TRADUZIONE 1

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, Strategic Partnerships must address either a) at least one horizontal priority or b) at least one specific priority relevant to the field of education, training and youth that is mostly impacted, as described below. Among these priorities, National Agencies may give more consideration to those that are particularly relevant in their national context ("European priorities in the national context"). National Agencies must duly inform potential applicants through their official websites.

DOMANDA 1

Why do you think a strategic partnership should involve the most appropriate and diverse range of partners?

TRADUZIONE 2

Social inclusion: Social inclusion is an overarching priority across all sectors of the programme. Promote – in particular through innovative and integrated approaches – ownership of shared values, equality, social inclusion, diversity and non-discrimination. Priority will be given to projects that support and assess new approaches to reducing disparities in accessing and engaging with formal and non-formal education, as well as projects that tackle discrimination, segregation and racism. The programme will support the integration of people with migrant backgrounds, including gathering and disseminating good practices on the issue. Priority will also be given to projects that encourage the establishment of sustainable links between organisations active in education, training, youth and sport and the society at large, including at local and regional level.

DOMANDA 2

Do you think that integration of people is an important issue in education?

TRADUZIONE 3

Environmental and climate goals: the programme aims to support, across all sectors, awareness-raising about environmental and climate-change challenges. Priority will be given to projects aimed at developing competences in various sustainability-relevant sectors, developing green sectorial skills strategies and methodologies, as well as futureoriented curricula that better meet the needs of individuals. The programme will also support the testing of innovative practices to prepare learners, staff and youth workers to become true factors of change (e.g. save resources, reduce energy use and waste, compensate carbon footprint emissions, opt for sustainable food and mobility choices, etc.).
Priority will also be given to projects that – through education, training, youth and sport activities - enable behavioural changes for individual preferences, consumption habits, and lifestyles.

DOMANDA 3
Do you think that learners, staff and youth workers could become a true factor of change in the sector of environmental and climate goals?

TRADUZIONE 4

Transparency and recognition of skills and qualifications: Priority will be given to actions that support learning and labour mobility; actions that facilitate transitions between different levels and types of learning, transitions to the world of work as well as transitions between different jobs. The programme will support in particular better services and information or guidance for learners, exploring the potential of digital technologies to facilitate automatic mutual recognition and the validation - at local, regional, national, European or international level - of competences acquired through informal and non-formal learning. The programme will also support the effective launch and implementation of the new Europass framework and the access to tools and services for skills and qualifications.

DOMANDA 4
Do you think that digital technologies could facilitate the recognition of skills and qualifications?

TRADUZIONE 5

In the field of higher education, priority will be given to actions that are key to achieving the objectives of the European Education Area, notably the new European Universities initiative and the European Student card. This means, inter alia, reinforcing internationalisation and mobility, strengthening links between education, research and innovation where relevant, as well as implementing the Council Recommendation on promoting automatic mutual recognition of qualifications. In line with the challenges identified in the renewed EU Agenda for higher education, initiatives to enhance the performance of Europe's higher education systems will be supported, including the implementation of the Council Recommendation on tracking graduates and the Digital Education Action Plan. The Programme will also support the implementation of the Ministerial Communiqué of the Bologna Process.

DOMANDA 5
What do you think about the link between education, research and innovation?

TRADUZIONE 6

Building capacity for promoting and facilitating recognition of learning periods abroad (including follow-up to the Council Recommendation on automatic mutual recognition), including promoting recognition of formal education and transversal competences developed through non-formal and informal learning, for example by: building administrative capacity of schools to support participation of pupils in transnational projects and peer exchanges, including by exploring the potential of intermediary bodies pooling the capacity of several schools; establishing sustainable partnerships between organisations setting cross-border learning exchanges in general education; promoting embedded class exchanges or pupil mobility in school programmes; ensuring appropriate safety standards for pupils participating in transnational mobility; developing and disseminating tools and mechanisms for the preparation, monitoring and recognition of periods abroad; and sharing and promoting good practices.

DOMANDA 6
How do you think it is important in school education to promote the recognition of learning periods abroad?

TRADUZIONE 7

Heads of states and governments called in the European Council Conclusions of 14 December 2017 on the Member States, the Council and the European Commission to take work forward in 'encouraging the emergence by 2024 of some twenty 'European Universities', consisting in bottom-up networks of universities across the EU which will enable students to obtain a degree by combining studies in several EU countries and contribute to the international competitiveness of European universities'.

The Education Council Conclusions of 22 May 2018 further stressed the potential of 'European Universities' to "significantly enhance mobility and foster high quality and excellence in education and research, by strengthening the link between teaching, research and innovation and knowledge transfer, by demonstrating the benefits of multilingual learning, the recognition of qualifications and by developing joint education and research programmes and projects." They also highlighted that the European Universities "could play a flagship role in the creation of a European Education Area as a whole".

DOMANDA 7

Do you think that the link between teaching, research and innovation could foster high quality in education and research?

TRADUZIONE 8

In addition, 'European Universities' should progressively build their capacity to act as models of good practice to further increase the quality, international competitiveness and attractiveness of the European higher education landscape and should become key elements of the European Education Area by driving excellence. As laid down in the Communication Building a stronger Europe: the role of youth, education and culture policies, "Establishing the European Education Area will enable the EU Member States to do more, faster, to drive up the quality, competitiveness and inclusiveness of their education and training systems, while providing inspiration to non-EU countries to follow". In this respect, 'European Universities', in cooperation with their national authorities, should commit to work towards relevant policy objectives of the European Education Area, such as: multilingualism; automatic recognition of academic qualifications and learning periods abroad provided for by the participating higher education institutions within the alliance; the use of the European Student Card, once fully operational; as well as the Bologna key commitments (quality assurance, recognition, and wherever applicable three cycle degree).

DOMANDA 8

Do you think that the creation of the "European Universities" could provide inspiration to non-EU countries to follow?

TRADUZIONE 9

This action will test different innovative and structural models for implementing and achieving the long-term vision mentioned in the section "What are European Universities". It will support the creation of alliances, ideally composed of 5 to 8 partners, by either setting-up new cooperation partnerships or enhance current ones by going beyond any existing bilateral and multilateral cooperation, through a step by step approach. They will have the possibility to associate academic and non-academic partners from the world of work and to grow at a later stage.

Through this action, higher education institutions will gradually implement the activities that are necessary to achieve their long-term vision, starting by increasing their level of integration. To achieve this objective, they will agree on a mission statement at institutional level of each of the members of the alliance. The mission statement will entail a full joint strategy for pursuing a high level of enhanced and sustainable cooperation across various levels of the organisation (e.g. management, academics, professional/support staff and students), and across different areas of activity (strong education focus with links where possible to research and innovation and service to society), building on their complementary strengths.

DOMANDA 9
Do you think that the step by step approach to create different innovative and structural models for implementing and achieving the long-term vision for the European Universities could work?

TRADUZIONE 10

As this action follows a bottom-up approach, each alliance will have the flexibility to shape through a step-by-step approach its joint work plan of activities that is the most relevant to reach their strategic objectives and that will ultimately help them in achieving the long term vision of European Universities, as described above. This joint work plan of activities should be supported by the design of relevant and efficient common management structures. Examples for establishing a tight cooperation between institutional management structures are: setting up joint boards, developing common pool of physical and virtual intellectual and administrative resources, distributing shared resources, common provision of infrastructure, data and services such as student, researcher and staff support, administration and international relations, with digitalised joint processes wherever possible).

DOMANDA 10
Do you think that the flexibility of the alliance could help to reach their strategic objectives?

TRADUZIONE 11

Knowledge Alliances are transnational, structured and result-driven projects, notably between higher education and business. Knowledge Alliances are open to any discipline, sector and to cross-sectoral cooperation. The partners share common goals and work together towards mutually beneficial results and outcomes. The results and expected outcomes are clearly defined, realistic and address the issues identified in the needs analysis.

Knowledge Alliances are meant to have a short and long-term impact on the wide range of stakeholders involved, at individual, organisational and systemic level.

As a general rule, Knowledge Alliances target the cooperation between organisations established in Programme Countries.

However, organisations from Partner Countries can be involved in a Knowledge Alliance, as partners (not as applicants), if their participation brings an essential added value to the project.

DOMANDA 11

Do you think that the cooperation between higher education and business could help Knowledge Alliances in reaching good results?

TRADUZIONE 12

Quality assurance must be an embedded project component to ensure that Knowledge Alliances successfully deliver the expected results and achieve an impact going far beyond the partner organisations themselves. Knowledge Alliances are required to accomplish targeted dissemination activities which reach out to stakeholders, policy makers, professionals and enterprises. Along the way Knowledge Alliances should deliver publications such as reports, handbooks, guidelines, etc. As a general rule, results should be made available as open educational resources (OER) as well as on relevant professional, sectorial or competent authorities' platforms. Knowledge Alliances should generate new ways and instruments to facilitate their collaboration and to ensure that the partnership between higher education and business persists.

Knowledge Alliances are a recent and ambitious Action; they are subject to a particular monitoring which requires active participation from all participants and stakeholders. Knowledge Alliances should foresee their participation in thematic clusters to support cross-fertilisation, exchange of good practices and mutual learning. Additionally, Knowledge Alliances should budget for the presentation of their project and the results at the University-Business Forum and/or other relevant events (up to five during the project duration).

DOMANDA 12

Do you think that quality assurance in general could help in successfully deliver the expected results?

TRADUZIONE 13

Sector Skills Alliances are transnational projects identifying or drawing on existing and emerging skills needs in a specific economic sector and/or translating these needs into vocational curricula to respond to those needs.

Sector Skills Alliances are intended for projects in Vocational Education and Training (VET). However, the scope of VET goes beyond the upper-secondary level and covers the post-secondary, non-tertiary level but also the tertiary level (e.g. Universities of applied sciences, Polytechnic institutes, etc.). Proposals that also include tertiary-level VET providers, can be submitted provided that the curricula and/or qualifications to be developed cover both tertiary (EQF levels 6 to 8) and upper secondary VET levels (EQF levels 3 to 5), i.e. not-exclusively tertiary level.

Sector Skills Alliances are required to apply EU wide instruments and tools such as the EQF, ECVET, EQAVET, as well as the Council Recommendation on a European Framework for Quality and Effective Apprenticeships119, whenever relevant.

A particular focus will be on digital skills as they are increasingly important on all job profiles across the entire labour market.

Also, the transition to a circular and greener economy needs to be underpinned by changes to qualifications and national education and training curricula to meet emerging professional needs for green skills and sustainable development.

DOMANDA 13

Do you agree with the fact that digital skills are increasingly important on all job profiles across the labour market?

TRADUZIONE 14

The Alliance should then translate the study of sector skills into innovative, learning outcome-oriented vocational curricula (applying ECVET) which include periods of work-based learning and which should be underpinned by quality assurance mechanisms (in line with EQAVET).

The Alliance partners should demonstrate in the proposal what measures they will take in the countries and in the sector covered for the formal recognition (initial vocational education & training) or the certification (continuing vocational training) of the new or adapted vocational curriculum/a and how they will pursue the procedures after EU funding has ended.

Career guidance services together with regional or local authorities should play a "facilitator" role in supporting the process of skills matching with the planning of vocational curricula in order to attract initial VET schools, young learners or their parents to specific professions with high labour market demand.

Sector Skills Alliances are supposed to carry out the proposed activities in a way that maximises the impact on one, or several related profession/s in a given sector.

DOMANDA 14

Do you agree with the fact that career guidance services together with regional or local authorities should play a "facilitator" role in supporting the process of skills matching with the planning of vocational curricula?