

## STRATEGIC PARTNERSHIPS IN THE FIELD OF EDUCATION, TRAINING AND YOUTH

### WHAT ARE THE AIMS AND PRIORITIES OF A STRATEGIC PARTNERSHIP?

Strategic Partnerships aim to support the development, transfer and/or implementation of innovative practices as well as the implementation of joint initiatives promoting cooperation, peer learning and exchanges of experience at European level.

Depending on the objectives and the composition of the Strategic Partnership, projects may be of two types:

- **Strategic Partnerships supporting innovation;**

Projects are expected to develop innovative outputs, and/or engage into intensive dissemination and exploitation activities of existing and newly produced products or innovative ideas. Applicants have the possibility to request a dedicated budget for Intellectual Outputs and Multiplier Events in order to directly answer to the innovation aspect of the Action. These types of projects are open to all fields of education, training and youth.

- **Strategic Partnerships supporting exchange of good practices:**

The primary goal is to allow organisations to develop and reinforce networks, increase their capacity to operate at transnational level, share and confront ideas, practices and methods. Selected projects may also produce tangible outputs and are expected to disseminate the results of their activities, although in a way that is proportional to the aim and scope of the project. These results and activities will be co-financed through the standard budget for project management and implementation. Strategic Partnerships relevant to the field of higher education will not support these types of projects.

Irrespective from the type of project chosen by the applicant and the field impacted by the project, Strategic Partnerships are open to any type of organisation active in any field of education, training and youth or other socio-economic sectors as well as to organisations carrying out activities that are transversal to different fields (e.g. local and regional authorities, recognition and validation centres, chambers of commerce, trade organisations, guidance centres, cultural organisations). Depending on the priority and the objectives addressed by the project, Strategic Partnerships should involve the most appropriate and diverse range of partners in order to benefit from their different experiences, profiles and specific expertise and to produce relevant and high quality project results.

To be funded, Strategic Partnerships must address either a) at least one horizontal priority or b) at least one specific priority relevant to the field of education, training and youth that is mostly impacted, as described below. Among these priorities, National Agencies may give more consideration to those that are particularly relevant in their national context ("European priorities in the national context"). National Agencies must duly inform potential applicants through their official websites.

### HORIZONTAL PRIORITIES

- Achievement of relevant and high quality skills and competences: supporting individuals in acquiring and developing key competences - including basic, transversal and soft skills, entrepreneurial, foreign language and digital skills - in order to foster employability, socio-educational and professional development. The Programme will also support actions that develop or disseminate tools for assessment of such competences, as well as actions that apply the "learning outcomes" approaches in carrying out education, training and youth activities or assessing their quality and relevance.
- Social inclusion: priority will be given to actions that promote - in particular through innovative integrated approaches - inclusion, diversity, equality, gender-balance and non-discrimination in education, training and youth activities. The Programme will support projects that aim to: 1) foster the development of social, civic, intercultural competences, media literacy and critical thinking<sup>96</sup>, also combating discrimination, segregation, racism, bullying and violence; 2) enhance the access, participation and learning performance of disadvantaged learners, reducing disparities in learning outcomes.
- Open and innovative practices, in a digital era: priority will be given to actions that promote innovative methods and pedagogies, participatory governance where appropriate, develop learning materials and tools as well as actions that support the effective use of Information and Communication Technologies (ICTs) in education, training and youth. This

<sup>96</sup> This is also in line with the Council conclusions on developing media literacy and critical thinking through education and training of 30 May 2016.

includes supporting synergies with research and innovation activities and promoting new technologies as drivers of improvements in education, training and youth policies.

- Educators: priority will be given to actions that strengthen the recruitment, selection and induction of the best and most suitable candidates for the teaching profession as well as to actions supporting the promotion of high-quality teaching, training and youth work. The Programme will support the professional development of educators (such as teachers, professors, tutors, mentors, etc.) and youth workers, especially in dealing with early school leaving, learners with disadvantaged backgrounds, diversity in classrooms and other contexts and work-based learning.
- Transparency and recognition of skills and qualifications: priority will be given to actions that facilitate employability as well as learning and labour mobility and facilitate transitions between different levels and types of education and training, between education/training and the world of work, and between different jobs. Priority will be given to actions promoting recognition as well as transparency and comparability of qualifications and learning outcomes, including through the provision of better services and information/guidance on skills and qualifications. This includes promoting innovative solutions for the recognition and supporting the validation – at local, regional, national or European/international level - of competences acquired through informal, non-formal, digital and open learning.
- Sustainable investment, performance and efficiency: priority will be given to actions supporting the effective implementation of the Investment Plan for Europe, including by promoting funding models attracting private actors and capital, as well as supporting the design of evidence-based reforms that deliver quality in education, training and youth systems and policies. Priority will also be given to actions supporting the development of innovative ways to ensure sustainable investment in all forms of learning, both formal and non-formal, including performance-based funding and cost-sharing.

#### FIELD-SPECIFIC PRIORITIES

In the field of higher education, priority will be given to the following actions in line with the challenges identified in the public consultation on the review of the EU Modernisation Agenda for Higher Education:

- enhancing the quality and relevance of students' knowledge and skills, promoting more student-centred learning approaches, better use of ICT, better links between higher education institutions and employers or social enterprises;
- supporting the social engagement of higher education institutions and promoting intercultural and civic competences of students;
- supporting innovation and creativity, through partnerships and inter- and transdisciplinary approaches, and strengthening the role of higher education regionally;
- ensuring education and research are mutually reinforcing, incentivising and rewarding good teaching;
- improving institutional and system-level governance, transparency and feedback mechanisms;
- promoting internationalisation, recognition and mobility, supporting changes in line with Bologna principles and tools.

In the field of school education, priority will be given to:

- Strengthening the profile(s) of the teaching professions, including teachers, school leaders and teacher educators, through actions with the following objectives: making careers more attractive; strengthening selection and recruitment; enhancing teachers' professional development and linking its different phases in a continuum from Initial Teacher Education and induction to continuing professional development; supporting teachers in dealing with diversity in the classroom (including pupils with a migrant background); supporting teachers in adopting collaborative and innovative practices; strengthening leadership in education, including the role and profile of school leaders, distributed leadership at school and teacher leadership.
- Promoting the acquisition of skills and competences, for example by: addressing underachievement in maths, science and literacy through effective and innovative teaching and assessment; promoting entrepreneurship education; fostering critical thinking especially through teaching science in environmental and/or cultural context; adopting a holistic approach to language teaching and learning, building on the diversity found in today's increasingly multilingual classrooms.
- Supporting schools to tackle early school leaving (ESL) and disadvantage and to offer quality education, enabling success for all students, from the lowest to the highest end of the academic spectrum, including children with a migrant background who might face specific (e.g. linguistic) challenges; strengthening collaboration among all actors within schools, as well as with families, and other external stakeholders; improving transition between different stages of education; supporting networking by schools which promote collaborative and holistic approaches to teaching and learning; improving evaluation and quality assurance.

- Supporting efforts to increase access to affordable and high quality early childhood education and care (ECEC). Enhancing the quality of ECEC systems and provisions in order to foster age appropriate development of children, to achieve better learning outcomes and ensure a good start in education for all - in particular through taking the EU ECEC quality framework further, as well as ensuring that the benefits of early childhood education are carried through to other school education levels, and projects that develop new models of implementation, governance and funding for ECEC.

In the field of vocational education and training (VET), priority will be given to:

- Developing VET business partnerships aimed at promoting work-based learning in all its forms, with special attention to apprenticeship training, by involving social partners, companies and VET providers and with a specific focus on the local and regional dimension in order to produce concrete results on the ground;
- In view of increasing the quality of VET provision, establishing feedback loops to adapt VET provision based on outcomes, including graduate tracking systems, as part of quality assurance systems in line with EQAVET recommendation;
- Further strengthen key competences in VET, including common methodologies for introducing those competences in curricula, as well as for acquiring, delivering and assessing the learning outcomes of those curricula. The focus should be on both initial VET and continuing VET;
- Enhancing access to training and qualifications for all, with a particular attention to the low-skilled, through continuing VET, notably by increasing quality, supply and accessibility of continuing VET, validation of non-formal and informal learning, promoting work-place learning, providing for efficient and integrated guidance services and flexible and permeable learning pathways;
- Introducing systematic approaches to, and opportunities for, the initial and continuous professional development of VET teachers, trainers and mentors in both school and work-based settings, with a focus on developing effective open and innovative education through the use of ICT.

In the field of adult education, priority will be given to:

- Improving and extending the supply of high quality learning opportunities tailored to the needs of individual low-skilled or low-qualified adults so they acquire literacy, numeracy or digital skills, including through the validation of skills acquired through informal and non-formal learning;
- Increasing the demand and take-up through effective outreach, guidance and motivation strategies which encourage low-skilled or low-qualified adults, to develop and upgrade their literacy, numeracy and digital skills;
- Extending and developing educators' competences, particularly in the effective teaching of literacy, numeracy and digital skills to low-skilled or low-qualified adults, including through the effective use of ICT.

In the field of youth, priority will be given to:

- Promoting quality youth work. Priority will be placed on projects that: support the capacity building of youth workers and in youth work; support youth workers in developing and sharing effective methods in reaching out to marginalised young people and in preventing racism and intolerance among youth; foster the inclusion and employability of young people with fewer opportunities (including NEETs) giving particular emphasis to young people at risk of marginalisation and young people with a migrant background, including newly arrived immigrants and young refugees; promote intercultural dialogue and strengthen knowledge and acceptance of diversity in society; open up youth work to cross-sectorial cooperation allowing greater synergies across all fields of actions concerning young people; easier transition of young people from youth to adulthood, in particular the integration into the labour market; developing their competences, setting quality standards, ethical and professional codes; reinforce links between policy, research and practice; promote better knowledge about the situation of young people and youth policies, recognition and validation of youth work and informal non-formal learning at European, national, regional and local levels.
- Promoting empowerment: strengthen the cross-sectorial cooperation allowing greater synergies across all fields of actions concerning young people, with a special focus on access to rights, autonomy, participation - including e-participation - and the active citizenship of young people, notably those at risk of social exclusion, through projects that: foster stronger participation of all young people in democratic and civic life in Europe; broaden and deepen political and social participation of young people at local, regional, national, European or global level; foster volunteering among young people; increase social inclusion of all young people, taking into account the underlying European values; promote diversity, intercultural and inter-religious dialogue, common values of freedom, tolerance and respect of human rights; enhance critical thinking and media literacy of young people; strengthen their sense of initiative notably in the social field; enable young people to connect with, express their opinions to and influence elected policy-makers,

public administrations, interest groups, civil society organisations, or individual citizens within any of the political or social processes affecting their lives.

- Promoting entrepreneurship education and social entrepreneurship among young people. Priority will be placed on projects in the form of transnational youth initiative that allow groups of young people to put ideas into practice, including through social enterprises, tackling challenges and identified problems in their daily lives.

## WHAT ARE THE ACTIVITIES SUPPORTED IN A STRATEGIC PARTNERSHIP?

Over the lifetime of a project, and depending on the type of Strategic Partnership, projects may typically realise a broad range of activities, for example:

- activities that strengthen the cooperation and networking between organisations;
- testing and/or implementation of **innovative practices** in the field of education, training and youth;
- activities that facilitate the **recognition and validation of knowledge, skills and competences** acquired through formal, non-formal and informal learning;
- activities of **cooperation between regional authorities** to promote the development of education, training and youth systems and their integration in actions of local and regional development;
- activities to support learners with **disabilities/special needs** to complete education cycles and facilitate their transition into the labour market, including by combating **segregation and discrimination** in education for marginalised communities;
- activities to better prepare and deploy the education and training of professionals for **equity, diversity and inclusion** challenges in the learning environment;
- activities to promote the integration of refugees, asylum seekers and newly arrived migrants and raise awareness about the refugee crisis in Europe;
- transnational initiatives fostering entrepreneurial mind-sets and skills, to encourage **active citizenship and entrepreneurship (including social entrepreneurship)**, jointly carried out by two or more groups of young people from different countries.

Strategic Partnerships may also organise transnational **learning, teaching and training activities** of individuals, in so far as they bring added value in the achievement of the project's objectives. Some of these activities are particularly relevant in one or more fields of education, training and youth, as stated in the table below. For a more detailed description of the supported activities, see Annex I.

Type of activity	Particularly relevant for
▪ Blended mobility of learners	All fields of education, training and youth
▪ Short-term exchanges of groups of pupils	School education
▪ Intensive Study Programmes	Higher education
▪ Long-term study mobility of pupils	School education
▪ Long-term teaching or training assignments	Higher education, VET, School and Adult education
▪ Long-term mobility of youth workers	Youth
▪ Short-term joint staff training events	All fields of education, training and youth

## WHO CAN TAKE PART IN A STRATEGIC PARTNERSHIP?

As a general rule, Strategic Partnerships target the cooperation between organisations established in Programme Countries. However, organisations from Partner Countries can be involved in a Strategic Partnership, as partners (not as applicants), if their participation brings an essential added value to the project.

In addition to the organisations formally participating in the project and receiving EU funds, Strategic Partnerships may also involve associated partners from the public or private sector who contribute to the implementation of specific project tasks/activities or support the dissemination and sustainability of the project. For contractual management issues, associated partners are not considered as part of the project partners, and they do not receive funding. However, their involvement and role in the project and different activities have to be clearly described.

## WHAT ARE THE CRITERIA USED TO ASSESS A STRATEGIC PARTNERSHIP?

Here below are listed the formal criteria that a Strategic Partnership must respect in order to be eligible for an Erasmus+ grant:

## ELIGIBILITY CRITERIA

<b>Eligible participating organisations</b>	<p>A participating organisation can be any public or private organisation, established in a Programme Country or in any Partner Country of the world (see section "Eligible Countries" in Part A of this Guide).</p> <p>For example, such organisation can be:</p> <ul style="list-style-type: none"> <li>▪ a higher education institution;</li> <li>▪ a school/institute/educational centre (at any level, from pre-school to upper secondary education, and including vocational education and adult education);</li> <li>▪ a non-profit organisation, association, NGO;</li> <li>▪ a public or private, a small, medium or large enterprise (including social enterprises);</li> <li>▪ a public body at local, regional or national level;</li> <li>▪ a social partner or other representative of working life, including chambers of commerce, industry, craft/professional associations and trade unions;</li> <li>▪ a research institute;</li> <li>▪ a foundation;</li> <li>▪ an inter-company training centre;</li> <li>▪ enterprises providing shared training (collaborative training);</li> <li>▪ a cultural organisation, library, museum;</li> <li>▪ a body providing career guidance, professional counselling and information services;</li> <li>▪ a body validating knowledge, skills and competences acquired through non-formal and informal learning;</li> <li>▪ a European Youth NGO;</li> <li>▪ a group of young people active in youth work but not necessarily in the context of a youth organisation (i.e. informal group of young people<sup>97</sup>).</li> </ul> <p>Higher education institutions (HEIs) established in a Programme Country must hold a valid Erasmus Charter for Higher Education (ECHE). An ECHE is not required for participating HEIs in Partner Countries, but they will have to sign up to its principles.</p>
<b>Who can apply?</b>	<p>Any participating organisation established in a Programme Country can be the applicant. This organisation applies on behalf of all participating organisations involved in the project.</p>
<b>Number and profile of participating organisations</b>	<p>A Strategic Partnership is transnational and involves minimum three organisations from three different Programme Countries. There is no maximum number of participating organisations. However, the budget for project management and implementation is capped (and equivalent to 10 participating organisations). All participating organisations must be identified at the time of applying for a grant.</p> <p>Exceptionally, the following types of projects may involve minimum two organisations from two different Programme Countries:</p> <ul style="list-style-type: none"> <li>▪ Strategic Partnerships in the youth field;</li> <li>▪ Strategic Partnerships for schools only<sup>98</sup>. This type of partnership may only apply for projects supporting exchange of good practices between organisations from Programme Countries.</li> </ul>
<b>Venue(s) of the activities</b>	<p>All the activities of a Strategic Partnership must take place in the countries of the organisations participating in the project. Activities can also take place at the seat of an Institution of the European Union, even if in the project there are no participating organisations from the country that hosts the Institution.<sup>99</sup></p> <p>In addition, Multiplier events can be hosted in the country of any of the associated partners involved in the Strategic Partnership, if duly justified in relation to the objectives of the project.</p>

<sup>97</sup> In case of an informal group, one of the members of the group assumes the role of representative and takes responsibility on behalf of the group.

<sup>98</sup> Depending on the country where the school is registered, a specific definition of eligible schools applies for this type of partnerships. The definition and/or a list of eligible schools is published on the website of each National Agency. In addition, please note that the contracting model for Strategic Partnerships for schools only differs from other Strategic Partnerships and is based on monobeneficiary Grant Agreements. For further details, please refer to Part C of this Guide or contact your National Agency.

<sup>99</sup> Seats of the Institutions of the European Union are Brussels, Frankfurt, Luxembourg, Strasbourg, and The Hague.

<p><b>Duration of project</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Partnerships in the field of higher education:</b> between 24 and 36 months;</li> <li>▪ <b>Partnerships in the field of VET, school education and adult education:</b> between 12 and 36 months;</li> <li>▪ <b>Partnerships in the youth field:</b> between 6 and 36 months.</li> </ul> <p>The duration has to be chosen at application stage, based on the objective of the project and on the type of activities planned over time.</p> <p>In exceptional cases, the duration of a Strategic Partnership may be extended, upon request by the beneficiary and with the agreement of the National Agency, of up to 6 months and provided that the total duration does not exceed 3 years. In such a case, the total grant will not change. In all cases, projects must end not later than 31 August 2020.</p>
<p><b>Where to apply?</b></p>	<p>To the National Agency of the country in which the applicant organisation is established<sup>100</sup>.</p> <p>Per deadline, the same consortium of partners can submit only one application and to one National Agency only.</p>
<p><b>When to apply?</b></p>	<ul style="list-style-type: none"> <li>▪ <b>Partnerships in the fields of Higher Education, VET, School and Adult education:</b> <ul style="list-style-type: none"> <li>▪ applicants have to submit their grant application <b>by 29 March at 12:00 (midday Brussels time)</b> for projects starting between 1 September and 31 December of the same year.</li> </ul> </li> <li>▪ <b>Partnerships in the youth field:</b> <p>applicants have to submit their grant application by:</p> <ul style="list-style-type: none"> <li>▪ <b>2 February at 12:00 (midday Brussels time)</b> for projects starting between 1 June and 30 September of the same year;</li> <li>▪ <b>26 April at 12:00 (midday Brussels time)</b> for projects starting between 1 September of the same year and 31 January of the following year;</li> <li>▪ <b>4 October at 12:00 (midday Brussels time)</b> for projects starting between 1 February and 31 May of the following year.</li> </ul> </li> <li>▪ For Strategic Partnerships in the youth field: for each of the three deadlines, National Agencies may open the deadline to both types of Strategic Partnerships (i.e. supporting innovation and supporting exchanges of good practices) or only to one type of projects. Applicants are invited to check the website of their National Agency for more precise information.</li> </ul>
<p><b>How to apply?</b></p>	<p>Please see Part C of this Guide for details on how to apply.</p>

In addition, if the Strategic Partnership foresees transnational learning, teaching and training activities, the following criteria must be respected, in addition to those listed above:

<sup>100</sup> Please note: schools under the supervision of national authorities of another country (e.g. lycée français, German schools, UK "Forces" schools) apply to the NA of the supervising country.

<b>Eligible Activities</b>	<ul style="list-style-type: none"> <li>▪ Blended mobility of pupils and learners combining short-term physical mobility (5 days to 2 months; excluding travel days) with virtual mobility;</li> <li>▪ Short-term exchanges of groups of pupils (5 days to 2 months; excluding travel days);</li> <li>▪ Intensive Study Programmes for HE students (5 days to 2 months; excluding travel days), with invited HE teaching staff and other relevant HE experts ;</li> <li>▪ Long-term study mobility of pupils (2 to 12 months);</li> <li>▪ Long-term teaching or training assignments (2 to 12 months);</li> <li>▪ Long-term mobility of youth workers (2 to 12 months);</li> <li>▪ Short-term joint staff training events (3 days to 2 months; excluding travel days).</li> <li>▪</li> <li>▪ Some of the listed activities are relevant to some fields of education, training and youth and not to others. For more information, please see section "Strategic Partnerships" of Annex I to this Guide.</li> <li>▪</li> <li>▪ Activities of learners as well as long-term activities of staff or youth workers from or to Partner Countries are not eligible.</li> <li>▪ Short-term joint staff training events as well as the staff from Partners Countries teaching in Intensive Study Programmes are eligible activities.</li> </ul>
<b>Eligible participants</b>	<ul style="list-style-type: none"> <li>▪ Students registered in a participating HEI and enrolled in studies leading to a recognised degree or other recognised tertiary level qualification, up to and including the level of doctorate (in Intensive Study Programmes and blended mobility activities);</li> <li>▪ Apprentices, VET students, adult learners, pupils, and young people in blended mobility;</li> <li>▪ Pupils of any age, accompanied by school staff (in short-term exchanges of groups of pupils);</li> <li>▪ Pupils aged 14 or older enrolled in full-time education at a school participating in the Strategic Partnership (in long-term study mobility of pupils);</li> <li>▪ Professors, teachers, trainers, educational and administrative staff<sup>101</sup> working in the participating organisations and youth workers.</li> </ul>
<b>Number of participants</b>	<ul style="list-style-type: none"> <li>▪ For Strategic Partnerships promoting exchange of good practices only: maximum 100 participants in learning, teaching and training activities per project will be funded (including accompanying persons).</li> </ul>

Applicant organisations will be assessed against the relevant **exclusion and selection criteria**. For more information please consult Part C of this Guide.

#### AWARD CRITERIA

Depending on the objectives of the project, the participating organisations involved, the expected impact, and other elements, Strategic Partnerships can be of different sizes, and adapt their activities accordingly. In simplified terms, this action enables participating organisations to gain experience in international cooperation and to strengthen their capacities, but also to produce high-quality innovative deliverables. The qualitative assessment of the project will be proportional to the objectives of the cooperation and the nature of the organisations involved.

Projects will be assessed against the following criteria:

<sup>101</sup> In the school education field, this includes educational staff intervening in schools such as school inspectors, school counsellors, pedagogical advisors, psychologists, etc.

<p><b>Relevance of the project (maximum 30 points)</b></p>	<ul style="list-style-type: none"> <li>▪ The relevance of the proposal to: <ul style="list-style-type: none"> <li>- the objectives and the priorities of the Action (see section "What are the aims and priorities of a Strategic Partnership").</li> <li>- If the proposal addresses the horizontal priority "inclusive education, training, and youth", it will be considered as highly relevant.</li> <li>- If the proposal addresses one or more "European Priorities in the national context", as announced by the National Agency, it will be considered as highly relevant.</li> </ul> </li> <li>▪ The extent to which: <ul style="list-style-type: none"> <li>- the proposal is based on a genuine and adequate needs analysis;</li> <li>- the objectives are clearly defined, realistic and address issues relevant to the participating organisations and target groups;</li> <li>- the proposal is suitable of realising synergies between different fields of education, training and youth;</li> <li>- the proposal is innovative and/or complementary to other initiatives already carried out by the participating organisations;</li> <li>- the proposal brings added value at EU level through results that would not be attained by activities carried out in a single country.</li> </ul> </li> </ul>
<p><b>Quality of the project design and implementation (maximum 20 points)</b></p>	<ul style="list-style-type: none"> <li>▪ The clarity, completeness and quality of the work programme, including appropriate phases for preparation, implementation, monitoring, evaluation and dissemination;</li> <li>▪ The consistency between project objectives and activities proposed;</li> <li>▪ The quality and feasibility of the methodology proposed;</li> <li>▪ The existence and relevance of quality control measures to ensure that the project implementation is of high quality, completed in time and on budget;</li> <li>▪ The extent to which the project is cost-effective and allocates appropriate resources to each activity.</li> </ul> <p>If the project plans training, teaching or learning activities:</p> <ul style="list-style-type: none"> <li>▪ The extent to which these activities are appropriate to the project's aims and involve the appropriate number of participants;</li> <li>▪ The quality of arrangements for the recognition and validation of participants' learning outcomes, in line with European transparency and recognition tools and principles.</li> </ul>
<p><b>Quality of the project team and the cooperation arrangements (maximum 20 points)</b></p>	<ul style="list-style-type: none"> <li>• The extent to which: <ul style="list-style-type: none"> <li>- the project involves an appropriate mix of complementary participating organisations with the necessary profile, experience and expertise to successfully deliver all aspects of the project;</li> <li>- the distribution of responsibilities and tasks demonstrates the commitment and active contribution of all participating organisations;</li> <li>- if relevant for the project type, the project involves participation of organisations from different fields of education, training, youth and other socio-economic sectors;</li> <li>- the project involves newcomers to the Action.</li> </ul> </li> <li>• The existence of effective mechanisms for coordination and communication between the participating organisations, as well as with other relevant stakeholders;</li> <li>• If applicable, the extent to which the involvement of a participating organisation from a Partner Country brings an essential added value to the project (if this condition is not fulfilled, the project will not be considered for selection).</li> </ul>

<b>Impact and dissemination (maximum 30 points)</b>	<ul style="list-style-type: none"> <li>▪ The quality of measures for evaluating the outcomes of the project</li> <li>▪ The potential impact of the project: <ul style="list-style-type: none"> <li>- on participants and participating organisations, during and after the project lifetime;</li> <li>- outside the organisations and individuals directly participating in the project, at local, regional, national and/or European levels.</li> </ul> </li> <li>▪ The quality of the dissemination plan: the appropriateness and quality of measures aimed at sharing the outcomes of the project within and outside the participating organisations;</li> <li>▪ If relevant, the extent to which the proposal describes how the materials, documents and media produced will be made freely available and promoted through open licences, and does not contain disproportionate limitations;</li> <li>▪ The quality of the plans for ensuring the sustainability of the project: its capacity to continue having an impact and producing results after the EU grant has been used up.</li> </ul>
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To be considered for funding, proposals must score at least 60 points. Furthermore, they must score at least half of the maximum points in each of the categories of award criteria mentioned above (i.e. minimum 15 points for the categories "relevance of the project" and "impact and dissemination"; 10 points for the categories "quality of the project design and implementation" and "quality of the project team and the cooperation arrangements"). Proposals that do not address at least one priority of the Action will not be funded.

#### **WHAT ELSE SHOULD YOU KNOW ABOUT THIS ACTION?**

Strategic Partnerships support a wide and flexible range of activities in order to implement high-quality projects, promote development and modernisation of organisations, and support policy developments at European, national and regional level.

Depending on the objectives of the project, the participating organisations involved, the expected impact, and other elements, Strategic Partnerships can be of different sizes, and adapt their activities accordingly.

Among the great variety of activities and project formats, the following Strategic Partnerships have specific characteristics:

##### **STRATEGIC PARTNERSHIPS FOR SCHOOLS ONLY**

These Strategic Partnerships in the field of school education aim at supporting exchanges of good practices between schools from different Programme Countries. In many cases, cooperation activities are combined with class exchanges, eTwinning projects, and/or long term mobility of pupils from the schools participating in the project. The distinctive feature of this format of Strategic Partnerships is the modality of contractualisation with beneficiaries. Although one of the schools involved in the project takes the lead and applies on behalf of all the participating schools, once a schools-only Strategic Partnership is selected, each participating school signs a separate grant agreement with the National Agency established in its country. However, the applicant school remains in a coordinating role for the duration of the project and is responsible for reporting on the project's results.

##### **STRATEGIC PARTNERSHIPS FOR REGIONAL COOPERATION IN SCHOOL EDUCATION**

Strategic Partnerships in the field of school education have an opportunity to apply for projects based around cross-border cooperation between regions or municipalities from different countries. The distinctive aspect of these partnerships is the strategic involvement of local and/or regional school authorities. To create a successful application, the local or regional authorities should take a lead role in the planning of activities addressing a shared issue through involvement of organisations from the civil and private sectors together with schools in their community.

## TRANSNATIONAL YOUTH INITIATIVES<sup>102</sup>

These Strategic Partnerships in the field of youth aim to foster social commitment and entrepreneurial spirit of young people. For example, these initiatives may concern:

- the establishment of (networks of) social enterprises, associations, clubs, NGOs,
- the development and delivery of courses and trainings on entrepreneurship education (notably social entrepreneurship and use of ICTs);
- information, media literacy, sensitization actions, or actions stimulating civic commitment among young people (e.g. debates, conferences, events, consultations, initiatives around European topics, etc.);
- actions for the benefit of the local communities (e.g. support to vulnerable groups such as elderly people, minorities, migrants, disabled, etc.);
- artistic and cultural initiatives (theatre plays, exhibitions, music performances, discussion fora, etc.).

The distinctive feature of this format of Strategic Partnerships is that a Youth Initiative is initiated, set up and carried out by young people themselves. Project proposals are implemented by informal groups of young people.

### PARTICIPANTS FROM/TO OUTERMOST REGIONS AND OVERSEAS COUNTRIES AND TERRITORIES TAKING PART IN TRANSNATIONAL LEARNING, TEACHING AND TRAINING ACTIVITIES

In line with the Regulation establishing the Erasmus+ Programme, which calls on taking into account the constraints imposed by the remoteness of the outermost regions and the Overseas Countries and Territories (OCTs) of the Union when implementing the Programme, special funding rules are set in order to support expensive travel costs of participants from/to outermost regions and OCTs insufficiently covered by the the standard funding rules (based on contribution to unit costs per travel distance band).

Applicants of mobility projects will be allowed to claim financial support for travel costs of participants from/to outermost regions and OCTs under the budget heading "exceptional costs" (up to a maximum of 80% of total eligible costs: see "What are the funding rules?"). This would be allowed provided that applicants can justify that the standard funding rules (based on contribution to unit costs per travel distance band) do not cover at least 70% of the travel costs of participants.

### OTHER INFORMATION

In addition to the information provided above, more compulsory criteria and additional useful information, as well as project examples relating to this Action can be found in the **Annex I of this Guide**. Interested organisations are invited to read carefully the relevant sections of this Annex before applying for financial support.

### WHAT ARE THE FUNDING RULES?

Strategic Partnerships will range from fairly simple cooperation projects between small scale organisations (like schools or informal groups of young people) to rather sophisticated and large-scale projects focusing on the development and exchange of innovative outputs in all fields of education, training and youth. The expenses incurred by the different types of projects will necessarily vary accordingly.

By consequence, the proposed funding model consists of a menu of cost items from which applicants will choose according to the activities they want to undertake and the results they want to achieve. The first two items, "project management and implementation" and "transnational project meetings" are cost items that all types of Strategic Partnerships may apply for, as they are meant to contribute to costs that any project will incur. The other cost items can only be chosen by projects that will pursue more substantial objectives in terms of intellectual outputs/products, dissemination or embedded teaching, training and learning activities. Additionally, if justified by the project activities/outputs, exceptional costs and costs for participation of persons with special needs can be covered.

The total project grant is a variable amount, defined by multiplying 12 500 EUR by the duration of the project (in months), and capped at 450 000 EUR for projects with duration of 36 months.

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<sup>102</sup> Project promoters applying for Transnational Youth Initiatives should apply under Strategic Partnerships supporting exchanges of good practices.

The budget of the project must be drafted according to the following funding rules (in euro):

**Maximum grant awarded:**  
**a variable amount, defined by multiplying 12 500 EUR by the duration of the project (in months) and up to 450 000 EUR for projects with duration of 36 months**

Some of the maxima amounts indicated in the tables above are capped per month and are calculated following a pro-rata approach, so that the grant awarded divided by the number of months results in a maximum of 12 500 EUR. However, the beneficiaries can use-up the total EU grant received for the project in the most flexible way, throughout its duration and according to the way the activities need to be implemented chronologically in the work plan.

Eligible costs		Financing mechanism	Amount		Rule of allocation
<b>Project management and implementation</b>	Project management (e.g. planning, finances, coordination and communication between partners, etc.); small scale learning/teaching/training materials, tools, approaches etc. Virtual cooperation and local project activities (e.g. class-room project work with learners, youth work activities, organisation and mentoring of embedded learning/training activities, etc.); information, promotion and dissemination (e.g. brochures, leaflets, web information, etc.). Costs linked to the implementation of transnational youth initiatives.	Contribution to unit costs	Contribution to the activities of the coordinating organisation:  <b>500 EUR</b> per month	Maximum <b>2750 EUR</b> per month	Based on the duration of the Strategic Partnership and on the number of participating organisations involved
		Contribution to unit costs	Contribution to the activities of the other participating organisations:  <b>250 EUR</b> per organisation per month		
<b>Transnational project meetings</b>	Participation in meetings between project partners and hosted by one of the participating organisations for implementation and coordination purposes. Contribution to travel and subsistence costs	Contribution to unit costs	For travel distances between 100 and 1999KM:  <b>575 EUR</b> per participant per meeting		Conditional: applicants must justify the need for the meetings in terms of number of meetings and participants involved. Travel distances must be calculated using the distance calculator supported by the European Commission.
			For travel distances of 2000 KM or more:  <b>760 EUR</b> per participant per meeting		

Eligible costs		Financing mechanism	Amount	Rule of allocation
<b>Exceptional costs</b>	Contribution to real costs related to subcontracting or purchase of goods and services. Costs for providing a financial guarantee, if the National Agency asks for it.	Real costs	75% of eligible costs Maximum of <b>50.000 EUR</b> per project (excluding costs for providing a financial guarantee)	Conditional: subcontracting has to be related to services that cannot be provided directly by the participating organisations for duly justified reasons. Equipment cannot concern normal office equipment or equipment normally used by the participating organisations.
<b>Special needs support</b>	Additional costs directly related to participants with disabilities <sup>103</sup>	Real costs	100% of eligible costs	Conditional: the request for these costs must be motivated in the application form.
<b>ADDITIONAL FUNDING FOR STRATEGIC PARTNERSHIPS SUPPORTING INNOVATION IN THE FIELD OF EDUCATION, TRAINING AND YOUTH</b>				
<b>Intellectual outputs</b>	Intellectual outputs/tangible deliverables of the project (such as curricula, pedagogical and youth work materials, open educational resources (OER), IT tools, analyses, studies, peer-learning methods, etc.)	Contribution to unit costs	<b>B1.1</b> per manager per day of work on the project	Conditional: staff costs for managers and administrative staff are expected to be covered already under "Project management and implementation". To prevent potential overlap with such item, applicants will have to justify the type and volume of staff costs applied for in relation to each output proposed.  The outputs should be substantial in quality and quantity to qualify for this type of grant support. The outputs should prove their potential for wider use and exploitation, as well as for impact.
			<b>B1.2</b> per researcher/ teacher /trainer/youth worker per day of work on the project	
			<b>B1.3</b> per technician per day of work on the project	
			<b>B1.4</b> per administrative staff per day of work on the project	
<b>Multiplier events</b>	Contribution to the costs linked to national and transnational conferences, seminars, events sharing and disseminating the intellectual outputs realised by the project (excluding costs for travel and subsistence of representatives of participating organisations involved in the project).	Contribution to unit costs	<b>100 EUR</b> per local participant (i.e. participants from the country where the event is taking place)	Maximum <b>30 000 EUR</b> per project
			<b>200 EUR</b> per international participant (i.e. participants from other countries)	

<sup>103</sup> Including costs directly related to participants with special needs and accompanying persons taking part in transnational learning, teaching and training activities. This may include costs related to travel and subsistence, if justified and as long as a grant for these participants is not requested through budget categories "travel" and "individual support").

**FUNDING RULES FOR TRANSNATIONAL LEARNING, TEACHING AND TRAINING ACTIVITIES CARRIED OUT WITHIN THE STRATEGIC PARTNERSHIP (OPTIONAL FUNDING)**

Eligible costs		Financing mechanism	Amount	Rule of allocation
<b>Travel</b>	Contribution to the travel costs of participants, including accompanying persons, from their place of origin to the venue of the activity and return	Contribution to unit costs	For travel distances between 10 and 99KM: 20 EUR per participant	Conditional: applicants will have to justify that mobility activities are necessary to achieve the objectives and results of the project.  Travel distances must be calculated using the distance calculator supported by the European Commission <sup>104</sup> . The applicant must indicate the distance of a one-way travel to calculate the amount of the EU grant that will support the round trip <sup>105</sup>  The applicant must justify in the application form the request of funding covering Expensive domestic travel costs over 225 EUR (per return trip) .
			For travel distances between 100 and 499 KM: 180 EUR per participant	
			For travel distances between 500 and 1999 KM: 275 EUR per participant	
			For travel distances between 2000 and 2999 KM: 360 EUR per participant	
			For travel distances between 3000 and 3999 KM: 530 EUR per participant	
			For travel distances between 4000 and 7999 KM: 820 EUR per participant	
			For travel distances of 8000 KM or more: 1300 EUR per participant	
<b>Top-up for expensive domestic travel costs</b>	Additional support: <ul style="list-style-type: none"> <li>for a return trip to reach a main HUB/airport and (or) a train/bus station within the country of origin and/or</li> <li>for a return trip to reach a remote final destination (from a main HUB/airport</li> </ul>	Contribution to unit costs	For domestic travel costs exceeding 225 EUR: 180 EUR per participant (including accompanying persons) per return trip <sup>106</sup>	

<sup>104</sup> [http://ec.europa.eu/programmes/erasmus-plus/tools/distance\\_en.htm](http://ec.europa.eu/programmes/erasmus-plus/tools/distance_en.htm)

<sup>105</sup> For example, if a person from Madrid (Spain) is taking part in an activity taking place in Rome (Italy), the applicant will a) calculate the distance from Madrid to Rome (1365,28 KM); b) select the applicable travel distance band ( i.e. between 500 and 1999 KM) and c) calculate the EU grant that will provide a contribution to the costs of travel of the participant from Madrid to Rome and return (275 EUR).

<sup>106</sup> If duly justified in the application form, a participant can be entitled to receive two top-ups for expensive domestic travel costs to participate within the same mobility activity: one to reach a main HUB/airport and/or a train/bus station within the country of origin and one more to reach a remote final destination within the receiving country.

	and (or) a train/bus station) within the receiving country			
<b>Individual support</b>	Unit cost per day covering the subsistence of participants, including accompanying persons, during the activity	Contribution to unit costs	Long term teaching or training assignments	up to the 14 <sup>th</sup> day of activity: <b>B1.5</b> per day per participant
			Long term mobility of youth workers	+ between the 15 <sup>th</sup> and 60 <sup>th</sup> day of activity: <b>B1.6</b> per day per participant
			Short term joint staff training events,	+ between the 61 <sup>th</sup> day of activity and up to 12 months: <b>B1.7</b> per day per participant
			Teaching or providing expertise in Intensive Study Programmes	up to the 14 <sup>th</sup> day of activity: <b>100 EUR</b> per day per participant
			accompanying persons in all activities <sup>107</sup>	+ between the 15 <sup>th</sup> and 60 <sup>th</sup> day of activity: <b>70 EUR</b> per day per participant
Long term mobility of pupils	<b>B1.8</b> per month per participant			
Short term activities for learners (blended mobility, short term pupils' mobility, intensive study programmes):	up to the 14 <sup>th</sup> day of activity: <b>55 EUR</b> per day per participant + between the 15 <sup>th</sup> and 60 <sup>th</sup> day of activity: <b>40 EUR</b> per day per participant			

<sup>107</sup> Accompanying persons are entitled to receive the same rate, independently from the short or long term activities they take part in. In exceptional cases, where the accompanying person needs to stay abroad for more than 60 days, extra subsistence costs beyond the 60<sup>th</sup> day will be supported under the budget heading "Special needs support".

<b>Linguistic support</b>	Costs linked to the support offered to participants in order to improve the knowledge of the language of instruction or work	Contribution to unit costs	Only for activities lasting between 2 and 12 months: 150 EUR per participant needing linguistic support	Conditional: the request for financial support must be motivated in the application form.
<b>Exceptional Costs</b>	Expensive travel costs of participants from/to outermost regions and Overseas Countries and Territories (for details, see section "what else you should know about this action").	Real Costs	Expensive travel costs: maximum up to 80% of eligible costs	Conditional: the request for financial support to cover exceptional costs must be motivated in the application form

**TABLE A – INTELLECTUAL OUTPUTS (AMOUNTS IN EURO PER DAY)**

This funding can only be used for staff costs of organisations participating in the project for the production of Intellectual outputs. The amounts depend on: a) profile of staff involved in the project and b) the country of the participating organisation whose staff is involved.

	<b>Manager</b>	<b>Teacher/Trainer/Researcher/Youth worker</b>	<b>Technician</b>	<b>Administrative staff</b>
	<b>B1.1</b>	<b>B1.2</b>	<b>B1.3</b>	<b>B1.4</b>
<b>Denmark, Ireland, Luxembourg, Netherlands, Austria, Sweden, Liechtenstein, Norway</b>	294	241	190	157
<b>Belgium, Germany, France, Italy, Finland, United Kingdom, Iceland</b>	280	214	162	131
<b>Czech Republic, Greece, Spain, Cyprus, Malta, Portugal, Slovenia</b>	164	137	102	78
<b>Bulgaria, Estonia, Croatia, Latvia, Lithuania, Hungary, Poland, Romania, Slovakia, former Yugoslav Republic of Macedonia, Turkey</b>	88	74	55	39