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THE EUROPEAN UNION



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Erasmus+ in the Overseas Countries and Territories of the EU during the period 2014-2018

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TITLE

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EXECUTIVE SUMMARY

The Overseas Countries and Territories of the European Union (OCTs) make up a group of currently 25 countries and territories which depend constitutionally on four European Union (EU) Member States: Denmark, France, the Netherlands and the United Kingdom. Those territories can be found in all the world's oceans. Although the OCTs do not form part of the territory of the EU strictly speaking, they benefit from an associate status. The main EU funding sources that they benefit from are the European Development Fund (EDF) and the EU horizontal programmes.

In 2018, OCTA found that Erasmus+ is by far the most popular EU horizontal programme in the OCTs¹. The present report intends to “extract success stories and potentially contribute to increasing the visibility of the OCTs at European level and thus enhancing their participation in the EU programmes.”

More specifically, the aim of the report is to capture representative examples to:

- Illustrate the positive outcomes of Erasmus+ projects for the communities and organisations based in the OCTs and thus contribute to increasing the visibility of the EU at OCT level;
- Promote successful organisations and outline the contribution of OCTs to those projects;
- Update the list of OCT based Erasmus+ beneficiaries.

Based on our review, we may conclude that:

- Erasmus+ is very beneficial to OCTs:
 - The quality of the projects OCTs take part in is generally very good, as reflected in the projects described in the report;
 - Project results are very positive for the students and staff that have an experience with the programme, no matter the type of Erasmus+ action;

1. Report on the participation of the Overseas Countries and Territories in the European Union programmes during the period 2014-2018. Available at: <http://www.octassociation.org/participation-of-the-octs-in-the-euprogrammes>.

- Project topics are very diverse: such a broad range of possible project proposals should encourage new organisations to get engaged.
- It is important to stress that despite their remote location OCT based organisations are suitable partners for Erasmus+ projects. The participation of OCTs in projects is well valued by their partners and it contributes to developing the capacity and skills of people and organisations involved.
- Yet, OCTs are not sufficiently represented in the Erasmus+ programme:
 - Their participation rate is twice as low as their demographic weight within the EU²;
 - The total number of OCT based organisations participating in Erasmus+ is very low, not least compared with the large number of potential beneficiaries (only 49 in total, see Annex III – List of OCT based Erasmus+ beneficiaries for the period 2014 to 2018).

Remoteness, lack of knowledge of the programme, lack of capacity and high transport costs (despite higher travel allowances), especially for the most isolated OCTs, appear as the main obstacles to overcome. This calls for a training and awareness-raising campaign of the programme in those territories to inspire other OCT based organisations to play a more active role in the programme.

Some support measures should be considered (to be defined with the European Commission and the National Agencies) (see conclusions). It is indeed necessary to bring more European opportunities in the most isolated territories of the European Union especially since those types of projects are not expensive. For many people living in the overseas, Erasmus+ is the gateway to continental Europe.

2. In 2018 the OCTs had approximately 1.2 million inhabitants. The European Union had over 508 million inhabitants (see [here](#)) which gives a ratio of 0.24%. Yet, their participation rate is only 0.12%-0.13%.

1. INTRODUCTION



A dark blue world map is visible in the background of the top section of the page.

1.1 Background

1.1.1 The Overseas Countries and Territories of the European Union (OCTs) and the Overseas Countries and Territories Association (OCTA)

The Overseas Countries and Territories of the European Union (OCTs) make up a group of currently 25 countries and territories which, despite a certain number of differences (in terms of relative wealth, geographical characteristics, physical isolation and internal political organisation), have a lot in common, e.g. remoteness, insular micro-economies, a rich biodiversity, etc. The OCTs face a variety of economic and social challenges in their pursuit of sustainable development. Their total cumulated population is approximately 1.2 million inhabitants³. The OCTs depend constitutionally on four European Union (EU) Member States: Denmark, France, the Netherlands, and the United Kingdom.

During the second OCT Ministerial Conference in September 2002 in Bonaire, the governments of the OCTs made the political decision to establish the Overseas Countries and Territories Association ([OCTA](#)). In March 2003 OCTA was then registered in Belgium by the governments of 13 OCTs as a not-for-profit association (ASBL).

Currently, 22 out of the 25 OCTs are members of OCTA, i.e. all the permanently inhabited territories (21) as well as the French Southern and Antarctic Lands (TAAF). Only the three British Overseas Territories without a permanent local population are not part of OCTA.

OCTA provides a forum to develop effective working relationships with the EU and support the collective interests of its members in several co-operation areas of the OCT-EU association. These include cooperation on trade, financial services, climate change and environmental issues, human and social development, and regional cooperation.

3. 4 OCTs are without a permanent local population: the French Southern and Antarctic Lands (TAAF), the British Antarctic Territory, the British Indian Ocean Territory and South Georgia and South Sandwich Islands.



In February 2016 the Ministerial Conference gave mandate to OCTA's Executive Committee (ExCo) to raise awareness in Europe about OCTs and, in parallel, enhance OCTs' awareness of the European Union horizontal programmes.

The Executive Committee objectives as set out in the OCTA strategy 2015-2020 are then to:

- Engage in dialogue with the services of the European Commission to favour OCTs' participation in EU programmes if their scope and eligibility conditions match OCTs' interests and capacities;
- Promote better knowledge of OCTs among EU institutions so that OCTs' interests are taken into account in the elaboration of EU programmes, thus facilitating their participation therein.
- Engage in dialogue with the EU Member States to identify success stories, local experiences and benchmark possibilities with other EU stakeholders.

1.1.2 The Association of the OCTs with the European Union

Although the OCTs do not form part of the EU territory, they have been associated to the EU since the very beginning and the signing of the Treaty of Rome in 1957.

The OCTs are not directly subject to EU law, but they benefit from an associate status given to them by the Treaty on the Functioning of the European Union (TFEU)⁴. The current detailed rules and procedures for the association are laid down in the Overseas Association Decision (OAD)⁵ that came into force on 1 January 2014.

The purpose of the association is to establish a 'partnership' aiming at supporting the OCTs' sustainable development. It relies on three key pillars: "(1) enhancing competitiveness, (2) strengthening resilience and reducing vulnerability, and (3) promoting cooperation and integration between the OCTs and other partners and neighbouring regions."

4. See Articles 198 to 204 of Part IV of the TFEU known as the Lisbon Treaty.

5. Council Decision 2013/755/EU of 25 November 2013 on the association of the overseas countries and territories with the European Union ('Overseas Association Decision').

The OCTs' 'eligibility by principle' to EU horizontal programmes was granted in 2014 (see Article 94 of the 2013 OAD). Thus, the OCTs are eligible 'by principle' for participation in and funding from EU programmes such as the research and innovation framework programme (Horizon 2020), the programme for the competitiveness of small and medium-sized enterprises (COSME), the education and training programmes (Erasmus+), the cultural and audio-visual programmes (Creative Europe), etc., reflecting their status as members of the European family.

1.2 Presentation of the report

1.2.1 Objectives

In 2018 OCTA produced a comprehensive report⁶ taking stock of OCT participation in EU programmes during the period 2014-2018. The objectives of the report were to:


- Draw up a list of actual beneficiaries of EU programmes;
- Promote EU programmes to key stakeholders in the OCTs;
- Inform the European Commission services and the Member States of some of the challenges and opportunities stemming from OCTs' participation in Union programmes.

One of the main findings of the report was that the [Erasmus+](#) programme – the Union programme for education, training, youth and sport – is the most popular EU horizontal programme in the OCTs in terms of number of projects and beneficiaries, and amount of funding received by OCT based organisations⁷.

In line with the recommendations of the 2018 report, the aim of the present report is to "extract success stories and potentially contribute to increasing the visibility of the OCTs at European level and thus enhancing their participation in the EU programmes."

6. Report on the participation of the Overseas Countries and Territories in the European Union programmes during the period 2014-2018. Available at: <http://www.octassociation.org/participation-of-the-octs-in-the-eu-programmes>.

7. In 2018 we could identify that 41 organisations from 12 OCTs participated in 87 Erasmus+ projects and received ca. EUR 3.2 million. As a comparison, 12 organisations from 5 OCTs participated in 20 Horizon 2020 projects and received ca. EUR 2 million.



More specifically, the aim of the report is to capture representative examples that:

- Illustrate the positive outcomes of Erasmus+ projects for the communities and organisations based in the OCTs (and thus contribute to increasing the visibility of the EU at OCT level);
- Promote successful organisations and outline the contribution of OCTs to those EU projects;
- Update the list of OCT based Erasmus+ beneficiaries.

1.2.2 Scope of the report

The present report outlines the participation of OCT based stakeholders in projects financed by the Erasmus+ programme for the period from 1 January 2014 until 31 December 2018 (completed or on-going).

1.2.3 Structure of the report

The present report is organised around 3 main parts:

- Part I outlines 8 selected stories on the engagement of 6 OCTs⁸ in the Erasmus+ programme. Those stories are organised around 3 types of actions financed by the programme:
 - Key Action 1 - VET learning and staff mobility;
 - Key Action 1 - Youth mobility;
 - Key Action 2 - Strategic partnership for schools.
- Part II provides facts and figures on OCT participation in the Erasmus+ programme;
- Part III presents the main conclusions from the report;

8. Unfortunately, we did not manage to get in touch with British beneficiaries. The organisations that we tried to contact had shut down their business and nobody else was able to answer our questions.

■ Part IV consists of 3 annexes:

- Annex I - List of projects interviewed;
- Annex II - List of good practices with OCTs (with active hyperlink to projects);
- Annex III - List of OCT based Erasmus+ beneficiaries for the period 2014 to 2018.

1.2.4 Main sources of information

Primary information was retrieved from the [Erasmus+ Project Results Platform](#)⁹ which is the data warehouse used by the European Commission, the Education, Audiovisual and Culture Executive Agency ([EACEA](#)) and the National Agencies¹⁰ to manage the programme. All data collected for the purposes of this report was aggregated and structured manually. This allowed us to identify 14 projects with OCT based organisations which are regarded as good practices (see section 3.3).

On that basis, in-depth interviews were conducted with 11 stakeholders representing 8 projects (see Annex I) to dig deeper into the projects and illustrate the diversity of their experiences and quality of project results in the territories concerned. When available project websites were searched for relevant publications, pictures and videos. However, we could not consult project final reports, as these documents are not available to the public.

The whole exercise was conducted during the period February-April 2019. The information provided is accurate to the best of the author's knowledge. OCTA assumes no responsibility or liability for any errors or omissions in the content of the report.

9. Date: 14/02/2019.

10. The list is available at: https://ec.europa.eu/programmes/erasmus-plus/contact/national-agencies_en.

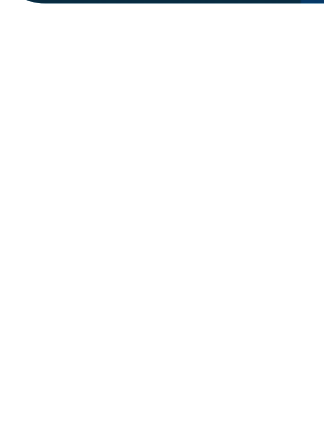
2. SUCCESS STORIES FROM THE OCTs



2.1 Animal care in Aruba



Project title	A different kettle of fish
Project duration	June 2015 - May 2017 (24 months)
Action type	Key action 1 - VET learner and staff mobility
Topics	Early school leaving / combating failure in education Access for disadvantaged
EU grant	EUR 296,965.96
Link to Erasmus+ Platform	https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2015-1-UK01-KA102-012879
Project website	Not available
OCT beneficiaries	Aruba Donkey Sanctuary http://main.arubandonkey.org/portal/ Contreras Veterinary Services https://www.facebook.com/Contreras-Veterinary-Services-103034113139746/
Partners' role	Partner
Project partners	Everything is Possible (coordinator) (United Kingdom) Marineland Ltd - Mediterraneo Marine Park (Malta) National Cat Society (Malta)



Project summary

Since 2012 Everything is Possible, a not-for-profit organisation based in the UK, has been closely cooperating with Aruba Donkey Sanctuary, a charity that currently takes good care of about 130 donkeys. After a successful Leonardo Da Vinci mobility project, they carried on working together and with other partners on various Erasmus+ projects.

One of them was called 'A different kettle of fish', a project which offered VET students from the United Kingdom an alternative way to undertake a vocational work experience in the field of animal care and veterinary studies. The target group was students with fewer opportunities. They were on the verge of education, lacked self-esteem and thought that those international work placement opportunities were for upper-class youth only.

Working at the donkey sanctuary included discovering a lot of general care for the animals: cleaning, feeding, keeping their environment tidy, etc. It also meant working at the shop and giving tourists presentations about the donkey sanctuary and its history. A grooming salon was also created in the course of the project implementation.

In addition, students were provided with the opportunity to assist the veterinary: for instance, giving sick donkeys worming tablets or injecting them with different vitamins and nutriment when necessary. Being physically involved in the operations gave them valuable hands-on experience and helped them build self-confidence. Accompanying tutors were on assignment but it was not just working. Discovering the local life-style was an integral part of the experience.

As it is shown in the project [video](#), young people were extremely enthusiastic about their experience. Project coordinator Clair Brown adds: "For many of the young people we work with, this is their first real achievement. We're working with young people that maybe haven't had positive experiences in their life."

In the framework of the project, 61 trainees were mobilised in small groups supported by 22 accompanying staff and 16 staff on job shadow and training assignments. 'A different kettle of fish' also contributed to internationalising the participating organisations further and led to new and improved teaching methods within the UK colleges through exposure to practices in a wider Europe.

Once the project ended, the partners decided to embark on new endeavours with 2 large international projects: '[Moving Feet Opening Minds](#)'¹¹ and '[Discover More](#)'¹².



"For some of young people
this volunteering experience was
the best moment in their life."

Desiree Eldering,

Managing Director, Aruba Donkey Sanctuary.

11. <https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2016-1-UK01-KA102-023472>

12. <https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2018-1-UK01-KA102-047029>

2.2 Interculturalism and tolerance in Curaçao



Project title	Bouquet of Cultures
Project duration	May 2018 - February 2019 (10 months)
Action type	Key action 1 - Youth mobility
Topics	Inclusion - equity Intercultural/ intergenerational education and (lifelong)learning Creativity and culture
EU grant	EUR 53,602.85
Link to Erasmus+ Platform	https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2018-1-NL02-KA105-002036
Project website	https://stgfelis.com/2019/01/11/bouquet-of-cultures/
OCT beneficiary	Stichting F.E.L.I.S. Curaçao https://stgfelis.com/
Partner role	Coordinator
Project partners	InoChange (Georgia) Asociația Obștească Centrul Republican "Gutta-Club" (Moldova) Associação All Humans (Portugal)



Project summary

Following a first Erasmus+ youth exchange project¹³, Stichting F.E.L.I.S. Curaçao decided to continue their collaboration with InoChange and developed a new project called 'Bouquet of Cultures'. In November 2018, 24 young people from 3 countries came to Willemstad in Curaçao to know more about each other and take part in non-formal educational and team building activities.

During the day, role plays, workshops, study visits and handy craft exercises were organised by qualified youth workers.

Evenings were dedicated to cultural presentations of all countries involved: participants exchanged their traditions through food, music and dance (see project [video](#)).

All project activities focused on tolerance and respect for diversity thus promoting multiculturalism and interculturalism. "We met great people; these people inspired me. They inspired me to be better, to get out there and spread my wings", tells a participant.



¹³. The first project was entitled 'Youth with Social Initiatives'.



As for Stichting F.E.L.I.S. Curaçao, it was vital to give youngsters with fewer opportunities the possibility to be part of something bigger than their neighbourhood and overcome their fear of failure, fear of people and fear of everything. Even though those 20- to 25-year old young people had already been exposed to foreigners, living together and working together were a genuine and eye-opening experience.

Besides, the coordinator spent a lot of time building up a trust relationship with young people and their families which are usually very protective. She also drew the lessons learnt from the first project to make sure that none of them would drop at the last minute. On the contrary, she was overwhelmed by the youth's interest in the project.

The project implementation was smooth, and the partners valued the hard work carried out by the host organisation. Distance, be it physical or cultural, was not an issue either. Rather, all partners shared the same passion and vision for their youth.

“Erasmus+ is such
a wonderful opportunity.

It is for everyone.

You just need the courage to get involved.”

Gerda van Pedersen,

Director, Stichting F.E.L.I.S. Curaçao.

2.3 Bird protection in French Polynesia



Project title	Conservation du héron strié de Tahiti
Project duration	May 2017 - December 2018 (20 months)
Action type	Key action 1 - Youth mobility
Topics	Rural development and urbanisation Intercultural/ intergenerational education and (lifelong) learning Environment and climate change
EU grant	EUR 20,216
Link to Erasmus+ Platform	https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2017-1-FR02-KA105-012501
Project website	http://manu.pf/portfolios/heron-strie/
OCT beneficiary	Société d'Ornithologie de Polynésie - Manu http://manu.pf/
Partner role	Partner
Project partners	Solidarités Jeunesses (France) JAVVA Volontariat International (Belgium) Legambiente Associazione Onlus (Italy)



Project summary

"Our European adventure started with a [project](#) financed by the [BEST programme](#)", explains Thomas Ghestemme, Interim Director, Société d'Ornithologie de Polynésie - Manu (SOP). The aim was to rescue the [Tahiti monarch](#) (see [video](#)), one of Europe's most endangered bird species. This small passerine bird was threatened by strong predation and habitat modification due to the introduction of invasive plant species. Habitat restoration and awareness-raising among the local population were essential for the success of the project.

French Polynesia hosts 122 bird species of which 27 are endemic. Although 25 bird species are currently under threat of extinction, terrestrial biodiversity is less considered as a priority contrary to marine biodiversity. "Policymakers are not sufficiently aware of the richness and fragility of biodiversity."

Faced with the need to study other rare bird species with the same budget, SOP started to look for new sources of funding to increase the volume of their activities. "Erasmus+ has been a real opportunity for us to track endangered bird species that we could not take care of due to our limited resources", adds Thomas Ghestemme. In the framework of that specific project Solidarités Jeunesses handled the legal paperwork while SOP hosted 2 volunteers from Belgium and Italy that came for 12 months to support the necessary conservation actions not least for the [striated heron](#) (see [video](#)) which is critically endangered in French Polynesia.

During their stay the 2 youngsters primarily carried out a comprehensive census of two species in Tahiti so that SOP got a clear picture of the situation. Observations and inventory checks were made at the water's edge or in sea kayaking. Those young people wanted to make an active contribution to protecting the environment. They were very well integrated and well taken care of by the SOP team.

Building on this successful experience, SOP decided to set up a new Erasmus+ volunteering project with the support of Solidarités Jeunesses. The project 'Protection et sauvegarde des oiseaux de Polynésie'¹⁴ got approved and a Spanish volunteer came to work closely with the local community on the protection of the [Niau's kingfisher](#) (see [video](#)). This species is critically endangered according to the IUCN Red List. Today, it exists only on the atoll of Niau Island where it faces predation and habitat alteration.

"We must work to ensure the sustainability of this type of support. Erasmus+ really helped us a lot to attract motivated and competent young people", adds Thomas Ghestemme. SOP wishes to continue this type of projects but needs more capacity to take good care of 4 or more volunteers simultaneously. They also aim to send a Tahitian to Europe to exchange experiences with other parts of the world.



**"We have a collective responsibility to protect
endemic birds in French Polynesia."**

Thomas Ghestemme,

Interim Director, SOP 2.4 Wealth and diversity in New Caledonia Project summary

14. [Link to Erasmus+ Platform](#). The project name in English is 'Protecting and conserving French Polynesia's birds'.

2.4 Wealth and diversity in New Caledonia



Project title	Outermost Youth
Project duration	August 2016 - January 2017 (6 months)
Action type	Key action 1 - Youth mobility
Topics	Access for disadvantaged Youth (Participation, Youth Work, Youth Policy)
EU grant	EUR 14,496.78
Link to Erasmus+ Platform	https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2016-2-ES02-KA105-008264
Project website	Not available
OCT beneficiary	Centre Information Jeunesse de Nouvelle-Calédonie (CIJNC) https://www.facebook.com/CentreInfoJeunesse/
Partner role	Partner
Project partners	FIFEDE Fundación (coordinator) (Spain) Association CEMEA Guadeloupe (France) Association Perspectives Femmes et Avenir Guyane (Fr) CEMEA Réunion (France) CRIJ Guadeloupe (France) CRIJ Mayotte (France) URSIAE Martinique (France) Associação Ovo Criativo (Portugal)



Project summary

The starting point for the project was the low participation of organisations based in the outermost regions in the Erasmus+ programme. Despite higher travel allowances reflecting their geographical remoteness, stakeholders from overseas territories were struggling to seize the mobility opportunities offered by the programme. In order to remedy the lack of awareness of Erasmus+, FIFEDE Fundación developed a training course for the benefit of their colleagues from the outermost regions. In October 2016, 13 youth workers from all over the world came to Tenerife, Canary Islands, for a 10-day study visit. To that end, FIFEDE Fundación received the support of the National Agency Injuve which wanted to develop a network of Erasmus+ mentors in the outermost regions.

FIFEDE Fundación got in touch with the Centre Information Jeunesse de Nouvelle-Calédonie (CIJNC) via the French National Agency Youth which forwarded their request to a regional youth councillor based in New Caledonia. CIJNC eagerly got on board the project and 1 youth worker from CIJNC took part in the training course held in the Canary Islands. There, she met her peers, learned and brainstormed on how to develop and manage Erasmus+ projects while taking into account the specific features of the overseas territories. The programme was busy with





a lot of activities in small groups, real-life situations and learning by doing exercises. As presented in the project [video](#), all participants were awarded their [Youthpass](#) certificate at the end of the course. This project is a very good example of successful cooperation between outermost regions and OCTs

The knowledge she gained over there was key to positive change. CIJNC continued their engagement in the Erasmus+ programme by embarking on a new training course organised by FIFEDE Fundación in the framework of the '[INislas: Initiatives in islands' project](#)' in 2018. In addition to gaining a new learning experience, she could explain the new comers from Aruba and Curaçao how CIJNC managed to get youth with less opportunities interested in mobility schemes. Indeed, CIJNC only works with youth with fewer opportunities - early school leavers who sometimes live in isolated tribes. "Preparing and following NEETs¹⁵ are essential for the success of the project" explains Frédérique Seguin, Director, CIJNC.

Thanks to increased skills and self-confidence, CIJNC coordinated 2 youth mobility projects¹⁶ with mu-ze-um from Belgium. The 'Sound of B' project gave 14 Belgian volunteers and 12 New Caledonians the opportunity to meet in the Pacific and get a new perspective on the world. The project enjoyed good visibility and received the support from the Government of New Caledonia and the European Parliament (see project [video](#)).

15. A NEET is a person who is «Not in Education, Employment, or Training».

16. '[The Sound of B](#)' and '[Promote Europe in Oceania](#)'.



Lately, a delegation of youngsters from Georgia came to exchange on the topic of gender-based violence in the framework of the [‘Lace Up, Speak Out’](#) project.

“Insularity is a fact,
but we shall not suffer from it.

We shall be open-minded.

We shall give us the chance
to make it through.”

Louise Andréa Wamejonengo,
Policy Officer, CIJNC

2.5 Youth in action in Sint Maarten



Project title	Climate Action
Project duration	May 2016 - March 2017 (11 months)
Action type	Key action 1 - Youth mobility
Topics	Youth (Participation, Youth Work, Youth Policy) Social dialogue Environment and climate change
EU grant	EUR 34,727
Link to Erasmus+ Platform	https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2016-1-SE02-KA105-001371
Project website	Not available
OCT beneficiary	The Sint Maarten Youth Council Association (SMYCA) https://www.facebook.com/sxmyouthcouncil/
Partner role	Partner
Project partners	Carlstad Youth Association (coordinator) (Sweden) Intermezzo Ungdomsorganisasjon (Norway) Diyarbakır Çevre ve Kalkınma Derneği (Turkey)

Project summary

In 2015 the Sint Maarten Youth Council Association (SMYCA) was approached by Carlstad Youth Association which was looking for a partner in the overseas countries and territories to explore and discuss the issue of environment protection on an island. SMYCA decided to take part in a youth exchange project focusing on climate change and the role youth can play in that debate. The cross-generational approach and the use of social media were at the heart of the project. Project activities were videotaped to encapsulate the project and share with others what climate change is all about (see for instance a [video](#) shot by the Turkish partner).

On 19-28 January 2017, a trip to the Caribbean gave 14- to 19- year old young people the opportunity to sightsee one of the world's most disaster-prone region. 24 young people from Sweden, Norway and Turkey came to Sint Maarten to meet 8 islanders, get to know each other and exchange views.

On that occasion several workshops were held to gain a better understanding of the topic of climate change and teach youth what specific actions can be done, for instance in terms of waste recycling and disposal. 2 schools were visited to present the project as well as the Erasmus+ programme. Young people also discovered eco-sites and met with local environmentalists and nature foundations. Some of the evening sessions were open to reach out to a broader public.

To facilitate contact between young people social and cultural activities were organised during their stay in Sint Maarten (see project [video](#)). However, due to Hurricane Irma which ravaged the Caribbean region, young people from Sint Maarten could not embark on a journey to Norway. Despite this, they stayed in touch through social media and keep exchanging information till today.





As for the Sint Maarten Youth Council Association, it was a true learning experience to have such a diverse group and get young people to understand their role as hosts. Project partners valued the hard work carried out and this gave the host more credibility and visibility. Asked whether SMYCA could become a future project coordinator, Connie Francis-Gumbs, Director, replies: "I like where we are, but I want to see us preparing an application in the coming years. Our biggest drawback is human capacity, the size of your staff (i.e. 3 full-time equivalents now). Everything would fall on me."

In the meantime, SMYCA established a partnership with local stakeholders. For instance, they work closely with the [Caribbean Education and Culture Foundation](#), another non-governmental organisation that is very active in the field of youth mobility and Erasmus+ projects. SMYCA coordinates the selection and recruitment of participants on their behalf. In addition, SYMCA raised awareness of the University of Saint Martin of the opportunities offered by the Erasmus+ programme. They give their students first preference when it comes to taking part in youth exchange projects.

Finally, based on this successful experience, SMYCA, took part in a follow-up project called '[YE - Environmental Citizens](#)', another youth mobility project on the theme of climate change but with new partners from Norway and Turkey.



“The (Erasmus+) programme allows young people and youth workers to change their perspective.

We have a lot to offer, our reality is not that of Europe.

But there is not enough promotion of the (Erasmus+) programme in the OCTs. It is important that this is done.”

Connie Francis-Gumbs,

Director, The Sint Maarten Youth Council Association

2.6 Great War memory in French Polynesia



Project title	A retrospective look at World War I from a regional point of view
Project duration	September 2014 - August 2017 (36 months)
Action type	Key action 2 - Strategic partnership for school education
Topics	Research and innovation Intercultural/ intergenerational education and (lifelong) learning Regional dimension and cooperation
EU grant	EUR 387,955
Link to Erasmus+ Platform	https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2014-1-DE03-KA201-001483
Project website	https://www.facebook.com/Sur-les-pas-des-poilus-tahitiens-1689307791296046/ https://www.erasmus-tahiti.com/
OCT beneficiary	Lycée professionnel Saint-Joseph https://www.facebook.com/Lyce-St-Joseph-Punaauia-337047843148113/
Partner role	Partner
Project partners	Feodor-Lynen-Gymnasium (coordinator) (Germany) Lycée Saint Charles de La Réunion (France) EPAL Moudrou (Greece) Ciszterci Rend Nagy Lajos Gimnáziuma és Kollégiuma (HU) Rīgas pilsētas Plavnieku ģimnāzija (Latvia) Bayramic Mustafa Gulsen Cinaroglu Anadolu Lisesi (TR)

Project summary

Looking for a partner in an overseas region, Feodor-Ly-nen-Gymnasium got in touch with Lycée professionnel Saint-Joseph to include them in a school partnership on the memory of World War I. The 100th anniversary of that tragic event was the perfect opportunity to reflect on how different European territories lived through the Great War and still remember it today.

As the project was entirely developed by Feodor-Ly-nen-Gymnasium, the initial contribution of Lycée professionnel Saint-Joseph was limited. But in the course of the project implementation their teachers and pupils took an active part in the pedagogical activities and proposed to their partners the creation of [comics](#) as a main project deliverable to better compare and illustrate the situation in their respective country.

In addition, a military ceremony was organised during the seminar held in French Polynesia in February 2016 to commemorate the 100th anniversary of the outbreak of the battle of Verdun. The German delegates brought with them some earth from Verdun and it was placed under the war memorial. The Ode to Joy was sang in both German and French. A message of peace¹⁷ was read in all languages of the participants (including Tahitian) and in English.



17. "Scarcely had the first wave of the attack been cut down, leaving the ground strewn with mountains of dead, then the second wave was launched. Once again, our shells blasted terrible, gaping holes in their ranks. The entire valley was transformed into some kind of volcano, the flow of which was blocked by piles of corpses." "This eye-witness account by a soldier could have been written by a Greek, a Hungarian, a German, a Turk, a Reunionese, or a Tahitian. What do nationalities matter? Allies or enemies, all mankind suffers in the same measure. The most important thing from this moment forward, is to never lose sight of the terrible reality of war, and in so doing, to better enable the creation together of a lasting peace."



A few days before the ceremony, the Erasmus group met with former French President François Hollande to discuss the issues of war and peace and what they mean for our future societies.

The diversity of the schools and the regional cultural variety were conducive to fruitful exchanges. All participants were driven by their joint interest in the topic of World War I. They were all willing to pool their research efforts to better understand how their counterparts viewed their situation before, during and after the war: for example, the role of women in society, people's attitudes towards their neighbours, the state of the economy, etc.

Making the youth aware of the benefits of such an experience was not an easy task tough. Yet, 23 pupils from all social backgrounds from Lycée professionnel Saint-Joseph were engaged and took part in at least one study trip to a partner's destination.





It was a genuine learning experience for the staff involved. Sylvain Martinez, teacher, explains: “At the beginning it was a whole new world to us. Later on, some colleagues got interested in it and, in the end, the direction agreed to continue this type of projects.” Lycée professionnel Saint-Joseph then went on with their colleagues from Lycée Saint Charles de La Réunion (especially Ms Nouha Darquittain) to develop and coordinate [ECAM](#)¹⁸, a partnership project on the promotion of European Citizenship and multiculturalism. Finally, both of them are partners in ‘No man is an island’ ([NoMI](#)¹⁹), another partnership project dedicated to cultural heritage.

“We are grateful to the European Union not only for the financial support but also, and primarily, for the experience we have had with our partners. European values exist. We shall defend them.”

Sylvain Martinez,

Teacher, Lycée professionnel Saint-Joseph

18. [Link to Erasmus+ Platform.](#)

19. [Link to Erasmus+ Platform.](#)

2.7 Fauna protection in Greenland



Project title	Fauna here, fauna elsewhere and fauna of tomorrow
Project duration	September 2016 - August 2018 (24 months)
Action type	Key action 2 - strategic partnerships for schools only
Topics	EU citizenship, EU awareness and democracy Environment and climate change Early school leaving / combatting failure in education
EU grant	EUR 186,006
Link to Erasmus+ Platform	https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2016-1-FR01-KA219-023955
Project website	https://www.faune-de-demain.eu/ https://www.facebook.com/faunededemainfrancegroenland/
OCT beneficiary	Atuarfik Jørgen Brønlund https://www.facebook.com/pages/Atuarfik-J%C3%B8rgen-Br%C3%B8nlund/271439366308184
Partner role	Partner
Project partners	Collège François Pompon (coordinator) (France) Collège François de la Grange (France)

Project summary

For several years, 2 French schools were studying the local fauna in close collaboration with Morvan regional natural park in Burgundy. Scientific activities were aimed at raising pupils' awareness of the concept of protection of local biodiversity. Then, they got the idea to go one step further by setting up a project to observe first-hand the effects of climate change. Those chose Greenland to study the areas of distribution of two species: the red fox and the polar fox (see [television reportage](#) and [animation](#)).

They turned to Erasmus+, initiated a dialogue with various research institutes and made contact with Atuarfik Jørgen Brønlund, a school located in Ilulissat (see [video](#)).

In total, 2 classes of 25 pupils aged 13-15 years spent 12 days in Greenland in March and April 2017 to explore the Arctic environment, get to know other pupils of the same age, discover their language and their culture, and get involved in their daily activities (see [television reportage](#)): for instance, [dogsledging](#) or [singing](#), etc.

Afterwards, 2 groups of 20 Greenlandic came to Morvan for 12 days in spring and autumn 2017 to discover the region and its biodiversity which is very different from that in Greenland. As part of youth exchanges, pupils stayed in a place near the school, went to school and carried out joint work.

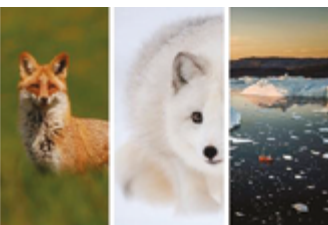




Communicating was not an easy task, as none of the pupils spoke the other's language or spoke English fluently. "There were a lot of funny things or misunderstandings; pupils had to use their hands to communicate. But somehow, they managed." recalls Nielsine Kruse, Interim Director, Atuarfik Jørgen Brønlund.

On top of the financial support received by the Erasmus+ programme, the schools had to raise money in different places in town and find sponsors to cover the costs of this scientific expedition. Families were also asked to contribute. "It was difficult for it was new, but the parents supported the children", explains Nielsine Kruse.

The pupils who took part in this adventure came from all social backgrounds. They were impressed with their stay and really liked being out there. They were sad to leave (see departure [video](#)). Some are still in touch today via Facebook or Snapchat. A 25-minute project [video](#) was shot to illustrate the main moments and main activities of the project.



When asked whether Atuarfik Jørgen Brønlund would like to renew this experience, Nielsine Kruse replies: "Some teachers are nervous about travelling alone with the kids, because it's a big responsibility; others are less motivated since they haven't tried that before. If we were approached again, we would probably get on board. But we cannot do it on our own, as it's too expensive and we need help."

At the end of the project, the 2 French schools decided to embark on a new endeavour with the project '[biodiversity and foxes](#)' with a partner from Tydal in Norway. The idea of this new project is to observe the confrontation area of these two types of foxes where the red fox dominates the polar fox.

"We learned other ways of doing things.

It was hard work for the teachers,
but it was very good for the pupils."

Nielsine Kruse,

Interim Director, Atuarfik Jørgen Brønlund

2.8 Education on climate change in Greenland



Project title	Nature Is Our Strength (NIOS)
Project duration	September 2015 - August 2018 (36 months)
Action type	Key action 2 - strategic partnership for schools only
Topics	Key Competences (incl. mathematics and literacy) - basic skills Environment and climate change Intercultural/intergenerational education and (lifelong)learning
EU grant	EUR 131,409.75
Link to Erasmus+ Platform	https://ec.europa.eu/programmes/erasmus-plus/projects/eplu-project-details/#project/2015-1-FR01-KA219-014935
Project website	https://nioserasmus.wordpress.com/ https://www.facebook.com/ErasmusplusNios/
OCT beneficiary	Muusap Atuarfia https://www.facebook.com/pages/Muusap-Atuarfia/105989599441104
Partner role	Partner
Project partners	Collège André Malraux Granville (coordinator) (France) Gimnazjum im. Janusza Korczaka w Chojnie (Poland)



Project summary

Following the successful Comenius project 'Coastal Communities in the Tides of Time' ([CCTT](#)), Collège André Malraux decided to set up a new school partnership under Erasmus+: 'Nature Is Our Strength' ([NIOS](#)). When looking for a partner in Greenland, they got in touch with Muusap Atuarfia, a school in the small village of Saattut in Uummannaq fjord.

Teaching sustainable development at school was central to the project: for instance, better understanding the phenomenon of global warming and ice melting, making calculations to offset carbon emissions, sorting waste paper in classes, cleaning beaches, creating a poster to make people have an eco-friendly attitude, etc. The French and the Poles also read a lot about the Inuit culture at home.

During one of their stays in Chojna in Poland, pupils from France and Greenland discovered that their friends were actively dancing during their breaks. The practice of school choreography (see [video](#)) was not known to them, but they got inspired and it became extremely popular in Greenland.





3 times during the project implementation, a delegation of teachers and 12-13-year-old pupils went to the school in Saattut (see [video](#)). "The kids realised the Greenlandic pupils knew everything about pop stars and iPhones, but they could also be autonomous in hostile environment at the age of 10", recalls Marine Charon-Gateff, project coordinator. They learned how to get dressed properly in winter time and save water in summer (read [testimony](#)).

After each study trip, the pupils who had been abroad made presentations about their experience and the project results in front of the other pupils and teachers. For some of them, this was entirely new. "At our small school (28 pupils, 5 teachers) pupils had never presented their work to a larger assembly of people before. During Erasmus they learned that", adds Tina Mathiassen, teacher at Muusap Atuarfia.

"As the official language was English, pupils have improved their language skills a lot and it became much more important for them to learn English", explains Tina Mathiassen. Despite the language barrier, pupils connected and became friends quickly. A linguistic challenge was also open to help them pick up a few sentences in French, Greenlandic and Polish (see [video](#)).

All Greenlandic teachers took part in the activities. They benefited greatly from the collaboration and gained insight into how schools in Europe work and are managed. They could easily exchange ideas and experiences with others. It was sometimes difficult for them because they were so few and had to take care of everything. But they were truly happy to see how excited the pupils were about the project.

During the second year of the project, pupils produced 3 [booklets](#) in 5 languages about sustainable development, their local fauna and flora, and the actions man can do to protect his environment.

At the end of the third year, a [song](#) was composed by the pupils. It is a four-language anthem to nature, its magic and the importance to take good care of it. That is the chorus: "Respect the world, respect the world. Remember nature is our strength. Take good care and respect the world, 'cause it always gives you strength."

With a total of 9 international meetings over 3 years (3 in each country), 104 teenagers and 38 adults met their peers and almost 400 students and 80 education providers were involved in the different activities. Far beyond school, they forged a strong connection to their immediate surroundings, opened up to foreign communities and enjoyed intercultural exchanges very much.


"Working with Erasmus has been very rewarding for the pupils. It was also good for their personal development to meet new friends and be responsible for them during their stay in Greenland."

Tina Mathiassen,
Teacher, Muusap Atuarfia



3. ERASMUS+ IN THE OCTS: FACTS AND FIGURES





As a reminder, the total budget of the [Erasmus+](#) programme for the 2014-2020 period is EUR 14.7 billion. The programme is organised around 3 'key actions' and 2 additional actions:

- Key Action 1: learning mobility of individuals;
- Key Action 2: cooperation for innovation and the exchange of good practices;
- Key Action 3: support for policy reform;
- Jean Monnet activities;
- Sport.

3.1 Territorial approach

From January 2014 to December 2018, 49 organisations from 12 OCTs took part in 124 projects out of which they coordinated 60.

Compared with the [report](#) produced by OCTA in 2018, 37 new projects were identified. First, some projects were approved between July and December 2018. Second, we found that several projects were wrongly encoded in the databases. Since the Eurostat regulation does not apply to OCTs, the OCT partner should be indicated as the OCT itself instead of the Member State to which it is linked²⁰.

Below you will find the breakdown of OCT participation per EU Member State and OCT.

20. You may check for instance [NIOS](#) where the Greenlandic school appears as Denmark instead of Greenland or [Carnaval Plus](#) where the partner from New Caledonia is listed as France instead of New Caledonia.

	No of beneficiaries	No of projects	No of good practices	No of projects coordinated
Denmark	11	13	2	5
Greenland	11	13	2	5
France	14	50	2	36
French Polynesia	10	29	1	14
New Caledonia	4	21	1	22
Netherlands	18	50	9	19
Aruba	9	27	8	10
Bonaire	1	1		1
Curaçao	3	9	1	7
Saba	1	1		
Sint Maarten	4	12		1
United Kingdom	6	15	1	-
British Virgin Islands	2	6	1	
Cayman Islands	1	2		
Montserrat	2	4		
Turks and Caicos Islands	1	3		
Erasmus+	49	124²¹	14	60

21.3 youth mobility projects involve beneficiaries from more than 1 OCT. 2 projects involve 2 partners from Montserrat and Sint Maarten: 'Don't trash our future: Recycle!' and 'Seeds of change'. 1 project involves 3 partners from Aruba, Curaçao and New Caledonia: 'INislas: Initiatives in islands'.

3.2 Programme approach

Below you will find the breakdown of OCT participation per type of action financed by Erasmus+.

Erasmus+ actions	No of projects
Key Action 1 - Learning mobility of individuals	105
KA1 - Higher education student and staff mobility	33
Aruba	7
Curaçao	3
French Polynesia	10
Greenland	3
New Caledonia	10
KA1 - School education staff mobility	6
British Virgin Islands	4
French Polynesia	1
New Caledonia	1
KA1 - VET learner and staff mobility	23
Aruba	15
British Virgin Islands	2
French Polynesia	1
Greenland	1
New Caledonia	1
Turks and Caicos Islands	3
KA1 - Youth mobility	43
Aruba	3
Bonaire	1
Cayman Islands	2
Curaçao	5
French Polynesia	2
Greenland	1
Montserrat	4
New Caledonia	17
Saba	1
Sint Maarten	11

Key Action 2 - Cooperation for innovation and the exchange of good practices	18
KA2 - Capacity building for youth in ACP countries, Latin America and Asia	1
Curaçao	1
KA2 - Strategic partnership for adult education	2
Aruba	1
Greenland	1
KA2 - Strategic partnership for schools	14
French Polynesia	7
Greenland	6
Sint Maarten	1
KA2 - Strategic partnership for vocational education and training	1
Greenland	1
Jean Monnet	1
Aruba	1
Total	124

The key learnings are as follows:

- Under Key Action 1: youth mobility projects (43) rank at the top of the list, followed by higher education projects (33) and VET learner and staff mobility projects (23);
- Under Key Action 2: strategic partnerships for schools (14) are by far the most popular;
- On average, 25 projects involving OCT based organisations are approved each year (all types of action considered)²².

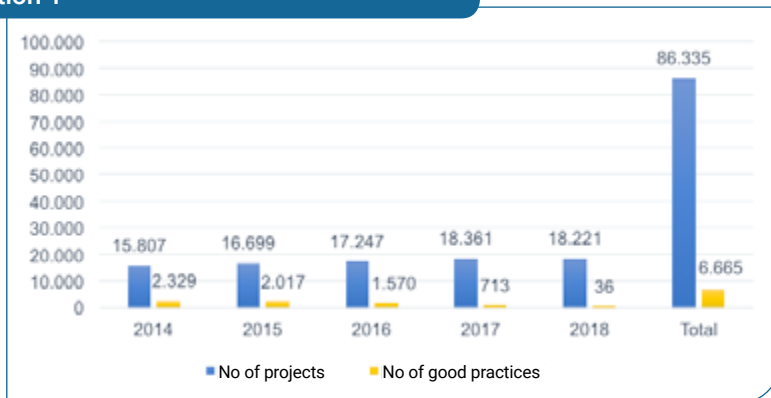
22. 2014: 23 projects; 2015: 27 projects; 2016: 27 projects; 2017: 20 projects; 2018: 27 projects.

3.3 Good practices

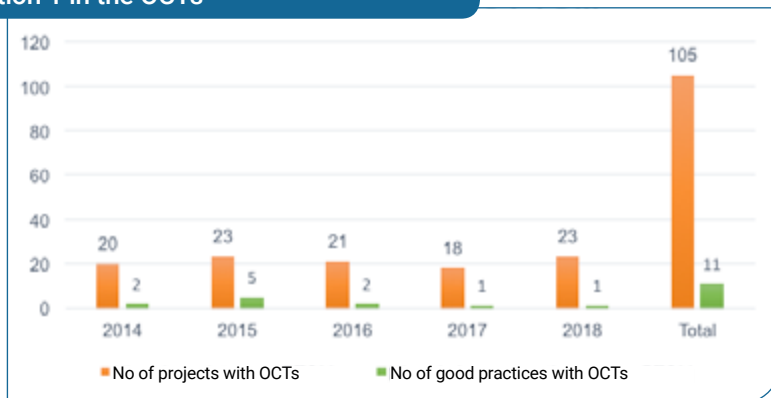
Each year, thousands of projects are funded through the Erasmus+ programme, and many of them bring very good results. Upon their completion, the National Agencies which oversee the management of most of the programme receive project final reports and rate projects against a series of criteria²³ to determine the most outstanding ones: the good practices.

Below you will find the current state of play for Key Action 1 and Key Action 2.

Key Action 1



Key Action 1 in the OCTs



23. The criteria are policy relevance (20 points), communication/dissemination potential (20 points), impact and sustainability (20 points), innovation (20 points) and transferability (20 points).

Key Action 2



Key Action 2 in the OCTs




The key learnings are as follows:

- Under Key Action 1: to date,
 - Projects involving OCT based organisations represent 0.12% of the total projects approved;
 - The ratio number of good practices - number of projects amounts to 10.5% at OCT level which is higher than the EU average (7.7%).
- Under Key Action 2: to date,
 - Projects involving OCT based organisations represent 0.13% of the total projects approved;
 - The ratio number of good practices - number of projects amounts to 16.7% at OCT level which is higher than the EU average (9.8%).

4. CONCLUSIONS





Based on our review, we may conclude that:

- Erasmus+ is very beneficial to OCTs:
 - The quality of the projects OCTs take part in is generally very good, as reflected in the projects described in the report;
 - Project results are very positive for the students and staff that have an experience with the programme, no matter the type of Erasmus+ action;
 - Project topics are very diverse: such a broad range of possible project proposals should encourage new organisations to get engaged.
- It is important to stress that despite their remote location OCT based organisations are suitable partners for Erasmus+ projects. The participation of OCTs to projects is well valued by their partners and their contribution does contribute to developing the capacity and skills of people and organisations involved.
- Yet, OCTs are not sufficiently represented in the Erasmus+ programme:
 - Their participation rate is twice as low as their demographic weight within the EU1²⁴;
 - The total number of OCT based organisations participating in Erasmus+ is very low, not least compared with the large number of potential beneficiaries (only 49 in total, see Annex III – List of OCT based Erasmus+ beneficiaries).

Remoteness, lack of knowledge of the programme, lack of capacity and high transport costs (despite higher travel allowances), especially for the most isolated OCTs, appear as the main obstacles to overcome. This calls for a training and awareness-raising campaign of the programme in those territories to inspire other OCT based organisations to play a more active role in the programme.

24. In 2018 the OCTs had approximately 1.2 million inhabitants. The European Union had over 508 million inhabitants (see [here](#)) which gives a ratio of 0.24%. Yet, their participation rate is only 0.12%-0.13%.

Some support measures should be considered (to be defined with the European Commission and the National Agencies). First thoughts suggest that:

- The international dimension of the Erasmus+ programme should be strengthened, including the facilitation of mobility between OCTs and the countries in their geographical area;
- Grants should not only consider mobility itself but also cover upstream work (preparing young people and staff for their departure) and downstream work (capitalising and communicating on project results and experience gained abroad or at home);
- National Agencies of the 4 Member States concerned should meet to exchange good practices on how to facilitate the access of those remote territories to the programme.

These lines of thought must be developed further in OCTA's future work, in partnership with the EU and the Member States.

It is indeed necessary to bring more European opportunities in the most isolated territories of the European Union, especially since those types of projects are not expensive. For many people living in the overseas, Erasmus+ is the gateway to continental Europe.

5. ANNEXES



5.1 List of interviewees

Project name	Organisation name	OCT	Interviewee(s)
A different kettle of fish	Aruba Donkey Sanctuary	Aruba	Desiree Eldering Clair Brown
A retrospective look at World War from a regional point of view	Lycée professionnel Saint-Joseph	French Polynesia	Sylvain Martinez
Bouquet of Cultures	Stichting F.E.L.I.S.	Curaçao	Gerda van Petersen
Climate Action	The St. Maarten Youth Council Association	Sint Maarten	Connie Francis-Gumbs
Conservation du héron strié de Tahiti	Société d'Ornithologie de Polynésie Manu	French Polynesia	Thomas Ghestemme
Fauna here, fauna elsewhere and fauna of tomorrow	Atuarfik Jørgen Brønlund	Greenland	Nielsine Kruse
Nature Is Our Strength	Muusap Atuarfia	Greenland	Tina Mathiassen Marine Charon-Gateff
Outermost Youth	Centre Information Jeunesse de Nouvelle Calédonie	New Caledonia	Frédérique Seguin Louise Andréa Wamejonengo

5.2 List of good practices with OCTs

OCT	Organisation	Action type	Project name
Aruba	Aruba Donkey Sanctuary Contreras Veterinary Services	KA1 - Youth mobility	Go Further Reach Higher Training and Networking Website : Link
Aruba	Aruba Donkey Sanctuary Contreras Veterinary Services	KA1 - VET learner and staff mobility	A different kettle of fish Website : Link
Aruba	Aruba Donkey Sanctuary Contreras Veterinary Services	KA1 - VET learner and staff mobility	Moving Feet Opening Minds Website : Link
Aruba	Centro pa Desaroyo di Aruba	KA1 - Youth mobility	No Limits, Youth Heroes Website : Link
Aruba	Stichting Algemene Bejaardenzorg Aruba Stichting Kinderhuis Imeldahof Aruba	KA1 - VET learner and staff mobility	CLW... We Care, always and everywhere! Website : Link
Aruba	Stichting Algemene Bejaardenzorg Aruba Stichting Kinderhuis Imeldahof Aruba	KA1 - VET learner and staff mobility	CLW... We Care, always and everywhere. Leren werken werkt! Website : Link
Aruba	University of Aruba	KA1 - Higher education student and staff mobility	Project for higher education student and staff mobility between programme countries and partner countries Website : Link
Aruba	University of Aruba	KA1 - VET learner and staff mobility	Training in Progress 2 Website : Link

OCT	Organisation	Action type	Project name
British Virgin Islands	The Stay Academy	KA1 - School education staff mobility	Cultura y deporte en los parques naturales de Europa Website : Link
Curaçao	Stichting F.E.L.I.S. Curaçao	KA1 - Youth mobility	Bouquet of Cultures Website : Link
French Polynesia	Lycée professionnel Saint-Joseph	KA2 - Strategic partnership for schools	A retrospective look at World War I from a regional point of view Website : Link
Greenland	Atuarfik Jørgen Brønlund	KA2 - Strategic partnership for schools	Fauna here, fauna elsewhere and fauna of tomorrow Website : Link
Greenland	Muusap Atuarfia	KA2 - Strategic partnership for schools	Nature Is Our Strength Website : Link
New Caledonia	Mission d'Insertion des Jeunes (MIJ)	KA1 - Youth mobility	Intercultural world on rural Website : Link

5.3 List of OCT based Erasmus+ beneficiaries for the period 2014 to 2018

OCT based beneficiaires	No of projects
Aruba	27
Aruba Donkey Sanctuary	5
KA1 - VET learner and staff mobility	4
KA1 - Youth mobility	1
Centro pa Desaroyo di Aruba	2
KA1 - Youth mobility	2
Colegio EPI	1
KA1 - VET learner and staff mobility	1
Contreras Veterinary Services	3
KA1 - VET learner and staff mobility	3
De Palm Corporation N.V.	1
KA1 - VET learner and staff mobility	1
Mon Plaisir Basisschool	2
KA1 - VET learner and staff mobility	2
Stichting Algemene Bejaardenzorg Aruba	3
KA1 - VET learner and staff mobility	3
Stichting Kinderhuis Imeldahof Aruba	3
KA1 - VET learner and staff mobility	3
University of Aruba	14
Jean Monnet	1
KA1 - Higher education student and staff mobility between programme and partner countries	4
KA1 - Higher education student and staff mobility within programme countries	3
KA1 - VET learner and staff mobility	2
KA1 - VET learner and staff mobility with VET mobility charter	3
KA2 - Strategic partnership for adult education	1

Bonaire	1
Infamous Productions Foundation	1
KA1 - Youth mobility	1

British Virgin Islands	6
Sail Caribbean Ltd	1
KA1 - VET learner and staff mobility	1
The Stay Academy	5
KA1 - School education staff mobility	4
KA1 - VET learner and staff mobility	1

Cayman Islands	2
Consulate of Barbados	2
KA1 - Youth mobility	2

Curaçao	9
Fundashon Fondo pa Deporte i Responsabilidat Sosial (FDRS)	1
KA2 - Capacity building for youth in ACP countries, Latin America and Asia	1
Stichting F.E.L.I.S. Curaçao	5
KA1 - Youth mobility	5
University of Curaçao	3
KA1 - Higher education student and staff mobility within programme countries	3

French Polynesia	21
Collège d'Afareaitu	1
KA2 - Strategic partnership for school education	1
Collège de Faaroa	1
KA1 - School education staff mobility	1
Lycée agricole d'Opunohu	1
KA1 - Higher education student and staff mobility within programme countries	1
Lycée Aorai	1
KA2 - Strategic partnership for school education	1
Lycée polyvalent de Taaone	2
KA2 - Strategic partnership for schools only	2
Lycée professionnel Saint-Joseph	3
KA2 - Strategic partnership for school education	3
Polynésie française collectivité d'outre-mer	5
KA1 - Higher education student and staff mobility	1
KA1 - Higher education student and staff mobility within programme countries	4
Société d'Ornithologie de Polynésie Manu	2
KA1 - Youth mobility	2
Tahiti International School	1
KA1 - VET learner and staff mobility	1
Université de la Polynésie française	4
KA1 - Higher education student and staff mobility within programme countries	4

Greenland	13
Atuarfik Jørgen Brønlund	1
KA2 - Strategic partnership for schools	1
Atuarfik Samuel Kleinschmidt	1
KA2 - Strategic partnership for schools	1
Campus Kujalleq	2
KA1 - Youth mobility	1
KA2 - Strategic partnership for schools	1
Ilisimatusarfik - University of Greenland	3
KA1 - Higher education student and staff mobility	1
KA1 - Higher education student and staff mobility within programme countries	2
Kangillinnguit Atuarfiat	1
KA2 - School exchange partnership	1
KTI Råstofskole	1
KA1 - VET learner and staff mobility	1
Muusap Atuarfia	1
KA2 - Strategic partnership for schools	1
Niurnermik Ilinniarfik	1
KA2 - Strategic partnership for vocational education and training	1
Piareersarfiit	1
KA2 - Strategic partnership for adult education	1
Piareersarfik Nuuk	1
KA2 - Strategic partnership for adult education	1
Tasiilami Alivarpi	1
KA2 - Strategic partnership for schools	1

Montserrat	4
Montserrat Youth Talents Association	1
KA1 - Younth mobility	1
On the Wall Youth Group	3
KA1 - Younth mobility	3

New Caledonia	29
Centre Information Jeunesse de Nouvelle-Calédonie (CIJNC)	7
KA1 - Youth mobility	7
Lycée Lapérouse	6
KA1 - Higher education student and staff mobility	2
KA1 - Higher education student and staff mobility within programme countries	3
KA1 - School education staff mobility	1
Mission d'Insertion des Jeunes (MIJ)	11
KA1 - VET learner and staff mobility	1
KA1 - Youth mobility	10
Université de Nouvelle Calédonie	5
KA1 - Higher education student and staff mobility within programme countries	5

Saba	1
Foundation Social Workplace Saba	1
KA1 - Youth mobility	1

Sint Maarten	12
Caribbean Education and Culture Foundation	4
KA1 - Youth mobility	4
Erasmuscaribbean	2
KA1 - Youth mobility	2
St. Dominic High School	1
KA2 - Strategic partnership for schools	1
The St. Maarten Youth Council Association (SMYCA)	6
KA1 - Youth mobility	6
Turks and Caicos Islands	3
Turks and Caicos Islands Community College	3
KA1 - VET learner and staff mobility with VET mobility charter	3
Total Erasmus+	124



OCTAssociation

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