In this briefing sheet, detail is provided on the objectives, priorities and activities of Key Action 2 Cooperation Partnerships (decentralised actions only), along with examples of possible project types.

**Cooperation Partnerships: Introduction**

**INTRODUCTION**

Under the heading of *Partnerships for Cooperation*, two types of partnership project exist, namely: SMALL-SCALE PARTNERSHIPS and COOPERATION PARTNERSHIPS. This briefing sheet focuses specifically on COOPERATION PARTNERSHIPS.

**COOPERATION PARTNERSHIPS** aim to allow organisations to increase the quality and relevance of their activities, to develop and reinforce their networks and to increase their capacity to operate jointly, at transnational level, through boosting internationalisation and through exchanging or developing new methods and practices.

**COOPERATION 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 an exchange of experience at European level. Results of **COOPERATION PARTNERSHIPS** should be re-usable, transferable, up-scalable and, where possible, have a strong transdisciplinary dimension. Selected projects will be expected to share the results of their activities at local, regional, national level and transnational levels.

**COOPERATION PARTNERSHIPS** are anchored to the policy frameworks and priorities of each Erasmus+ sector and field of operation, both at European and national level, while aiming to produce incentives for cross-sectoral and horizontal cooperation on themes of common interest.

**OBJECTIVES**

- increasing quality in the work, activities and practices of the organisations and institutions involved, opening up to new actors, not naturally included within one sector;
- building the capacity of organisations to work transnationally and across sectors;
- addressing common needs and priorities in the fields of education, training, youth and sport;
- enabling transformation and change - at individual, organisational or sectoral level - leading to improvements and new approaches, in proportion to the context of each organisation.
In this briefing sheet, detail is provided on the objectives, priorities and activities of Key Action 2 Cooperation Partnerships (decentralised actions only), along with examples of possible project types.

**PROJECT SELECTION, MANAGEMENT AND SUPPORT**

**COOPERATION PARTNERSHIPS** in the fields of ADU, HED, SCH, VET and YOU follow a decentralised application, selection and contracting process which is managed by National Agencies in the Erasmus+ Programme Countries.

**COOPERATION PARTNERSHIPS** in the field of Sport (SCP) and Cooperation Partnerships submitted by a European NGO (ENGO) rely on a centralised application, selection and contracting process which is managed by the Education, Audiovisual and Culture Executive Agency (EACEA) in Brussels.

This briefing sheet relates solely to **COOPERATION PARTNERSHIPS** following the decentralised application, selection and contracting process.

**DURATION AND FUNDING**

**COOPERATION PARTNERSHIPS** can last between 12 and 36 months and can attract financing up to a maximum ceiling of €400,000. The project duration must be confirmed at the point of application and should be consistent with the targeted objectives and activities.

**SECTORS AND FIELDS**

**COOPERATION PARTNERSHIPS** can be financed in any of the following sectors or fields:

- Adult Education (ADU)
- Higher Education (HED)
- School Education (SCH)
- Vocational Education and Training (VET)
- Youth (YOU)
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**Cooperation Partnerships: Participating Organisations**

**APPLICANT ORGANISATIONS**

Any public or private organisation that is established in a *Programme Country* can be the applicant. The applicant applies on behalf of all participating organisations. *Partner Country* organisations cannot be the applicant.

Higher education institutions in the Programme Countries must hold a valid Erasmus Charter for Higher Education (ECHE) if they wish to participate in a *COOPERATION PARTNERSHIP*, either as the applicant or as a core partner. Higher education institutions in Partner Countries do not require an ECHE but they must agree to observe ECHE principles.

Informal groups of young people are not considered as an organisation and are therefore not eligible to participate in *COOPERATION PARTNERSHIP*, neither as an applicant or as a partner.

**PARTNER ORGANISATIONS (CORE)**

A *COOPERATION PARTNERSHIP* is a transnational project and must involve a minimum of three organisations from three different Programme Countries, including the applicant organisation.

There is no maximum number of participating organisations yet COOPERATION PARTNERSHIPS in the fields of education, training and youth are based on a unit-cost funding model in which *project management and implementation* costs are capped of €2750 per month, which is the equivalent of 1 applicant organisation and 9 core partners.

Irrespective of the sector or field that is expected to be impacted, COOPERATION PARTNERSHIPS are open to any type of organisation in a *Programme Country* or *Partner Country* that is active in any field of education, training, youth, sport or other socio-economic sectors, as well as to organisations carrying out transversal or multi-field activities. All participating organisations must be identified at the point of application. Where planning to involve organisations from one or more *Partner Countries*, there is a need to confirm the essential added-value of their participation.

Depending on the priority and the objectives addressed by the project, COOPERATION PARTNERSHIP 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.
In this briefing sheet, detail is provided on the objectives, priorities and activities of Key Action 2 Cooperation Partnerships (decentralised actions only), along with examples of possible project types.

**PARTNER ORGANISATIONS (ASSOCIATED)**

In addition to formally-participating organisations (applicant; core partners), COOPERATION PARTNERSHIP can also involve other public or private sector partners who might be involved in the implementation of specific tasks or activities or in supporting promotion and sustainability actions.

These partners are called *associated partners*. For eligibility and contractual management aspects, these organisations are not considered to be core partners, and do not receive any funding from the Erasmus+ programme. In all cases, the role and involvement of *associated partners* needs to be clearly described in the project proposal.

**Cooperation Partnerships: Activities**

In line with the types of funding that can be accessed by decentralised COOPERATION PARTNERSHIPS in the field of education, training and youth, the following activity types can be included:

- **project management and implementation**: planning, coordination and communication; financial management; small scale learning/teaching/training tools, materials and approaches; virtual cooperation; local project activities (e.g. project-based work, youthwork activities); promotion and sharing of project results; information campaigns;

- **transnational project meetings**: meetings between partners for implementation and coordination purposes;

- **project results**: tangible deliverables and results (e.g. curricula, pedagogical and youthwork materials, OER, IT tools, analyses, studies, peer learning methods); outputs should be substantial in quality and quantity to qualify for this type of grant support and should prove their potential for wider use and exploitation, as well as for impact;

- **multiplier events**: national and transnational conferences, seminars and events (in physical or virtual form) aimed at sharing and disseminating the project results beyond the participating organisations;

- **learning, teaching, training activities**: activities for staff, youth workers, learners and young people that contribute towards achievement of the core project objectives; activities can take any form relevant for the project (e.g. knowledge exchange; pilot testing; project-based collaboration) and could involve more than one type of participant, either individually or as a group;
In this briefing sheet, detail is provided on the objectives, priorities and activities of Key Action 2 Cooperation Partnerships (decentralised actions only), along with examples of possible project types.

- **inclusion support**: actions centred on facilitating the participation of persons with fewer opportunities (and, in some cases, accompanying persons).
- **exceptional support**: actions centred on third party goods or service provision (e.g. external evaluation, translation) and on the use of cleaner, lower carbon emission means of transport.

Plans for the use of digital tools and learning methods should be fully detailed, as should plans to incorporate green practices into the different project phases.

All the activities of a **COOPERATION PARTNERSHIP** must take place in the countries of the participating organisations (applicant, core partners, associated partners). Where duly justified, activities can also take place in the cities where EU institutions are located (Brussels, Frankfurt, Luxembourg, Strasbourg, The Hague). Activities centred on sharing and promoting results can also take place in other locations (e.g. during relevant thematic or transnational events).

**Cooperation Partnerships: Priorities**

To be considered for financing, **COOPERATION PARTNERSHIPS** must address at least one horizontal priority and/or one sectoral priority relevant to the field of education, training and youth that is mostly expected to be impacted.

In all cases, **COOPERATION PARTNERSHIPS** should consider how they will address Erasmus+ horizontal priorities centred on: environmental sustainability; inclusion and diversity and the digital dimension.

Erasmus+ National Agencies can also decide to give greater consideration to priorities that are particularly relevant in their own national context, albeit with a requirement to keep potential applicants informed of this additional focus.

**HORIZONTAL PRIORITIES APPLYING TO ALL ERASMUS+ SECTORS (2021)**

- inclusion and diversity in all fields of education, training, youth and sport;
- addressing digital transformation through development of digital readiness, resilience and capacity;
- environment and fight against climate change;
- common values, civic engagement and participation.

Further detail on horizontal priorities can be found in the *Erasmus+ Programme Guide*. 
SECTOR-SPECIFIC PRIORITIES IN THE FIELD OF ADULT EDUCATION (2021)
- improving the availability of high quality learning opportunities for adults;
- creating upskilling pathways, improving accessibility and increasing take-up of adult education;
- improving the competences of educators and other adult education staff;
- enhancing quality assurance in adult education;
- developing forward-looking learning centres;
- promoting Erasmus+ among all citizens and generations.

SECTOR-SPECIFIC PRIORITIES IN THE FIELD OF HIGHER EDUCATION (2021)
- promoting inter-connected higher education systems;
- stimulating innovative learning and teaching practices;
- developing STEM/STEAM in higher education, in particular women participation in STEM;
- rewarding excellence in learning, teaching and skills development;
- building inclusive higher education systems;
- supporting digital capabilities of the higher education sector.

SECTOR-SPECIFIC PRIORITIES IN THE FIELD OF SCHOOL EDUCATION (2021)
- tackling learning disadvantage, early school leaving and low proficiency in basic skills;
- supporting teachers, school leaders and other teaching professions;
- development of key competences;
- promoting a comprehensive approach to language teaching and learning;
- promoting interest and excellence in STEM and the STEAM approach;
- developing high quality early childhood education and care systems;
- recognition of learning outcomes for participants in cross-border learning mobility.
SECTOR-SPECIFIC PRIORITIES IN THE FIELD OF VOCATIONAL EDUCATION AND TRAINING (2021)

- adapting vocational education and training to labour market needs;
- increasing the flexibility of opportunities in vocational education and training;
- contributing to innovation in vocational education and training;
- increasing attractiveness of VET;
- improving quality assurance in vocational education and training;
- creation and implementation of internationalisation strategies for VET providers.

SECTOR-SPECIFIC PRIORITIES IN THE FIELD OF YOUTH (2021)

- promoting active citizenship, young people’s sense of initiative and youth entrepreneurship including social entrepreneurship;
- increasing quality, innovation and recognition of youth work;
- strengthening the employability of young people;
- reinforcing links between policy, research and practice.

Further detail on sector-specific priorities can be found in the *Erasmus+ Programme Guide*. 
Examples of Cooperation Partnerships

EXAMPLE FOR ADULT EDUCATION

Enhancing Retirement Planning
Cognisant of the fact that increased life expectancy, in many industrialised countries, will lead to a longer period of retirement, partners from three European countries target improved preparation for those about to enter this “third age”. Having confirmed the state-of-play in the participating countries, specifically the expectations of those about to enter retirement, partners will develop a series of common guidelines for use by those working to support retirement planning. Primary target audiences are broad and include employers, unions, professional associations, and local and regional authorities, among others. Developed guidelines will be piloted with end users in each of the partner countries and centre, ultimately, on improving pre-retirement planning through future course delivery within and beyond the participating institutions and countries. Project partners are all affiliated with the University of the Third Age (U3A), providing a vehicle for wider dissemination and exploitation.

EXAMPLE FOR HIGHER EDUCATION

Modernising Music Education
Recognising difficulties faced by qualified musicians in accessing relevant employment, and aware of the often-excessive numbers of applicants applying for a limited number of posts in the music industry, partners from four European countries are working together to modernise curricula in the field of music education (Masters-level). Actions centre on stakeholder consultation and practice-based research as well as curriculum development and testing with multiple student cohorts. Delivery will additionally involve student and staff mobility and will centre on the hosting of two intensive study programmes and two staff development courses. Participating staff will be further encouraged to contribute to a platform for professional integration, entrepreneurship and collaborative (cross-arts) practice. Student beneficiaries, and future graduates, can expect to benefit from increased employment opportunities, as skilled yet flexible musicians, and from improved leadership and entrepreneurship skills. Project results will take the form of updated curricula to be delivered by participating institutions and wider partners.
EXAMPLE FOR SCHOOL EDUCATION

Tackling Early School Leaving: Improved Opportunities for Pupils and Teachers
Bringing together a range of organisations working within and beyond the school education sector, the focus is on effectively addressing early school leaving in the participating countries and regions. Ultimate beneficiaries are pupils perceived to be at risk of early school leaving. Initial targets for the project are teaching staff in the four participating countries, working in different learning environments, with activities centred on: the development and delivery of in-service training (with a focus on pupil support and retention strategies); the production of guidelines and case studies; and the creation of a digital open access platform to encourage professional discussion and knowledge sharing among teachers and other educational practitioners. The online platform will additionally support promotion and will be used alongside existing partner networks to market the end project results.

EXAMPLE FOR VOCATIONAL EDUCATION AND TRAINING

Targeted Learning for Automation, Truck Maintenance and Welding
Partners from seven European countries project come together to enhance the quality and attractiveness of VET through promoting the use of learning outcomes in work-based learning and (national and international) work placements. Building on past successes and extending these successes to new countries and new sectors, units of learning outcomes will be developed for automation, truck maintenance and welding programmes delivered outside of formal learning environments. Newly-participating partners will directly involve VET learner cohorts with a view to testing the relevance, usefulness and ease of delivery of the developed units (of learning outcomes) and will seek feedback from learner participants with a view to improving the end project results. In the longer-term, the developed units will facilitate the delivery of occupationally relevant learning outcomes across multiple learning environments.
EXAMPLE FOR YOUTH

Youth Employability Scheme
This multi-actor partnerships brings together formal education and training providers (one partner per country) with those delivering capacity building programmes in youthwork surroundings (one partner per country). Recognising the value of learning in all environments, including with a view to enhancing the employability of young people, partnership goals centre on the professionalisation of learning in non-formal learning environments. Primary and secondary targets are youth workers and young people, with the former expected to play a dual role in the project, initially as learners (training-of-trainers), then as educators. Among the targeted results is a model and standard for future (face-to-face, blended and digital) course provision in youthwork settings and a network of trained youth workers able to develop future training according to the developed model. Partners also confirm ambitions for embedding existing European tools and frameworks for capturing and recording learning achievement.