

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

## Small-Scale 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 SMALL-SCALE PARTNERSHIPS.

SMALL-SCALE PARTNERSHIPS are designed to widen access to the programme to small-scale actors and hard-to-reach individuals in the fields of school education, adult education, vocational education and training, youth and sport.

SMALL-SCALE PARTNERSHIPS target short-term collaboration projects, relying on a simple lump sum financing model and on simpler administrative requirements - compared to Cooperation Partnerships - to encourage wider participation, including from grassroots organisations, those who are less-experienced or newcomers in the Erasmus+ Programme.

SMALL-SCALE PARTNERSHIPS are flexible in terms of the type of activities that can be financed and delivered, with transnational actions able to be blended with those of a national character, albeit ensuring that there is a clear European dimension. This flexible model of delivery expects to facilitate the participation of individuals or groups with fewer opportunities.

In addition to financing localised developments in the participating fields and countries, SMALL-SCALE PARTNERSHIPS can also contribute to the establishment and development of transnational networks and to fostering synergies with (and between) local, regional, national and international policies.

### OBJECTIVES

- attract and widen access for newcomers, less experienced organisations and small-scale actors to the programme: partnerships should act as a first step for organisations into cooperation at European level;
- support the inclusion of target groups with fewer opportunities;
- support active European citizenship and bring the European dimension to the local level.

## Key Action 2: Small-Scale Partnerships

## OBJECTIVES, PRIORITIES, ACTIVITIES AND EXAMPLES

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The following objectives also apply to SMALL-SCALE PARTNERSHIPS, albeit proportional to the scope of the project:

- increasing quality in the work and practices of the organisations and institutions involved, opening up to new actors not naturally included within one sector or field;
- building capacity of organisations to work transnationally and across fields and 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, in proportion to the context of each organisation.

### PROJECT SELECTION, MANAGEMENT AND SUPPORT

SMALL-SCALE PARTNERSHIPS in the fields of ADU, SCH, VET and YOU follow the *indirect management* process, in which appointed National Agencies in EU Member States and third countries associated to the Erasmus+ programme are responsible for assessment, selection and contracting actions.

SMALL-SCALE PARTNERSHIPS in the field of Sport (SSCP) rely on a *direct management* process, in which the Education, Audiovisual and Culture Executive Agency (EACEA), in Brussels, is responsible for assessment, selection and contracting actions.

This briefing sheet relates solely to SMALL-SCALE PARTNERSHIPS following the *indirect management* process for assessment, selection and contracting.

### DURATION AND FUNDING

Decentralised SMALL-SCALE PARTNERSHIPS can last between 6 and 24 months and can access a lump sum of either €30,000 or €60,000 which represents the total grant for the project. The project duration and the proposed lump sum must be confirmed in the application and each should be consistent with the targeted objectives and activities.

### SECTORS AND FIELDS

Decentralised SMALL-SCALE PARTNERSHIPS following the indirect management process can be financed in any of the following sectors or fields:

- Adult Education (ADU)
- Vocational Education and Training (VET)
- School Education (SCH)
- Youth (YOU)

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## Small-Scale Partnerships: Participating Organisations

### APPLICANT ORGANISATIONS

Any public or private organisation that is established in an EU Member State or third country associated to the Erasmus+ Programme can be the applicant. The applicant applies on behalf of all participating organisations.

Informal groups of young people are not considered as an organisation and are therefore not eligible to participate in SMALL-SCALE PARTNERSHIPS, neither as applicants nor as partners.

The participation of organisations from third countries NOT associated to the Erasmus+ programme is not supported for SMALL-SCALE PARTNERSHIPS, neither as an applicant nor as a partner.

### PARTNER ORGANISATIONS (CORE)

A SMALL-SCALE PARTNERSHIP is a transnational project and must involve a minimum of two organisations from two different countries, including the applicant organisation, all of which must be EU Member States or third countries associated to the Erasmus+ Programme.

There is no maximum number of participating organisations in a SMALL-SCALE PARTNERSHIP.

Irrespective of the sector or field that is expected to be impacted, SMALL-SCALE PARTNERSHIPS are open to any type of organisation 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.

Depending on the priority and the objectives addressed by the project, SMALL-SCALE PARTNERSHIPS should involve the most appropriate and diverse range of partners in order to benefit from their different experiences, profiles and specific expertise.

### PARTNER ORGANISATIONS (ASSOCIATED)

*Associated Partner* participation is not expected for SMALL-SCALE PARTNERSHIPS.

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## Small-Scale Partnerships: Activities

SMALL-SCALE PARTNERSHIPS are an instrument for inclusion and aim to encourage programme participation among newcomers and less experienced organisations. With this in mind, the level of information required to apply for a grant is not significant, with applicants required to confirm *objectives, target groups, motivation, needs, benefits of cooperation and partner roles and contributions, as well as the targeted tasks, activities and results* and the requested budget and its alignment with the targeted actions.

Specific activity types are not predetermined for SMALL-SCALE PARTNERSHIPS, yet might easily include:

- management, coordination and communications activities;
- transnational project meetings;
- development and production of tangible deliverables and results (e.g. curricula, materials, studies);
- information campaigns and other events aimed at promoting and sharing project results;
- learning, teaching and training activities for staff, youth workers, learners and others;
- activities centred on facilitating the participation of persons with fewer opportunities.

Objectives, activities and results must be clearly linked and presented in a clear and coherent manner. Plans for the use of digital tools and learning methods, to complement their physical activities and to improve partner cooperation, should also be fully detailed, as should any plans to incorporate green practices into the different project phases. Applications should also include a general project timeline, in which key milestones are confirmed.

In terms of delivery, a COOPERATION PARTNERSHIP should normally consist of the following four stages, with some planning activities expected to take place even prior to the proposal being selected for funding:

- PLANNING: defining needs, objectives, timing, project and learning outcomes, activity formats, etc.;
- PREPARATION: planning activities; confirming target audiences, developing the work programme, outlining practical arrangements, signing agreements with partners etc.;
- IMPLEMENTATION: delivery of all planned activities;
- FOLLOW-UP: outcome and impact evaluation (at different levels), sharing and use of the project results.

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All the activities of a SMALL-SCALE PARTNERSHIP must take place in the countries of the participating organisations (applicant and core partners). Where duly justified, activities can also take place in the cities where EU institutions are located (Brussels, Frankfurt, Luxembourg, Strasbourg, The Hague).

## Small-Scale Partnerships: Priorities

To be considered for financing, SMALL-SCALE 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. The field of activity must also be selected at the point of application, using the online application platform.

In all cases, SMALL-SCALE PARTNERSHIPS should consider how they will address Erasmus+ horizontal priorities centred on: inclusion and diversity, environmental sustainability, digital transformation and common values.

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 (2023)

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

Further detail on horizontal priorities can be found in the *Erasmus+ Programme Guide*.

## Key Action 2: Small-Scale Partnerships

## OBJECTIVES, PRIORITIES, ACTIVITIES AND EXAMPLES

## SECTOR-SPECIFIC PRIORITIES IN THE FIELD OF ADULT EDUCATION (2023)

- increasing take-up and improving inclusiveness and accessibility of adult education;
- improving the availability of high-quality, flexible and recognised learning for adults;
- promoting local learning centres and innovative learning spaces;
- creating upskilling pathways;
- improving the competences of educators and other adult learning and guidance staff;
- creating and promoting learning opportunities among all citizens and generations;
- enhancing quality assurance in adult learning opportunities;
- supporting the response of European education and training systems to war in Ukraine.

## SECTOR-SPECIFIC PRIORITIES IN THE FIELD OF SCHOOL EDUCATION (2023)

- 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;
- supporting innovators at school;
- supporting the response of European education and training systems to war in Ukraine.

## Key Action 2: Small-Scale Partnerships

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## SECTOR-SPECIFIC PRIORITIES IN THE FIELD OF VOCATIONAL EDUCATION AND TRAINING (2023)

- 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;
- supporting the response of European education and training systems to war in Ukraine.

## SECTOR-SPECIFIC PRIORITIES IN THE FIELD OF YOUTH (2023)

- 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;
- supporting the response of the Youth field in Europe to war in Ukraine.

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

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## Examples of Small-Scale Partnerships

### EXAMPLE FOR ADULT EDUCATION

#### Adult Educator Competences for the Future

The ultimate goal of this partnership is the professionalisation and modernisation of adult education. Bringing together partners from three European countries, adult education staff will be invited to consider a new philosophy which extends their role to that of adult educator and learning facilitator. In the first instance, partners will exchange information on the role, reach and responsibilities of adult educators in the participating countries. Beyond this, a common framework will be developed, incorporating the skills and competences that adult educators need to be able to effectively deliver their services in the future. Partners working with unemployed women looking to return to the labour market have been specifically selected for participation in this project, with a view to additionally ensuring that adult education service provision effectively meets the needs of this audience.

### EXAMPLE FOR SCHOOL EDUCATION

#### School Exchanges based on a Shared Labour Market Challenge

Schools from four different remote communities, in Europe, will collaborate and will consider how to better prepare their pupils for the needs and expectations of a changing labour market. Each of the four communities will share its own experiences of a labour market affected by industrial change, urbanisation, and worker migration. Pupils will be encouraged to consider what their own region has to offer, in terms of sustainable employment, making career ambitions more relevant to today's labour market. International collaboration will centre on a series of short-term projects involving pupils from the partner schools in a process of virtual cooperation and exchange. Pupils will undertake project-based learning, with their peers in other countries, and will also collaborate with representatives of local industry. Teachers will additionally benefit through participating in round table events and discussions with teaching professionals from other schools and countries, sharing knowledge, experience and good practice.

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## EXAMPLE FOR VOCATIONAL EDUCATION AND TRAINING

### **Making Learning Digital**

Partners from three European countries project will come together to exchange best practices on the use of digital technologies for the delivery of vocational education and training. Recognising the challenges faced during Covid-19, and aware of the increasing role and importance of digital technologies in learning and skills development, partners aim to identify those elements which can be delivered remotely, using digital and virtual technologies, and those elements for which physical interaction is important. Among the participating partners, one has limited experience of Erasmus+ through delivering staff mobility programmes, with the remaining two partners having no past experience of Erasmus+. All partners are keen to develop this partnership as a means of allowing continuing collaboration and exchange in the future. Partners will promote the results of this exchange activity to VET practitioners in their own regions and localities as well as to local and national authorities responsible for VET.

## EXAMPLE FOR YOUTH

### **Youth Engagement in Sustainability**

Organisations from two European countries come together in a small-scale partnership which aims to test and promote different approaches to engaging young people in sustainability-related actions and discussions. Conscious of increasing levels of interest among young people in climate change and environmental sustainability, goals centre on a bilateral exchange of experience among youth workers and young people from the two partner countries. In a first phase, youth workers will exchange experiences on successful means of engaging young people in sustainability-related actions. In a second phase, youth workers will agree on a small number of previously-untested actions that they will subsequently deliver with their own target groups, encouraging both local and bilateral (transnational) collaboration among the selected audiences of young people and promoting the end results to wider youthwork practitioners in the two participating countries.

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