**REQUESTED MOBILITY FLOWS FOR THE ERASMUS+ INT. MOBILITY APPLICATION – 2023 (newly added points marked in yellow)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Teaching Staff / Staff mobility** | **Student Level (BSc / MSc / Dr)** | **Country of Origin** | **Country of Destination** | **Partner university name and contact person name + e-mail** | **Total Duration**  **Excluding Travel (days)** | **Total Travel Days** | **Total Duration Including**  **Travel (days)** | **No. of Participants** | **No. of the previously mentioned participants that have fewer opportunities (economic, social, cultural, geographical, or health-related conditions; migrants) \*** | **No. of Participants using green mobility (travel by train/bus/car-sharing)** | **To which SDG(s) will this mobility contribute?** |
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*\* Definition: see second page*

**RELEVANCE OF THE APPLICATION**

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| --- | --- | --- | --- | --- |
|  | **Relevance of the Strategy** | **Quality of the cooperation arrangements** | **Quality of project design and implementation** | **Impact and dissemination** |
|  | Explain why the planned mobility project is relevant to the internationalisation strategy of the higher education institutions involved (both in Austria **and the Partner Country**). Explain why you target cooperation with this specific country. Justify the proposed type(s) of mobility (students and/or staff). | Detail your previous experience of similar projects with higher institutions in this Partner Country, if any, and explain how, for the planned mobility project, responsibilities, roles and tasks will be defined in the Inter-institutional Agreement. | Present the different phases of the mobility project and summarise what partner organisations plan in terms of selection of participants, the support provided to them and the recognition of their mobility period (in particular in the Partner Country). | Explain the desired/potential impact of the mobility project on participants, beneficiaries, partner organisations and at local, regional and national levels. Describe the measures which will be taken to disseminate the results of the mobility project at faculty and institution levels, and beyond where applicable, both in Austria **and the Partner Country**. Describe how the know-how gained by the participants will be disseminated and exploited. |
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*****Non exhaustive list of potential fewer opportunities:***

* **Disabilities:** This includes physical, mental, intellectual or sensory impairments which, in interaction with various barriers, may hinder someone’s full and effective participation in society on the same footing as others.
* **Health problems:** Barriers may result from health issues including severe illnesses, chronic diseases, or any other physical or mental health-related situation that prevents from participating in the programme.
* **Barriers linked to education and training systems:** Individuals struggling to perform in education and training systems for various reasons, early school-leavers, NEETs (people not in education, employment or training) and low-skilled adults may face barriers. Although other factors may play a role, these educational difficulties, while they may also be linked to personal circumstances, mostly result from an educational system which creates structural limitations and/or does not fully take into account the individual’s particular needs. Individuals can also face barriers to participation when the structure of curricula makes it difficult to undertake a learning or training mobility abroad as part of their studies.
* **Cultural differences:** While cultural differences may be perceived as barriers by people from any backgrounds, they can particularly affect people with fewer opportunities. Such differences may represent significant barriers to learning in general, all the more for people with a migrant or refugee background – especially newly-arrived migrants -, people belonging to a national or ethnic minority, sign language users, people with linguistic adaptation and cultural inclusion difficulties, etc. Being exposed to foreign languages and cultural differences when taking part in any kind of programme activities may put off individuals and somehow limit the benefits from their participation. And such cultural differences may even prevent potential participants from applying for support through the programme, thereby representing an entry barrier altogether.
* **Social barriers**: Social adjustment difficulties such as limited social competences, anti-social or high-risk behaviours, (former) offenders, (former) drug or alcohol abusers, or social marginalisation may represent a barrier. Other social barriers can stem from family circumstances, for instance being the first in the family to access higher education or being a parent (especially a single parent), a caregiver, a breadwinner or an orphan, or having lived or currently living in institutional care.
* **Economic barriers:** Economic disadvantage like a low standard of living, low income, learners who need to work to support themselves, dependence on the social welfare system, in long-term unemployment, precarious situations or poverty, being homeless, in debt or with financial problems, etc., may represent a barrier. Other difficulties may derive from the limited transferability of services (in particular support to people with fewer opportunities) that needs to be "mobile" together with the participants when going to a far place or, all the more, abroad.
* **Barriers linked to discrimination:** Barriers can occur as a result of discriminations linked to gender, age, ethnicity, religion, beliefs, sexual orientation, disability, or intersectional factors (a combination of two or several of the mentioned discrimination barriers).
* **Geographical barriers**: Living in remote or rural areas, on small islands or in peripheral/outermost regions4, in urban suburbs, in less serviced areas (limited public transport, poor facilities) or less developed areas in third countries, etc., may constitute a barrier.

Taken from Erasmus+ Programme Guide, Version 1 (2023), 23-11-2022: <https://erasmus-plus.ec.europa.eu/fr/document/erasmus-programme-guide-2023>, page 7-8.