



# **Erasmus+ Strategic Partnerships**

**Innovation and development of good practice**

***John Reilly***

# 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

# Strategic Partnerships in Erasmus +

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

# Horizontal Priorities?

## **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  
and/or
- \* 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



# Horizontal Priorities?

## **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

# Training, Teaching and Learning **embedded** in Strategic Partnerships

**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

# **embedded** Training, Teaching and Learning

## **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

# **embedded** Training, Teaching and Learning

## 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

# Erasmus + Strategic Partnerships

- \* 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

# Erasmus + Strategic Partnerships

Thank you