



# Corrigendum to the 2020 Erasmus+ Programme Guide

*Version 1 (2020): 25/08/2020*

This Corrigendum comprises the changes related to the introduction of two additional Strategic Partnership formats in response of the COVID-19 Situation

All the relevant changes are reflected in the version 3 of the 2020 Erasmus+ Programme Guide, available on the Erasmus+ website of the European Commission.

## STRATEGIC PARTNERSHIPS IN RESPONSE OF THE COVID-19 SITUATION

### WHAT ARE THE AIMS AND PRIORITIES OF A STRATEGIC PARTNERSHIP IN RESPONSE OF THE COVID-19 SITUATION?

The COVID-19 pandemic has not only limited the way people can relate to each other and perform their most basic every-day-tasks, but has also had a significant impact on the regular delivery of education, training and youth policies. At such a critical time for our societies, access to education is proving, more than ever, to be essential to ensuring a swift recovery, while promoting equal opportunities among people of all backgrounds.

In light of these exceptional circumstances, the Erasmus+ Programme takes up the challenge to confirm its role as the main EU instrument supporting innovation in education, training, youth and sport as well as providing opportunities for personal, socio-educational and professional development of people in Europe and beyond, with the aim of leaving no-one behind.

In order to respond to the circumstances created by the COVID-19 pandemic, in 2020 the Erasmus+ programme will exceptionally support:

- **Partnerships for Digital Education Readiness (in the fields of school education, vocational education and training, and higher education):** these projects aim at equipping education and training systems to face the challenges presented by the recent sudden shift to online and distance learning, including supporting teachers to develop digital competences and safeguarding the inclusive nature of learning opportunities.

The current COVID-19 crisis has greatly accelerated the need for modernisation and digital transformation of education and training systems across Europe. The goal is to reinforce the ability of education and training institutions to provide high quality, inclusive digital education. The focus will be on building capacity to implement online, blended and distance teaching and learning; to develop digital pedagogical competences of educators, enabling them to deliver high quality inclusive digital education; and to develop and/or use high quality digital content such as innovative online resources and tools. The partnerships will promote networking of institutions across the EU, sharing of resources and expertise, and collaboration with digital technology providers and experts in educational technologies and relevant pedagogical practice, to develop tailor made solutions adapted to local challenges and realities.

- **Partnerships for Creativity (in the fields of youth, school education and adult education):** The COVID-19 crisis has hit the cultural and creative sectors particularly hard. Partnerships for Creativity aim to engage organisations in the fields of formal, informal and non-formal education, together with those from the creative and cultural sectors to stimulate European awareness and empower people of current and future generations – regardless of social and cultural background – to be successful innovators in their local environment. One of the goals is also to equip young people and adults with the necessary tools and competences needed to come up with creative and innovative solutions to face unprecedented risks, and societal challenges as well as to unveil opportunities that can be sought in a critical context. This action aims to enhance skills development and competences that reinforce creativity, as well as to boost quality, innovation and recognition of youth work that support the creative potential of youth, thus contributing to the recovery resilience of the cultural and creative sectors.

These projects reinforce cross-sectoral cooperation with a focus on creativity, European citizenship and cultural awareness of all citizens; through this action, the Programme can also enhance social inclusion through arts, by fostering innovative participatory and intercultural dialogue approaches linking education, training and youth stakeholders with the cultural and creative sector grassroots organisations.

Partnerships with the formal, informal and non-formal educational sector focusing on young people and professionals can help to address both the major societal challenges that cultural and creative sectors are facing in light of this global crisis but also the opportunities for them that the crisis has brought to the fore. Ultimately, this cross-sectoral cooperation should complement efforts to help the cultural and creative sectors recover from the crisis in terms of green, more digital and resilient recovery, thereby also contributing to the EU's strategic priorities.

## WHAT ARE THE TARGET GROUPS AND PRIORITIES ADDRESSED BY STRATEGIC PARTNERSHIP IN RESPONSE OF THE COVID-19 SITUATION?

Irrespective from 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, projects must address one of the following priorities:

- **Innovative practices in a digital era:** The Erasmus+ Programme will support the taking up of digital technologies and of innovative and open pedagogies in education, training, youth and sport. Particular attention will be given to promoting gender equality and addressing differences in relation to the access and use by underrepresented groups. The Programme will also support the use of the European frameworks on digital competences of educators, citizens and organisations, including the development and use of open educational resources, open textbooks, and free and open source educational software. Priority will be given to actions that promote innovative methods and tools for teaching, training, learning and assessment as drivers of improvements in lifelong learning. Erasmus+ must continue to be mobilised to support the process of recovery from the COVID-19 pandemic and demonstrate responsiveness, adaptability and flexibility. Therefore, priority will be given to actions that contribute to building digital education readiness and to mitigating the impact of the crisis on some of the hardest-hit sectors.
- **Skills development and inclusion through creativity and the arts.** Priority will be given to educational activities and lifelong learning, informal and non-formal learning and youth work (including digital youth work) with a cultural and creative component to help young generations and professionals to acquire skills and competences, including digital competences, that reinforce creativity in education, as well as to boost quality, innovation and recognition of youth work that support the creative potential of youth, thus contributing to the resilience of the cultural and creative sectors. Priority will be given to actions that can contribute to job creation, sustainable development and social inclusion through the arts, by fostering innovative participatory and intercultural dialogue approaches linking education, training and youth stakeholders with organisations in the cultural and creative sectors.

In addition, projects may focus on other horizontal or sector specific priorities defined in the previous section “Strategic Partnerships in the field of education, training and youth - What are the aims and priorities of a Strategic Partnership”. .

## WHAT ARE THE ACTIVITIES SUPPORTED IN A STRATEGIC PARTNERSHIP IN RESPONSE OF THE COVID-19 SITUATION?

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 better prepare and deploy the education and training of professionals for **equity, diversity and inclusion** challenges in the learning environment;

As a **response to the COVID-19 situation**, it is particularly relevant that Strategic Partnerships implement the following activities (non-exhaustive list):

**Partnerships for Digital Education Readiness:**

- activities to deploy digital tools and methods to deliver quality and inclusive education through online/virtual means, including blended teaching, training and learning;
- activities to support learners, teachers and trainers in adapting to online/ distance learning;
- activities to teach and promote safer and more responsible use of digital technology;
- activities to understand how best to incorporate digital online technology into subject-specific teaching, training and learning, including work based learning.

#### **“Partnerships for Creativity”:**

- activities linked to reinforce all aspects of creativity in non-formal and formal education, by enhancing the development of skills and competences;
- measures to accelerate digital transformation and use of digital means to adapt to the way creative products, cultural goods and events are created, managed, disseminated, accessed and consumed;
- activities to promote active citizenship and social inclusion through arts, especially among young people;
- activities to nurture talents and foster entrepreneurship (including social entrepreneurship) in cultural and creative domains;
- learning tools and resources, materials, courses and training modules to foster creativity, culture and multiculturalism;
- artistic and cultural initiatives with an educational dimension or aimed at raising awareness on societal issues and European matters (theatre plays, exhibitions, music performances, discussion fora, etc.);
- activities to establish or reinforce networks and new collaboration models (notably through virtual means) stimulating intercultural engagement and flourishing of creative mind-sets among citizens, in particular young people;
- transnational mobility activities that promote learning opportunities in creative spaces and cultural heritage sites, including creative residencies for artists and creators in the fields of non-formal/formal education and youth work.

**Virtual cooperation** opportunities are key to successful Partnerships in the COVID-19 context. In particular, projects in the field of school education and adult education are strongly encouraged to use the **eTwinning, the School Education Gateway and EPAL Platforms** to work together before, during and after the project activities.

Partnerships may also organise transnational **learning, teaching and training activities** of individuals (including blended mobility), 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. For a more detailed description of the supported activities, see Annex I.

#### **WHO CAN TAKE PART IN A STRATEGIC PARTNERSHIP IN RESPONSE OF THE COVID-19 SITUATION?**

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 IN RESPONSE OF THE COVID-19 SITUATION?**

Here below are listed the formal criteria that a Strategic Partnership in the COVID-19 context must respect in order to be eligible for an Erasmus+ grant:

## GENERAL ELIGIBILITY CRITERIA

<p><b>Eligible participating organisations</b></p>	<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>1</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> <p><b>For Partnerships for Creativity, the call is open in particular to organisations active in the cultural and creative sectors, meaning all sectors whose activities are based on cultural values and/or artistic and other creative expressions, whether those activities are market- or non-market-oriented, whatever the type of structure that carries them out, and irrespective of how that structure is financed. Those activities include the development, the creation, the production, the dissemination and the preservation of goods and services which embody cultural, artistic or other creative expressions, as well as related functions such as education or management.</b></p>
<p><b>Who can apply?</b></p>	<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>
<p><b>Number and profile of participating organisations</b></p>	<p>A Strategic Partnership is transnational and involves <b>minimum three organisations</b> 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><b>Venue(s) of the activities</b></p>	<p>Physical activities must take place in the countries of the organisations participating in the project. Learning, teaching and training activities for learners and long-term activities for staff can only be organised in Programme Countries</p> <p>In addition, if duly justified in relation to the objectives or implementation of the project:</p> <ul style="list-style-type: none"> <li>• 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>2</sup>,</li> <li>• Multiplier events can be hosted in the country of any of the associated partners involved in the Strategic Partnership.</li> </ul>

<sup>1</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>2</sup> Seats of the Institutions of the European Union are Brussels, Frankfurt, Luxembourg, Strasbourg, and The Hague.

<b>Duration of project</b>	<p><b>Partnerships in the fields of education and training:</b> between 12 and 24 months.</p> <p><b>Partnerships in the field of youth:</b> between 6 and 24 months.</p> <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.. In such a case, the total grant will not change. In all cases, projects must end not later than 31 December 2023.</p>
<b>Where to apply?</b>	<p>To the National Agency of the country in which the applicant organisation is established<sup>3</sup>.</p> <p>Per deadline, the same consortium of partners can submit only one application and to one National Agency only.</p>
<b>When to apply?</b>	<p>Applicants have to submit their grant application by <b>29 October at 12:00 (midday Brussels time)</b> for projects starting between 1 March and 30 June of the following year.</p>
<b>How to apply?</b>	<p>Please see Part C of this Guide for details on how to apply.</p>

#### ADDITIONAL ELIGIBILITY CRITERIA

In addition, if the Strategic Partnership foresees any of the following transnational learning, teaching and training activities, the relevant additional eligibility criteria indicated in section “What are the criteria used to assess a Strategic Partnership – Additional eligibility criteria” of this Guide must be respected.

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:

<b>Relevance of the project (maximum 30 points)</b>	<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 in response to the COVID-19 situation").</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>
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<sup>3</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.

<p><b>Quality of the project design and implementation</b> (maximum 20 points)</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> <li>▪ If applicable, the use of Erasmus+ online platforms (i.e. eTwinning; EPAL; School Education Gateway) as tools for preparation, implementation and follow-up of the project activities.</li> </ul> <p>If the project plans training, teaching or learning activities:</p> <ul style="list-style-type: none"> <li>▪ The quality of practical arrangements, management and support modalities in learning, teaching and training activities;</li> <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</b> (maximum 20 points)</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> </ul> </li> <li>• The extent to which the project involves newcomers to the Action.</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>
<p><b>Impact and dissemination (maximum 30 points)</b></p>	<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>



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 ARE THE FUNDING RULES?**

Strategic Partnerships in response to the COVID-19 situation will be funded according to the same rules defined for standard Strategic Partnerships (see section "Strategic Partnerships in the field of education, training and youth - What are the funding rules"). Project grants for Strategic Partnerships in response to the COVID-19 situation are capped at 300.000 EUR for projects with duration of 24 months.