The consortium includes digital and sustainability experts, business associations, universities, and Vocational Education and Training (VET) providers.

The Digital4Sustainability Project

Consortium

The Digital4Sustainability project consortium is an Erasmus+ Alliance for Sectoral Cooperation on Skills, bringing together 28 partners and Associated partners from 13 EU countries.

| | Partners | Acronym | Country |
|----|---|-----------------|-------------|
| 1 | Adecco Formazione Srl | Adecco Training | Italy |
| 2 | Adecco Italia Holding Spa | Adecco Holding | Italy |
| 3 | As Bcs Koolitus | BCS KOOLITUS | Estonia |
| 4 | Asociatia Cluj IT | CLUJ IT CLUSTER | Romania |
| 5 | Badgebox Srl | BadgeBox | Italy |
| 6 | CEFRIEL Societa Consortile A Responsabilita Limitata | CEFRIEL | Italy |
| 7 | Cooperatie Eduserpro U.A. | Eduserpro | Netherlands |
| 8 | Digital Technology Skills Limited | DTSL | Ireland |
| 9 | DIGITALEUROPE AISBL | DIGITALEUROPE | Belgium |
| 10 | European DIGITAL SME Alliance | DIGITAL SME | Belgium |
| 11 | Fast Lane Institute For Knowledge Transfer GmbH | FAST LANE | Germany |
| 12 | Gospodarska Zbornica Slovenije | GZS CCIS | Slovenia |
| 13 | Gospodarska Zbornica Slovenije Center Za Poslovno Usposabljanje | GZS CPU | Slovenia |
| 14 | IVSZ – Digitalis Vallalkozasok Szovetsege | IVSZ | Hungary |

| | | | |
|----|---|-----------------------|-------------|
| 15 | Matrix Internet Applications Limited | MATRIX INTERNET | Ireland |
| 16 | National College Of Ireland | NCI | Ireland |
| 17 | Profil Klett D.O.O. | PK | Croatia |
| 18 | Sdruzenie Bulgarska Asociacia Na Softuernite Kompanii – Basscom | BASSCOM | Bulgaria |
| 19 | Stichting Hogeschool Utrecht | HU | Netherlands |
| 20 | Tekenable Limited | TEKenable | Ireland |
| 21 | Universidad De Alcala | UNI ALCALA | Spain |
| 22 | Universidad Internacional De La Rioja SA | UNIR | Spain |
| 23 | Universität Koblenz | UNI KO | Germany |
| 24 | National University of Science and Technology Politehnica Bucharest | POLITEHNICA Bucharest | Romania |

| | Associated partners | Acronym | Country |
|---|--|------------------|-----------|
| 1 | Asociacija Infobalt | INFOBALT | Lithuania |
| 2 | SKILLNET IRELAND Company Limited By Guarantee | SKILLNET IRELAND | Ireland |
| 3 | The Council of European Professional Informatics Societies | CEPIS | Belgium |
| 4 | Universidad Complutense De Madrid | UCM | Spain |

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1 Executive summary

This document provides a practical guide to mobility opportunities within the Erasmus+ Programme (2021–2027) and other EU initiatives related to mobility. It is tailored to the needs of the Digital4Sustainability (D4S) consortium and aims to support partners in planning, funding, and implementing mobility projects.

Key points include:

- Wide range of opportunities: learner and staff mobility in higher education, vocational education and training, and adult education; as well as innovative formats such as blended intensive programmes and virtual exchanges.
- Simplified access: Erasmus accreditation offers a streamlined pathway to long-term participation, while short-term projects provide an easy entry point for newcomers.
- Strategic alignment: mobility actions directly contribute to EU priorities — digital transformation, sustainability, and inclusion of participants with fewer opportunities.
- Practical guidance: the document explains eligibility, project formats, durations, and funding rules, with clear references to the Erasmus+ Programme Guide (2025 edition).
- Action for partners: concrete recommendations help D4S members choose the most relevant mobility schemes for their learners, staff, and institutions.

2 Introduction

The project Digital4Sustainability includes Work Package 6: Long-Term Sustainability Strategy & Scale-Up, linked to Objective 15: “Create a long-term action plan for the roll-out of activities after the project is finished, ensuring sustainability of industry–education cooperation and exploiting EU funding opportunities to support implementation”. Within this context, Task T6.3 develops a European Mobility Programme with the following aims:

- support cross-border mobility of trainers, students, jobseekers, and professionals, using existing EU mobility tools and programmes.
- promote mobility of apprentices and experts across industry, enterprises, academia, and government agencies in Europe, enriching learning programmes and reducing regional disparities.
- connect national programmes to facilitate recognition of curricula while keeping flexibility for specialised training.
- ensure that all actions meet Erasmus+ quality standards in project management and implementation.
- integrate sustainability principles, reducing environmental footprints and making use of digital and remote learning opportunities.

It is worth noting that Project Output 18 European Mobility Programme is connected to “Achieve recognition of the micro-credentials and certifications at European level and design programmes to support cross border mobility of trainers, students, jobseekers and professionals, using existing EU mobility programmes, tools and platforms”. The work with expected impact and KPIs is defined with the following points:

- Target groups/potential beneficiaries: European Digital-ICT Companies and Industry Associations; VET Teachers, trainers & educators; Learners wishing to upskill/reskill in digital sustainability sector; Existing ICT and sustainability professionals and staff.
- Quantitative indicators: Min 100 students and workers apply to participate in the EU
- Mobility programme completed by end Y4.
- Qualitative indicators: EU mobility programme aligned with Erasmus+ mobility actions and offering students and lecturers/teachers the opportunity to work and learn in partner companies and educational institutions.

The references to mobility in the expected general impacts of the project on each target group are as follows:

- Existing ICT and sustainability professionals and staff, including at the managerial level: "The participation in EU mobility programmes for staff in digital sustainability roles will also be measured and quantified to assess impact".
- Learners wishing to upskill/reskill seeking to develop a career in the digital sustainability sector: "We also anticipate an increase in participation in EU mobility programmes for people in Digital sustainability related VET training will also be measured and quantified to assess impact".
- Teachers, trainers, educators who need to be upskilled to the new/revised VET curricula: "The Ready to Use Training Package and Train the Trainer Programme will provide all the support and upskilling they need to be confident delivering the training to learners and the EU standardised curriculum, qualifications and mobility programme provides excellent opportunities to secure new training roles in other EU countries".
- European ICT and digital companies and Industry Associations: "[The programme] will also allow them to run apprenticeship programmes to upskill new recruits into digital sustainability roles, reskill existing employees and provide continuous professional development for current digital and ICT professionals".
- VET Training Providers and Higher Education Institutions delivering VET training courses to individuals and corporates: it only mentions "...consider the learnings from the pilot training programmes when designing their training to each target group, and offer accredited EU certifications/micro-credentials and excellent employment prospects at the end of each course".

As a consequence, this document follows the approach of creating a guidance for implementing mobility actions under the umbrella of official EU mobility programmes recognised and funded by the EU. The implementation of those actions during the two subsequent years (M25-M48) is a responsibility of all project partners (or, at least, the ones involved in Work Package 3 where the objective 10 and its indicators are allocated), also because they will involve many different types of partners (companies, VET providers, etc.) clearly detailed in the above mentioned expected impacts of the project.

The specification for other target groups like "Career guidance professionals and recruitment agencies matching candidates with Digital sustainability roles" and "Policy makers and key

stakeholders in the Digital sustainability, Education and Employment arenas” is not visibly connected to mobility while the group of “Digital4Sustainability consortium members and partners” have some link with mobility apprenticeships expressed in “The number of digital sustainability services positions filled in Partner companies as a result of the training programmes”.

While all the above references mention orientations for the mobility in the project, there is no specific project objective linked either to the task 6.3 or to work package 6. In fact, the only mention to mobility in general project objectives is in Objective 10 “Design a market demand led curriculum that facilitates cross-border certification and therefore contributes to the mobility of vocational students, job seekers and trainees across Europe”. This objective is allocated to work package 3 and has the following indicators:

- Value: Number of participants in an EU mobility programme.
- Baseline: No standardised EU mobility programme for Digital Sustainability Skills.
- Target: Min 100 students and workers apply to participate in the EU mobility programme by end Y4.
- Timeline: M48

Structure of this document

This document is structured in the following sections:

- Mobility is already a core priority of the EU, supported by numerous funding and policy initiatives. For this reason, the document begins with an analysis of existing mobility opportunities (Section 3), based on the Erasmus+ Programme Guide 2026 and other programmes like MSCA Staff Exchanges (Marie Skłodowska-Curie Actions 2026) and COST Actions (COST Association 2026).
- Section 4 presents the information provided by partners of the Consortium on their capacities, preferences, interest and perceived barrier for their participation in mobility activities.

- Section 5 provides a consortium-specific analysis, considering the information and the reflections of project partners for the implementation of mobility activities and identifying opportunities and initial expressions of commitment of all D4S partners. It also identifies the main challenges detected for the mobility activities.
- Section 6 offers guidelines for applying for EU funding based on the existing guidelines of the EU mobility programmes existing at the time of development of this document. While not a complete application manual, it provides practical advice to support all project partners in preparing mobility activities for the period M25-M48.
- Finally, the short section 7 adds some reflections on possible future sustainability of mobility activities.
- The document is complemented with the list of references in Section 8 and a set of annexes A, B, C, D and E where some details on the process followed to collect information from partners and the details of compiled data are available.

3 Opportunities for supporting mobility

Erasmus+ is the main EU programme (Regulation (EU) 2021/817 establishing Erasmus+: the Union Programme for education, youth and sport 2021) for mobility related to education with opportunities for Higher Education institutions (HEI), Vocational Education and Training (VET) Centres and for companies and other entities. In the case of research, the mobility can be embedded in specific modalities (e.g., COST actions or Marie Skłodowska-Curie Actions for Staff Exchange) of research project proposals where research centres, HEIs and companies can participate. Before exploring each mobility programme in detail, Table 1 provides a comprehensive snapshot of all EU opportunities available to D4S partners. This quick reference will help you identify which programme(s) best match your organisation's capacity and strategic focus.

Table 1. Overview of [EU mobility programmes](#)

| Mobility Programme | Target Audience | Duration | Key Focus | Eligibility | For D4S: Feasibility | Section |
|-----------------------------------|-----------------------------------|-------------------|--|---------------------------------------|--------------------------------|---------|
| Erasmus+ KA1: HE | HEI students and staff | 1–12 months | Study periods, traineeships, teaching, BIPs | HEIs only | High (BIPs and staff mobility) | 3.1 |
| Erasmus+ KA1: VET | VET learners and staff | 2 weeks–12 months | Skills mobility, apprenticeships, group visits, competitions | VET centres, companies | High (group formats) | 3.2 |
| Erasmus+ Virtual Exchanges | Students, educators (all sectors) | 5–12 weeks | Virtual collaboration, intercultural dialogue | HEIs, VET, NFE (EU + non-EU partners) | Low (requires non-EU partners) | 3.3 |

| | | | | | | |
|-----------------------------|-------------------------------|-------------|---|---|--|-----|
| MSCA Staff Exchanges | Research staff, PhD students | 1–24 months | Research mobility, knowledge exchange | Research organisations, HEIs, companies | Low (requires strong research profile) | 3.4 |
| COST Actions | Researchers, network builders | 4 years | Network building, short-term mobility within research | Research centres, HEIs, SMEs (7+ countries) | Very Low (post-D4S opportunity) | 3.5 |

3.1 Mobility Programmes for Higher Education (students and staff)

This section provides an overview of [Erasmus+ mobility programmes in higher education](#), explaining their purpose, relevance, practical implementation and key principles. It outlines how mobility supports students and staff and how these actions contribute to broader European education objectives.

3.1.1 Description and explanation

Erasmus+ higher education mobility is one of the core actions of the programme. It is designed to support learning, teaching and professional development through cross-border mobility in a wide range of formats.

3.1.1.1 What this action is

Mobility projects for higher education under Erasmus+ support physical, blended and virtual mobility for students and staff in all study fields and cycles. Activities can be study periods, traineeships, teaching assignments, training periods, or joint Blended Intensive Programmes (BIPs). The Erasmus+ higher education mobility action is primarily about learning opportunities, not direct funding rules. Funding mechanisms are detailed separately in *Section 5*.

3.1.1.2 Why it matters

- Strengthens the European Education Area and links education, research and innovation.

- Builds employability, digital and green competences, intercultural awareness, civic engagement and personal growth.
- Supports international cooperation, knowledge transfer and long-term partnerships between HEIs, enterprises and organisations.
- Guarantees automatic and full recognition of credits and outcomes, reducing barriers and ensuring the mobility counts.
- Employers value real-world, intercultural experience, credits count toward your degree.
- For staff (and invited professionals): share expertise, learn innovative pedagogy/curriculum design (incl. digital), build partnerships, prepare students for work.

3.1.1.3 How it works in practice

Options for students:

- Studies at a partner HEI with full ECTS recognition. Typical semester or year (2-12 months: could include traineeship). This could combine physical short (5-30 days) and virtual mobility component.
- Traineeships, work placement and internships in companies, NGOs or research labs, including for recent graduates.
- Short-term blended mobility (physical plus virtual), useful for students with fewer opportunities or intense curricula.
- Doctoral students' mobility for joint research, data collection and co-supervision: short term and long term (encouraged adding virtual part).

Options for staff:

- Teaching period abroad in partner HEI, sharing methods and developing curricula: HEI teachers and staff from enterprises.
- Training period abroad in partner HEI: HEI staff attend relevant training (events, workshops, digital upskilling, job shadowing or observation periods).

Blended Intensive Programmes (BIPs):

Joint short programmes organised by at least three HEIs from different countries, combining 5–30 days of physical mobility with virtual teamwork on topics such as sustainability or digital transformation. They can be multiannual and require groups of HEIs.

3.1.1.4 Examples for D4S partners

- A 1-week blended intensive programme on sustainable ICT design combining a workshop in Spain with online collaboration.
- A 6-month graduate traineeship in a cybersecurity SME, co-supervised by a university partner.
- Staff training on digital mobility tools (EWP, online learning agreements) through job-shadowing at a partner HEI.

3.1.2 Objectives: features of mobility and recognition

3.1.2.1 Main goals

- Contribute to the European Education Area, link education–research–innovation, and expand global outreach.
- For students
 - Exposure to different teaching/research methods and work practices.
 - Build transversal skills (languages, communication, critical thinking, intercultural) and forward-looking skills (digital and green).
 - Personal development (adaptability, confidence).

3.1.2.2 Recognition

ECTS/credit recognition is automatic and full as agreed in the Learning Agreement, and transparency tools such as the Diploma Supplement ensure mobility counts fully without extra exams or administrative burden.

In short, mobility periods are designed to be fully recognised and valued, both academically and professionally (Directorate-General for Education, Youth, Sport and Culture 2015).

3.1.3 Topics and priorities

- Inclusion and diversity: ensure equal access with tailored support and flexible formats (e.g., blended). Inclusion officers and holistic selection encouraged.
- Environmental sustainability (“greening”): prefer low-emission travel, eco-friendly events, and paperless processes. Practical support for green choices is covered in *Section 5*.
- Digitalisation and digital skills.
- Mandatory digital management of mobility via ESCI/EWP; promote blended mobility; support Digital Opportunity Traineeships (e.g., data analytics, cybersecurity).
- Participation and civic engagement: encourage activities that build media literacy, democratic participation and EU values.

3.1.4 Modalities and durations (students, staff, BIPs)

Student mobility

- Studies (HEI→HEI): 2–12 months physical; may include a complementary traineeship; proportionate ECTS load (60 ECTS = typical year).
- Traineeship (incl. recent graduates, teacher/research assistantships): 2–12 months physical; full-time workload.
- Short-term blended (good for students with fewer opportunities or tight curricula): 5–30 days physical + mandatory virtual component; ≥3 ECTS if for studies.
- Doctoral mobility: 5–30 days or 2–12 months; can be blended.
- Total cap per cycle: up to 12 months physical per cycle (24 months for long one-cycle degrees like medicine).

Staff mobility

- Teaching or training (or combined).
- Programme–Programme countries: 2–60 days physical (invited enterprise staff min 1 day).
- With non-associated third countries: 5–60 days (invited enterprise staff same min 5 days).
- Teaching load: ≥ 8 hours/week (or proportional); 4 hours/week if combined with training; no minimum for invited enterprise staff.

Blended option available (physical + optional/virtual parts).

- Blended Intensive Programmes (BIPs)
- Who organises: ≥ 3 HEIs from ≥ 3 Programme countries; can involve others.
- Learner duration: 5–30 days physical + compulsory virtual; ≥ 3 ECTS for students (European Commission 2025).

International mobility with non-associated third countries is possible, though subject to specific rules and regional priorities (see *Section 5* for funding conditions).

3.2 Mobility programmes in the field of VET

The [VET field](#) in terms of Erasmus+ embraces all organisations providing iVET (initial VET) or CVET (continuous VET) and local public authorities and bodies in VET and companies and other organisations hosting/training/working with learners and apprentices in VET.

3.2.1 Description and explanation

3.2.1.1 What this action is

Erasmus accreditation is a long-term development tool for organisations in VET that want to integrate international mobility into their core strategy. Accreditation confirms that the organisation has a forward-looking Erasmus Plan and the capacity to deliver high-quality mobility over several years.

3.2.1.2 How it works in practice

- VET: learners and apprentices gain work-based learning abroad; teachers and trainers develop job-specific and digital skills; providers integrate mobility into curricula in line with the European Skills Agenda (European Commission 2020) and Osnabrück Declaration (Council of the European Union 2020).
- **Consortia:** accredited coordinators can organise mobility for multiple institutions, ensuring that even small or less experienced organisations can benefit.
- **Mobility:**
 - Before mobility: learning agreement/programme with expected learning outcomes.
 - After mobility: outcomes documented and recognised (e.g., Europass Mobility).

3.2.1.3 Examples for D4S partners

- A VET provider integrates a six-week placement abroad in its cybersecurity apprenticeship programme.
- A group of VET providers organise a competition for students on energy saving in ICT activities.
- Teachers and company experts are invited to provide short training, demos or show good practices to students in a VET centre.
- Staff job shadowing (2 weeks) on dual-training coordination, new assessment rubrics adopted after return.
- Group mobility (2–3 weeks) at a partner VET provider, joint peer-learning plan focused on green maintenance practices.
- Invited expert (1 week) to train teachers on CNC simulation, method embedded into next semester's modules.

3.2.2 Objectives: features of mobility and recognition

3.2.2.1 General

- Strengthen European dimension of teaching and learning.
- Promote inclusion, diversity, tolerance, democratic values.
- Support professional networks and European identity.
- Ensure recognition of learning outcomes from mobility.
- Promote knowledge about shared European heritage and diversity

3.2.2.2 VET-specific

- Support the development of job-specific skills needed in the current and future labour market.
- Implement Council Recommendation on VET (Council Recommendation of 24 November 2020 on vocational education and training (VET) for sustainable competitiveness, social fairness and resilience 2020), Osnabrück Declaration (Council of the European Union 2020), EU Skills Agenda (European Commission 2020).
- Improve quality of IVET and CVET.
- Build digital and language skills, transversal competences.
- Encourage innovative pedagogy, staff training, partnerships.
- Make mobility accessible to all VET learners, with longer average durations.
- Use EU tools for recognition and transparency.

3.2.3 Topics and priorities

All learning mobility activities must be:

- Educational: intended for participants to improve or gain new knowledge, skills, competences and attitudes
- Transnational: involving interactions between people from different countries with the purpose of mutual exchange and learning

- Structured: having a clear methodology, learning programme and planned learning outcomes
- Strategic: contributing to a wider set of project or accreditation objectives

Horizontal dimensions:

- Inclusion and diversity: must ensure that they offer mobility opportunities in an inclusive and equitable way, to participants from all backgrounds.
- Environmentally sustainable and responsible practices: must promote environmentally sustainable and responsible behaviour among their participants, raising the awareness about the importance of acting to reduce or compensate for the environmental footprint of mobility activities.
- Digital transformation in education and training: it supports all participating organisations in incorporating the use of digital tools and learning methods to complement their physical activities, to improve the cooperation between partner organisations, to improve the quality and inclusiveness of their learning and teaching and further develop their digital skills.
- Participation in democratic life: should reinforce participatory skills in different spheres of civic society, as well as development of social and intercultural competences, critical thinking and media literacy.

3.2.4 Modalities and durations

- **Erasmus accreditation for centres:** a quality label for mobility in the fields of VET (and for school and adult education). Accreditation is valid for the whole programme period (until 31 Dec 2027). If the EU extends the programme, validity may also be prolonged. Outstanding organisations can be awarded an Erasmus Excellence Label. Accreditation supports mobility activities (learners and staff with possible blended modalities)
- **Staff mobility** (physical and blended).
 - Job shadowing 2–60 days
 - Teaching/training assignments 2–365 days

- Courses and training 2–10 days (active, transnational learning; not passive conferences)
- **Learner mobility** (physical and blended):
 - VET skills competitions 1–10 days
 - Group mobility 2–30 days (≥2 learners; at a hosting VET provider; peer-learning programme; ≥2 Programme countries involved)
 - Short-term individual 10–89 days (2–9 days for fewer-opportunity learners if justified)
 - Long-term individual (ErasmusPro) 90–365 days (strong work-based component)
- Other supported actions:
 - Invited experts 2–60 days (upskill staff, transfer practices)
 - Hosting teachers/educators in training 10–365 days (traineeship at your organisation)
 - Preparatory visits (improve inclusion/scope/quality; max 3 persons; one visit per host).

3.3 Erasmus+ Virtual Exchanges

This section introduces [Erasmus+ Virtual Exchanges](#) as a complementary mobility format that enables structured international learning through online, facilitator-led interaction. It highlights how virtual exchanges broaden access to international experiences while maintaining pedagogical quality and recognition.

3.3.1 Description and explanation

3.3.1.1 What this action is

Regular, guided online dialogues where small, mixed-country groups meet with a trained facilitator to explore themes like misinformation, climate action, inclusion, or youth participation. Sessions are mainly live (synchronous), with light prep (readings, short videos, forums) and can

be embedded in a youth project or a higher-education course. Platforms used must be safe, GDPR-compliant, and easy to access.

3.3.1.2 Why it matters

- Access and equity, opens international experiences to young people who can't travel (cost, visas, disability, caregiving, safety).
- Quality learning: structured pedagogy + facilitation leads to deeper reflection than ad-hoc video calls.
- On ramp to mobility: can prime participants for future physical exchanges.
- Scale: cost-efficient way to reach many learners fairly.
- Recognition: learning is documented (e.g., YouthPass (Youthpass 2026) or institutional attestation).

3.3.1.3 How it works in practice

The types of activities usually covered are the following ones:

- Facilitated online dialogues between youth organisations (debates, role-plays, simulations).
- Course-integrated dialogues for HE students (can be credit-bearing where institutions decide).
- Training for youth workers to design and run exchanges.
- Training for university staff to embed exchanges in curricula.
- Interactive open online courses (MOOC-like) that still rely on small-group interaction.

3.3.1.4 Simple example

A youth NGO in Spain and an HEI in Morocco co-run a 6-week moderated dialogue on climate myths. Mixed teams meet weekly, co-create short media pieces, receive facilitator feedback, and get digital badges/Youthpass documenting outcomes.

3.3.2 Objectives: features of mobility and recognition

3.3.2.1 What this action does

It provides online, small-group, facilitator-led international exchanges that complement (not replace) physical mobility.

3.3.2.2 Why it matters

According to the [Erasmus+ mobility programmes in higher education](#), the main aspects considered in this modality are the following ones:

- Intercultural dialogue and tolerance with non-associated countries.
- Critical thinking and media literacy (counter discrimination, polarisation, radicalisation).
- Digital and soft skills for students, young people, youth workers (incl. teamwork, languages, adaptability).
- Civic values: freedom, tolerance, non-discrimination, citizenship.
- External relations: strengthen the youth dimension of EU relations with partner regions.

3.3.2.3 Recognition

Projects must include a method to recognise participation and learning outcomes (e.g., Youthpass (Youthpass 2026) or institutional attestation) and define/measure learning outcomes before/after each exchange.

3.3.3 Topics and priorities

- Inclusion and diversity (explicit focus on socially/economically vulnerable youth and those unable to join physical mobility).
- Digital transformation
 - Online facilitation, safe platforms, digital pedagogy, media literacy.
- Environment and climate.

- Thematic focus on climate action and sustainability is encouraged.
- Participation and civic engagement.
 - Democratic life, common EU values, active citizenship.
 - Gender aspects: integrate gender sensitivity in training/content as relevant.

3.3.4 Modalities and durations

- Always moderated by trained facilitators.
- Small groups, mainly synchronous sessions (can include asynchronous prep: readings, short videos, forums).
- Secure and GDPR-compliant platforms, accessible UX, culturally relevant pedagogy.
- Integrated formats (pick one or combine):
 - Facilitated online dialogues between youth organisations' participants (role-plays, simulations possible).
 - Facilitated online dialogues embedded in HE courses (credit-bearing where institutions choose).
 - Training for youth workers to design/run exchanges.
 - Training for university staff to embed exchanges in curricula.
 - Interactive open online courses (MOOC-like) with small-group interaction at their core.
- Tools: use existing platforms/tools where possible (no bespoke tech required if not justified).

3.4 Marie Skłodowska-Curie Actions (MSCA) Staff Exchanges

3.4.1 Description and explanation

3.4.1.1 What it is

[The Staff Exchanges action](#) funds short-term (1–12 months) international and inter-sectoral exchanges of staff members involved in research and innovation activities of participating organisations. The aim is to develop sustainable collaborative projects between different organisations from the academic and non-academic sectors (in particular SMEs), based in Europe and beyond. Information available at [MSCA overview](#) and at [REA call page](#) (Marie Skłodowska-Curie Actions 2026).

3.4.1.2 Why it matters

- Stronger projects: real collaboration between academic + non-academic (incl. SMEs), often cross-country and cross-discipline.
- Skills and careers: secondees gain new methods, networks, and leadership skills; home teams benefit when staff bring back know-how.
- Easy to picture think of it like “loaning a player” in football—your staff plays a season with another team, learns tactics, and then returns to level-up your squad.

3.4.1.3 Example of proposal

SME–University–Research Institute trio:

- A biosensors SME (Italy), a university (Poland), and a national lab (Spain) co-design a project.
- PhD candidates, lab engineers, and project managers rotate for 3–6 months each, tackling sensor fabrication + validation + IP & regulatory pathways.
- Staff return, run internal workshops, and integrate new SOPs.
- Costs are claimed per person-month, with the €5,010 monthly allowance covering travel/living.

3.4.2 Objectives: features of mobility and recognition

- Purpose: build sustainable international/intersectoral/interdisciplinary collaboration, transfer knowledge, and develop staff skills through structured secondments.

- Mobility features: exchanges are hosted by project partners, include training/networking components, and require secondees to return and pass on knowledge in the sending organisation.
- Recognition: learning/training outcomes are embedded in the project's training plan; organisations are expected to document and recognise skills gained (e.g., in HR/appraisal, internal certificates, project deliverables).

3.4.3 Topics and priorities

- Bottom-up: any field of research and innovation; no predefined scientific topics.
- Sustainability: projects should apply climate- and resource-smart practices across mobility and management (travel choices, events, procurement) per the [MSCA Green Charter](#).
- Digital: MSCA promotes open science and digital collaboration/training (e.g., data stewardship, digital tools for cross-border teamwork), which teams typically integrate into secondment training and networking.

3.4.4 Modalities and durations

- Project duration: up to 4 years.
- Secondments: each staff exchange lasts 1–12 months (cross-border, hosted by a partner).
 - Where exchanges can occur:
 - EU/AC-EU/AC: by default, intersectoral (academic-non-academic).
 - EU/AC within the same sector is possible if the secondment is interdisciplinary (different scientific disciplines).
- Involving non-associated third countries: can be same or different sector; if your EU/AC partners are all one sector, including a non-associated third-country partner makes the consortium eligible.
- Staff categories: researchers, plus administrative, managerial, and technical staff who contribute to R&I.

3.5 COST Action Program

3.5.1 Description and explanation

3.5.1.1 What a COST Action is

The European Cooperation in Science and Technology (COST) is a funding organisation for the creation of research networks, called COST Actions. These networks offer an open space for collaboration among scientists across Europe (and beyond) and thereby give impetus to research advancements and innovation. COST is bottom up; this means that researchers can create a network – based on their own research interests and ideas – by submitting a proposal to the COST Open Call. The proposal can be in any science field. More information can be found at [COST overview](#) (COST Association 2026).

3.5.1.2 Why it matters

- Accelerates ideas into funding: follow-up proposals emerging from Actions show about 39% success, acting as a “pre-portal” to Horizon Europe and others.
- Career booster: rich training, mobility, visibility, and leadership opportunities for Young Researchers and Innovators through STSMs, Training Schools, and conference grants.
- Inclusive and flexible: anyone can join an ongoing network at any time, keeping the entry barrier low and the ecosystem open.
- Real-life analogy: think of COST as a pan-European “sandbox + meetup pass”—you don’t buy lab equipment; you fund the meetups, exchanges, and sprints that make bigger, later grants more likely.

3.5.1.3 Who can take part

- All sectors and seniorities (universities, RIs, SMEs/industry, public sector, NGOs).
- Pan-European and beyond: participants from 40+ COST Members plus partners worldwide (as defined by COST). Possible examples can be found at [Cost examples](#).

3.5.2 Objectives: features of mobility and recognition

Core aim: Build pan-European, interdisciplinary research and innovation networks that share knowledge, coordinate efforts, train researchers (especially early-career) and reduce fragmentation across Europe. COST funds networking, not research per se.

Mobility features:

- Short-Term Scientific Missions (STSMs): short research visits to another Action participant to learn techniques, collect data, and catalyse collaboration.
 - Training Schools and Workshops/Meetings: structured learning and exchange, often yielding community standards, methods and joint outputs.
 - Virtual Mobility Grants and Virtual Networking tools: enable collaboration without travel and broaden participation.
- Recognition: actions encourage open access outcomes and community visibility (e.g., shared repositories, open materials). Learning and participation are typically evidenced by Action certificates/records and by tangible outputs (papers, datasets, guidelines).

3.5.3 Topics and priorities

- Bottom-up scope: Any science/technology field, including social sciences and humanities; proposals define their own thematic focus.
- Cross-cutting priorities:
 - Inclusiveness and widening participation (ITCs, young researchers and innovators).
 - Digital transformation: sustained use of virtual networking, Virtual Mobility Grants, online meetings, and open digital platforms for collaboration and dissemination.
 - Environmental sustainability: emphasis on greener collaboration via virtual tools and reduced travel where appropriate.

- Open Science/Open Access: strong encouragement to make publications and materials openly available.

4 Information basis for mobility in the Digital4Sustainability consortium

Task 6.3 worked with a complete process (see Annex A, complemented by Annexes B, C and D) for informing the partners of the possibilities of EU support and for the collection of information on possible barriers and capacities. The compiled information suggested recommendations for implementing mobility actions with the contribution of all partners of the D4S Consortium. Sections 4.1, 4.2 and 4.3 present the information collected in the most important steps of the process.

Apart from this extensive compilation of information, it was recommended to implement one first pilot experience of mobility linked to training (not with pilots that start later in the calendar and could not be eligible for official EU mobility programmes). It was implemented as a training within the scope of topics of the project D4S with funds from EU mobility programs, contributing to check possible acceptance within one of the main fields, higher education (see description in section 4.4).

4.1 Initial questionnaire on mobility options

This section presents the results of the D4S-T6.3 – Erasmus Opportunities Survey (October 2025), carried out as part of WP6 – Task 6.3 – Deliverable 6.2: Opportunities Exploration. The purpose of the survey was to collect information about different organization types and their participation in European mobility programs, especially those related to Erasmus+ opportunities. The survey aimed to understand the potential engagement of various organizations with Erasmus mobility schemes and to identify the most suitable types of mobility activities for each organization.

Prior to formulating concrete recommendations for implementing mobility actions within the D4S Consortium, it was essential to collect structured information on the interests, capabilities, organisational contexts and available resources of each partner. This survey therefore served as a diagnostic step, providing an evidence base for identifying which types of Erasmus+ and related mobility schemes are most suitable for different organisations

A total of 19 participants completed the survey. Respondents represented a variety of organizations, including universities and higher education institutions (HE), vocational education and training (VET) centres, and companies or other types of organizations.

According to the collected data, 63% of respondents were from companies or other organizations, 21% from universities or higher education institutions, and 16% from VET centres (Figure 1). This shows that most responses came from non-educational organizations, indicating strong interest from the private or mixed sectors in Erasmus mobility opportunities.

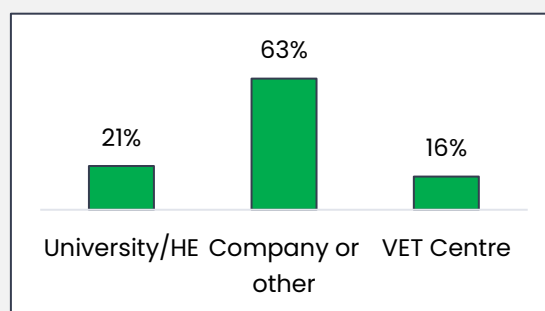


Figure 1. Respondents by organisation type

Regarding previous experience in European mobility programs, only 11% of participants reported having taken part in EU mobility activities, while 89% had not (Figure 2). This highlights that most organizations represented in the survey have not yet participated in Erasmus or similar mobility programs, suggesting significant room for growth and awareness in this area.

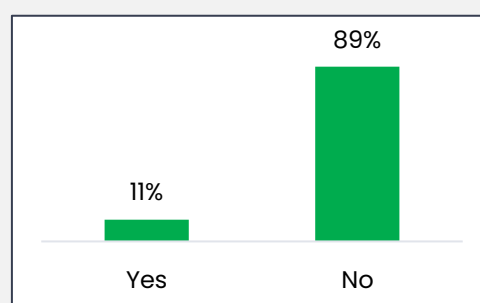


Figure 2. EU Mobility participation

Table 2. Organizational engagement with Erasmus+ Mobility Programs

| Org type | HE mobility ¹ | VET mobility ² | Adult accreditation ³ | Adult NFE mobility ⁴ | Virtual exchanges ⁵ | MSCA ⁶ | COST ⁷ |
|-------------------------|--------------------------|---------------------------|----------------------------------|---------------------------------|--------------------------------|-------------------|-------------------|
| Company or other | 4 | 3 | 1 | 5 | 4 | 4 | 4 |
| VET centre | 0 | 2 | 1 | 0 | 0 | 0 | 0 |
| University/HE | 2 | 1 | 1 | 0 | 2 | 2 | 1 |

Table 2 presents the number of organizations of each type (Other, VET, University) that selected specific Erasmus+ or EU mobility programs as most suitable for their activity and strategic profile. The official program titles are used in each column to ensure clarity and direct alignment with EU reporting standards.

For each organization, a “selection” was recorded whenever a respondent marked or rated a program as a priority within the original questionnaire (Excel file). The table summarizes, for every organization group: how often each Erasmus+ program was selected as a fitting opportunity and the total count for each program by organization type.

Example interpretation: “E+: Mobility projects for Higher Education students and staff” was selected by 4 ‘Other’ organizations, 0 VET institutions, and 2 universities. Similar logic was applied across all mobility programs, so the figure “4” means four organizations in the “Other” category marked that program as fitting.

¹ E+: Mobility projects for Higher Education students and staff

² E+: Mobility for learners and staff in Vocational Education and Training (VET)

³ E+: Erasmus Accreditation in the field of Adult Education

⁴ E+: Mobility for learners and staff in informal and non-formal Adult Education

⁵ E+: Erasmus+ virtual exchanges

⁶ Marie Skłodowska-Curie Actions (MSCA) Staff Exchanges

⁷ COST Action Program

Program demand across sectors is highly segmented according to each group's institutional character, strategic goals, and resource base. Universities demonstrate strong engagement with Erasmus+ offerings, expressing a clear preference for academic, research-oriented, and digitally enabled mobility programs. They are especially active in "Mobility projects for Higher Education students and staff," "Erasmus+ virtual exchanges," and "Marie Skłodowska-Curie Actions (MSCA) Staff Exchanges," reflecting both their internationalization strategies and their pursuit of research and collaborative networks at a European level.

In contrast, VET providers tend to operate within a much narrower frame, largely limiting engagement to vocational training and adult accreditation pathways. Their demand is centred almost exclusively on "Mobility for learners and staff in VET" and "Erasmus Accreditation in the field of Adult Education," illustrating a strong focus on practical skills transfer and workforce development. However, the options for mobility for adult education was not well understood when presented as it would not be applicable given the typology of partners, so they are not much used to it. Participation in other facets of Erasmus+, such as higher education, virtual, or research exchanges, is virtually absent among these institutions. This restriction likely stems from long-standing sector boundaries, limited institutional capacity for internationalization, or perceived misalignment with their missions.

Finally, organizations categorized as "Other" display the most diverse profile, selecting a variety of mobility opportunities from non-formal adult education to virtual exchanges, higher education mobility, and research collaborations. However, even within this group, certain pathways, especially formal adult education accreditation and VET mobility are less popular, possibly suggesting resource limitations, specific mission focuses, or barriers to entry.

4.2 Sectoral meetings

After a general presentation of mobility opportunities on 4th November 2025 for the best understanding of all the partners, the process opted for separated sectoral online meetings moderated by the partners in charge of development of the mobility programme. The main aim was offering a more homogeneous context where affinity of interests and situations better enables sharing problems, options and all types of opinions. The partners were divided into three groups according to their organisational nature that defines eligibility for participation in EU

funding programmes: Higher Education Institutions (HEI), organisations in Vocational Education and Training (VET) and other types such as companies, industry associations, NGOs, etc.

The types of questions planned in the scripts for each type of partners were different as each type of partner has different possibilities in funding programmes although some questions on interest, capacity, etc. were common in all sectoral meetings. The details of each meeting as well as the results are available in the official reports available in annexes B, C and D of this document.

Main conclusions from reported information are the following:

- Interest and Willingness by Sector
 - Higher Education (HE): There is unanimous interest (100%) in exploring and promoting mobility opportunities. However, actual participation will depend on resources, workload management, and the ability to scale these models.
 - Vocational Education and Training (VET): Willingness is mixed. While 50% show interest under certain conditions, other partners feel overwhelmed by local issues and work, or prefer to focus solely on regional missions.
 - “Other” Sector (Associations/Clusters): The majority (87.5%) show mixed interest. Their main role is perceived as promoters of these opportunities among their members (such as SMEs), rather than as direct participants, due to uncertainty about how mobility fits into their mandates.
- Motivations and Barriers for Staff and Students
 - Staff: There is genuine interest in professional development, but it is heavily influenced by workload, schedule, and access to clear information about grants and logistics. In HE, interest is closely linked to collaborative teaching and resource development.
 - Students: A cautiously positive attitude is observed. Motivation increases when benefits are clearly communicated and financial support is offered. A critical point identified in HE is cost as a barrier for students, making virtual options very attractive.
- Previous Experience and Capabilities

- Levels of Experience: The HE partners have a solid and diversified track record, excelling in Blended Intensive Programs (BIP) and staff teaching and training mobility. In contrast, the VET and “Other” sectors report generally low or no experience in most mobility actions.
- Strengths and Weaknesses: English language proficiency and an international mindset are considered strengths in HE and some “Other” partners. However, lack of previous experience and limited internal capacity are recurring concerns outside the university environment.
- Learning Context and Administrative Burden
 - Curriculum Integration: Most see it as feasible to integrate the content as complementary activities or elective components. In HE, it is noted that structural changes to the curriculum require at least one year of planning.
 - Paperwork Management: There is a clear division: while in HE and the “Others” sector, the management of agreements and funding is considered standard practice, in the VET sector there is strong resistance or “organizational friction” towards administrative work, which is considered “almost impossible” in some cases. Even in HE, it is noted that the initial preparation of documents by academic staff is a significant and time-consuming effort.
- Formats of Future Interest
 - There is a preference for formats that do not require a high level of attendance or extreme resources. In HE, there is interest in virtual collaboration networks and programs such as COST Action, which allow international connections to be built without the demands of prolonged physical stays.

4.3 Commitment questionnaire

As a final step and after having clarified through the systematic process of previous steps, partners were requested to express their intentions of participating in specific actions during the next two years of the project (M25 – M48). Unfortunately, not all of them wanted to share their plans. While this is undesirable, it is not a definitive barrier for the implementation of actions. The detailed information collected with this questionnaire is presented in Annex E.

Analysing the specific results from the 14 partners (3 from HEIs, 3 from VET and 8 from the rest) who completed the questionnaire, data depict several general aspects:

- Low level of previous experience: 71.43% (50% none, 21.43% poor)
- Scarce interest in the organisations and in workers/professionals: both 57.14% (35.71% none, 21.43% poor)
- Scarce interest in students (HE/VET): 50% none or poor.
- Possible reasons for participation (see Table 3).

Table 3. Possible reasons or interest for participation

| | None/NA | Possible | Probable | Clear reason |
|--|---------|----------|----------|--------------|
| International added value | 4 | 3 | 3 | 4 |
| Funding for activities (courses, training, etc.) (HE/VET) | 0 | 3 | 2 | 1 |
| Funding for additional talent (teachers, apprentices, etc.) | 7 | 5 | 1 | 0 |
| Career development for staff/teachers | 3 | 7 | 3 | 0 |
| Better service to students (HE/VET) | 1 | 3 | 1 | 0 |
| Other (indicate below if selection is different from None/NA) | 13 | 0 | 0 | 0 |

Capacity of for both outgoing and ingoing mobility:

- Workers/professionals in international work: 50% none or poor, 50% relevant or excellent
- Workers/professionals in English: 50% none or poor, 50% relevant or excellent

- Students in international work (HE/VET): 50% none or poor, 50% relevant or excellent
- Students in English (HE/VET): 33% none or poor, 66% relevant or excellent
- Paperwork and administration: 57.14% none or poor, 42.86% relevant or excellent
- Teaching in project topics: 42.86% none, 21.43% possible, relevant 35.71%
- Students' capacity in project topics (HE/VET): 50% none or poor, 50% relevant
- Work assignment in project topics for apprenticeships (HE/others): 21.43% none, 28.57% possible, relevant 28.57%
- Possible teaching roles/courses (HE/VET): 50% none, 50% relevant
- Possible research capacity/experience for accepting doctoral mobility (HE/others): 63.63% none, 18.18% possible, 18.18% relevant or excellent
- Possible research capacity/experience for accepting researchers' mobility (HE/others): 45.45% none, 36.36% possible, 18.18% relevant or excellent

The most relevant results are linked to the declared intentions of partners for 2026 and 2027. We can see the results for each type of partner (HE, VET or other organisations) in the Table 3, Table 4, Table 5 and Table 6. Although a good number of partners did not declare intentions, the responses from 14 could be illustrative enough to observe trends and suggest ideas. Obviously, the main point in all tables is the absence of experience in leading or developing proposals of actions. Referring to activity, it is relevant to consider some percentage of partners below the level of exploration of agreements (usually a first enabling step for many actions). Obviously, this reluctance can be explained by a combination of lack of experience, self-conviction (or real perception) of not having real expertise or teaching capacity in the topics of D4S (despite being a partner), less exposure to objectives or simply narrower perspective of interest for the organisation or in the staff. This will be addressed through a mitigation strategy explained in Section 5.

Table 4. Declared intentions from HE partners for 2026 and 2027

| HE for 2026 | None | Explore agreements | Participate (offer options) | Propose actions |
|--------------------------------|------|--------------------|-----------------------------|-----------------|
| Study period (BIP) | | 1 | 2 | |
| Doctoral short | 1 | | 2 | |
| Traineeship outgoing | | 1 | 2 | |
| Traineeship incoming | | 2 | 1 | |
| Staff teaching outgoing | | 2 | 1 | |
| Staff teaching incoming | 1 | | 2 | |
| Staff training outgoing | | 2 | 1 | |
| Staff training incoming | 1 | 1 | 1 | |
| HE for 2027 | None | Explore agreements | Participate (offer options) | Propose actions |
| Study period (BIP) | | 1 | 2 | |
| Doctoral short | 1 | | 2 | |
| Traineeship outgoing | | 1 | 2 | |
| Traineeship incoming | | 2 | 1 | |
| Staff teaching outgoing | | 2 | 1 | |
| Staff teaching incoming | 1 | | 2 | |
| Staff training outgoing | | 2 | 1 | |
| Staff training incoming | 1 | 1 | 1 | |

Table 5. Declared intentions from VET partners for 2026 and 2027

| VET for 2026 | None | Explore agreements | Participate (offer options) | Propose actions |
|-----------------------|------|--------------------|-----------------------------|-----------------|
| Competitions | 2 | 1 | | |
| Group mobility | 2 | | 1 | |
| Individual short | | 3 | | |
| Individual long | 3 | | | |
| Invited experts | 1 | | 2 | |
| Traineeships teachers | 2 | | 1 | |
| Preparatory visits | 2 | 1 | | |
| VET for 2027 | None | Explore agreements | Participate (offer options) | Propose actions |
| Competitions | 2 | 1 | | |
| Group mobility | 2 | 1 | | |
| Individual short | | 3 | | |
| Individual long | 3 | | | |
| Invited experts | 1 | | 2 | |
| Traineeships teachers | 2 | | 1 | |
| Preparatory visits | 2 | 1 | | |

Table 6. Declared intentions from other types of partners for 2026 and 2027

| Other for 2026 | None | Explore agreements | Participate (offer options) | Propose actions |
|--|------|--------------------|-----------------------------|-----------------|
| Staff as outgoing experts in VET centres | 7 | 1 | | |
| Staff as outgoing experts with HEIs | 8 | | | |
| Incoming trainees | 4 | 3 | 1 | |
| Incoming researchers | 6 | 1 | 1 | |
| Other for 2027 | None | Explore agreements | Participate (offer options) | Propose actions |
| Staff as outgoing experts in VET centres | 6 | 2 | | |
| Staff as outgoing experts with HEIs | 6 | 2 | | |
| Incoming trainees | 4 | 3 | 1 | |
| Incoming researchers | 5 | 2 | 1 | |

Table 7. Declared intentions on research from HE and other organisations for 2026 and 2027

| He and other for 2026 | None | Explore agreements | Participate (offer options) | Propose actions |
|--|------|--------------------|-----------------------------|-----------------|
| Staff as outgoing experts in VET centres | 3 | 5 | 3 | |
| He and other for 2027 | None | Explore agreements | Participate (offer options) | Propose actions |
| Staff as outgoing experts in VET centres | 2 | 6 | 3 | |

4.4 A first mobility experience within the training scope of the project

Digital4Sustainability

As commented in the introduction of this section 4, the compilation of information from partners through the process defined in Figure 3, should be always complemented to get a full vision of the options for a mobility programme before implementing concrete actions. Unfortunately the planned training pilots included in Work Package 4 of the project are not suitable for two main reasons (this will be explicitly discussed in section 5.1): the are planned for much later calendar times than the development of this document and there could be risks of consideration of double funding if they are linked to an official application for specific EU mobility funds for the training activity (already covered by the funding of the project).

A first official mobility activity related to the D4S project it was decided to exploit existing cascade funding opportunities already available, so avoiding the long time between developing application and having the option of implementing the activity. One partner, Universidad de Alcalá, (UAH) is already engaged in a big Erasmus+ funding action in the [EUGLOH Alliance of Universities](#). As part of the cascade funding for short courses, the team of UAH proposed a [BIP course](#) on two relevant aspects included in the list of training topics of learning units in the deliverable 3.1 of the project D4S: foundations of digital sustainability, green computing and social sustainability with digital wellbeing and accessibility, awarded with 2 ECTS

It was mainly targeted master students from the universities of the EUGLOH Alliance of different educational areas who wanted to get a reskilling in digital sustainability for opening new possibilities for career development. It had an online part from 24th Nov 2025 to 6th Dec 2025 and three intensive days in Alcalá de Henares (Spain) with 15 hours of hands on and practical activities. While the final number of participating students was 23 there was 52 applicants. The platform and the materials for the course were exclusive for it and not matching any of the future learning units for the pilots of D4S (still to be developed in November-December of 2025). Presence of students during intensive days were funded by cascade funding of EUGLOH with mobility grants for travel, accommodation and subsistence according to the budget of the Alliance.

Some of the conclusions of the course extracted from feedback questionnaires are the following ones:

- Attracting interest of HE students when there is an opportunity for presence abroad and recognition of ECTS is usually feasible: applicants double the number of available places. Satisfaction with the blended course with mobility days was very high (5 in 1-5 scale) or high (4 in 1-5 scale) was 87%.
- There is interest in the topics on digital sustainability, even the foundational ones like the ones in this program: foundations of digital sustainability (70% of high interest, 30% of average one), Green Computing (57% of high interest, 43% of average one), social sustainability (87% of high interest, 13% of average one) and digital accessibility (44% of high interest, 40% of average one). These numbers provide confidence in absence of reluctance towards the topics amidst HE students from different areas.

The results of this first experience on mobility for the project in the context of HE were promising in terms of attractiveness of both topics and the combination of mobility opportunities with the training courses on the topics.

5 Suggestions for mobility in the Digital4Sustainability Consortium

As a consequence of the analysis of all previous phases of analysis of nature, interests, capacities, experience and mindset of project partners, this section will depict the suggestions for implementing an EU mobility program within the project Digital4Sustainability. This section covers a structure set of essential subsections to present aspect of feasibility of activities highlighting best opportunities.

5.1 Preliminary analysis of risks and challenges

- Pilots (M24-M36 but possibly extending until M48) cannot be easily connected to official EU mobility programmes as there could be risks for possible double funding: only mobility linked to other concepts (other short trainings additional to pilots, competitions, group visits, apprenticeships, research, etc.) could be preferable for the implementation of mobility. Initial inapplicability to pilots implies that the mobility objectives should be reached through additional actions.
- The additional mobility activities should consider in a flexible way the adherence to the training possibilities specified in the DLV 3.1 on training curricula. The requirements for fulfilling duration, recognition and conditions (e.g., duration, credits, features, etc,) imposed by EU mobility programmes are frequently different from the design of learning units that could be perceived at first sight from what it is presented in DLV 3.1. So, the activities (probably also for training pilots) will need to keep adherence to the main topics listed by the learning units in DLV 3.1 but adapting the detailed implementation in contents, duration/effort (ECTS), modalities, methodology and assessment, etc. The big value of mobility for the D4S project is mainly based on the EU dimension of the topics in D4S to multiply the impact for digital sustainability.
- There is a deficit of leading and development experience in mobility programmes in partners of the consortium so few may be initially able of leading proposals, probably implying the need for project coordinators to promote collaboration for finally implementing initiatives.

- Some possible vision on the topics within Digital4Sustainability may promote reluctance in participation as some partners may believe that they do not usually work with, or teach, explicit topics within the scope they explicitly considered for the project. It is probable that this perception is also influenced by a little interest in participating in mobility activities and that could be strengthened.
- Calendar for applications to EU with the corresponding months to decide awarding of funds will be a big challenge as the initial ones in 2026 very close to finalisation of this document. So, the case of HE and apprenticeships with HE would be almost discarded for 2026. This is not an impediment to advance in preliminary conversations and agreements that are a previous step before applying for EU mobility funding. However, attractive options in educational calendars such as summer period (free of academic obligations) could be radically out of possibilities given the calendar of calls, time for decisions in awarding funding and the finalisation of the project.
- The analysis of connection with national programmes to facilitate recognition of curricula while keeping flexibility for specialised training is more linked to the work of Work package 3 where recognition and accreditation of training programs are treated. As explained, this work package 3 is responsible for the implementation of the project objective 10 where the mobility KPI is attached. So, this document will not interfere in that part of the project and overlap with such work and will only highlight the requirements stated by some EU mobility programmes for having recognition of e.g. ECTS or other specific training or educational formal requirements. In all cases, national participants will analyse this point in mobility activities with the basis of DLV 3.3 and will be adapted to the local reality.

5.2 Suggested activities for the EU mobility activities for Digital4Sustainability

This section shows a summary of options with an indicative assessment of feasibility based on calendar restrictions for both calls and project activities, requirements and complexity of application in EU call for applications and information compiled from partners. These three factors have been considered as the most influential in the capacity of having effective possibilities of official EU mobility recognition. This section assumes the challenge of working with mobility actions without the possibility of linking training pilot activities to official EU mobility recognition

through funding given the probable problem of double funding for the same action. The detailed analysis on main KA1 Erasmus+ tries to structure the catalogue of possible action adding the feasibility assessment and can be seen in Annex E. As it can be extracted from the tables in the annex E:

- The most promising opportunities are BIPs for HEI and skills competitions and/or groups for VET.
- They can be complemented by individual short stays for students and staff but their contribution to volume will be scarce if compared to required effort. Probably more connected to exchanges for training and learning for staff and specialised students than general apprenticeships given the reluctance to offer opportunities (except by HEIs and organisations linked to research).
- Given the calendar for EU funding (February 2026) will need to wait to February 2027 while, in the meantime, agreements and cooperation will start to have a good preparation of proposals. Additionally, some challenges are added to the proposal in 2027:
 - They cannot exploit interesting educational periods like summer 2027 (given the expected calendar for the funding decisions).
 - They need to implement actions before end of January 2028, otherwise they will be out of the period of the project.

As differentiated actions, we can find the following:

- Erasmus+ Virtual Exchanges:
 - They involve countries outside EU members or Erasmus+ associated countries apart from a good number of EU HEIs and other conditions.
 - It is not realistic having proposals in 2026 and probably could be very hard in 2027.
- MSCA Staff Exchanges:
 - It requires partners showing good previous records in research as well as reasonable research capacities (HR, activities, facilities, etc.), including HEIs, research centres, companies, etc.

- Proposals are complex as they involve a solid research project showing real advances in state of the art of research and academia.
- It is not clear that partners can offer such research or even the mere specialisation in topics of the project as defined in DLV 3.1.
- No forecast of being capable of creating proposals neither in 2026 nor in 2027. It is more realistic to promote short stays of researchers under Erasmus+ KA1.
- Cost action program:
 - This opportunity also requires the involvement of partners with good previous records in research as well as reasonable research capacities as it does not fund research but the creation of network including funding for training and mobility.
 - The development of a proposal is more complex than the Erasmus+ KA1 ones and it requires a high number of trustable partners in many European countries (not less than 7, but probably many more to have options of success).
 - One advantage is that there is not a specific network on digital sustainability or a good number of relevant topics of D4S (checking at <https://www.cost.eu/cost-actions-event/browse-actions/>). This could be encouraging for a long preparation for the 2027 call, although the practical implementation could start after the end of the D4S project.

The recommended initial planning can be shown as follows, considering the previous reflections:

- 31st January 2026: this DLV 6.2 is officially submitted
- 19th February 2026: deadline for KA1 mobility for HEI and VET
 - Effective proposals seem to be unlikely. Ideas, contacts, negotiations and agreements should be discussed and completed before December 2026.
- 26th March 2026: Erasmus+ Virtual Exchanges:
 - Unlikely promotion of proposals given complexity for having countries outside EU members or Erasmus+ associated countries to complete consortium.
- 16th April Marie Curie SE:

- Improbable research capacity for a complex proposal like the ones required in this modality.
- 29th September: accreditation of VET centres (KA120)
 - Accreditation of VET centres for multi-year recognition as requisite for mobility funding
- October 2026 (TBD): COST action program
 - Improbable research capacity for expected possible proposal for this call in 2026
- December 2026:
 - Start effective preparation of proposals for Erasmus+ KA1 (HE or VET) until probable deadline in February 2027, possible virtual exchange probably in March 2027.
 - Planning implementation starting before end of 2027 to be valid for D4S (although they may continue later after the end of the project).
- July 2027:
 - Expected decisions on awarding proposals
- September–December 2027:
 - Implementation of all or most of the activities of the awarded proposals
- All year 2027:
 - Other specific actions to be decided in the Consortium depending on detected possibilities for the other programs.

As the most feasible results, it is possible to mention:

- At least, one BIP with the participation of HEIs in 2027 with little probability of involvement of experts from companies.
- At least, one mobility in VET in the easiest and most attractive modalities like group mobility or competitions (or similar others).

- Some individual opportunities of apprenticeships and short mobilities for students and staff, probability better with educational centres rather than the poor context of companies.

5.3 General recommendations

The following are some additional recommendations for the promotion of mobility activities during the second half of the project (M25-M48):

- Creation of thematic communities among partners for the discussion of opportunities and the cooperation for proposals, better organised around types of opportunities (e.g., short stays, BIPs, projects, etc.) rather than from the previous sectoral groups (HE, VET and others).
- Promotion of regular meetings synchronised with the calendars of calls (e.g., circulating information on the calls and requirements, meeting when the call is open to discuss ideas, etc.) where specific information and references can be shared (even with folders in Next Cloud).
- Promotion of short descriptions of ideas for possible applications, cooperation, etc. with a standardized template and forms for expressing topic specialisation within the catalogue of DLV 3.1.

The following reflections are relevant for the suggestions to be expressed in this document for the implementation:

- Partners might be overwhelmed by initial active participation in mobility despite its own interest and the contribution to general objectives (as explained in section 2) only restricted to partners mentioned in Task 6.3 or work package 6, but rather connected to work package 3 where almost all partners are engaged.
- Project coordinators will help in clarifying the interest and importance of mobility for the success of the project as well as for direct benefits to the partners and will encourage contributions similarly as in other transversal aspects like sustainability, dissemination, etc.

- Partners can contribute at any time during the next two years in possible actions launched by active partners. It is suggested the creation of a specific community within the consortium with those partners more interested in working in concrete actions.

6 Guidelines for requesting funding for mobility

The Erasmus+ application process is thorough but well-structured. By meeting the requirements and submitting a solid proposal, you can secure funding for projects that best suit your type of organisation, be they educational, mobility or cooperation projects across Europe. Let's take a step-by-step look at how to apply for this funding. We will first describe the general process and then specify the particularities of each of the actions.

6.1 Compliance with the programme criteria

Prior to developing an application for the programme, the eligibility criteria and requirements for the selected programme must be reviewed. The criteria presented in this section may vary from year to year although they should be strategically similar along a typical programme period (now the period 2021-2027) but are usually divided into the following aspects:

- Admissibility criteria as developing a complete, readable and accessible application, respecting the page limits and submitting the application before deadline,
- Eligibility criteria are those that determine whether the project is aligned with the Erasmus+ Action for which you are applying. Eligibility criteria specific to the Action under which the proposal is submitted can be found in the Erasmus+ Programme Guide of the year for which the project is applied for.
- Exclusion criteria. Your organization cannot participate if it is bankrupt or has unpaid taxes/social security contributions, it has been involved in fraud, corruption, or money laundering, or it has breached obligations in previous EU-funded projects. Additionally, some organizations are ineligible, as National authorities supervising Erasmus+ agencies, Erasmus+ National Agencies (with limited exceptions) or entities under EU sanctions.

In addition to the programme requirements, it is also important to review the priorities that have been set for the current year in the Erasmus+ Programme Guide. Alignment with priorities is essential to get a good score from evaluators to reach the points threshold (or being within the number of planned projects) that enable getting funding.

6.1.1 Financial and operational conditions

There are other requirements to be fulfilled regarding the financial and operational capacity of the participating organisation.

- Financial Capacity.
 - For grants ≤ 60,000 EUR: Require a declaration of honour certifying availability of sufficient funds.
 - For grants > 60,000 EUR: must submit financial documents (e.g., balance sheets, profit/loss statements).
 - For grants > 750,000 EUR, request an external audit report.
- Operational Capacity. The participating organization must demonstrate:
 - Qualified staff and relevant experience.
 - Technical and material resources.
 - A track record of previous projects (especially Erasmus+).

The form of funding and eligible costs should be reviewed in the programme guide of the year in which the project is applied for. In general, the programmes are opting for lump-sum funding that require much less financial information and could not imply any audit of use of funds, so partners may feel more inclined to participation with this lighter managerial burden: all the control is focused on generating all the expected outcomes and impacts, fulfilling the specified details determined in the project proposal and the grant agreement.

6.1.2 Submitting the application

Once the programme requirements have been checked and the financial and operational conditions have been reviewed, your organisation must be registered before submitting the application:

- For projects managed by the Executive Agency (EACEA):
 - Create an account on the [EU Funding & Tenders Portal](#).
 - Obtain a Participant Identification Code (PIC), a unique 9-digit number.
 - If your organization already has a PIC from other EU programs, you don't need to register again.
- For projects managed by National Agencies:
 - Register in the [Erasmus+ Organisation Registration System](#).
 - Obtain an Organisation ID.

Some documents are required for registration:

- Legal Entity Form.
- Financial Identification Form (especially for consortium coordinators).
- For grants exceeding 60.000 EUR, additional financial capacity documents may be required (e.g., balance sheets, profit/loss statements).

Finally, once the proposal has been developed, it must be submitted for evaluation before the deadline set for the selected Action:

- For the Executive Agency (EACEA):
 - Submit electronically via the [Funding & Tenders Portal](#).
 - Required documents:
 - Form Part A (administrative data).
 - Form Part B (technical project description).
 - Part C (additional data, if applicable).
- For National Agencies:
 - Use the forms available on the [Erasmus+ website](#).
 - The application must be in an official EU language (the abstract must be in English).

In case of projects submitted by a consortium, the coordinator submits a single application for the project on behalf of all members.

6.2 Mobility projects for Higher Education students and staff

This higher education mobility action supports physical and blended mobility of higher education students in any study field and cycle (short cycle, bachelor, master and doctoral levels).

6.2.1 Relevant criteria, thresholds, and conditions

A. Eligibility:

- Applicants:
 - Individual HEIs with an Erasmus Charter for Higher Education (ECHE) established in an EU Member State or third country associated to the Erasmus+ programme, or
 - Any eligible participating organisation (HEIs or public or private organizations active in the labour market) acting as consortia coordinator. Consortia must be accredited as mobility consortia⁸ (min. 3 organisations, including 2 HEIs).
- Participating Countries:
 - EU Internal funds: EU Member States and associated countries; 20% of grants can fund outgoing mobility to non-associated countries. Duration of the project: 26 months.
 - External funds: Mobility with specific non-associated regions (excludes Belarus/Russia). Duration of the project: 24 or 36 months
- Eligible Activities:
 - Student mobility (studies/traineeships).
 - Staff mobility (teaching/training).

⁸ For more information on individual and consortium accreditation see the Erasmus+ programme guide.

- Blended Intensive Programmes (BIPs): Short physical + virtual mobility (min. 3 ECTS credits).

B. Award Criteria:

- Internal Funds: No qualitative assessment; funding based on past performance and budget availability.
- External Funds. Scored on:
 - Quality of project design (max 40 points).
 - Relevance to EU values and regional strategy (max 40 points).
 - Impact and dissemination (max 20 points).
- Threshold: Minimum 60/100 points and 50% per criterion.

C. Key Conditions:

- Student Mobility:
 - Duration: 2–12 months (studies/traineeships); 5–30 days for blended mobility.
 - Recognition: Mandatory ECTS credit transfer (3 ECTS min. for blended mobility).
- Staff Mobility:
 - Duration (teaching/training): 2–60 days (EU); 5–60 days (non-EU).
 - Teaching: Min. 8 hours/week (exceptions for enterprise staff).

6.2.2 General description of activities

- Student Mobility:
 - Studies: at partner HEIs, integrated into degree programmes.
 - Traineeships: In enterprises, labs, or NGOs (including post-graduation).
 - Blended Options: Combines physical mobility with virtual collaboration.
- Staff Mobility:

- Teaching: Exchange of pedagogical methods (e.g., guest lectures).
- Training: Job shadowing, workshops, or digital skills development.
- Blended Intensive Programmes (BIPs):
 - Short transnational programmes (5–30 days physical + virtual teamwork).
 - Focus on innovation, sustainability, or societal challenges.
- Horizontal Priorities:
 - Inclusion, green practices, digitalization, and civic engagement.

6.2.3 Funding details

| Budget category | Funding amount |
|--|--|
| Organisational support (internal funds) | 400 EUR/participant (up to 100 participants); 230 EUR/additional participant |
| Organisational support (external funds) | 500 EUR/participant |
| Travel support | Based on distance bands (e.g., 211–1735 EUR); higher grants for "green travel" |
| Individual support (students – long-term mobility) | 225–674 EUR/month (varies by destination) |
| Individual support (students – short-term mobility) | 56–79 EUR/day |
| Individual support (staff) | 71–190 EUR/day (varies by receiving country) |
| Inclusion support | 250 EUR/month top-up for participants with fewer opportunities |
| Exceptional costs | 80% coverage for expensive travel or financial guarantees |

Key dates

- Application Deadline: Generally, by February (e.g., in 2026: 19 February 2026 (midday Brussels time)).
- Project Start Dates:
 - For projects funded by EU internal policy funds: Generally starting from June, e.g. in 2026: 1 June 2026.
 - For projects funded by external policy funds: Generally starting from August, e.g. in 2026: 1 August 2026.
- Frequency: Annual call for proposals.

Example: A consortium of 3 HEIs could organize a BIP on ICT sustainability, combining a 2-week workshop in Germany with online collaborative projects, funded via Erasmus+ internal policy funds.

Note: Exact grant amounts and regional targets may vary by National Agency. Always check the latest guidelines.

6.3 Mobility for learners and staff in Vocational Education and Training (VET)

This action supports providers of Vocational Education and Training (VET), initial and continuing, and other organisations active in the field of VET that want to organise learning mobility activities for VET learners and staff. This action is of interest to the project with regard to continuing vocational education and training (CVET).

6.3.1 Relevant criteria, thresholds, and conditions

A. Eligibility:

- Participants:
 - Applicants:

- CVET providers (e.g., adult education centres, corporate training departments).
- Companies or other public or private organisations hosting, training or working with VET students and apprentices.
- .
- Organisations can join the Programme without applying by:
 - Joining an existing consortium
 - Hosting participants from another country
- Participating Countries:
 - EU Member States and associated countries; accredited projects may include non-associated countries (excl. Belarus/Russia).
- Project Scope:
 - Short-term projects: Max 30 participants.
 - Accredited projects: No participant limit, but ≤20% budget for non-associated countries.
- Eligible Activities:
 - Staff Mobility: Job shadowing (2–60 days), teaching/training assignments (2–365 days), courses (2–10 days).
 - Learner Mobility:
 - Short-term (2–30 days) or long-term (90–365 days).
 - Other: Invited experts (2–60 days), preparatory visits.

B. Award Criteria (Short-term Projects):

- Relevance (20 pts): Alignment with EU values and adult education objectives.
- Quality of Design (50 pts): Clear objectives, sustainability, digital tools (e.g., EPALE).

- Follow-up (30 pts): Integration of results and dissemination plans.
- Threshold: 60/100 points minimum, with $\geq 50\%$ per criterion.

C. Key Conditions:

- Documentation: Learning agreements and Europass Mobility (Europass – European Union s. f.).
- Inclusion: Mandatory support for participants with fewer opportunities.
- Green Practices: Preference for low-emission travel.

6.3.2 General description of activities

- Staff Mobility (trainers, teachers, and non-teaching staff):
 - Job Shadowing: Observation at host organisations (e.g., adult learning centers).
 - Teaching/Training: Delivering or receiving training abroad (e.g., digital literacy programs).
- Learner Mobility (adults enrolled in CVET programs or graduates up to 12 months post-graduation):
 - Short-term: Non-formal learning (e.g., language courses, cultural exchanges).
 - Long-term: Skills development (e.g., vocational training for adults).
- Other Activities:
 - Invited Experts: Transferring expertise (e.g., innovative teaching methods).
 - Preparatory Visits: Planning mobility for inclusivity/quality.

Note: Remember to indicate how you will implement horizontal priorities in your project.: focus on disadvantaged learners as migrants or low-skilled adults, use digital tools as EPALE and/or implement green travels and blended mobility, when possible

6.3.3 Funding details

| Budget Category | Funding Amount |
|--------------------------------------|---|
| Organisational support | 100–500 EUR/participant (e.g., 350 EUR for staff mobility; 500 EUR for long-term learners). |
| Travel support | 28–1735 EUR (distance-based; higher grants for "green travel"). |
| Individual support (staff) | 84–191 EUR/day (varies by destination country group). |
| Individual support (learners) | 36–127 EUR/day. |
| Inclusion support | 125 EUR/participant with fewer opportunities; 100% coverage for additional needs (e.g., accessibility). |
| Preparatory visits | 680 EUR/participant. |
| Course fees (staff training) | 80 EUR/day. |
| Linguistic support | 150 EUR/participant (extra 150 EUR for long-term mobility). |

Key dates

- Application Deadlines:
 - Round 1: Generally, by February (e.g. 19 February 2026 (midday Brussels time) for projects starting between 1 June and 31 December 2026).
 - Round 2 (if opened by National Agencies): Generally, by October (e.g. 1 October 2026 (midday Brussels time) for projects starting between 1 January and 31 May 2027).
- Project Duration:
 - Short-term projects: 6–18 months.

- Accredited projects: Initial 15 months (extendable to 24 months).
- Frequency: Annual calls.

Example: An NGO in Italy could organize a short-term project sending staff to Finland for a 10-day course on inclusive teaching methods (funded at 350 EUR/organisational support + 169 EUR/day subsistence).

Note 1: Exact grant amounts may vary by National Agency. Always check local guidelines.

6.4 Erasmus+ virtual exchanges

6.4.1 Relevant criteria, thresholds, and conditions

- Eligibility:
 - Organisations: Higher education institutions (HEIs), youth organisations (non-formal education) and higher education institutions, associations or organisations of higher education institutions, as well as legally recognised national or international rector, teacher or student organisations.
 - Consortium: coordinated by a HEI, a minimum 6 organisations from 6 different eligible countries.
 - Minimum 3 HEI or youth organisations from 3 different EU Member States and third countries associated to the Programme and 3 HEI or youth organisations from 3 different eligible third countries not associated to the Programme belonging to the same eligible region. The number of organisations from EU Member States and third countries associated to the Programme must not be higher than the number of organisations from third countries not associated to the Programme.
 - Participants: Youth aged 13–30 (parental consent required for under-18s).
- Award Criteria (100-point scale):
 - Minimum score: 60/100 points, with at least 50% of max points in each category:
 - *Relevance* (30 pts): Alignment with EU values, intercultural dialogue, and soft skills development.

- *Quality of Design* (30 pts): Methodology, work plan, and budget coherence.
 - *Partnership Quality* (20 pts): Expertise and commitment of consortium members.
 - *Impact* (20 pts): Dissemination, sustainability, and systemic change potential.
- **Exclusions:** Proposals from Belarus/Russia; cross-regional projects.

6.4.2 General description of activities

As commented in section 3.3, the details of activities are the following ones:

- Online Facilitated Discussions: Synchronous small-group interactions (e.g., debates, simulations) for youth/students.
- Training: For youth workers or HEI staff to develop virtual exchange projects.
- Interactive Courses: MOOCs with emphasis on small-group forums.
- Key Features:
- Moderated by trained facilitators.
 - Compliant with EU data protection rules.
 - Recognition of learning outcomes (e.g., Youthpass).
- Thematic Areas: Inclusion, digital transformation, climate action, democratic participation.

6.4.3 Funding details

| Budget Category | Funding Details |
|----------------------------|--|
| Lump-sum grant | Max €500,000/project (95% funding rate). Cap of €200/participant (e.g., 2,500 participants for max grant). |
| Eligible costs | Staff, travel, equipment, subcontracting, dissemination. No financial support to third parties; <i>Excludes financial audits</i> . |
| Volunteer/sme costs | Unit costs allowed (per EU Commission Decisions). |

6.4.3.1 Key dates

- Application Deadline: Generally, by April (e.g. 29 April 2026 (17:00 CET)).
- Project Duration: Typically, 36 months (extendable).

Note: Budgets are allocated per region, with emphasis on least-developed countries (e.g., max 8% funding/Sub-Saharan African country).

6.5 Marie Skłodowska-Curie Actions (MSCA) Staff Exchanges

The [Marie Skłodowska-Curie Actions \(MSCA\) Staff Exchanges \(SE\)](#) is a prestigious EU funding programme that funds short-term international and intersectoral exchanges of research and innovation staff. Its goal is to foster knowledge transfer and develop lasting international collaborations.

6.5.1 Relevant criteria, thresholds, and conditions

- **Consortium Composition:** Your proposal must involve a minimum of three independent legal entities established in three different countries. At least two of these must be from different EU Member States or Horizon Europe Associated Countries.
- **Sector Diversity:** The consortium must include participants from both the academic and non-academic sectors (e.g., businesses, SMEs, NGOs, public bodies). A purely academic

consortium is only permitted if it includes a participant from a non-associated Third Country.

- **Eligible Staff:** The program is open to research staff (doctoral candidates, postdocs, senior researchers) as well as technical, administrative, and managerial staff involved in research and innovation activities. Staff must have been employed by or affiliated with a participating organization for at least one month prior to their secondment.
- **Secondment Rule:** All secondments (1–12 months) must be between legal entities independent from each other. The seconding and hosting organizations must be from different countries. Exchanges must be inter-sectoral (academy, non-academy) unless interdisciplinary; with non-associated third countries, same-sector and same-discipline are allowed.
- **Return Rule:** Seconded staff must return to their sending organization after the mobility period for a duration at least equal to their secondment.

6.5.2 General description of activities

Complementing the information already provided in section 3.4, the following are the main activities within a project in the programme:

- **Consortium Composition:** Your proposal must involve a minimum of three independent legal entities established in three different countries. At least two of these must be from different EU Member States or Horizon Europe Associated Countries.
- **Sector Diversity:** The consortium must include participants from both the academic and non-academic sectors (e.g., businesses, SMEs, NGOs, public bodies). A purely academic consortium is only permitted if it includes a participant from a non-associated Third Country.
- **Eligible Staff:** The program is open to research staff at any stage (doctoral candidates, postdocs, senior researchers) as well as technical, administrative, and managerial staff involved in research and innovation activities. Staff must have been employed by or affiliated with a participating organization for at least one month prior to their secondment.

- **Secondment Rule:** All secondments must be between legal entities independent from each other. The seconding and hosting organizations must be from different countries.
- **Return Rule:** Seconded staff must return to their sending organization after the mobility period for a duration at least equal to their secondment.

6.5.3 Funding details

- **Funding Mechanism:** The grant is awarded as a **lump sum**. This fixed amount is calculated based on the number of person-months of secondments described in your proposal, not on the actual costs you incur later. The single grant is intended to cover all costs related to the project, including:
 - **Allowances** for seconded staff covering travel, accommodation, and subsistence costs (on top of home salary) plus special needs allowance if applicable.
 - **Research, training, and networking activities** directly related to the project.
 - **Management and indirect costs** of implementing the action.
- **Funding Rate:** The EU provides **100%** of the lump sum funding. There is no requirement for co-financing from the participants.

6.5.3.1 Key dates

- Call 2026 (HORIZON-MSCA-2026-SE-01):
 - Opening Date: 16 December 2025.
 - Deadline Date: **16 April 2026** (at **17:00 CEST**).
- Evaluation Period: around 5 months after the deadline (September 2026).
- Grant Agreement Signature (Indicative): around 8-9 months after the deadline (November 2026).
- Start of projects around January 2027.

6.6 COST Action Program

6.6.1 Cost Action Programme

The [COST Action programme](#) (European Cooperation in Science and Technology) is an EU funding scheme that supports the creation of international, interdisciplinary research and innovation networks, known as COST Actions, typically over four years. Rather than funding research itself, it finances networking activities that connect researchers and innovators across Europe and beyond, helping them coordinate projects, share knowledge, and build sustainable collaborations.

Relevant criteria, thresholds and conditions for applications:

- Key Eligibility Criteria:
 - Consortium (Network): Must include researchers from at least 7 COST Member Countries. A minimum of 50% of the participants must be from Inclusiveness Target Countries (ITCs)*.
 - Main Proposer: Must be from a COST Full Member Country or European RTD Organisation. They will become the Action Chair.
 - Participants: Must be from a COST Member Country or a approved Non-COST Country. Participants from Near Neighbour Countries (NNC) and International Partner Countries (IPC) are welcome but do not count towards the minimum country requirement.
 - Scope: The proposal must be for a new, innovative network. It cannot duplicate an existing Action or network.
- Thresholds:
 - Duration: 4 years.
 - Evaluation Score: Proposals are evaluated against three criteria (Excellence, Impact, and Implementation). There is no fixed overall threshold; funding is awarded based on ranking and available budget.

- Minimum Network Size: While the formal minimum is 7 countries, competitive proposals typically involve many more (often 20+).
- Conditions:
 - Openness: The Action must remain open to new participants throughout its lifetime.
 - Inclusiveness: The proposal must demonstrate a clear strategy to involve ITCs, Early-Career Investigators (ECIs), and ensure a gender balance.

*ITCs: Albania, Bosnia and Herzegovina, Bulgaria, Cyprus, Czechia, Estonia, Croatia, Hungary, Lithuania, Latvia, Malta, Montenegro, North Macedonia, Poland, Portugal, Romania, Serbia, Slovenia, Slovakia, Türkiye, Republic of Moldova and Ukraine.

6.6.2 General description of activities

As presented in Section 3.5, the goal of a COST Action is to create open, bottom-up research networks (called "Actions") that enable breakthrough scientific, technological, and societal advancements through networking and collaboration. It funds the *networking* itself, not the research.

- Core Funded Activities:
 - Meetings: Workshops, conferences, and working group meetings to share knowledge and plan collaborative activities.
 - Training Schools: To train early-career researchers and PhD students.
 - Short-Term Scientific Missions (STSMs): Individual mobility grants for researchers to visit an institution in another COST country to learn a new technique, undertake joint research, etc.
 - Dissemination Activities: Producing publications, policy briefs, or outreach materials.
 - Conference Grants (incl. specific schemes for widening/inclusiveness; and, from Nov-2024, a new grant line for young researchers and innovators).

- Virtual Networking Support & Virtual Mobility Grants – structured online collaboration tasks.
- Governance: each Action has a Management Committee and Working Groups; a Grant Holder institution administers the grant under COST rules (Action Grant Agreement/Guidelines)

6.6.3 Funding details

Complementing the information in Section 3.5, the following are the main details of the funding in the programme:

- Funding Mechanism:
 - Networking Grant. COST does not fund research itself (e.g., salaries, lab equipment). It only funds the coordination and networking activities that enable the research.
- Typical budget: around €125k in year 1, then around €150k per year for years 2–4 (varies with countries represented).
- What does the funding cover?
 - The grant is a fixed lump sum per year, managed by the Action's Grant Holder Institution (GHI).
 - It is used to reimburse participants for expenses related to the approved networking activities:
 - Travel, Accommodation, and Subsistence for participants attending meetings, STSMs, and training schools.
 - Organisational costs for meetings and training schools (e.g., venue rental, catering).
 - Publication costs for outputs directly stemming from the Action's networking activities.
 - Funding Rate: 100% for the approved networking costs.

6.6.3.1 Key dates

- Call Structure:
 - COST typically launches one open call per year for new Actions.
- Call 2025 as example (calendar for 2026 not ready yet):
 - Call Opening: 12 November 2024
 - Deadline Submission: 21 October 2025 at 12:00 (noon) CEST

These dates are based on the previous call cycle and are subjected to confirmation. The official dates for the COST Action call are published on the COST website (www.cost.eu).

6.6.4 Other ways to participate in the action

- Join activities: watch each Action's site for Training Schools, STSM calls, workshops—apply directly: <https://www.cost.eu/cost-actions/participate-in-an-ongoing-action/COST>
- Become a Working Group (WG) member: contact the Chair or your country's MC members and apply on the Action page (there's an "Apply to join WG" button). Example Action page [flow](#)
- Management Committee (MC): each country nominates up to 2 MC members—contact your [COST National Coordinator](#).

7 Sustainability of the mobility

As part of the work package 6 “Long Term Sustainability Strategy & Scale Up”, both the task 6.3 and deliverable 6.2 for a European Mobility Programme, should also address the suggestions for the sustainability of the mobility activities. The following points can help in promoting and sustaining mobility after the official end of the project.:

- It could be possible to promote the interest in the partners towards sustainable mobility activities. The following are reflections for it:
 - Directly seeing implementation examples in the consortium, either with direct participation or simply when clearly shared and disseminated among all partners would trigger possible imitation efforts in the future once realised the benefits of mobility activities.
 - Partners really participating in mobility activities of the project will gain experience and know-how that would diminish fears and reluctance in being embarked in mobility actions and projects. Especially for education centres (HE or VET) with less experience could be more inclined to continue with actions in the future, also benefiting from more experienced partners.
 - But also, companies and industry associations might appreciate the possibilities of attracting talent with apprenticeships at no cost, extending collaboration in research and development with funding that avoids expensive investment for generating new services or expertise.
- There is no reason to forecast the end of EU mobility programmes after 2027 so funding could be expected to stay relatively stable in the subsequent years. So, once gained experience and having created agreements and projects for collaboration with other organisations and with educational centres, the initial effort could be exploited along the years just making, if needed, the possible adjustments.
- After the training pilots the Consortium or specific partners could reasonably find opportunities of continuing exploiting developed training programs and materials, promoting new recognitions with credentials or other mechanisms. Combining training

programs with mobility opportunities or linking them with apprenticeship opportunities would be much more attractive for participants that would be more willing to enrol than in other opportunities. Of course, in case of successful implementation of long programs, more opportunities that combine education and mobility can be exploited such as Erasmus Mundus, Industrial Doctoral Programs, Research Networks, etc.

- Finally, a successful implementation of exemplary mobility activities could provide both benefits of branding and extension of markets to a good number of partners that could exploit such impulse for growing or diversifying in opportunities, with the advantage of probably having generated a better structure in human resources and organisational preparedness for international opportunities that may involved mobility as part of the value.

8 References

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Annex A. Process for consultation to partners and information base for mobility actions

Prior to the recommendations for implementing mobility actions within the D4S Consortium, it was essential to collect information on the interests, capabilities, context and resources of each partner to have the basis for those recommendations. The process started during the Consortium meeting in Zagreb in March 2025 with a first presentation on this process for the task 6.3 also including an overview of the funding opportunities for the mobility. Figure 3 shows the list of steps which are described below in subsections of this Annex. Annexes B, C, D and E complements with details the information collected during the process.

A.1 Presentation in Zagreb (March 2025)

This step launches Task 6.3 and introduces partners to the European mobility programme concept within WP6 and its links to WP3 and DLV 3.1. The main goals were raising initial awareness, clarify objectives (KPI: at least 100 applicants to mobility actions), and start collecting preliminary information on partners' mobility interests and capacities.

A.2 Initial version of DLV 6.2 (September 2025)

By September 2025 you produce the first draft of DLV 6.2, including: (1) an executive summary, (2) an introduction explaining links with WP3/WP6 and Erasmus+ priorities, (3) an initial catalogue of mobility options (HE, VET, companies, virtual/physical, blended), and (4) a practical guide for applying to relevant EU mobility calls. This draft is explicitly a "working version" to be commented on during the questionnaire phase and sectoral meetings.

A.3 Questionnaire on mobility options (October 2025)

In October 2025 a structured questionnaire is circulated to all partners to collect systematic information on existing experience with EU mobility, preferred programmes (e.g. HE mobility, VET

mobility, virtual exchanges), organisational capacity, and interest in D4S-related learning units. The questionnaire also gathers comments on the initial DLV 6.2 draft, helping refine the catalogue and identify realistic mobility scenarios and potential coordinators.

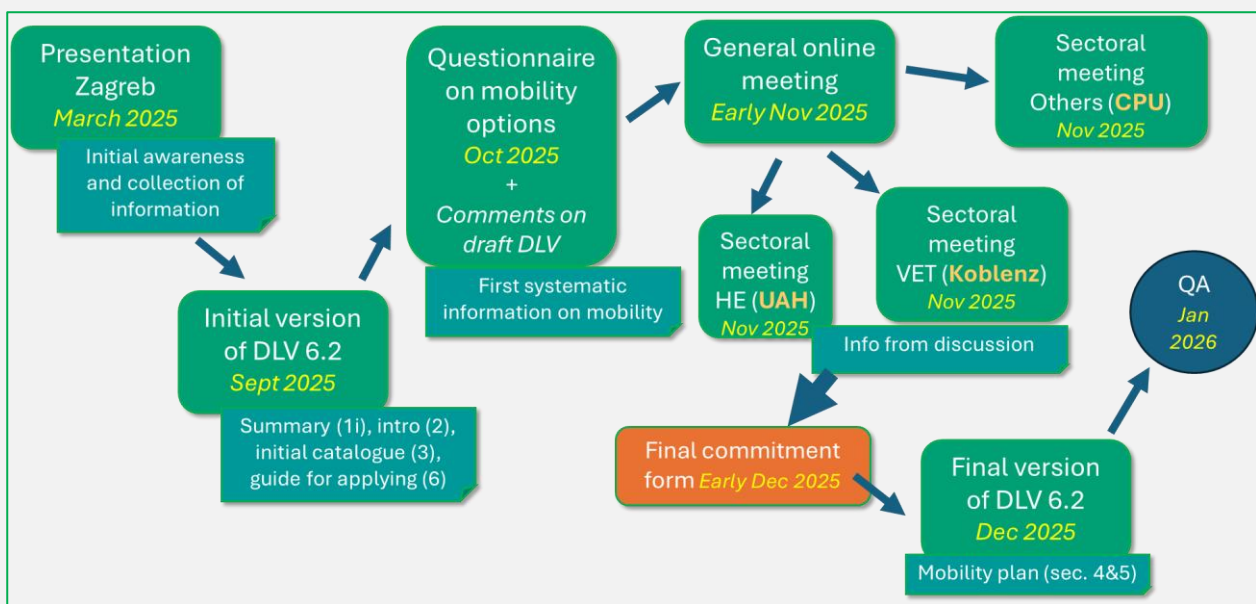


Figure 3. Process for developing the European Mobility Programme (DLV 6.2) within the D4S Consortium

A.4 General online informative meeting (early November 2025)

An online plenary meeting in early November 2025 reviews questionnaire results, clarifies open questions, and agrees on the overall approach to the mobility programme. This meeting also sets expectations and formats for the upcoming sectoral meetings (HE, VET, others), ensuring a common framework for reporting back and feeding into the final version of DLV 6.2.

A.5 Sectoral meetings (November 2025)

Three dedicated sectoral meetings in November 2025 focus on specific contexts:

- HE (organized by UAH)
- VET (organized by University of Koblenz)

- Others / companies and organisations (organized by CPU)

Each sectoral group discusses concrete mobility formats (e.g. BIP, traineeships, short-term VET mobility, staff exchanges), identifies candidate hosts/senders, and maps how DLV 3.1 learning units could be integrated. Outputs are short sectoral reports with proposed actions, timing versus Erasmus+ deadlines, and any constraints regarding recognition, staffing, or funding. Full reports on each meeting are presented in Annexes B, C and D.

A.5 Final commitment form (early December 2025)

Using the sectoral reports, partners complete a final commitment form in early December 2025 where they confirm: roles (sending/hosting/coordinating), target groups (students, apprentices, staff, external participants), approximate numbers, and preferred calls (KA1, KA2, virtual exchanges, etc.). These forms transform interest into concrete commitments and provide the quantitative and qualitative basis for the final mobility plan and for monitoring the KPI on applicants. The details on information collected with these questionnaires is available in Annex E.

A.6 Final version of DLV 6.2 (January 2026)

The final DLV 6.2, due in December 2025, consolidates all previous steps into a coherent "European Mobility Programme" document. It includes the refined catalogue of mobility options, a structured mobility plan (section 4) with timelines aligned to Erasmus deadlines 2026, partner commitments, and guidance on implementation, sustainability, and reporting requirements.

A.7 QA (January 2026)

In January 2026 a QA process (peer review, EAB review and formal review) validates that DLV 6.2 meets project quality standards and is consistent with objectives 10 and 15, mobility EU funding programmes and the KPI logic. Feedback from the QA process can also refine internal procedures for monitoring applications, recognising learning outcomes, and documenting environmental and digital aspects of the mobilities.

Annex B. Report from the Higher Education sectoral meeting

Sectoral meetings for D4S mobility programme HE: report

Date 04/12/2025, time 12:30–13:40 (CET)

General organizational context

1. Organization, culture and capacity of persons:

- a. Is the organisation (and or the managers) interested in exploring and promoting participation in mobility opportunities?*

All organisations (6/6, 100%) indicate that they are positively interested in exploring and promoting participation in mobility opportunities, as none selected the negative barrier options and all responses fall under "Other".

Comments:

- Yes, we would be interested
- Yes, interested. Right now, exploring for one European uni
- At the university we have a mobility office, but we are limited because we are an online university, which is why our commitment will be small
- Yes, interested but will depend on the amount of effort to be invested
- Yes, we would be interested. No important barriers. We have collaborations with many universities in other countries
- Interest in good opportunities

This pattern shows consistently positive attitudes toward mobility, with one partner already engaging with non-European institutions and another reporting existing collaborations with multiple foreign universities. At the same time, two comments explicitly flag capacity constraints (online-university format, effort required), indicating that while strategic willingness is high, actual engagement will depend on resourcing, workload management, and the ability to scale mobility within existing institutional models.

b. Is the staff (experts, managers, etc.) interested in studying and participating in mobility opportunities?

All respondents (6/6 organisations, 100%) indicated positive interest in staff participation in mobility opportunities through the "Other" category.

Comments:

- Don't know what the staff is interested in
- This depends on the number of students and what are the prerequisites that need to be fulfilled by our university
- There may be some interested professors, but the number will be small
- As stated for teaching and educational resources development with colleagues abroad
- Yes, but further investigations should be performed
- There are groups of teachers interested in funded participation

Overall, there is an assumed or emerging interest among staff across all partners, particularly where mobility links to collaborative teaching and resource development, but this interest is not yet fully mapped or quantified. Key conditions shaping actual participation include student numbers, institutional prerequisites, and the availability of funding, with indications that only a subset of professors will engage unless additional incentives and structured support are provided.

c. Are students interested in or motivated to use mobility opportunities?

One respondent (1/6 organisations, 16.7%) indicated that students are more comfortable staying local, while the remaining five respondents (5/6 organisations, 83.3%) selected the “Other” category and described mixed but generally positive interest in mobility opportunities.

Comments:

- It's a mixed bag
- Don't know, some students might be interested
- We have many students from Latin America, and their mobility is limited due to the cost; an online mobility option could be considered by our university, but internal approval would be needed
- Some students from some study programmes would be interested, particularly for short stays such as a project week
- In general students are interested in one-semester mobilities
- Yes, participation depends on proper funding and affordable commitment/effort

Overall, student motivation for mobility appears cautiously positive but highly context-dependent, with clear demand for short-term or semester-long experiences where financial support and manageable workloads are ensured. Institutions serving Latin American students emphasise cost as a major constraint, making funded places and online or blended formats key levers to turn interest into actual participation

d. Does staff capacity facilitate participation in outgoing missions? And accept and facilitate incoming students or researchers?

Most respondents (4/6 organisations, 66.7%) selected the Other category when assessing whether staff capacity facilitates outgoing mobility and the hosting of incoming students or staff, while 2/6 organisations (33.3%) identified international mindset as the main factor.

| Capacity factor | Response |
|--------------------------------------|---|
| Capacity in English language | 0 respondents identified as barrier |
| International mindset | 2 respondents highlighted this as a strength |
| Technical focus in D4S topics | 1 respondent mentioned this as a concern |
| Other | 4 respondents reported mixed positive and negative capacity factors |

Comments:

- It depends on time available for teachers to host international students (thus EN teaching) alongside standard courses in Dutch.
- It depends on the availability of the teachers to host international students (thus EN teaching) alongside standard courses in Romanian.
- There are some mobility programmes for outgoing students. To host incoming students I would need to check the conditions, as I am not sure.
- Teachers with capacity in English, international mindset and expertise in D4S topics.

Comments indicate that staff capacity is strongly dependent on available time and workload, as teachers need to host international students and teach in English alongside standard courses in Dutch or Romanian. Several institutions already run mobility programmes for outgoing students, but conditions and procedures for hosting incoming students are not always clear and would need to be checked, suggesting that administrative readiness is uneven.

One partner explicitly reports the presence of teachers with English proficiency, international mindset, and expertise in D4S topics, which positions them well to both send and receive participants. Overall, organisations appear open and in many cases technically capable of supporting mobility, but effective participation and hosting will depend on managing staff time, clarifying conditions for incoming students, and aligning English-medium teaching with existing national-language curricula.

- e. *Does students' capacity facilitate their active outgoing participation? And accept and facilitate incoming students or staff?*

Most respondents (4/6 organisations, 66.7%) selected the "Other" category when assessing whether students' capacity facilitates outgoing participation and the hosting of incoming students or staff, while 2/6 organisations (33.3%) pointed to technical focus in some of the D4S topics as a main issue.

| Capacity factor | Response |
|--------------------------------------|---|
| Capacity in English language | 0 respondents identified as barrier |
| International mindset | 2 respondents highlighted this as a strength |
| Technical focus in D4S topics | 1 respondent mentioned this as a concern |
| Other | 4 respondents reported mixed positive and negative capacity factors |

Comments:

- It depends, but generally students and staff have a strong international mindset
- Students' competition could be a hackathon.
- Students are interested in working together on innovative projects in an international setting; English language is not an issue, and formats such as project weeks or students' competitions are seen as suitable.
- Given their language skills and level, students are able to go abroad; incoming staff is what needs to be assessed in terms of conditions.
- It depends, in general students and staff are willing to participate in international actions.

Overall, student capacity is perceived as largely sufficient for international participation, with strong language skills and openness to collaborative, project-based formats, while some concern remains about aligning specific D4S technical topics and ensuring appropriate conditions for incoming staff

Experience (in case of large centres, in proximity: e.g., same dept., etc.):

Types of mobility experience (scale 0–5, where 0 = none, 5 = extensive)

Experience levels across mobility types are generally moderate to fairly strong rather than low, with some variation between actions and at least one partner often positioned as lead.

| Action | Average experience score | Data interpretation |
|--------------------------------|--------------------------|--|
| Study period (BIP) | 3.6 / 5 | Strong experience. Several organisations already run BIP-type study periods, and at least one is positioned to act as lead. |
| Doctoral short | 3.2 / 5 | Moderately strong experience. Activities are established and one organisation can lead, but there is room to expand participation. |
| Traineeship outgoing | 2.8 / 5 | Moderate experience. Outgoing traineeships are in place, with clear potential to increase the number of sending institutions. |
| Traineeship incoming | 2.6 / 5 | Moderate experience. Some partners already host trainees, while others could still develop or scale up this activity. |
| Staff teaching outgoing | 3.6 / 5 | Strong experience. Teaching mobility for outgoing staff is well established across several organisations. |
| Staff teaching incoming | 3.6 / 5 | Strong experience. Institutions are experienced in hosting visiting teachers and could further capitalise on this capacity. |
| Staff training outgoing | 3.6 / 5 | Strong experience. Partners regularly send staff for training and are well prepared to engage in additional initiatives. |

| | | |
|--------------------------------|---------|--|
| Staff training incoming | 3.0 / 5 | Moderate to strong experience. Some institutions already host incoming staff for training, while others are at an earlier stage but show potential for growth. |
|--------------------------------|---------|--|

Overall, the partnership demonstrates a solid and diversified mobility track record, with strengths in BIP study periods, staff teaching, and staff training, all scoring around or above 3.0 / 5 and often linked to lead-proposal roles. Experience with traineeships (both outgoing and incoming) is somewhat less developed but still moderate, indicating clear potential to scale both sending and hosting if targeted support is provided. Taken together, the data suggest that the consortium is well positioned to expand mobility activities, building on strong staff-related and BIP experience while strategically reinforcing weaker areas such as traineeships and incoming staff training.

Interest

| Action | Average experience score | Data interpretation |
|--------------------------------|--------------------------|---|
| Study period (BIP) | 2.3 / 5 | Moderate interest. Organisations see potential in BIP-type study periods and are open to developing proposals, but it is not yet a top strategic priority. |
| Doctoral short | 2.7 / 5 | Moderately strong interest. Partners are keen to explore short doctoral mobilities and consider them a promising area for future project development. |
| Traineeship outgoing | 1.8 / 5 | Low to moderate interest. Outgoing traineeships are less prominent in current plans and may require additional incentives or clearer benefits to gain traction. |
| Traineeship incoming | 1.8 / 5 | Low to moderate interest. Hosting trainees is seen as possible but is not yet a major focus for most organisations. |
| Staff teaching outgoing | 2.7 / 5 | Moderately strong interest. Institutions are interested in sending staff for teaching assignments abroad and are willing to build proposals in this area. |

| | | |
|--------------------------------|---------|---|
| Staff teaching incoming | 2.3 / 5 | Moderate interest. Partners are open to hosting visiting teachers, though this competes with other priorities and may evolve gradually. |
| Staff training outgoing | 2.7 / 5 | Moderately strong interest. Organisations value opportunities for staff professional development abroad and are inclined to participate in related schemes. |
| Staff training incoming | 2.3 / 5 | Moderate interest. There is openness to hosting staff for training, but capacities and concrete opportunities will need to be examined case by case. |

Overall, the data point to a consortium that is positively oriented toward mobility but still in a cautious, exploratory phase. Average interest scores sit in the low-to-mid range (roughly 1.8–2.7 out of 5), suggesting that partners recognise the value of these activities and are willing to develop proposals, yet do not regard any single mobility type as an immediate top priority.

Interest is consistently higher for staff-centred and doctoral activities (doctoral shorts, staff teaching outgoing, staff training outgoing), which emerge as the most promising levers for short-term expansion. In contrast, outgoing and incoming traineeships attract only low-to-moderate interest, indicating that these formats would require additional incentives, clearer benefits, or stronger alignment with institutional strategies to grow.

Taken together, the pattern suggests that the partnership's near-term mobility strategy should build on staff and doctoral schemes, where both experience and motivation are relatively stronger—while gradually nurturing demand and capacity for trainee mobility and incoming staff training through targeted pilots, awareness-raising, and support measures.

a. Possible interest in participation?

Two respondents (2/6 organisations, 33.3%) identified “International added value” as the main single reason for interest in mobility participation, while the remaining four respondents (4/6 organisations, 66.7%) selected “Other”, indicating that their motivation reflects several overlapping factors rather than one dominant driver.

Comments:

- All the mentioned
- Possibly: strategic international alliances on the institutional level; follow-up projects. Individual level: knowledge development
- Possible reason of interest in participation: international standing and offering a better internationalised service to students
- All the positive options

Overall, the data show that partners view mobility as a multidimensional opportunity that simultaneously strengthens institutional internationalisation, creates room for strategic alliances and follow-up projects, enhances student services, and supports individual staff development. Rather than prioritising a single benefit such as funding or CV merits, respondents tend to value the full bundle of positive effects, which suggests that communication and design of future mobility actions should emphasise their combined institutional and individual impact.

b. Additional interests linked to research

Additional research-related interests focus strongly on networking and virtual collaboration rather than on highly mobility-intensive research schemes. Three organisations (3/6, 50%) expressed interest in the Cost Action programme and three (3/6, 50%) in Erasmus virtual exchanges with third-country HEIs, while none selected mobility-heavy research projects such as Marie Curie Staff Exchange as their main interest.

Comments:

- Exploring Erasmus+ and mobility with one of the European universities
- All options could be relevant.

These responses suggest that partners currently prioritise scalable, network-based and virtual formats, which allow them to build international research connections without the high resource demands of long or frequent physical stays. At the same time, the remark that “all options could

be relevant” and the explicit interest in Erasmus+ links indicate openness to a broad portfolio of research cooperation tools, provided they align with institutional capacity and strategic goals.

Learning and working context

- f. Does the organisation show work in topics similar or compatible to the ones of learning units in 3.1?*

Most organisations do not yet cover the project’s learning-unit topics directly in their curricula, but they see clear possibilities to integrate them, mainly as complementary activities.

Comments:

- Significant changes to the curriculum take 1 year to plan.
- Possibly more flexibility to embed T3.1 activities in a minor programme.
- Introduction to BigData – EN course; Predictive modelling – EN course.
- Maybe also small integration in courses.

Five out of six respondents (83.3%) indicate that related content could be offered as additional or complementary activities, while one organisation (16.7%) reports that the topics could be integrated into existing units and courses; none report a complete mismatch with current programmes. Comments explain that significant curriculum changes typically require at least one year of planning, which limits immediate structural integration, but that there is more flexibility to embed activities in minor programmes or through smaller insertions into current courses.

Partners also point to existing English-taught courses such as Introduction to Big Data and Predictive Modelling as concrete anchors where relevant content could be piloted or expanded. Overall, the feedback suggests that while full curricular revision will be a longer-term process, there is substantial short-term potential to align the project’s learning units with current offerings through minors, elective components, and targeted updates to selected courses.

- g. Does organisation of work allow incoming trainees and researchers?*

The organisation of teaching generally allows for the participation of incoming experts and teachers, but not without constraints. Three out of six organisations (50%) report that hosting incoming experts is a usual practice, two (33.3%) indicate difficulties in implementation, and one (16.7%) selects Other; none state that there are “so many barriers” that it is impossible.

Comments:

- Apart from one-day workshops, some respondents have no first-hand experience with incoming teaching yet.
- Several partners mention having organised one-day workshops with external lecturers.
- One institution notes that a legal contract is required for external teaching, although invited lecturers can occasionally attend courses.

Taken together, the data show that short, event-type formats (such as one-day workshops) are already common, while more sustained teaching engagements face administrative and organisational hurdles, particularly around contracts and formal teaching roles. This suggests that the consortium has a workable entry point for incoming experts through workshops and guest lectures, but that scaling up to more systematic teaching contributions will require addressing legal and procedural conditions at institutional level.

h. Does organisation have support for paperwork like agreements, funding management, managing staff and providing resources (e.g., computer, infrastructure, place, etc.), etc.?

Organisational support structures for mobility-related paperwork appear to be strong across the partnership. Five out of six organisations (83.3%) report that handling learning agreements, funding management and similar administration is a usual practice, while only one organisation (16.7%) indicates that adapting administrative procedures and staff is difficult; none describe the situation as almost impossible or select Other.

The accompanying comment clarifies that, before agreements are created, researchers or teachers must provide substantial input into the documentation, which adds to their workload and takes some time. This suggests that while dedicated administrative support exists and can

process mobility paperwork reliably, the front-end preparation by academic staff remains a non-trivial effort that could influence willingness to initiate new agreements.

Overall, the data indicate that administrative capacity is not a structural barrier to mobility in most partner institutions, but streamlining forms, templates and information flows could further reduce the time burden on teaching and research staff and thereby facilitate higher levels of participation.

Annex C. Report from the Vocational Education and Training sectoral meeting

Sectoral meetings for D4S mobility programme (VET): report

Date 17/12/2025, time 10:00 – 11:00 (CET)

General organizational context

1. Organization, culture and capacity of people: report numbers and comments

- a. Is the organisation (and or the managers) interested in exploring and promoting participation in mobility opportunities?*

Participants clearly have varying degrees of readiness, 2/6 participants stated that they have enough problems and work, 1 participant thought that the process could be distracting and that they focus only on a local mission and 3 participants selected others. 50% of the participants indicate that they would be interested if certain conditions were met.

Comments:

- The organisation recognises the value of mobility opportunities for professional development and institutional learning.
- We are open to exploring mobility opportunities in a gradual and realistic way, depending on available resources and suitable partnerships.
- The organisation cannot actively participate in mobility opportunities. However, we can certainly promote and publicise these opportunities within our internal and external network.

The main takeaway is that, despite the initial reservations the organisations have, the participants seem to be open to exploring mobility opportunities, either by active participation or promotion.

b. Are the staff (teachers, etc.) interested in studying and participating in mobility opportunities?

Participants have varying degrees of readiness, 2/6 responded that they already have enough problems to deal with and work. 2/6 have abstained from giving their answers and the rest who selected "Other" showed positive intentions to mobility.

Comments:

- Staff show genuine interest in mobility opportunities for professional development and learning. However, participation is influenced by factors such as workload, timing, and access to clear information
- There is some interest among staff, depending on workload, timing and the relevance of the mobility opportunity.

It's clear that despite the hesitation of some partners (2/6), the overall impression is that there is a clear interest in the staff in mobility opportunities. The main possible hindrances, however, are working load, timing of mobility opportunities, access of clear information regarding engaging in these opportunities (grants or any other logistical aspects) and the relevance of the mobility opportunities.

c. Are students interested in or motivated to use mobility opportunities?

Generally, the response is positive. Only 2/6 have abstained from answering the question. The rest have indicated their comments under "Other".

Comments:

- Many students are interested in mobility opportunities, particularly when the benefits are clearly communicated and practical barriers are addressed. Motivation increases with guidance and financial support.
- Interest among students exists, but participation depends on individual circumstances, language confidence and perceived added value.
- Students are interested but they need to be incentivised

- We don't have direct students.

The overall trajectory of the responses indicated that the students tend to be interested in the contexts of these organizations. According to the participants' responses, the main aspects that need to be considered to motivate the students are the clear outlining and communication of benefits that arise from the mobility activities, the clear identification of practical barriers, constant guidance and financial support. Other aspects include language proficiency, clear incentives and clear added values.

d. Does staff capacity facilitate participation of outgoing students? And accept and facilitate incoming students or staff?

50 % of the participants selected capacity of English language. 2/6 abstained from selecting any, while 1 participant selected another. In this part, no concrete commentary was given.

e. Does students' capacity facilitate their active outgoing participation? And accept and facilitate incoming students or staff?

2 out of 6 participants chose the capacity of English language as a barrier, 1 out of 6 selected the international mindset, 1 selected "Other" and 2 abstained from the commentary. No commentary was reported.

Experience (in case of large centres, in proximity: e.g., same dept., etc.): report numbers and comments

Types of mobility experience (scale 0–5, where 0 = none, 5 = extensive)

| Action | Lead proposal | Active (sending) | Passive (receiving) | In another context (local, etc.) | Other/None |
|----------------|---------------|------------------|---------------------|----------------------------------|------------|
| Competitions | 1 | 1 | | | 4 |
| Group mobility | 1 | | 1 | | 4 |

| | | | |
|------------------------------|---|---|---|
| Individual short | 1 | | 5 |
| Individual long | 1 | | 5 |
| Invited experts | | 2 | 4 |
| Traineeships teachers | | 2 | 4 |
| Preparatory visits | 1 | 1 | 4 |

| Action | Average experience score | Data interpretation |
|-------------------------|--------------------------|---|
| Competitions | ± 1.3 | Below average. Two thirds of the respondents do not possess the necessary experience in this area. |
| Group mobility | ± 1.3 | Below average. Two thirds of the respondents do not possess the necessary experience in this area. |
| Individual short | ±1.1 | Below average. More than two thirds of the respondents do not possess the necessary experience in this area |
| Individual long | ±1.3 | Below average. Around two thirds of the respondents do not possess the necessary experience in this area |
| Invited experts | ± 1.3 | Below average. Around two thirds of the respondents do not possess the necessary experience in this area |

| | | |
|------------------------------|-------|---|
| Traineeships teachers | ± 1.3 | Below average. Around two thirds of the respondents do not possess the necessary experience in this area |
| Preparatory visits | ± 1.3 | Below average. Around two thirds of the respondents do not possess the necessary experience in this area. |

The participants who abstained from giving their feedback were counted in the "Other/None" department.

Comments:

- Regarding group mobility, one comment is "Experience through international project-based learning activities."
- Regarding individual short, there were two comments; the first one was "The organisation has experience supporting individual short-term mobility primarily as a sending partner and is building capacity to take on more active and coordinating roles" and the second came as "no experience".
- The organisation has experience supporting individual short-term mobility primarily as a sending partner and is building capacity to take on more active and coordinating roles.

The overall experience seems to be low. However, it is worthwhile reiterating the fact that some organizations have the experience in supporting individual short-term mobility as a sending partner while others have none of that.

Interest: report numbers and comments

| Action | Proposal | Agreements (prior) | Exploration | None |
|---------------|-----------------|---------------------------|--------------------|-------------|
| Competitions | | 1 | 1 | 4 |

| | | | | |
|-----------------------|---|---|---|---|
| Group mobility | | 2 | 1 | 3 |
| Individual short | | 2 | 1 | 3 |
| Individual long | | 1 | 1 | 4 |
| Invited experts | | 2 | 1 | 4 |
| Traineeships teachers | 1 | 2 | | 3 |
| Preparatory visits | | 2 | | 4 |

| Action | Average experience score | Data interpretation |
|------------------|---------------------------------|--|
| Competitions | ±1.3 | Below average. Around two thirds of the respondents do not possess the necessary experience in this area |
| Group mobility | ± 2.2 | Approaching average/ Moderate. Around half of the respondents do not possess the necessary experience in this area |
| Individual short | ± 2.2 | Approaching average/ Moderate. Around half of the respondents may possess some kind of necessary experience in this area |
| Individual long | ±1.3 | Below average. Around two thirds of the respondents do not possess the necessary experience in this area |
| Invited experts | ±1.3 | Below average. Around two thirds of the respondents do not possess the necessary experience in this area |

| | | |
|-----------------------|-------|--|
| Traineeships teachers | ± 2.2 | Approaching average/ Moderate. Around half of the respondents may possess some kind of necessary experience in this area |
| Preparatory visits | ±1.3 | Below average. Around two thirds of the respondents do not possess the necessary experience in this area. |

The participants who abstained from giving their feedback were counted in the "None" department.

No major informative comments were left in this section. The overall experience seems to be very low. Most of the responses are below average and a significant subset of the parts was left empty.

Report numbers and comments:

f. Possible interest in participation?

One third (2/6) of the participants showed an interest in expanding the action with funding, 1 participant response was to offer better services for the students, 1 participant selected "Other", and the rest abstained from commenting.

Comments:

- We have no experience in the field of mobility (M:P). We do not have any students directly. Our training providers cannot participate in M. P. due to the type of activities on innovative projects.

Learning and working context: report numbers and comments

g. Do learning programs include topics similar or compatible to the ones of learning units in 3.1?

1 participant reported direct connection or compatibility with the learning unit in 3.1, and 50% of participants suggest that they could well be integrated as part of the existing units and courses. Two participants abstained from voting.

h. Does organisation of teaching allow incoming experts and teachers?

One third of the participants think that there exist difficulties that can hinder the implementation, 1 participant responded by claiming that it is a common practice in his/her own environment, 1 participant responded by selecting too many barriers, and 2 participants abstained from voting. No comments were given in this part.

i. Does organisation have support for paperwork like learning agreements, funding management, etc.?

Regarding the managerial aspects, there seem to be overall organizational friction or resistance towards working in learning agreements. None of the participants opted to envision the process as usual practice. In fact, two participants think that, due to the management difficulties, it's almost impossible to offer support for the paperwork. Another two participants find the support for paperwork too difficult for adaptation.

Annex D. Report from the corporative and associations sectoral meeting

Sectoral meetings for D4S mobility programme (Other): report

Date 03/12/2025, time 12:00 – 13:00 (CET)

General organizational context

1. Organization, culture and capacity of persons

a. Is the organisation (and or the managers) interested in exploring and promoting participation in mobility opportunities?

Most respondents (7/8 respondents, 87,5%) indicated mixed interests through the "Other" category, while 1 respondent chose the answer "Distracting, only focus on a core local mission".

Comments:

- they do not know about or we do not know what mobility brings to organisation as ours
- Our organisation can promote mobility opportunities to its members, as it might be a topic of interest for them
- As our uni engages in various activities to support its members and promote digital transformation in Hungary we are able to promote mobility opportunities to our ITC member organisations, SMEs.
- Feel the options were all negative towards supporting, so if our org is a good fit to do this we are happy to participate
- Our organization is a trade association therefore I am not sure how we could implement such activities.

- We would appreciate receiving information and having access to it, but without incurring specific obligations. We will assess our participation based on the objective realities at the time.

Across organisations, there is general openness to receiving information about mobility opportunities and potentially promoting them to their members, especially SMEs, though several noted uncertainty about how such activities fit their mandate or capacity as trade associations. Most expressed interest without committing to obligations, indicating that actual participation would depend on practical feasibility at the time.

b. Is the staff (experts, managers, etc.) interested in studying and participating in mobility opportunities?

All respondents (7/7, 100%) indicated mixed interests through the "Other" category.

Comments:

- we do not have experience
- on a general level yes but is it something that should be further explored with staff to understand what are conditions
- Same as before – not sure how this could work.
- A potential interest would exist, but it remains subject to evaluation concerning each specific instance.
- We have not done this before but open to it
- Given our activity and type of business, we can't participate in mobilities, but we can promote them among our cluster members.
- We would need to circulate the opportunities within our staff to be able to answer this question but few weeks and months opportunities would be interesting.

Most organisations have little to no previous experience with staff mobility but are generally open to exploring it, provided they can assess feasibility case-by-case and without firm obligations. While some cannot participate directly, they are willing to promote opportunities to their networks and would consider involvement if the conditions fit their structure and capacity.

c. Does staff capacity facilitate participation in outgoing missions? And accept and facilitate incoming students or researchers?

Most respondents (5/7 respondents, 71,4%) indicated mixed answers through the "Other" category, while 2 respondents chose the answer "International mindset".

| Capacity factor | Responses |
|-------------------------------|---|
| Capacity in English language | 0 respondents identified as barrier |
| International mindset | 2 respondents identified as strength |
| Technical focus in D4S topics | 0 respondent identified as concern |
| Other | 5 respondents noted positive and negative factors |

Comments:

- No previous experience in mobility outwards
- we have experience in having student coming with mobility erasmus+
- n/a
- Yes, the uni has the necessary staff capacity to support participation in outgoing missions, including international project meetings, study visits, and professional exchanges. Our team has experience in

- University is also able to host and support incoming students or staff. The organisation regularly welcomes international partners, delegations, and experts.
- But everybody speaks English. Important: the uni has not participated in Erasmus exchange earlier. If there is are concrete exchange opportunities or requests we could involve our member SMEs.
- no experience
- As far as I know, this is not an option for us
- We are generally open to such missions and have the necessary competence. Our capacity for facilitating incoming staff/students will be reviewed on a case-by-case basis.
- for each specific case, it is essential to first assess the available internal capacity. Participation in missions or the hosting requires prior evaluation and approval by university's management
- international project meetings, study visits, and professional exchanges as well as job shadowing could work, however for hosting its important: our main working language is not English.

Overall, organisations show limited prior experience with outgoing mobility but are generally open to participating when capacity allows, especially for professional exchanges and project-related missions. Hosting incoming staff or students is possible for some – often with experience in Erasmus+ – but typically requires case-by-case assessment, with language and internal capacity noted as important considerations.

Experience

Types of mobility experience (scale 0–5, where 0 = none, 5 = extensive)

| Action | Lead proposal | Active (sending) | Passive (receiving) | In another context (local, etc.) | None |
|--|---------------|------------------|---------------------|----------------------------------|------|
| Staff as outgoing experts in VET centres | | | | 1 | 6 |
| Staff as outgoing experts with HEIs | | | | 1 | 6 |
| Incoming trainees | 3 | | | 1 | 3 |
| Incoming researchers | | | | 2 | 5 |
| Research projects or networks | 4 | | 1 | 1 | 1 |

| Action | Average experience score | Data interpretation |
|--|--------------------------|--|
| Staff as outgoing experts in VET centres | 1.1 / 5 | Below average. Half of the respondents lack experience in this area. |
| Staff as outgoing experts with HEIs | 1.1 / 5 | Below average. Half of the respondents lack experience in this area. |
| Incoming trainees | 2.9 / 5 | Moderate experience. A balanced mix of participation levels. |
| Incoming researchers | 1.3 / 5 | Below average. Half of the respondents lack experience in this area. |

| | | |
|-------------------------------|---------|--|
| Research projects or networks | 2.3 / 5 | Moderate experience. A balanced mix of participation levels. |
|-------------------------------|---------|--|

Relevant comments added to table:

- no experience
- we served as hosting institutions for erasmus + traineeship for several trainees
- n/a
- ...possessing their own resources that could be evaluated and utilized.
- We have received researchers to our org and possibly have sent some out but not under "mobility" framework I dont think
- We don't have experience in mobilities, as this is not something our organisation can accommodate, as far as I know.
- It is difficult to give a straightforward answer to this question, as our is an industry association. We have administrative staff within the organization, but also member companies, each ...
- We regularly have tarinees - would be open for foreign trainee as well.

Overall experience with mobility activities is generally low, especially for outgoing expert exchanges and incoming researchers, while moderate experience exists in hosting trainees and participating in research projects or networks. Several organisations highlight that they have hosted Erasmus+ trainees before, but many note limited capacity or that, as industry associations, engagement depends on member companies rather than internal staff.

Interest

| Action | Proposal | Agreements (prior) | Exploration | None |
|--|----------|-----------------------|-------------|------|
| Staff as outgoing experts in VET centres | | | 4 | 3 |
| Staff as outgoing experts with HEIs | | | 3 | 4 |
| Incoming trainees | 1 | 2 | 2 | 2 |
| Incoming researchers | | | 4 | 3 |
| Research projects or networks | 3 | | 1 | 3 |

| Action | Average experience score | Data interpretation |
|--|--------------------------|--|
| Staff as outgoing experts in VET centres | 1.6 / 5 | Below average. Half of the respondents lack interest in this area. |
| Staff as outgoing experts with HEIs | 1.4 / 5 | Below average. Half of the respondents lack interest in this area. |
| Incoming trainees | 2.3 / 5 | Moderate interest. A balanced mix of participation levels. |
| Incoming researchers | 1.6 / 5 | Below average. Half of the respondents lack interest in this area. |

| | | |
|-------------------------------|---------|--|
| Research projects or networks | 2.4 / 5 | Moderate interest. A balanced mix of participation levels. |
|-------------------------------|---------|--|

Relevant comments added to table:

- we are more keen on hosting learners, since there might be an issue with staff capabilities
- The provided answers refer to both the association and its member companies.
- n/a

Interest in mobility activities is generally low for outgoing expert roles and incoming researchers, while moderate interest exists in hosting trainees and joining research projects or networks. Several respondents note that hosting learners is more feasible than sending staff due to capacity limitations, and that some answers reflect both associations and their member companies.

d. Possible interest in participation?

Most respondents (3 out of 7, 43%) identified "Agreements with centres (talent, research collaboration, etc.)" as a potential motivator for participating in mobility. Two respondents (29%) cited "International added value and brand," while one respondent (14%) each mentioned "Expanding action with funding" and "Training staff in international missions" as reasons for potential interest.

Comments:

- n/a
- More than one of the listed answers is correct.

Most of respondents (3 out of 7) showed interest in participating in mobility to establish agreements with centres, while others noted motivations such as international visibility, funding opportunities, and staff training. Overall, multiple factors influenced potential participation, with no single reason being universally prioritized.

Learning and working context

- e. *Does the organisation show work in topics similar or compatible to the ones of learning units in 3.1?*

Most respondents (6 out of 7, 86%) indicated that their activities, processes, or projects could be compatible with the topics of the learning units or integrated into their activities, processes, projects, while one saw them as new, complementary activities. No respondents reported direct alignment or complete incompatibility.

Comments:

- n/a
- we have an active ESG working group right now mainly focusing on legislation and regulation issues however this could be used for more related and relevant know-how sharing. The ESG working group has set the goal of educating member companies on the implementation of ESG and preparing an awareness-raising activities and publications. The main objective of the working group is to review regulations related to ESG activities, develop recommendations, and support our member companies in the implementation and further development of the directive. Our members have established a joint professional forum where they present best practices and address the challenges related to the application of regulations, such as supply chain transparency, awareness-raising, energy efficiency, the introduction of simplified models,
- No comment

Most organisations indicated that their activities, processes, or projects could be aligned with the topics of the learning units, while one saw them as new, complementary activities. One organisation highlighted ESG-related initiatives, such as working groups focused on legislation, regulation, and supporting member companies in implementation, as well as knowledge sharing, awareness-raising, and best-practice exchange through publications, professional forums, and guidance on areas like supply chain transparency and energy efficiency.

f. Does organisation of work allow incoming trainees and researchers?

Most organisations (4 out of 7, 57%) indicated that hosting incoming trainees or researchers is a normal practice. Two organisations (29%) reported difficulties in implementation, while one (14%) cited other circumstances. No respondents reported that there are many barriers.

Comments:

- We can welcome trainees under CIP contract
- We currently host interns, and before welcoming an intern who does not speak local language, we need to carefully assess which tasks and activities they could be involved in without the use of th
- There is no universal answer. It would need to be assessed on a case-by-case basis.
- without the use of the local language.

Most organisations are generally open to hosting incoming trainees or researchers, though implementation may require case-by-case assessment. Language and task suitability are key considerations when hosting foreign-speaking interns.

g. Does organisation have support for paperwork like agreements, funding management, managing staff and providing resources (e.g., computer, infrastructure, place, etc.), etc.?

Most organisations (5 out of 7, 71%) indicated that providing support for paperwork – such as agreements, funding management, and staff/resource coordination – is normal practice. One organisation reported it is almost impossible, and one cited other circumstances.

Comments:

- we have to test :)
- Limited administrative capacity

- n/a
- We have all the supplies necessary for an intern

Most organisations are generally able to provide support for paperwork, funding management, and staff/resource coordination, though capacity may be limited in some cases. A few noted the need to test procedures or highlighted limited administrative resources, while others reported having the necessary supplies for interns.

Annex E. Detailed analysis of Erasmus+ KA-1 options

Table 8. Analysis of usual KA-1 options for Higher Education

| Opportunity | Deadline | Calendar | Complexity of application | Requirements | Partners' situation | Interest HEI (0-3) | Agency | Values ⁹ 2026 & 2027 | Comments |
|---|-------------------------------------|--|---------------------------|---|--|--------------------|--------|------------------------------------|--|
| Study period (BIP) (KA131-HED, HE-BIP) | 19 Feb 2026 Similar Feb 2027 | 2026 very hard 2027 possible (implemented before Dec 2027 if awarded) could be multiyear after 2027 | average | 3 HEIs (ECHE), min 15 (max 20 funded) participants, 3ECTs | 6 HEI, no previous agreements or conversations, no interest from experts | HEI 1.67 | NA | 2026: P 2027: F | Short duration, good acceptance Application as consortium or general for HEI (riskier) Learner: Students and staff |

⁹ P: poor, F: feasible; VP: very probable
D6.2

| | | | | | | | | | |
|---|---------------------------------|---|----------------|-----------------------------|---|----------|----|--------------------|--|
| | | | | | | | | | Teachers: HEI staff, invited experts |
| Doctoral short (KA131-HED, HE-STM) | 19 Feb 2026 Similar Feb 2027 | 2026 very hard 2027 possible (implemented before Dec 2027) | easier-average | HEIs (ECHE), average a week | 6 HEI, no previous agreements or conversations | HEI 1.33 | NA | 2026: P 2027: F | Short duration, good acceptance Could be blended (but min 5 days physical), Individual prior agreement (HEIs, companies, research centre) |
| Traineeship outgoing (KA131-HED, HE-STM) | 19 Feb 2026 Similar Feb 2027 | 2026 very hard 2027 possible (implemented before Dec 2027) | easier-average | HEIs (ECHE), short (| 6 HEI, no previous agreements or conversations with HEIs or companies | HEI 1.67 | NA | 2026: P 2027: F | Short (5-60d) or long duration (2 mo, not above 12mo in total) Prior agreement with companies, research centre or HEI |
| Traineeship incoming (KA131-HED, HE-STM) | 19 Feb 2026 Similar Feb 2027 | 2026 very hard 2027 possible (implemented before Dec 2027) | easier-average | HEIs (ECHE), | 6 HEI, no previous agreements or conversations | HEI 1.33 | NA | 2026: P 2027: F | Short (5-60d) or long duration (2 mo, not above 12mo in total) Prior agreement with companies, research centre or HEI |

| | | | | | | | | | |
|--|---------------------------------|---|----------------|-----------------------------|--|----------|----|--------------------|---|
| | | | | | with HEIs or companies | | | | |
| Staff teaching outgoing (KA131-HED, HE-STa) | 19 Feb 2026 Similar Feb 2027 | 2026 very hard 2027 possible (implemented before Dec 2027) | easier-average | HEIs (ECHE), average a week | 6 HEI, no previous agreements or conversations | HEI 1.33 | NA | 2026: P 2027: F | Short duration, good acceptance Individual prior agreement |
| Staff teaching incoming (KA131-HED, HE-STa) | 19 Feb 2026 Similar Feb 2027 | 2026 very hard 2027 possible (implemented before Dec 2027) | easier-average | HEIs (ECHE), average a week | 6 HEI, no previous agreements or conversations | HEI 1.33 | NA | 2026: P 2027: F | Short duration, good acceptance Individual prior agreement |
| Staff training outgoing (KA131-HED, HE-STT) | 19 Feb 2026 Similar Feb 2027 | 2026 very hard 2027 possible | easier-average | HEIs (ECHE), average a week | 6 HEI, no previous agreements or conversations | HEI 1.33 | NA | 2026: P 2027: F | Short duration, good acceptance Individual prior agreement |
| Staff training incoming (KA131-HED, HE-STT) | 19 Feb 2026 Similar Feb 2027 | 2026 very hard 2027 possible | easier-average | HEIs (ECHE), average a week | 6 HEI, no previous agreements or conversations | HEI 1.00 | NA | 2026: P 2027: F | Short duration, good acceptance Individual prior agreement |

Table 9. Analysis of usual KA-1 options for Vocational Education and Training

| Opportunity | Deadline | Calendar | Complexity of application | Requirements | Partners' situation | Interest VET (0-3) | Agency | Values 2026 & 2027 | Comments |
|--|-------------------------------------|---|---------------------------|---|---|--------------------|--------|--------------------|--|
| Skills competitions (KA121/KA122 VET) | 19 Feb 2026 Similar Feb 2027 | 2026 very hard 2027 possible (implemented before Dec 2027 if awarded) could be longer after 2027 | average | VET (acred. KA120) or acred. project (KA121 or short KA122) | 9 VET no previous agreements or conversations, low interest | VET 0.33 | NA | 2026: P 2027: F | Short duration, good acceptance Application as consortium or general for HEI (more risky) Learner: Students and staff. Teachers: VETstaff, invited experts |
| Group mobility (KA121/KA122 VET) | 19 Feb 2026 Similar Feb 2027 | 2026 very hard 2027 possible (implemented before Dec 2027 if awarded) could be longer after 2027 | easier-average | VET (acred. KA120) or acred. project (KA121 or short KA122) | 9 VET no previous agreements or conversations, low interest | VET 0.67 | NA | 2026: P 2027: F | Short duration, good acceptance Could be blended (but min 5 days physical), Individual prior agreement |

| | | | | | | | | | |
|---------------------------------------|---------------------------------|---|----------------|---|--|----------|----|--------------------|--|
| Individual short (KA121/KA122 VET) | 19 Feb 2026 Similar Feb 2027 | 2026 very hard 2027 possible (implemented before Dec 2027 if awarded) could be longer after 2027 | easier-average | VET (acred. KA120) or acred. project (KA121 or short KA122) | 9 VET no previous agreements or conversations | VET 1.00 | NA | 2026: P 2027: F | Short (5-60d) not above 12mo in total) Prior agreement with companies or VET |
| Individual long (KA121/KA122 VET) | 19 Feb 2026 Similar Feb 2027 | 2026 very hard 2027 low probable (implemented before Dec 2027 if awarded) could be longer after 2027 | easier-average | VET (acred. KA120) or acred. project (KA121 or short KA122) | 9 VET no previous agreements or conversations, no interest | VET 0.00 | NA | 2026: P 2027: F | Long duration (2 mo, not above 12mo in total) Prior agreement with companies or VET |
| Invited experts | 19 Feb 2026 Similar Feb 2027 | 2026 very hard 2027 possible (implemented before Dec 2027 if awarded) could be longer after 2027 | easier-average | VET (acred. KA120) or acred. project (KA121 or short KA122) | 9 VET no previous agreements or conversations | VET 1.33 | NA | 2026: P 2027: F | Short duration, good acceptance Individual prior agreement |

| | | | | | | | | | |
|-----------------------|---------------------------------|--|----------------|---|---|----------|----|--------------------|---|
| Traineeships teachers | 19 Feb 2026 Similar Feb 2027 | 6 HEI, no previous agreements or conversations | easier-average | VET (acred. KAI20) or acred. project (KAI21 or short KAI22) | 9 VET no previous agreements or conversations, low interest | VET 0.67 | NA | 2026: P 2027: F | Short duration, good acceptance Individual prior agreement |
| Preparatory visits | 19 Feb 2026 Similar Feb 2027 | 6 HEI, no previous agreements or conversations | easier-average | VET (acred. KAI20) or acred. project (KAI21 or short KAI22) | 9 VET no previous agreements or conversations, low interest | VET 0.33 | NA | 2026: P 2027: F | Short duration, good acceptance Individual prior agreement |

Table 10. Analysis of options for participation of companies and industry associations in Erasmus+ KA-1

| Opportunity | Deadline | Calendar | Complexity of application | Requirements | Partners' situation | Interest others (0-3) | Agency | Values 2026 & 2027 | Comments |
|--|---------------------------------|---|---------------------------|---|--|-----------------------|--------|--------------------|--|
| Staff as outgoing experts in VET centres (KA121/122) | 19 Feb 2026 Similar Feb 2027 | 2026 very hard 2027 possible (implemented before Dec 2027 if awarded) could be longer after 2027 | easier-average | VET (acred. KA120) or acred. project (KA121 or short KA122) | 9 org. no previous agreements or conversations, no interest | VET 0,33 | NA | 2026: P 2027: P | Short duration, good acceptance Reluctance in participation, prior agreement with VET |
| Staff as outgoing experts with HEIs (KA131) | 19 Feb 2026 Similar Feb 2027 | 2026 very hard 2027 possible (implemented before Dec 2027 if awarded) could be longer after 2027 | easier-average | VET (acred. KA120) or acred. project (KA121 or short KA122) | 9 org. no previous agreements or conversations, no interest | HEI 0,00 | NA | 2026: P 2027: P | Short duration, good acceptance Reluctance in participation, prior agreement with VET |
| Incoming trainees (KA121/122 and KA131) | 19 Feb 2026 Similar Feb 2027 | 2026 very hard 2027 possible (implemented before Dec 2027 if | average | VET (acred. KA120) or acred. project (KA121 or short KA122) | 9 org. no previous agreements or conversations, low interest | HEI 1,67 | NA | 2026: P 2027: F | Short (5-60d) or long duration (2 mo, not above 12mo in total) Prior agreement with VET and HEI |

| | | | | | | | | | |
|------------------------------|---------------------------------|---|---------|---|--|------|----|--------------------|--|
| | | awarded) could be longer after 2027 | | | | | | | |
| Incoming researchers (KA131) | 19 Feb 2026 Similar Feb 2027 | 2026 very hard 2027 low probable (implemented before Dec 2027 if awarded) could be longer after 2027 | average | VET (acred. KA120) or acred. project (KA121 or short KA122) | 9 org. no previous agreements or conversations, low interest | 1,00 | NA | 2026: P 2027: F | Short (5-60d) or long duration (2 mo, not above 12mo in total) Prior agreement with HEI |

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