Erasmus+ Strategic Partnerships

Innovation and development of good practice

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Strategic Partnerships in Erasmus +

**Wide ranging** and **flexible** opportunities

**Commission objectives?**

- Modernisation
- Institutional cooperation
- Internationalisation
- Student centred learning - curriculum development,
- Enhance the quality of learning and teaching
- Contribute to the wider role of Higher Education:
  - cross sector collaboration
  - ‘jobs and growth’ - employability
Strategic Partnerships in Erasmus +

Key words

* Innovation
* Cooperation
* Peer learning and sharing
* Recognition and transparency
* Student centred learning
* Relevance to the labour market
* Social inclusion
Must address

**either**
- a) at least one horizontal priority

**or**
- b) at least one specific priority in the field of education that is mostly impacted
Horizontal Priorities?

**Improve achievement**

* in relevant, high-level, basic and transversal competences
* in a lifelong learning perspective
* through formal or non-formal education and training
Inclusive education

- address diversity in formal and non-formal education/training
- develop social, intercultural competences and media literacy
- combat discrimination and segregation
- use innovative approaches to reduce disparities in learning outcomes for learners from disadvantaged backgrounds
- enhance access, participation and performance of disadvantaged learners
- facilitate transitions: between different levels and types of education, training and work
Understand and respond to the high-level policy drivers and priorities

For example consider projects:
* involving refugees, asylum seekers and migrants
* focussing on the refugees' crisis in Europe.
Horizontal Priorities?

Open and innovative education

* recognising learning outcomes of formal and non-formal learning
* mainstreaming open and innovative education and training
* participatory education governance
* supporting synergies between education, research and innovation
* ICT as a driver for systemic change, quality and relevance

Educators

* Developing the teaching profession – initial training and continuing professional development
Transparency and recognition of skills

* to facilitate learning, employability and labour mobility
* mainstreaming open and innovative education
* promoting innovative solutions for the recognition and validation of competences acquired through informal, non-formal, digital and open learning
* promoting **permeability** across education
* flexible learning pathways
Higher Education Priorities?

- **Innovation** (Horizon 2020)
- **Modernisation** (2011):
  - attainment levels, social inclusion
  - intercultural and civic competences
  - quality and relevance
  - mobility and cross-border cooperation;
  - the knowledge triangle
  - inter-disciplinary cooperation
  - governance and funding
- **Opening up Education** (2013):
  - promoting new modes of delivery
  - exploiting new technologies in learning and teaching.
Examples

Curricula, joint programmes/modules (including e-modules),

- Integrating learning modes (distance, part-time, modular, new forms of personalised learning, open educational resources, virtual mobility and virtual learning platforms)
- ensuring relevance to the labour market
- developing transversal competences: e.g. entrepreneurship, creative thinking
- 'embedded mobility'
- project-based collaboration, peer-learning, workshops, virtual laboratories
- supporting learners with disabilities/special needs
- combating segregation and discrimination
Cross-sectoral cooperation

- cooperation between education sectors and business
- research e.g. on assessment or learning outcomes related to transversal competences e.g. entrepreneurship
- cooperation between providers - e.g. on ICT based learning and teaching
- support services cooperation e.g. guidance counselling, coaching methods and tools, systems to track student progress
- promote learning through Open Educational Resources (OER)
- youth and higher education cooperation to facilitate recognition and validation of non-formal and informal learning and its permeability with formal education pathways
Must bring added value (measurable impact!)

Intensive Study Programmes (5 Days to 2 Months)

* Specialist topic - multinational and multidisciplinary groups
* Learning outcomes recognised through ECTS (or equivalent)
* Use ICT in preparation and follow-up
* High ratio of staff to students
* Balance between transnational and national students and staff
* Develop subject and generic competences
**Blended mobility (5 days to 2 months of physical mobility)**

- Combine short periods of physical mobility (up to 2 months) with virtual mobility (i.e. the use of ICT in e.g. collaborative workspaces, live streaming, videoconferencing, social media to complement or prolong the learning outcomes of physical mobility)
- prepare, support and follow up physical mobility
- address people with special needs or fewer opportunities to overcome barriers to long-term physical mobility
Teaching and training assignments (2 to 12 months)

* strengthen institutional cooperation, develop knowledge and understanding of European education and training, share and acquire professional competences

* may consist of:
  - work in an educational institution/centre or e.g.: enterprises, NGOs, school authorities
  - participation in structured courses or seminars
  - placements in a company or organisation in the field of education, training or youth
Award criteria

Relevance (30 points)

* clear **needs analysis**
* well defined, realistic, relevant objectives
* synergies between different fields of education and training
* innovative and/or complementary to other initiatives in the participating organisations
* added value not attained by activities in a single country – EU added value
Quality of project design and implementation (20 points)

* Quality, clarity, completeness of the work programme: preparation, implementation, monitoring, evaluation and dissemination
* Consistency - between objectives and activities
* Quality and feasibility of the methodology
* Quality control of implementation - completed on time and on budget
* Cost-effective activities
* If training, teaching or learning included: the appropriateness of the activities to the project's aims and the recognition of learning outcomes
Quality of the team and cooperation (20 points)

Appropriate - complementary organisations with, experience and expertise to deliver the project successfully

* Active contribution of all participating organisations
* If relevant - participation of organisations from different fields of education, training, youth and other socio-economic sectors
* Involves newcomers
* Effective mechanisms for coordination and communication
* If applicable - the added value of a Partner Country organisation (a sine qua non for selection)
Impact and dissemination (30 points)

* Quality of measures for evaluating the outcomes
* Potential impact of the project: on participants and participating organisations, during and after the project lifetime; outside the organisations and individuals directly participating in the project, at local, regional, national and/or European levels
* Quality of the dissemination plan (targeted, wide dissemination of results to encourage use and impact beyond the project organisations)
* If relevant, how the materials, documents and media produced will be made freely available and promoted through open licences without disproportionate limitations
* Sustainability and impact after the EU grant
Scoring

To be considered for funding an application must score:

* 60 points
* half the maximum points in each of the award criteria and
* address at least one Action priority

Funding

* Maximum grant for 36 months - 450 000 EUR
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- Read the Guide
- Address policy priorities
- Respond to award criteria
- Remember:
  - Innovative
  - Socially inclusive
  - Recognition and transparency
  - Modernisation
  - Refugees
- Write clear ‘international’ English to be understood by other specialists
Thank you