

L'Observatoire Erasmus +

{notes}

In partnership with Pluricité and Synoptic.Pro

European cooperation in education and training: added value and impact

{ Editorial }

Launched in 2014 under the new Erasmus + EU programme for education, training, youth and sport, partnerships are one of the major actions for encouraging innovation and the exchange of practice. The Erasmus + multilateral partnerships are more flexible, open and involve multiple stakeholders, offering real collaboration opportunities for innovating, sharing and bringing the world of education, economic partners and local authorities closer at a transnational level.

With 130 million Euros allocated to France for the 2014 - 2017 period and a budget averaging between 250 000€ and 300 000€ per project, the Erasmus + partnerships have until now remained little documented, unlike learning mobility.

Therefore to provide qualitative input for the mid-term evaluation of the Erasmus + programme in 2017, the Erasmus+ France / Education & Training Agency had a thorough analysis carried out of the initial impacts of the partnerships financed in 2014 and 2015.

The study was conducted between October 2016 and February 2017 by Pluricité (a consultancy firm specialised in assessing public policies) and Synoptic.Pro (a company specialised in surveys for the public sector). It focused on the added value

of transnational cooperation as well as the forms of innovation developed, created or transferred within these projects. Special attention was paid to key national and European issues such as combating early school-leaving and illiteracy, the acquisition of key competencies, modernising education and closer ties with the job market.

This sixth edition of “Les notes de l’Observatoire Erasmus +” highlights the study’s key results with figures and a detailed analysis of the main impacts on the public populations, the organisations and the opening up of stakeholders. More specifically, a typology of the proven added values of cooperation projects has been made. Five success factors for Erasmus + partnerships are also identified. I am sure that for all of you, trainers, researchers, teachers practitioners and economic stakeholders this unprecedented snapshot will shed light on the role of European cooperation as a lever of innovation for responding more effectively to economic and social challenges, both current and future.

I hope you will enjoy the reading,

Laure Coudret-Laut,
Director of the Erasmus+ France / Education & Training Agency

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Key points

Partnerships which create transnational and trans-sectoral links

The prime effect of partnership projects is to promote openness between activity sectors and vocational cultures and pave the way for innovation and the development of new areas of complementarity. The projects are implemented as territorially as possible, but on a transnational and trans-sectoral scale.

93% of Erasmus + partnerships promote closer ties between education and the job market through **the stakeholders' mutual knowledge and a greater consideration of companies' expectations** in terms of developing training solutions.

50% of the projects involve **economic stakeholders in the partnership, 78% of which are companies.**

Complementary partners

Erasmus + partnerships stakeholders have developed their projects, based on shared challenges, on the strength of different forms of complementarity. Three types of complementarity have been identified between the European partner organisations: **complementarity of practice/methods** (co-development of tools embodying the best observed methods/practices), **of expertise** (the trans-sectoral dimension favouring the input of expertise) and **of scale** (through the diversity of geographical locations, levels of outreach and internal resources specific to each partner)

Areas for experimentation encouraging innovation

Innovation lies at the heart of the

Erasmus + partnership projects. The innovations brought about are almost all characterised by combinations of several forms of methods, practices and products. The concrete actions and tools deployed within the scope of the partnerships reflect the needs identified upstream. They are therefore **"customised"** responses to **the organisations' challenges which are directly linked to challenges in the field.** **59%** of the partnerships focus on **the creation of products, methods and/or practices** that did not previously exist in any of the partner organisations.

Projects generating change for the organisations

The partnerships encourage change within the organisations themselves, such as the development of new working methods, the use of collaborative tools and the development of new competencies. Furthermore, exchanges that develop also represent resources for future transversal thinking.

84% of the project coordinators state that the Erasmus + and LLP¹ partnerships generate change for the organisation.

Significant impact on public populations, especially disadvantaged public populations

The partnerships directly involving their target public (pupils, teachers, trainers, etc.) in the project's experiments generated the most obvious effects.

68% of the projects target public populations in difficulty, especially people far away from training and/or employment. For these people, the input in terms of the human and cultural experience they receive is just as valid as the learning content.

¹ Lifelong Learning Programme (LLP) 2007-2013, prior to the Erasmus + programme

{ Methodology }

Context of the study

The Erasmus+ France / Education & Training Agency promotes, manages and valorises the “Education and Training” strand of the Erasmus + programme (2014-2020). As such, the Agency conducts various analyses of the impacts of learning mobility and European cooperation projects. This work is linked to the creation in 2016 of an Observatory on the impact of Erasmus +, aimed at federating a community of interest to produce and disseminate knowledge on the impact of Erasmus +.

In 2017, the Erasmus + programme underwent a mid-term evaluation.

The Agency wanted to launch an initial evaluation process for the Erasmus + Key Action 2 partnerships in order **to contribute to the mid-term evaluation** through an analysis of the first years of the projects’ implementation.

This evaluation was conducted by the consortium of Pluricité (a consultancy firm specialised in assessing public policies) and Synoptic.Pro (a company specialised in surveys for the public sector). The study focuses on Erasmus + partnership projects under the “Education and Training” strand coordinated in France and selected in 2014 and 2015.

The study does not involve partnerships between schools only or school partnerships between local authorities, which objectives and characteristics differ from the partnerships studied.

Evaluation areas

The areas evaluated during this study are:

- Added value of transnational cooperation
- Innovation
- The initial impacts of the projects observed.

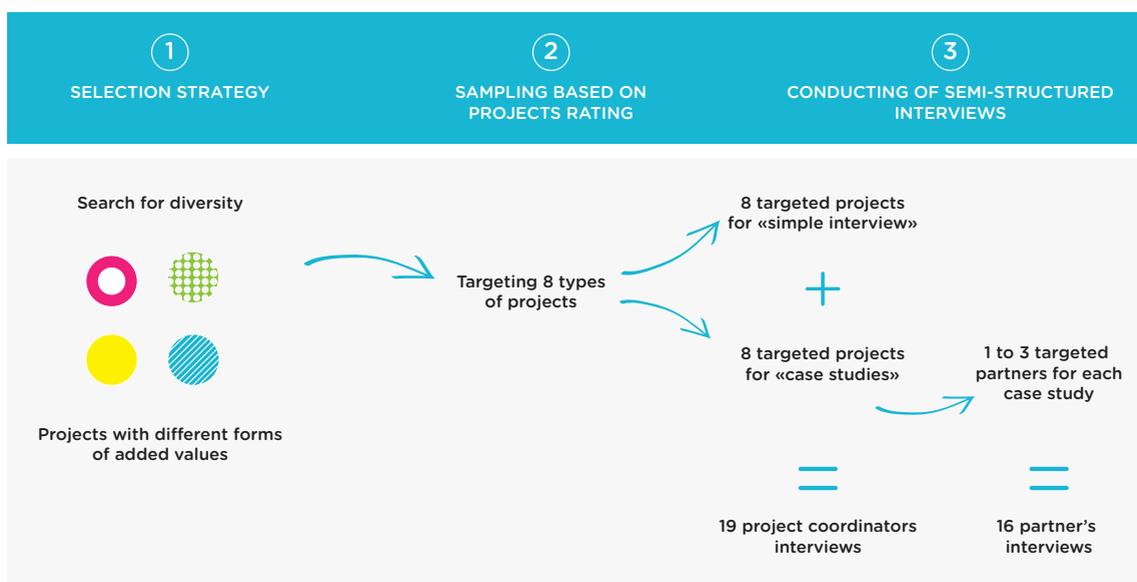
Performance

The study was conducted from July 2016 to February 2017. All coordinators of projects falling within the abovementioned research scope were asked to answer **an online survey** in the autumn of 2016, making a total of 138 partnerships surveyed. A **response rate of 87%** was recorded, reflected by 115 projects out of 138.

Furthermore, a qualitative component was deployed through **a series of 35 semi-structured interviews** with French coordinating organisations and European partner organisations. The projects chosen for detailed qualitative evaluation were selected in relation to their diversity and representativeness of the educational sectors, in terms of key national and European issues:

- Disadvantaged groups: in connection with the issues of fighting early school leaving, illiteracy and the acquisition of key competencies
- The link between education, employability and the job market
- The modernisation of education in terms innovative teaching and learning methods and practices.

● **Figure 1 : Qualitative enhancement strategy**



The method used enables cross-referencing of the overall quantitative view with the explanations based on qualitative observations.

However, there are two limitations which must be pointed out. The first limitation concerns the purely declarative nature of the analysed material, in the absence of any cross-referencing with the project documentation (evaluation, reports, financial statement, etc.). Despite this, the results presented

are considered as reliable due to the capacity for cross-checking provided by the different approaches, sources and interlocutors mobilised.

The second limitation highlights the short timescale (over half the projects began in the autumn of 2015, a timescale of just 1 year). For this reason, **the study focuses on analysing forms of value rather than on the empirical verification of results with beneficiaries.**

{1}

Overview of Erasmus + partnership projects

There are three strands in the Erasmus + programme (2014-2020): Education / Training, Youth and Sport. It has three key actions: Mobility, Cooperation and Support for Policy Reform. The partnerships come under Key Action 2 "Cooperation" for supporting innovation and best practices.

This type of project involves at least three European structures with a variety of statuses, including higher education institutions, associations, companies, government bodies, research institutes, foundations, training centres and careers centres. These structuring projects for regions and sectors last between two and three years and must lead to the design, transfer and/or implementation of innovative practice at an organisational, local,

regional, national or European level in the field of education and training. The partnerships also aim to implement joint initiatives promoting cooperation, peer learning and exchanges of experience at a European level.

The European Union wishes to bring together a wide variety of stakeholders, companies in particular, around common projects through partnerships. The aim is to encourage innovation and address the economic and social challenges confronting European countries more effectively. In France, in 2014 and 2015, **138 partnership projects** from the four educational sectors in the field of Education and Training were supported by the Erasmus + programme.

TYPES OF PARTNERSHIPS PROJECTS	2014 PROJECTS	2015 PROJECTS
Trans-sectoral partnerships	18	N/A*
School education partnerships (mixed**)	8	11
Vocational education and training partnerships	24	31
Higher education partnerships	8	10
Adult education partnerships	13	15
Total	71	67

* This category was removed in 2015

** "Mixed" school education partnership projects bring together several types of partners by contrast with school-to-school partnerships which form a specific partnership category

Partnership projects cover a wide range of issues and consequently the projects supported can tackle a large number of topics, including:

- Education and training
- Employment and the entrepreneurial spirit
- Health and well-being

- Participation
- Voluntary activities
- Social inclusion
- Young people in the world
- Creativity and culture

² Except for school-to-school partnerships for which a minimum of two partner organisations is allowed

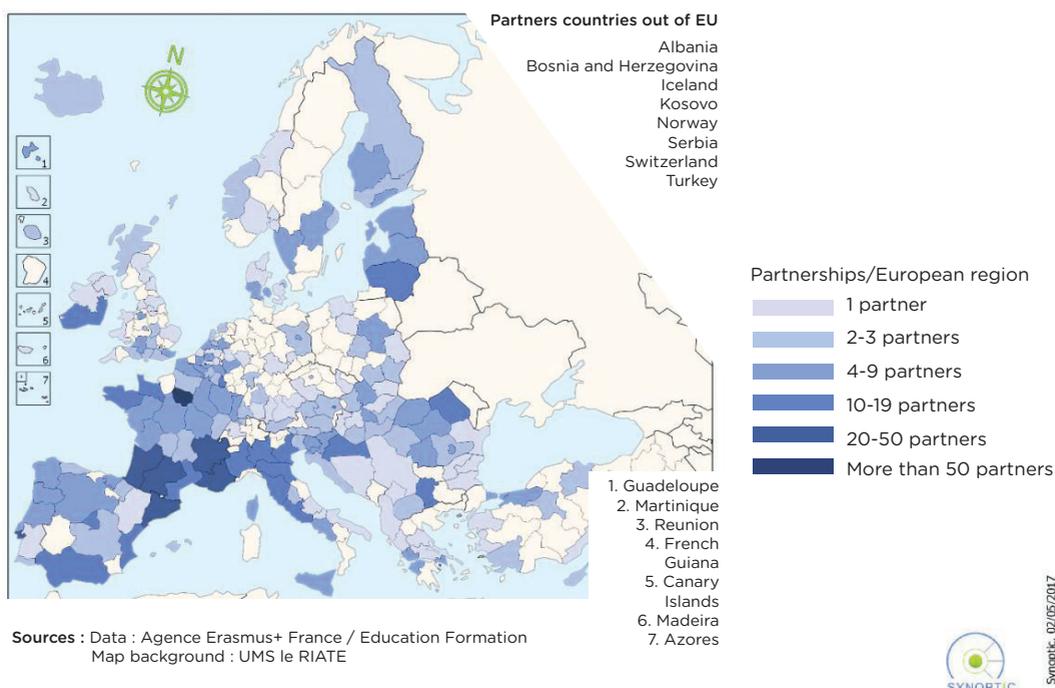
The main objective of partnership projects is to foster, among the partners, **the development of innovative practice and provide an opportunity for the exchange of best practice** in relation to the quality of teaching and training, institutional modernisation and social innovation. The actions must therefore lead to the design, transfer and/ or implementation of innovative practice **at an**

organisational, local, regional, national or European level and have a **positive impact on the people** associated with the actions undertaken.

Partnership projects which fall within the field studied (cf. below) have an average budget between 250 000€ and 300 000€, since the European subsidy is not meant to cover the full costs of the project, as a matter of principle.

● **Map of partners per European region**

NUMBER OF PROJECT COORDINATORS AND PARTNERS ASSOCIATED WITH PARTNERSHIPS PER EUROPEAN REGION



This map highlights the geographical diversity of partners of the projects coordinated by French organisations, which are widely spread across Europe. It is a similar situation for all the educational sectors.

Spain, Benelux, Ireland and Northern Italy provide a large contingent of project partners. Germany, France’s largest economic partner, has proportionally fewer project partners unlike the Baltic and Scandinavian countries, which are well represented despite having lower populations.

{2}

European complementarity

Partnership projects are characterised by **their wide diversity**, which is reflected in different forms, such as the project coordinator profiles and those of their partners, the number of partnerships, the targeted areas of activity, the types of innovations developed, the targeted public populations or the degree of proximity to the business world.

Feedback from questioned project coordinators and partners indicates in most cases, **the good relationships between partners**. Apart from a few exceptions, stakeholders mention constructive working relationships and a good level of involvement from all partners.

A prime effect of partnership projects is that they “open up” initiatives on both transnational and trans-sectoral scales

Projects deployed within the programme scope were implemented as close as possible according to territorial needs but on a transnational scale. They were supported by stakeholders with widely varying characteristics and aspirations, but nevertheless committed to a similar approach in relation to transnational openness.

We were surprised to see that they had very different practices in Turkey and Romania. You can see the differences between the ways in which everyone works. We all had the same developed tools, but everyone could choose how to use them to suit their preferences and their audiences. It's really interesting to see what other people do and we ourselves have been inspired by this to create our own tools.

Coordinator of the "Gamification for hard-to-reach adults" project (adult education partnership)

The study highlights the fact that partnership projects have enabled organisations to build or strengthen common work habits facilitated by the structural and financial framework offered by the programme. Despite their differences in terms of status, size, etc. and the distance separating them, project stakeholders developed their projects, based on shared challenges, on the strength of **different forms of complementarity**:

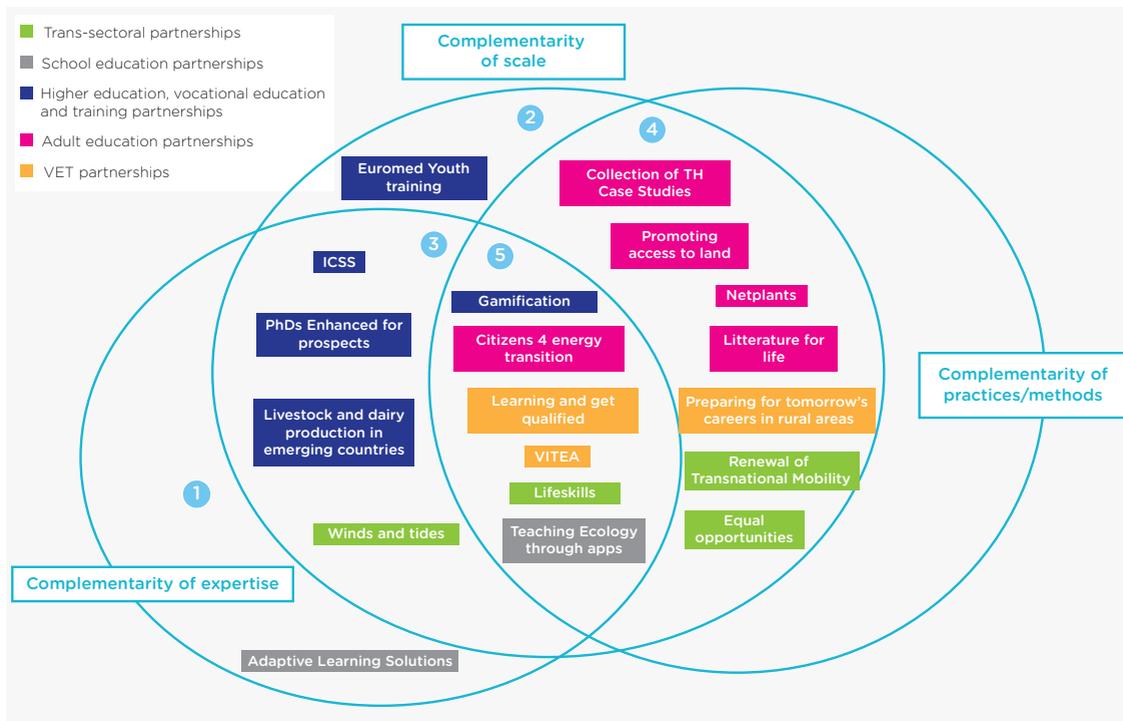
• **Complementarity of practice/methods.**

Partnership projects favouring comparison of practices/methods and mutual learning. This form of complementarity enables partners to co-develop tools embodying the best observed methods/practices.

• **Complementarity of expertise.** The trans-sectoral dimension of partnership projects favours the association of stakeholders with very distinct areas of expertise. This plurality allows partners to perform actions or create tools requiring various skills and specialities and hence to generate innovations that could not have been developed without the input of additional expertise.

• **Complementarity of scale.** This form of complementarity is based on diversity of geographical locations, levels of outreach and internal resources (dedicated tools, infrastructures, etc.) specific to each partner. This complementarity appears to be a lever for the deployment of large scale projects.

COMPLEMENTARITY BETWEEN PARTNERS



Distribution of project partnerships studied according to complementarity

By offering a framework that enables project partners to share their respective expertise in the service of a common project, partnership projects contribute to bringing together those involved in teaching, training and the world of business or

research. Partnership projects promote openness between activity sectors and vocational cultures paving the way to innovation and development of new areas of complementarity.

The consortium brings together iconic figures from the international film community, such as Bertrand Tavernier, Denys Arcand, Marco Bellochio, Dirk Brossé and Thierry Frémaux, researchers, teams of teachers with proven abilities in teaching musical composition who are very aesthetically open-minded, as well as people with experience and expertise in European programmes and joint courses.

Coordinator of the "International Creative Soundtrack Studies" project (higher education partnership)

Partners whose specific contribution mainly lies in the competencies provided by the teams involved



76% of partners are involved in order to provide a particular competency which the project leader does not have.

TYPES OF RESOURCES PROVIDED

	Nbr	% cited	
Particular competency of the team involved	599	75,9%	75,9%
Access to public groups	100	12,7%	12,7%
Access to a specific resource	59	7,5%	7,5%
Other	31	3,9%	3,9%
Total	789	100,0%	

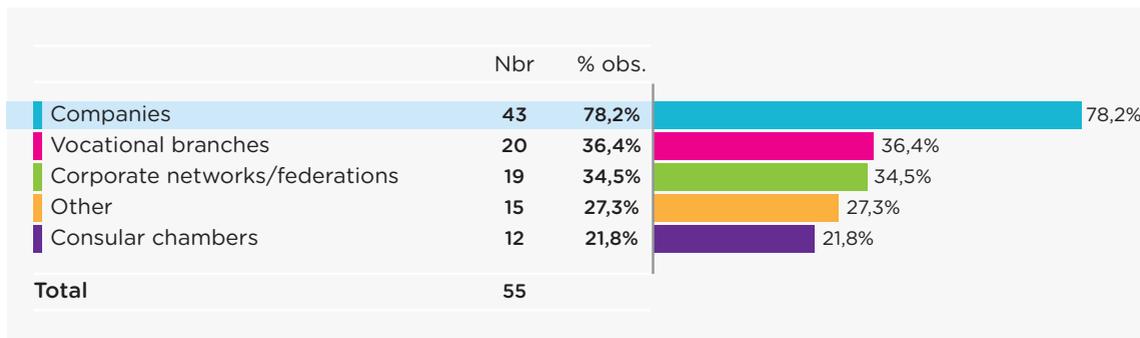
Source : Project coordinator survey, 112 respondents accounting for 789 partners

A major presence of economic stakeholders in the partnerships



of project coordinators say they have involved economic stakeholders in the project

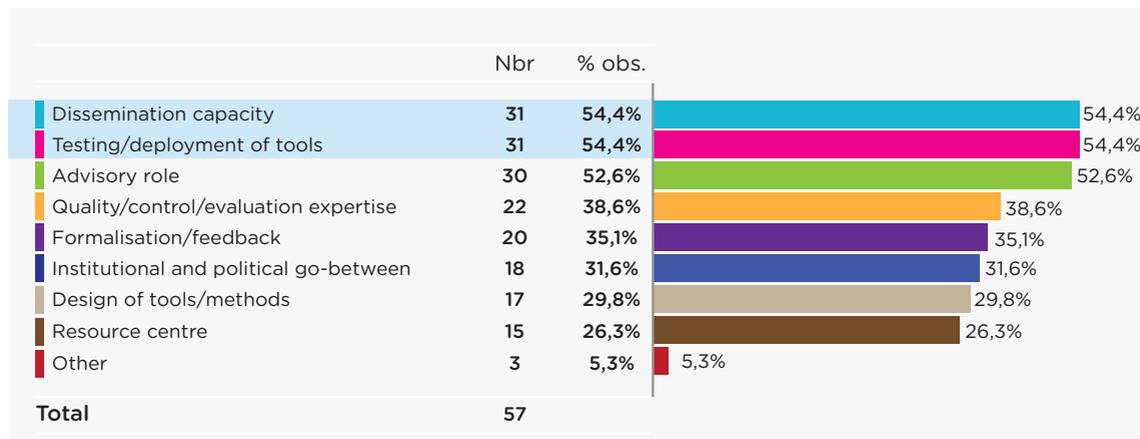
WHAT KIND OF ECONOMIC STAKEHOLDERS ARE INVOLVED IN YOUR PROJECT ?



Source : Project coordinator survey, 55 respondents (several possible answers)

The survey results indicate that **half of the projects involve economic stakeholders**, 78% of which are companies.

WHAT ROLE DO THESE ECONOMIC STAKEHOLDERS PLAY IN THE RELATIONSHIP ? (several answers possible)



Source : Project coordinator survey, 57 respondents (several answers possible)

In the context of the qualitative analysis, we see that the profiles of the companies involved in partnership projects are highly diversified and that their contributions to the projects are equally wide-ranging. The possibility for economic stakeholders

to express their needs and expectations throughout the projects contributes to project adjustments to economic realities and encourages operational innovations.

It's important for us to have companies in the partnership. Without them, the project is of no use because our goal is that our framework should be ultimately recognised by professionals. It was therefore essential for us to ensure participation of companies recognised in the sector to ensure that our tool really meets the needs.

Coordinator of the "Vocational Itinerary in Training and Education in Agriculture" project (vocational training partnership)

While this appears to be a lever for proper partnership performance, the fact that most stakeholders have longstanding experience in terms

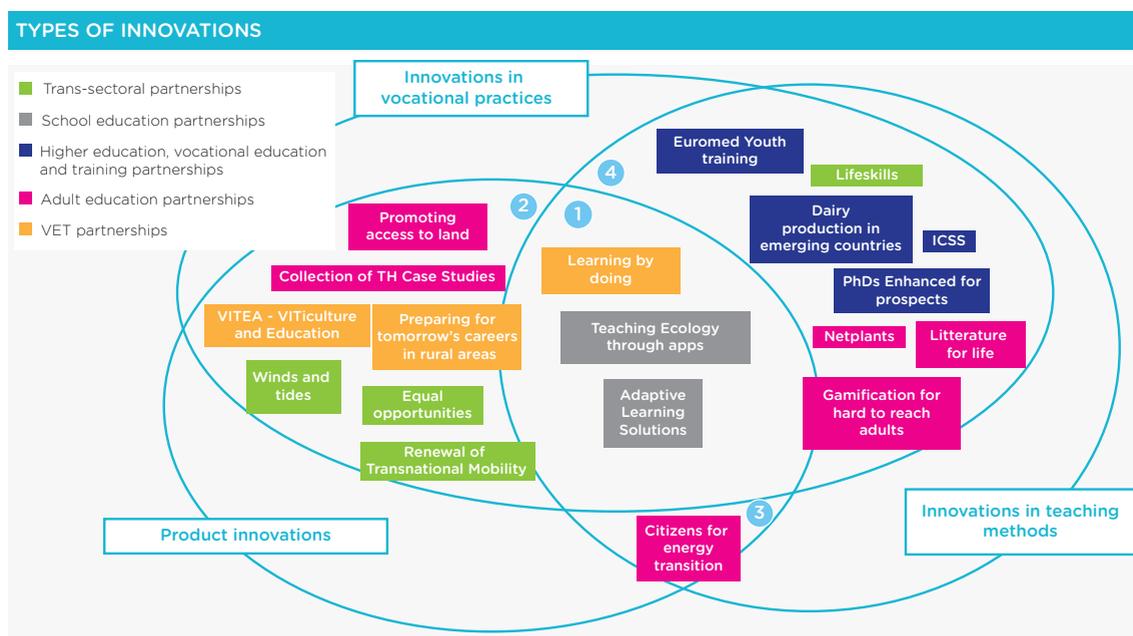
of European project participation nevertheless raises the issue of system accessibility to stakeholders not initiated in European programmes.

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Innovation in partnerships

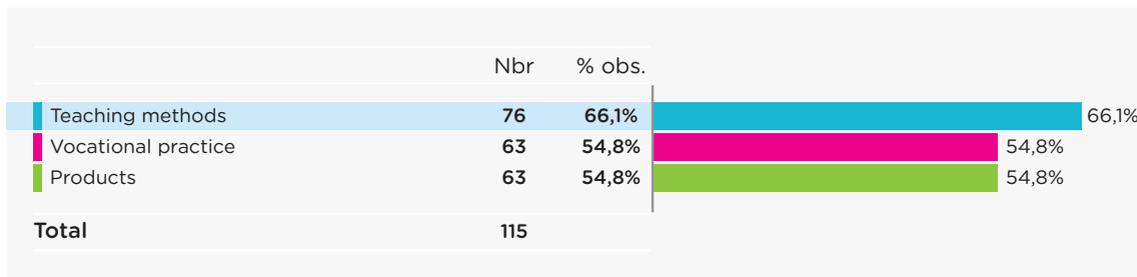
Innovation is at the heart of the deployed projects. Innovations upheld within a partnership project framework are almost all characterised

by combinations of several forms of innovation, including teaching methods, vocational practices and products.



Categorisation of case study projects according to types of innovations developed

WHAT IS THE MAIN INNOVATION FOCUS IN YOUR PROJECT ? (several answers possible)



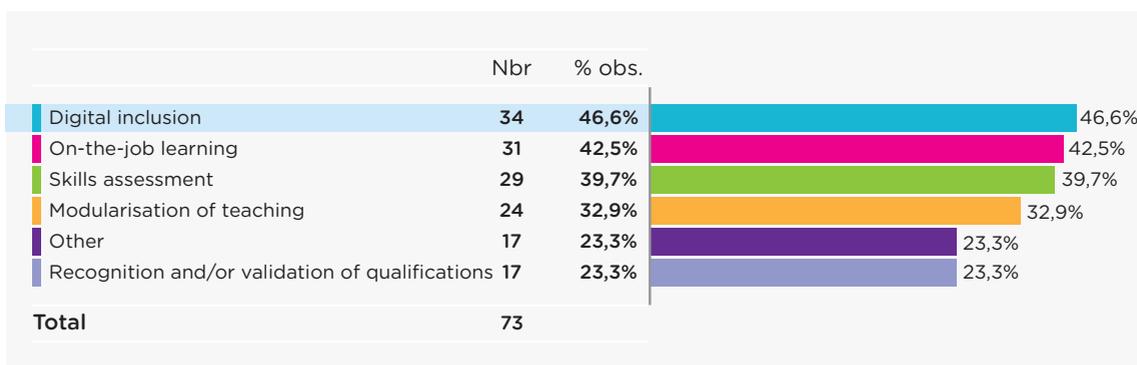
Source : Project coordinator survey, 115 respondents, 147 replies (several answers possible)

Teaching method innovations

Teaching method innovations cover a wide range of aspects. They favour the search for methodological diversification (differentiated teaching, learning by action, by games or other activities). They usually complement the «conventional» methods implemented by teaching professionals.

According to the survey of project Coordinators, 66% of projects have produced innovations which focus on teaching methods. Digital technology appears to be the means for innovation in nearly half of the innovative projects regarding teaching.

REGARDING WHICH TEACHING METHOD(S) ? (several answers possible)



Source : Project coordinator survey, 73 respondents, 152 replies (several answers possible)



Differentiated teaching is at the heart of the project, not the serious games. The games are just a means - the innovation is in working in a different way with the pupils.

Coordinator of the "Teaching Ecology through apps" project (school partnership)

Product innovations

Product innovations mainly take the form of training media based on original teaching content. While most media are developed in a fairly conventional

format (presentations, online lessons, master classes, etc.), others are also based on digital applications.

An example of product innovation: the “Adaptive Learning Solutions” project

This project is aimed at developing a digital educational tool based on the ‘adaptive learning’ approach, for children with learning difficulties. The idea of the project emerged from the following observation: conventional educational materials and academic pace are unsuitable for children encountering learning difficulties. Moreover, teachers do not always know enough about learning difficulties to be able to support and help these children.

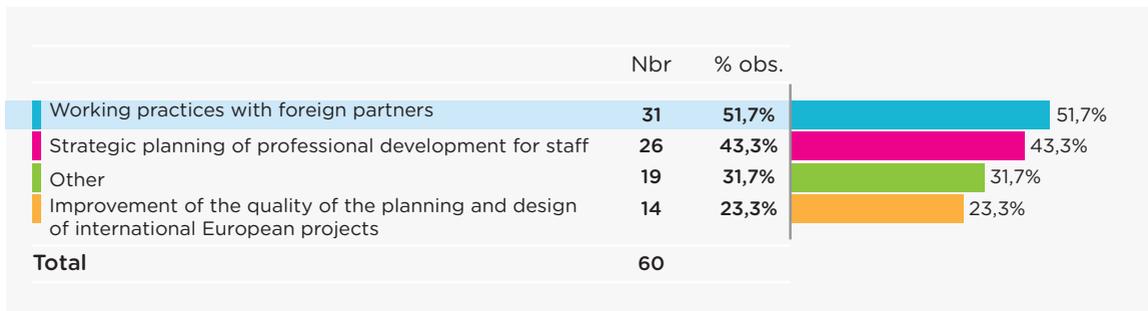
The developed tool must enable a child’s difficulties to be detected (based on response time, mistakes made, etc.) and must automatically adapt the teaching interface and content to remove the encountered difficulties. Development of this tool therefore requires skills in understanding learning pathologies, digital tools design and artificial intelligence.

Vocational practice innovations

Given the diversity of professionals involved in project partnerships, vocational practice innovations are also highly varied. These innovations are often associated with external links created

with new partners, but can also involve new internal organisations and new approaches to accompanying certain public populations.

REGARDING WHICH VOCATIONAL PRACTICE(S) ? (several answers possible)



Source : Project coordinator survey, 60 respondents, 90 replies (several answers possible)

Partnership projects present at least one form of innovation from the three identified (methods, practices and products). Nearly all the projects combine several of them.

A majority of projects focusing on creation rather than on the transfer or development of innovation

The results of the survey reveal that 58% of projects focus on generating innovations and 20% on deploying these innovations through transfer.

While all of the project coordinators claim one or more forms of innovation implemented by their project, two types of projects stand out - those that deploy an actual experimentation phase under real conditions and those in which innovation mainly takes the form of intellectual productions not

confronted by professionals in the field and public populations.

Coordinators of projects that involve running experiments have the advantage of being able to observe the outcomes of developed innovations under real conditions. If necessary, their partners can then correct certain pitfalls to end up with a product or an operational method whose results have been proven.

Countries at the forefront of certain topics identified by project coordinators

57% of the project coordinators identified a European country which is particularly at the forefront of their work topic. In almost a quarter of the cases, it is France. However, the distribution of the responses and the fact that 43% of the respondents did not identify a country suggests

that the project coordinators are also identifying stakeholders who specialise in a topic rather than countries which are particularly at the forefront.

A closer analysis of countries at the forefront of certain topics examines this diversity in detail.

COUNTRY	TOPIC ON WHICH THE COUNTRY INDICATED IS CONSIDERED AS «AT THE FOREFRONT» BY THE PROJECT COORDINATORS
France (identified by almost 22% of the project coordinators)	Aeronautics, agroforestry, water management, eHealth, environmental education, socio-educational support, vagrancy management, human services sector, energy transition, farm transfer support, “action research” educational process, innovative online tools, recognition of the circus artists profession, material science and ceramic processing, alternative farming, the use of hemp in construction
United Kingdom (identified by 6% of the project coordinators)	Marine renewable energy (off-shore wind turbines), integration of the excluded through literature, play work and the circular economy, sport, training of music composers, online information
Finland (identified by almost 6% of the project coordinators)	Early school leaving, early childhood education and care, inclusive education, project work with pupils, dematerialised classes
Belgium (identified by almost 5% of the project coordinators)	On-the-job learning, teacher guidance on implementing project-based learning, fair trade educational shops, training through work, social impact assessment

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Impact of partnerships

Impacts on different public populations

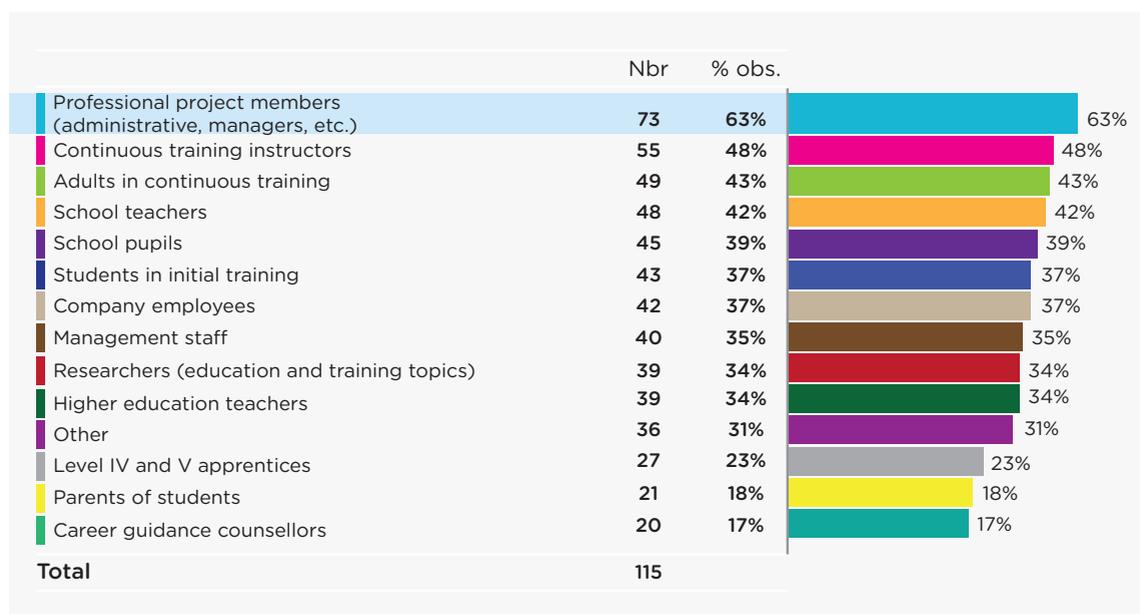
Partnership projects affect a wide cross-section of public groups. Beyond project managers, the main public populations affected thereby are:

- teachers and trainers (47% in continuing

training, 43% in school education and 35% in higher education)

- learners (43% adults in continuing training, 40% pupils and 38% students)

WHICH «TARGET POPULATIONS» ARE AFFECTED BY THE PROJECT ? (several answers possible)



Source : Project coordinator survey - 115 respondents and 577 replies (several answers possible)

68% of projects are intended for specific public groups, especially people far away from training and/or employment. In the context of the qualitative analysis, prioritised public populations affected by the different projects studied are:

- adults in precarious situations with low levels of qualification
- young people at risk from dropping out of school
- adults and children learners with disabilities
- children with learning difficulties.

Among the projects studied that have led to tools or methods being put into practice with public populations, the project coordinators mention **the positive effects observed on the self-confidence and autonomy of pupils and adults**, that can have a profound impact on their career. The opportunity these people have to become involved in projects over the long term and to be called upon to participate in transnational events is a factor for significant progress which can re-energise them towards finding a job or towards a specific career.

Teachers today say that attendance rates are good and grades have gone up. They have also become self-confident. For example, I asked them to address the Commission and they did. The project has rid them of their inhibitions and they are no longer afraid to speak in public. The youngsters are now a lot more determined to do things than they were before the project, with some of them wanting to learn other languages or go abroad. It has opened up new windows of opportunity for them.

Director of Caribstat, Partner of the "Lifeskills - Learning and Innovation through Foreign languages and Entrepreneurship Skills" project (trans-sectoral project)

Impact on organisations

The survey shows that 65% of organisations conducting Erasmus + partnerships have experience of European projects, in that they have coordinated

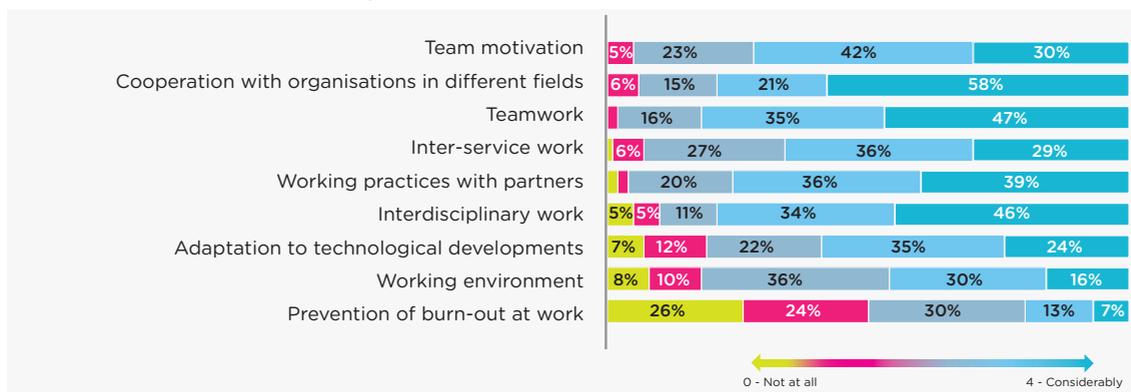
LLP partnerships. This factor is a facilitator of change over time within the financed organisations.



of project coordinators state that Erasmus + or LLP projects have generated changes within their organisation

WHAT CHANGES HAVE OCCURRED THROUGH THE ERASMUS + AND LPP PROJECTS ?

(score from 0 - Not at all to 4 - Considerably)



Among the changes observed within the organisations, the project coordinators highlight the development of new collaborative working methods, the removal of work barriers between stakeholders and the development of transversal

skills. However, these effects are not necessarily observed in relation to overall organisations, as the links established externally often hinge around a small number of professionals responsible for project follow-up (cf. below).

Impact on the staff in charge of the projects

WHICH SKILLS HAVE BEEN DEVELOPED IN THE TEAMS INVOLVED IN THESE DIFFERENT LLP AND ERASMUS + PARTNERSHIP PROJECTS ?

(score from 0 to 4)

	Average
Ability to work together as a team	3,47
Organisational skills	3,31
Ability to adapt	3,17
Other	3,12
Decision-making	3,10
Autonomy, taking the initiative	2,98
Creativity	2,77
Ability to summarise and analyse	2,75
Risk-taking	2,49
Language skills	2,47

Project coordinators recognise that Erasmus + projects have a “training” effect, mainly in terms of collective organisation of work, more than on

individual skills (creativity, ability to summarise, language skills, etc.).

Impact on the service offering

Developed exchanges within a project framework also represent **resources that prompt lateral thinking within each organisation**: the diversity of viewpoints and practices commits stakeholders to cross-fertilising dynamics in virtually all projects.

The concrete actions and tools deployed under the

partnerships relate to needs identified upstream and are therefore “**customised**” responses to **the organisations’ challenges**. They enrich an organisation’s service offering and allow professionals to develop new deployment prospects for their activities.

A strengthening of links between education and job market

93% of the project coordinators who replied to the online survey **consider that their project contributes to strengthening links between education and job**

market. Most of the projects studied qualitatively also confirm this strengthening of links.

DO YOU THINK THAT YOUR PROJECT CONTRIBUTES TO THE STRENGTHENING OF LINKS BETWEEN EDUCATION AND THE JOB MARKET ?

	Nbr	% obs.	
Yes, by developing the practices/tools which will help to strengthen the target populations’ skills	63	55%	55%
Yes, by strengthening the skills of the people participating in the project	21	18%	18%
Yes, by putting economic stakeholders and training stakeholders in contact on a long-term basis	7	6%	6%
No	7	6%	6%
Yes, by developing the practices/tools which will help people make better choices in the job market	7	6%	6%
Yes, by the business world having a greater role in determining training programmes	4	3%	3%
Yes, by developing the practices/tools which assist with job searching	3	3%	3%
Yes, other	2	2%	2%
Yes, by putting pupils/students in contact with economic stakeholders	1	0,9%	0,9%
Total	115	100%	

Source : Project coordinator survey, 115 respondents

The drawing together of education and the job market generally involves a **better knowledge of the stakeholders**, or a **greater consideration of**

companies' expectations in terms of developing training solutions.

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Added values of partnerships

The online survey and the qualitative evaluation conducted with certain project coordinators enabled a typology of induced added values generated by the implementation of an Erasmus + partnership. Partnerships financed in 2014 and 2015 mostly present several forms of added values: through the types of innovations pursued,

their originality, involved public populations or new developments introduced into professional practices.

Six forms of added values are distinguished by analysis and each project can claim to represent one or more forms.



Added value 1 : European scale as a multiplier

This form of added value is evident in the stakeholders' extended capacity for action due to the European partnership. The partnership mainly provides the opportunity to share and increase the means to implement the project on a larger scale.

Furthermore, its transnational and trans-sectoral

nature has a qualitative impact, generating new ideas for inclusion in the project.

The action is not necessarily very innovative. However, it gives the project greater scope and creates conditions for achieving better quality productions.



Added value 2 : the European project as innovation pathfinder

This form of added value is reflected in the creation of a space for innovation within organisations, to be gradually extended beyond the project.

The partnership creates a secure space for innovation and authorises experiments, at times ambitious, which would encounter too many obstacles in the organisations' day-to-day activities (lack of resources, resistance, too much effort involved in persuading, risk, etc.). It facilitates these innovations through the project's own resources as well as through the legitimacy provided by European support.

This added value is reflected if at least some of the project's outcomes are eventually incorporated in the current practices of the partner organisations.

These innovations can seldom be exported beyond the project partners (especially in the case of specific educational content) since the products created correspond precisely to the approaches of the partner organisations. Sometimes several successive projects have to be conducted to improve the chances of the innovations developed by the projects being incorporated or extending beyond the project partners.



Added value 3 : making a difference for people in great difficulty

This form of added value is produced for projects which support public populations that usually receive little or poor support from common law mechanisms.

They include a key aspect of method innovation, as these public populations have differentiated needs which are poorly addressed by standard methods.

The partnership mainly has an impact on its target populations which are directly involved during the project. The opportunities for replicating or sustaining this outside a European project are hard to imagine, but the dissemination of part of the support "recipe" is consistently pursued.



Added value 4 : developing one European best practice

This form of added value is based on identifying a best practice and disseminating it on a European scale. In fact, for a large proportion of Union stakeholders, distinguishing a particularly interesting and new practice is especially challenging. Disseminating it throughout Europe is a second equally major challenge.

The partnership project enables a stakeholder to develop and disseminate a particularly interesting practice (in terms of innovation or for the public populations), provided that:

- the "best practice" is properly identified

upstream, upheld and implemented by the project partners, from the "source" partner to the "target" partner

- the "best practice" really does make a difference: it clearly changes practices, with obvious effects. It generally triggers resistance as it disrupts the usual way of doing things.

This added value is reflected on a European scale if the practice is sustained in the normal functioning of the organisations and disseminated to other similar organisations which could adopt it.



Added value 5 : creating opportunities for «local stakeholders» in Europe

This form of added value is observed when projects include small local stakeholders with organisations with European outreach in "project" processes.

Setting up partnership projects is actually a complex task which not all organisations are able to undertake. By allowing a large number and a wide variety of partners per project, the scheme

provides access to a European dimension and otherwise inaccessible resources.

A typical example is provided by the collaborations between stakeholders in the field (schools, associations, etc.) and research stakeholders (universities), with the aim of putting methods or tools into practice.



This is the first time we have worked in the field of artificial intelligence. It was the Erasmus + programme which gave us the go-ahead for this R&D project, because we wouldn't have been able to obtain financing via conventional innovation subsidies, which are mainly given to big groups.

*Coordinator of the "Adaptive Learning Solutions" project
(school partnership)*



Added value 6 : stimulating European R&D applied to public groups

This form of added value is based on the continuity between the development of innovation up until its experimental implementation and the feedback.

It involves projects combining theory and practice and which rely on the Erasmus + programme for financing "Research & Development" (R&D) projects, including specific public populations

(for example in adapted schools).

Setting up a field experiment requires the involvement of stakeholders which are very different from one another (company, universities, association, schools, etc.), underlining a significant trans-sectoral increase in value. In keeping with a proper R&D approach, feedback is essential.

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Five success factors for Erasmus + partnerships

A few aspects distinguish projects that are a priori more productive in terms of contributing to the general perspectives of the Erasmus + programme:

- Projects that include an experimentation phase deployed among public populations (not just among professionals). The proposed innovations are therefore better tested, improved by experience and potentially given greater thought upstream, as the stakeholders are focused on the requirements of operational implementation. Moreover, there is greater potential for disseminating the innovations as their direct effects on the target public populations have been observed in the field.
- Projects that associate economic stakeholders in the hard core of the partnership from upstream (listening to needs) to downstream (experience feedback). These projects not only respond to the economic stakeholders' needs, but also help project coordinators and their partners to understand and formulate their needs and therefore make the proposed solutions long term
- Projects that specifically meet the needs and challenges of territories: some projects form examples by prompting the real interest of

local stakeholders on the ground (authorities, companies, establishments, etc.) thanks to a customised approach that accounts for all partners from the solution development phases

- Projects that embrace a European issue based on national problems. While economic, social and legal contexts on a national level may be different, practices can meet common challenges at a European level (training quality, educational methods tailored to the public populations, etc. The "step sideways" is productive when structured by a powerful dialogue and capitalisation method, which has been well prepared in advance in each organisation and later studied
- Projects that mobilise organisations on a widespread basis beyond the "hard core" of people appointed to manage the project. This is usually the condition for offering opportunities for broad internal and external circulation, the professionals effectively becoming ambassadors of approaches developed on their respective territories in their national networks. This also guarantees independent perpetuation of continued European financial support.

WHO ARE WE ?

The Erasmus + France/Education & Training Agency promotes and manages the Erasmus + programme for France and its schemes in the “education and training” sections.

The Agency plays an active part in reflecting on the development of the Erasmus + programme as well as industrial, national and international issues in the fields of education, higher education and vocational training.

A public body (Groupement d'Intérêt Public) under the authority of three ministries (National Education; Higher

Education, Research and Innovation; Labour), the Agency is based in Bordeaux.

Erasmus+ is the European programme for education, training, youth and sport launched in 2014. It has three main areas of action: individual mobility, cooperation between stakeholders and support for political reform.

The Erasmus + (2014-2020) programme is the foremost financial instrument designed to democratise mobility, with special attention paid to the groups facing the most difficulties.



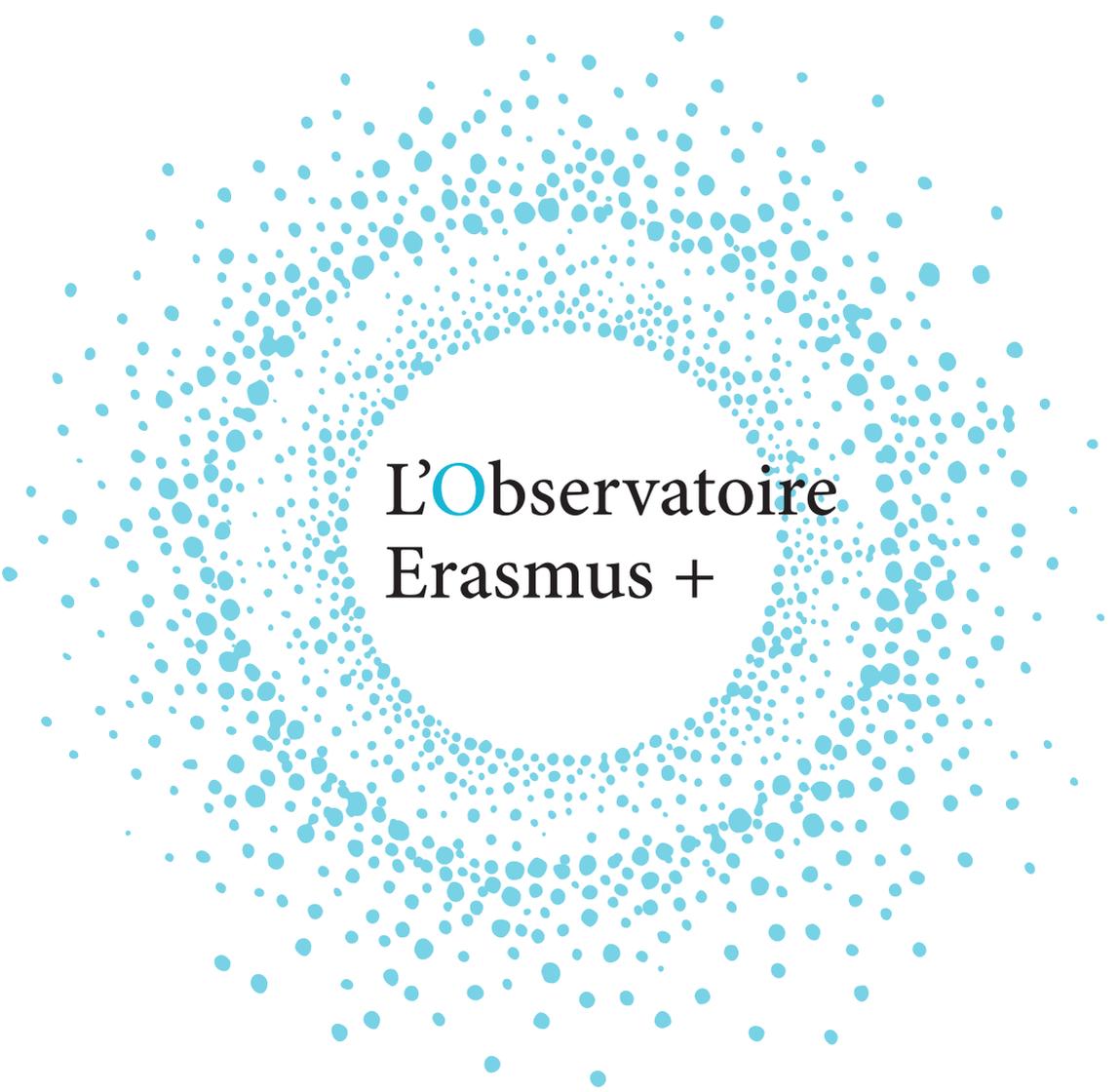
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