

# STRATEGIC PARTNERSHIPS

Funding for education, training  
and youth projects



Erasmus+

*Changing lives,  
opening minds*

Erasmus+



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A **smart, sustainable, inclusive** economy – that is the core aim of the EU’s **Europe 2020** strategy.

Of those three building blocks, the “smart” one includes effective investment in **education, training and youth**. In fact, we need to develop knowledge and skills in people of all ages. **Lifelong learning** is the order of the day, and it has to include **learning of all kinds, both inside and outside formal education**.

An important part of that drive is the EU’s **Erasmus+** programme, which aims to boost skills and employability, as well as modernising education, training and youth work. It is providing opportunities for millions of Europeans to study, train, gain work experience and volunteer abroad.

Together with mobility, Erasmus+ also fosters cooperation for innovation and exchange of experience and good practice through funding transnational projects. In this, strong support is given to Strategic Partnerships, which can be combined in many different ways to build and fund a wide variety of projects.

This brochure is a start-up guide to Strategic Partnerships. It provides basic information on who can apply, where, how and when, some hints on do’s and don’ts, and some concrete real-life examples. It sets out the four award criteria that are used to assess partnership proposals. And it points to further reading on this highly flexible support structure.

## What are Strategic Partnerships?

Strategic Partnerships help organisations active in the fields of education, training and youth, as well as enterprises, public authorities, and civil society organisations, to cooperate and exchange experiences. They are all about developing and applying innovative **approaches** to raise quality in teaching, training, learning and youth work throughout Europe, and for institutional modernisation and societal innovation. And they aim to generate **fresh thinking** that will be of use to people and organisations outside the partnerships.

They are called “*strategic*” because:

- they aim to contribute to the achievement of policy priorities and have a **wider impact**
- they **break new ground**
- they **bring different areas together**
- they promote **change for the better**.

## What fields do Strategic Partnerships cover?

Strategic Partnerships can be formed in any of five areas:

- Adult education
- Higher education
- School education
- Vocational education and training (VET)
- Youth

But it should be stressed right from the start that a **Strategic Partnership does not have to be confined to one area**. For instance, a university in country A that links up with a school in country B and a youth club in country C to tackle a youth skills deficit might well come up with something that is worth sharing and therefore worth funding. All the signs are that this kind of cooperation is becoming more and more important. A number of examples are outlined in this brochure.







## How proposals are assessed

To keep the selection process fair and open, the assessments are made by independent assessors. They judge the applications on the basis of clear, published rules, using a points system.

To be considered for funding, a proposal must score a total of at least 60 points, but also at least half of the maximum points available for each of the four **award criteria**:

- **relevance** (maximum: 30 points)
- **quality of the project design and implementation** (maximum: 20 points)
- **quality of the project team and the cooperation arrangements** (maximum: 20 points)
- **impact and dissemination** (maximum: 30 points).

## Relevance: general and specific priorities

To be relevant, a Strategic Partnership must tackle at least one of the general or specific priorities set for this action.

### General priorities

The **general (“horizontal”) priorities** that apply to all areas can be summed up as:

- Developing **skills**. This means both basic skills and “transversal” skills that are useful in a wide range of situations (for instance, entrepreneurship, computer skills and languages). In particular, partnerships should promote new approaches to teaching and assessing transversal skills.
- **Training the trainers**. Educators and youth workers must be equipped with all the skills they need to deliver high-quality services and meet increasingly diverse needs. Special priorities here are partnerships between training providers and educational institutions, coordination of providers, and dialogue with key stakeholders and partners, notably youth organisations.
- Better use of **information and communications technology (ICT)** in learning, teaching, training and youth work at all levels as well as enhancing digital integration at various levels, and promoting access to and learning through Open Educational Resources (OER).
- Helping to develop a **European Area of Skills and Qualifications**. This means improving the mutual recognition of skills and qualifications across Europe, including those gained through informal or non-formal learning (skills learned “on the job”, for instance). There also need to be more bridges between formal, informal and non-formal learning, and more emphasis on concrete “learning outcomes” in education.
- Finding new ways of assisting **disadvantaged learners**, including those who have disabilities or are from low-opportunity backgrounds or marginalised communities. There is also a need for partnerships that help disadvantaged learners with the move from education into the world of work.
- Finding new ways of assessing and increasing the **efficiency of public investment** in education, training and youth.



As well as meeting at least one general or specific priority, relevant proposals have to be based on a proper analysis of **needs**. Other important proofs of a partnership's relevance are clear, realistic **aims**, as well as **synergies** among different fields of education, training and youth work, **value added to the partners' existing work**, and **value added at the EU level** through results that could not be achieved by activities in one single country.





### **ICT ACCESS FOR ALL**

*High **relevance to the horizontal priorities** is shown by a Strategic Partnership among European universities that teach accessible design of Information and Communications Technology (ICT). They also provide an inclusive learning environment for students with disabilities.*

*Massive open online courses (MOOCs) will be aimed both at the partner universities' own registered students and at vocational education and training professionals. So the notion of accessible ICT design will be brought to a wider audience. This eight-country partnership will be developing a set of free online courses on specialised topics related to accessible ICT design.*

### **BUSINESS BACCALAUREATE**

*Business and administrative skills are attested by the European Business Baccalaureate Diploma for All (EBBD+). So are the competences needed for working and studying abroad. Schools in six countries are already using EBBD+, which makes it easier to pursue business and administrative studies across borders. Now, a Strategic Partnership aims to develop it further so that it can also cover non-formal and informal learning and simplify the accreditation process.*

*One outcome of this partnership could be a model of how to build up European VET diplomas for other sectors of the economy. So **innovation** and **transferability** are key strengths of this project. Its **relevance to the horizontal priorities** is seen in its promotion of transversal skills and of a European Area of Skills and Qualifications.*

## Specific priorities: adult education

- Enhancing basic skills (literacy, numeracy and digital skills) for specific adult target groups
- Increasing incentives for adult training
- Providing information on access to adult learning services
- Improving and extending the offer of high-quality learning opportunities tailored to individual adult learners, including through innovative ways of outreach and delivery
- Developing adult educators' competences to deal with diversified groups of learners and use new technologies
- Evaluating the effectiveness of adult education policies.





### DIGITAL READ-OFF

Adult literacy is the focus of a Strategic Partnership formed by European organisations with a proven track record in teaching basic skills to adults. Action will centre on training adult educators in basic literacy skills, sharing best practices, creating customised courses for semi-literate adults and producing an educators' toolkit that uses **innovative** digital media and storytelling.

So the project is clearly **relevant to the adult education priorities** of enhancing basic skills and developing adult educators' competences. It was also highly rated for its **clear timetable**, careful **needs analysis**, realistic **methodology** and effective **quality assurance**, as well as the "can-do" attitude of its experienced **partners**.

## Specific priorities: higher education

- Supporting higher education institutions to implement the EU's **modernisation** agenda, which aims to raise attainment levels, improve the quality and relevance of higher education, strengthen quality through mobility and cross-border cooperation, make the "knowledge triangle" work (research/education/innovation), and improve governance and funding. A particular focus here is on projects that:
  - help to attune curricula to current and emerging **labour market needs**, and equip young people with **transversal skills**, by developing active cooperation between higher education institutions and outside partners (enterprises, professional organisations, chambers of commerce, social partners, local/regional bodies etc.)
  - help develop innovative strategies to boost physical and virtual **mobility** in higher education
  - strengthen the **links between education, research and business** to promote excellence and regional development
  - aim at **increasing the number of graduates, widening participation in higher education** and enhancing lifelong learning by creating flexible learning paths
  - develop ways of increasing the social responsibility of higher education institutions.
- Helping to implement the EU'S 2013 Communication on **Opening Up Education**: promoting new modes of delivery, new forms of personalised learning, strategic use of open educational resources, virtual mobility, blended mobility and virtual learning platforms, and stimulating the internationalisation of Europe's higher education systems in Europe and beyond.





### MASTER'S FOR MAESTROS

*Music students have been learning to use and create new opportunities under a Master's degree that is now being further developed by a Strategic Partnership. The project is of direct **relevance to the EU's modernisation agenda for higher education** – particularly its focus on attuning curricula to current and emerging labour market needs.*

*The plan is to expand on the existing Master of Music, New Audiences and Innovative Practices (NAIP). Up to now, musical education has not always prepared professional musicians for present-day realities. For instance, a clarinettist trained solely as a classical orchestral player will currently find very few job openings. The NAIP aims to promote more adaptable musicianship, while also boosting young musicians' entrepreneurial skills. NAIP teaching emphasises **new methods and technologies**.*

## Specific priorities: schools

- Attracting the best candidates into the teaching profession and helping teachers and leaders to **deliver high-quality teaching, deal with complex classroom realities and adopt new methods and tools**
- **Tackling low achievement in basic skills through more effective teaching methods**, such as multidisciplinary and inter-disciplinary approaches, integrated teaching of basic skills (maths, science and literacy), problem-based learning, and a technology-rich environment
- **Helping schools to tackle early school leaving and disadvantage** (for instance, through improved cooperation internally and with parents and other stakeholders, networking of schools, collaborative teaching, and personalised learning)
- **Improving the quality of early childhood education and care.**





### GLOBAL SCHOOLING

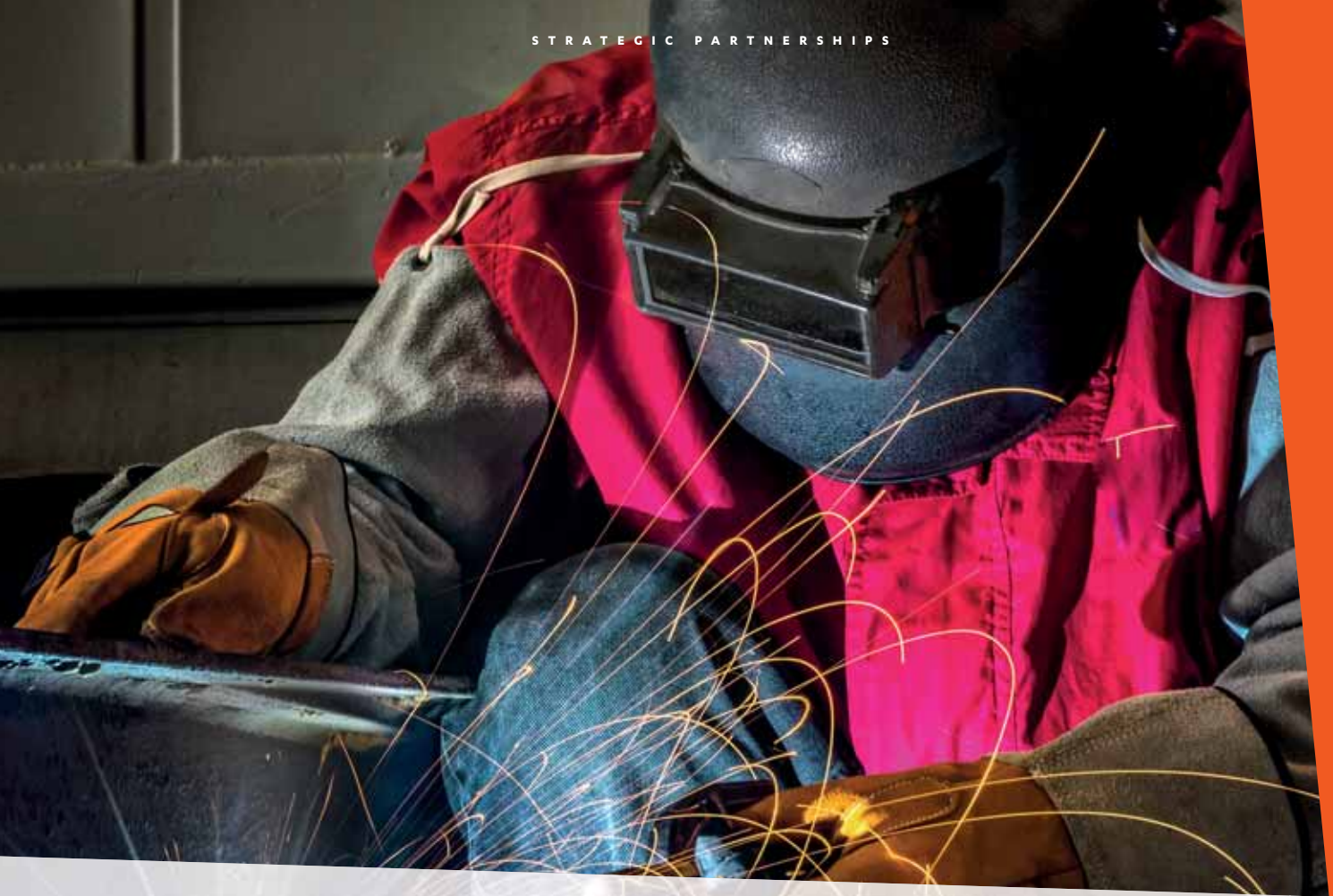
*Primary schools in seven countries are using their Strategic Partnership to build four global citizenship modules into their lessons: sustainability and the environment, resources and climate change, democracy and citizenship, and migration and urban growth.*

*The project's **relevance to the priorities for schools** lies in its adoption of **new methods and tools** to promote high-quality education. This will particularly benefit disadvantaged pupils. The cross-border link-up involves the development of ICT strategies based on a simple multimedia authoring tool that teachers and pupils can use to create and share their own materials.*

## Specific priorities: vocational education and training (VET)

- Developing **high-quality VET with a strong work-based learning component**, including apprenticeships and dual learning models; this involves strong partnerships between education and employment (in particular companies and social partners)
- Increasing the **labour market relevance of VET**, and reducing skills mismatches and shortages
- Increasing **transparency and mutual trust between VET systems** through streamlined and coherent national implementation of recommendations from the European VET credit and quality assurance systems ECVET and EQAVET
- Promoting **easily accessible and career-oriented continuing VET**, including for those people least likely to take part in such learning opportunities
- Promoting the development of **skills and competences of teachers and trainers**, with a particular focus on work-based teaching, partnerships between school teachers and in-company trainers, and training of in-company trainers.





### LEARNING AT WORK

Vocational schools, public authorities and small and medium-sized enterprises in the metal construction sector have got together in a Strategic Partnership that spans four countries. The aim is to promote the development of high-quality apprenticeship systems across the EU. A standardised curriculum aims to move VET from a school-based approach to the dual apprenticeship system, which also emphasises learning at workplaces. This is directly **relevant to the EU priorities for VET**, which call for a strong work-based learning component.

High marks also went to this project for the **wide range of partners** involved. As they include major decision-makers in this field, they guarantee the **sustainability** of the project and its results beyond the initial funding period. Its **innovative** approach to apprenticeships was also highlighted.

## Specific priorities: youth

- Promoting **high-quality youth work**, particularly for young people with fewer opportunities, internationalising youth work and opening it up to cross-sectoral cooperation, professionalising youth workers and building their competences, setting quality standards, ethical and professional codes, reinforcing links between policy, research and practice, and promoting better knowledge, recognition and validation of youth work and non-formal learning at all levels
- Promoting **empowerment, participation and the active citizenship of young people**, through projects that aim to broaden and deepen their political and social participation at all levels
- Promoting **entrepreneurship education and social entrepreneurship among young people**, with priority going to projects that allow groups of young people to put entrepreneurial ideas into practice in order to tackle challenges and problems within their communities.





### YOUNG VOLUNTEERS RECOGNISED

*Voluntary work improves young people's job prospects and social involvement. So an innovative system for recognising international volunteering experience is being developed by a 12-country Strategic Partnership. Volunteering organisations and research institutes are taking part.*

*The project is particularly **relevant to the EU youth strategy**. For instance, some 45 of the 450 young people involved in the field research will be early school leavers with limited opportunities. The project will make informal learning more visible both to formal education and to the labour market.*

## Design and implementation

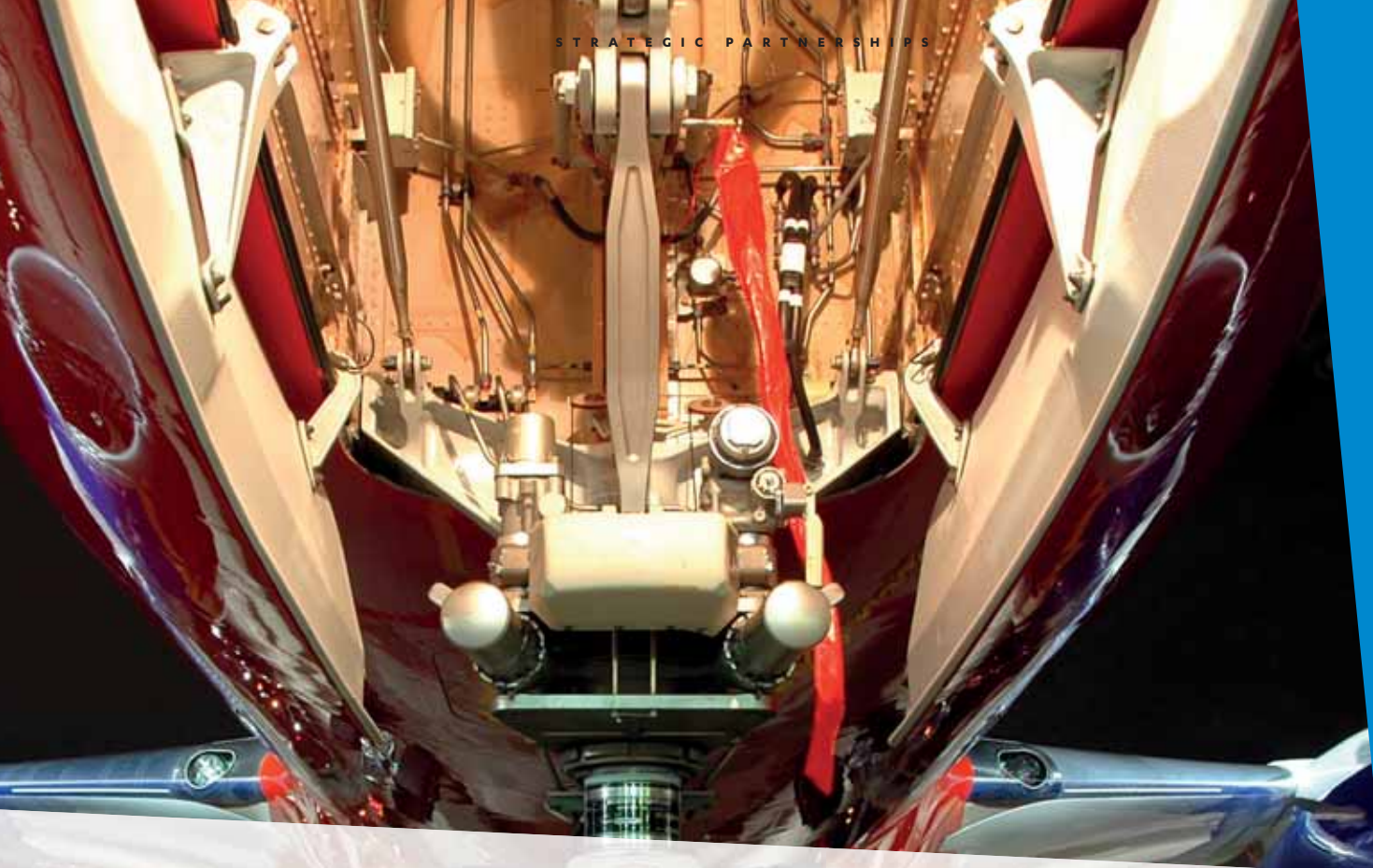
A project's design must be of good quality. So must the plans for its implementation – in other words, how the design will actually be put into effect. The assessors will be on the look-out for:

- a clear, complete **work programme**, with phases for preparation, implementation, monitoring, evaluation and “dissemination” (which means letting the outside world know about the project and its results, influencing policy-makers etc.)
- **consistency** between the project's aims and the activities proposed
- **methods** that are likely to work
- proper **quality control measures** to ensure that the project will be run well and will be completed on time and on budget
- **cost-effectiveness** (value for money), with the right amount earmarked for each activity.

If **training, teaching or learning activities** are planned as part of the project, the assessors will also want to see:

- how far these activities are **appropriate** to the project's aims and involve the appropriate number of participants
- the quality of arrangements for the **recognition and validation of participants' learning outcomes**, in line with European transparency and recognition arrangements.





### AIR MAINTENANCE TRAINING

Clear-cut **design and implementation** are among the strengths of a project to develop a support tool for the training of European aircraft maintenance engineers. The experienced members of this Strategic Partnership are well equipped for the precise design of an instructional tool (an immersive multimedia platform). They can also ensure that it will be used in an innovative way. A further good design element is the tangible, transferable intellectual output, as well as the

well-defined target group and objectives. A direct impact is expected on 50 learners trained locally during the project itself, and on 500 learners all over Europe by 2018.

This project also won praise for its suitable **context and needs analysis** in terms of the horizontal and VET programme priorities but also of the regulations in the economic sector targeted.

## Teamwork and cooperation

The quality of the project team and the cooperation arrangements is judged by examining if:

- there is an **appropriate mix** of partners with the profile, experience and expertise needed to successfully deliver all aspects of the project
- the distribution of responsibilities and tasks shows the **commitment and active contribution of all participating organisations**
- the project involves **organisations from different fields** of education, training, youth and other socio-economic sectors (where appropriate)
- the project involves **newcomers to Strategic Partnerships**
- there are **effective means of coordination and communication** between the partners, as well as with other relevant stakeholders.





### TALKING BUSINESS

*Language barriers can get in the way of much-needed business contacts. But a four-country Strategic Partnership is tackling that problem. Via an online learning platform, it has set out to provide a core business vocabulary of 500 words and phrases in six European languages plus Japanese, Korean, Arabic and Chinese. The next step will be additional vocabularies for specific sectors.*

*This project was particularly praised for its **choice of partners**. Two are specialist life sciences cluster groups. So they have a close knowledge of that sector's communication needs. The others are vocational education and training experts. All the partners have extensive business and educational databases, which will be used as tools for **dissemination** of the partnership's products to the business community, to business support agencies and to local, regional and national agencies.*



### FARMING THE CITIES

*Green entrepreneurship is the aim of the training modules and resources developed by a Strategic Partnership on urban agriculture. The consortium includes some of the most innovative European higher education institutions and small and medium-scale enterprises in this field. The various resources can be combined freely to generate cross-sectoral modules that are suitable for different target groups, so promoting synergies among the different actors and sectors involved.*

*So this project scored high for **impact**. Its educational resources and videos will remain at the disposal of partners and other interested institutions on an Open Moodle platform connected to partner sites. Their wider use in various contexts will be encouraged. The model and recommendations for an urban agriculture entrepreneurship curriculum will provide inspiration across and beyond Europe.*

## Impact and dissemination

When the EU gives financial support to a project, the aim is to share the results as broadly as possible. So Strategic Partnerships should produce ideas, tools and effects that will be of wider benefit.

The assessors will look at:

- how the partners plan to **measure the project's results**
- the project's **potential impact** on:
  - people and organisations taking part – both during and after the project's lifetime
  - people and organisations outside the project, at local, regional, national and/or European level
- the quality of the **dissemination plan**: how will the project's results be shared more widely with other people?
- how far any materials, documents and media produced will be made **freely available** and promoted through **open licences**, without unnecessary limitations
- the **sustainability** of the project: will it still go on producing results after the EU grant has been used up?

The notion of **proportionality** is crucial here. A project's size is not the main consideration. More important are the partners' capacities - for instance, their ability to think in new ways, reach out to relevant actors and influence others.

## Do's and Don'ts

**DO** describe your project clearly in your proposal:

- Show that your project **meets a real need**.
- Spell out how the project is **linked to the EU's policy objectives**. This should not be a one-off mention. Rather, **policy relevance** should be the thread running through the whole of your application.
- Show how it will **change things for the better**.
- Explain why your project is **innovative**. It should do something new – but at the same time, it can build on existing experience (yours or other people's).
- Show the active role of each **partner**, and explain how the partners will communicate with each other. The assessors will be looking for real cross-border partnerships, not for projects that are dominated by one organisation. There is no requirement that the partners should have previous project experience (European or otherwise), but if they do, mention it. What will each partner bring to the table? If they are from different fields, explain why they are a good fit for the project. Show they are reliable partners who really will deliver.
- Give a clear, precise and realistic **work plan**.
- Explain **how the action(s) proposed will achieve the project's aims**.
- Justify the **time that you budget** for each aspect of the project.
- Emphasise any aspects of the project that encourage **mobility** across borders. Mobility is not the main aim of Strategic Partnerships. There are other Erasmus+ funding opportunities for that. Mobility within Strategic Partnerships should serve the general purpose of the project.
- Describe your **quality controls**. How will you keep checking that the project is on course?
- State clearly **how other people will get to know the project and use its results** ("dissemination"). Give details of timing and target groups. Dissemination ideas from successful applicants include a project logo, training courses, campaign materials and brochures, a project website, social media pages and groups, as well as conferences and seminars.
- Show how it will continue to have an impact after the EU funding ends.





### EDUCATING EQUALS

Young people with low basic skills and at risk of early school leaving are the focus of a three-country Strategic Partnership that will have an impact in several fields. Themed around education for equity, this project was chosen for the quality of its **management and design**, as well as its strong **dissemination** plan. It has clear relevance to such core **EU policy** issues as reducing early school leaving and ensuring equal access to education. Labour market issues and career guidance will be among the priority topics.

The project will produce guidelines for teachers and provide in-service training activities for education professionals. A digital open access platform will be set up as a sustainable dissemination tool. An **internationalisation** dimension ensures that the project's outcomes can be transferred to other EU countries.



- DO** read all the guidelines provided before you write your application.
- DO** read the application forms very carefully. Make sure that you are really answering the questions.
- DO** work out the project properly before you write your application. Make sure that the idea behind the project is quite clear in your own mind.
- DON'T** just chase after grants. First and foremost, your project has to meet a need. Do some research on that. Only then should you make sure that it also meets the funding rules.
- DO** check that the terms, arguments and style used are reasonably consistent throughout your application – especially if it includes cut-and-paste text from several different partners.
- DON'T** be afraid of stating the obvious. While something may seem self-evident to you, the assessors can only judge what they have in front of them. You are taking them on a journey that should lead to a full understanding of your project. Things that remain unsaid will not gain you any points.
- DO** go to one of the information days run by your National Agency – and do ask questions.
- DO** ask your National Agency for help and advice if you are having doubts when writing your application.
- DO** take time over designing your project. It would be better to submit a strong application in the next application round than a weak application in current round.
- DO** choose the partners carefully. Do some of them have previous experience of working together? What added value will each partner bring to the project?
- DON'T** restrict your partner search to specialists in your own field. It may well be that people in other walks of life can strengthen your project and improve its chances of being funded.
- DO** make sure that all the partners have had their say on the content of the project before you write the application. Make sure that they're all on the same wavelength. Identify common aims.
- DO** share out the responsibilities among the partners. Establish very clearly which partner is expected to do what, and by when.
- DO** strike the right balance between the content and the management of your project. Even a highly relevant partnership won't succeed if the management structures are weak. Nor will a strongly managed but irrelevant project.

**DO** inform all relevant stakeholders at the beginning of the project about its expected results.

**DO** submit a project that is the right size for your partnership. A small-scale project that has been well thought through will gain more points than an unfocussed proposal that is too big for the partners to manage. A simple partnership among small organisations, or even just among informal groups, is in with a good chance. Whatever its size, the project needs to be relevant and break new ground.

**DO** show that any institutions in the partnership are supporting it as institutions. The project's impact should be felt throughout the organisations concerned. Any indications of links to their other international activities will be an advantage.

**DON'T** underestimate cultural differences. In an international partnership, some words, ideas and institutions may need to be explained that would be taken as read in a national context. You may also find that people in different countries have different ways of running meetings and reaching agreements. And even those who have an excellent grasp of another language may occasionally misunderstand something that is said.

**DO** think of the "products" that will come out of your project and which will be of wider use.

**DON'T** be put off by the phrase "intellectual outputs". It means new ideas and materials that can be passed on to other people.

**DO** build quality controls into your project at the design stage – again, before you write your application.

**DO** get somebody from outside your partnership to read through your application and comment on it before you send it in.

**DON'T** try to make the Strategic Partnership model fit an unsuitable existing project.

**DO** be realistic in your costing. The programme's "menu" approach to budgeting gives you a lot of flexibility, but costs that are pitched too high or too low will make your project less believable.

**DO** make sure that you have filled in the forms correctly and that you have attached any other documents required. Otherwise, your application will not be considered.

**DO** persevere with your Strategic Partnership project if you are convinced that it will make a real difference. For the best possible education, training and youth work, Europe needs plenty of strong new building blocks. But they don't all have to be the same shape and size. Good luck.



### TRAINING FOR JOB INTERVIEWS

*Strategic Partnerships that promote **cooperation across the sectors** are particularly encouraged. A good example is a project that is tapping into young people's potential to tackle Europe's social problems. In each of the four partner countries, a youth organisation is networking with entrepreneurs to draw up a list of social challenges. Universities and municipalities are also involved.*

*Current aims include the creation of a job interview simulator for young graduates, and training for youth counsellors on work counselling and employment services. The project has already prepared 200 final-year students for job interviews. 10% of them have disabilities.*

### ENTERPRISING TOWNS

Students and teachers from a wide range of educational institutions are the targets of a Strategic Partnership that has set out to turn towns into friendly spaces for developing entrepreneurship and creativity. Vocational and technical secondary schools, general secondary schools, teachers' organisations, organisations of people with special needs and adult teaching centres are all getting involved in this drive, enabling the creation of a **multidimensional** project. This partnership was selected for its **innovative outputs**, as well as its outstanding **learning opportunities, working methods and skills development**.

Products will include a guide in English and the national languages describing the strengths of the participating organisations' ten towns. The project focuses on practical skills for students and teachers: using written and spoken English, creating educational materials on vocational topics (such as business plans and scenarios), text editing, artwork and videos.

### LEARNING FOR THEMSELVES

Learners will be able to maintain and extend their literacy skills more independently thanks to a Strategic Partnership project for literacy coaches. The project's **innovative** approach shifts the focus from learning content to gaining the skills needed for learning. It will also bring synergies from sports and life coaching into literacy coaching.

The **partners** are all well known in the field of first and/or second language literacy. **Dissemination** is aimed at everyone who is involved with literacy provision, from coaches to policy-makers. **Transferable results** will include tested, innovative methods and tools to support the sustainable achievement of literacy. New insights into learner autonomy are also expected, together with a greater understanding of the links between formal and informal learning and impacts on labour market access.



### WORKING LANGUAGE

*An Estonian secondary school and a German vocational school are partnering to give Estonian pupils the chance to learn basic economics in German, in the years just before they enter the labour market. A number of German companies operating in Estonia have found it difficult to recruit young people who are willing to work in German and who have some knowledge of economics.*

*This school-to-school partnership is **cross-sectoral**, providing synergies between general and vocational teaching as well as between education and the world of work. Contributing stakeholders include lecturers, employers, parents, a chamber of commerce, a technical university, a ministry, a regional authority and an embassy. The project's **aims** are clearly stated, and they address the needs of the main target groups: pupils in grades 10-12 and employers.*



### TEACHING SOCIAL ENTERPRISE

A “360° educational approach to social entrepreneurship” is the promise from an eight-country Social Partnership that brings together schools, NGOs with a long proven impact in entrepreneurship education, European and global foundations on social entrepreneurship and representatives of the corporate world. This **cross-sectoral** project is developing an approach that combines learning outcomes with assessment, formal with informal learning, in-school with out-of-school experiences, local with international engagement, teaching with mentoring, and digital media with face-to-face activity.

**Outputs** will include shared methods and content, teacher training, mentoring, partnership models with external stakeholders including parents, an international dimension, competition elements and assessment tools. **Innovative** and **sustainable**, the programme will be supported by an IT platform.

## Information for applicants

### Who can take part?

**Any relevant organisation or informal group** in a participating country can join a Strategic Partnership. The countries taking part include all the EU Member States, plus a number of others. A list of countries can be found under “Eligible Countries” in Part A of the Programme Guide.

Partners may include universities, colleges, schools, youth groups, training centres, research institutes, businesses, trade unions and professional organisations. But that is by no means a full list.

One organisation in each Strategic Partnership is chosen by the group to apply for funding. The applicant organisation must be based in a Programme Country (a country with an Erasmus+ National Agency). That organisation then takes on a number of coordinating tasks, including the distribution of the funds. But the project is run jointly. It is a partnership of equals.

### Amount of funding

The maximum EU grant per Strategic Partnership project for **adult education**, **higher education**, **schools** and **VET** is € 300 000 for a 2-year project and € 450 000 for a 3-year project. But it may be considerably less.

Applicants choose from a menu of cost items, according to the activities they want to undertake and the results they want to achieve.

This means that small-scale projects can be funded as well as larger ones. There is no discrimination against applications from simple but effective partnerships among small organisations, or even informal groups. A “proportionality” rule ensures that they are treated on the same footing.

Strategic Partnership grants in the **youth** field are calculated according to the duration of the project in months (maximum € 12 500 for each month that the project is planned to last).

## Project duration

While Strategic Partnerships may carry on for as long as they like, the EU funding for a project will end after a set time. The duration has to be chosen at the application stage, depending on the project's aims and planned activities.

For Strategic Partnerships in **adult education**, **higher education**, **schools** and **VET**, funding lasts between 24 and 36 months.

For Strategic Partnerships in the **youth** field, funding lasts between 6 and 36 months.

## How to apply

Application forms for various Erasmus+ grants are available online.

Please remember that a timetable of activities must be attached to the application form.

You will find the Strategic Partnership forms and a template for the timetable of activities under 'KA2 – Cooperation for innovation and the exchange of good practices' at:

<http://ec.europa.eu/programmes/erasmus-plus/>

The same information is published on the National Agency websites:

<http://ec.europa.eu/programmes/erasmus-plus/tools/national-agencies/>



## When to apply

For Strategic Partnerships in **higher education, vocational education and training, schools, adult education**, or **across several sectors** there is one application deadline per year.

For Strategic Partnerships in the **youth** field, you can choose one of three deadlines each year.

Each Strategic Partnership can submit only one application per application round.

Application deadlines are published on the Erasmus+ website:

<http://ec.europa.eu/education/calls>

## Where to apply

You should submit your application to your National Agency for Erasmus+.

Each Programme Country has one. Full contact details are online at:

<http://ec.europa.eu/programmes/erasmus-plus/tools/national-agencies/>

Each Strategic Partnership can apply to only one National Agency per deadline.

The National Agency will let you know about the result of your application.



More information on the European Union is available on the Internet (<http://europa.eu>).

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