

## **Partner search for the call 'Partnerships for Innovation: Alliances (ERASMUS-EDU-2021-PI-ALL-INNO)**

### **Who we are**

We are the Faculty of Natural Sciences of Eötvös Loránd University, Budapest, Hungary (<https://ttk.elte.hu/en/>). We teach about 3000 students in programs that cover all major fields of natural sciences at the BSc and MSc levels, in addition to teacher education and various PhD programs.

### **Our goals in the proposal**

We have short-term strategic goals that align well with the current call. First, we plan to update most of our curricula in the next year, increasing the emphasis on active learning, innovative teaching methods and assessment techniques. We also aim at a greater involvement of the economic sector in the process, to better align our teaching programs with the needs of the labour market, and to take advantage of the knowledge base of our industrial partners; and at a closer collaboration with VET institutional partners. In the next few years (during the timeline of the current proposal) we also intend to integrate elements of online/digital teaching in our 'normal' curricula, building on the experience of online teaching accumulated during the first waves of COVID-19. These goals fit seamlessly to Objectives 1 and 3-6 of the call. In addition, we propose to develop a short course on environmental issues, aimed to be offered to the audience of influential corporations, which fits Objective 2 (corporate social responsibility) of the call. Our aims link to the development of green skills, digital skills and cross-sectoral activities.

### **What we bring to the partnership**

**We are open to join a partnership (already existing or in the phase of developing) as a consortium partner.** Our planned activities cover all the major objectives of the call. Building on existing partnerships, we can bring several enterprises (industrial partners) in the fields of oil/energy industry, biotechnology and finance in the project, in addition to a vocational education institute.

### **What we seek**

We seek to partner with higher education institutions from further Programme countries. We are looking forward to exchanging good practices in all activities involved in the proposal, and also regard this partnership as a steppingstone to further collaborations in the future. As a balanced representation is likely to be an advantage, we expect that some of the HEI partners would also bring along labour market actors into the proposal partnership.

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## Erasmus+

### Partnerships for Innovation: Alliances (ERASMUS-EDU-2021-PI-ALL-INNO)

#### Objectives of the action

These partnerships shall implement a coherent and comprehensive set of **sectoral or cross-sectoral activities**, which should be adaptable to future knowledge developments across the EU.

To boost innovation, the focus will be on **digital skills** as they are increasingly important in 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.

Alliances for Education and Enterprises are transnational, structured and result-driven projects, in which partners share common goals and work together to foster innovation, new skills, a sense of initiative and entrepreneurial mind-sets.

They aim to foster innovation in higher education, vocational education and training, enterprises and the broader socioeconomic environment. This includes confronting societal and economic challenges such as climate change, changing demographics, digitalisation, artificial intelligence and rapid employment changes through social innovation and community resilience, as well as labour market innovation.

**Alliances for Education and Enterprises** bring together enterprises and both higher education and vocational training providers to work together in partnership. Operating within one economic sector or several different economic sectors, they create reliable and sustainable relations and demonstrate their innovative and transnational character in all aspects. While each partnership must include at least one VET and one higher education organisation, they can address either both or one of these educational fields.

#### Specific objectives

1. Fostering **new, innovative and multidisciplinary approaches to teaching and learning**: fostering innovation in education design and delivery, teaching methods, assessment techniques, learning environments and/or developing new skills;
2. Fostering **corporate social responsibility** (e.g. equity, inclusion, climate change, environmental protection and sustainable development);
3. Stimulating a **sense of initiative** and **entrepreneurial attitudes, mind-sets and skills** in learners, educational staff and other workers, in line with the Entrepreneurship Competence Framework;
4. Improving the **quality and relevance of skills** developed and certified through education and training systems (including new skills and tackling skills mismatches);
5. Facilitating the **flow and co-creation of knowledge** between higher education and vocational education and training, research, the public sector and the business sector;
6. Building and supporting effective and efficient higher education and vocational education and training systems, which are connected and inclusive, and contribute to innovation.

#### Types of activities

##### Boosting innovation

- Jointly developing and implementing new learning and teaching methods (like new multidisciplinary curricula, learner-centred and real problem-based teaching and learning, making greater use of micro-credentials);
- Developing and testing continuous education programmes and activities with and within enterprises;
- Developing and testing solutions to pressing social demands not addressed by the market and directed towards vulnerable groups in society; addressing societal challenges or relating to changes in attitudes and values, strategies and policies, organisational structures and processes, delivery systems and services;

- Developing solutions for challenging issues, product and process innovation (through the collaboration of students, professors and practitioners).

#### **Developing a sense of initiative and entrepreneurial mind-sets, competences and skills**

- Developing new teaching methods and learning tools that incorporate transversal skills learning and application throughout higher education and VET programmes developed in cooperation with enterprises and aimed at strengthening employability, creativity and new professional pathways;
- Introducing wherever appropriate a sense of initiative and entrepreneurship in a given discipline, curriculum, course, etc. to provide students, researchers, staff and educators with the competences, skills and motivation to develop a sense of initiative and entrepreneurial mind-set and to be able to confront various challenges in their educational, professional and private lives;
- Opening up new learning opportunities through the practical experiences and application of a sense of initiative and entrepreneurial competences and skills which can involve and/or lead to the launch of new services, products and prototypes, and the creation of start-ups and spin-offs;
- Introducing more "student-centred approaches" with students tailor-making their own educational pathways.

#### **Stimulating the flow and exchange of knowledge between higher education, VET, enterprises and research**

- Building inclusive and connected HE, VET systems and enterprises through mutual trust, cross-border recognition and certification, flexible pathways between VET and HE and fostering the mobility for learners and workers;
- Apprenticeships and study field related activities in enterprises, which are fully embedded in the curriculum, recognised and credited; set-ups to trial and test innovative measures; exchanges of students, researchers, teaching staff and enterprise staff for a limited period; providing incentives for involvement of enterprise staff into teaching and research; analysis of research data.

#### **Identifying resilience-related, market needs and emerging professions**

- Identifying market needs and emerging professions (demand side), enhancing the responsiveness of systems at all levels to labour market needs (supply side); adapting HE and VET provision to skills needs by designing and delivering transnational sector-wide curricula integrating work-based learning;
- Identifying those skills that are needed in the public domain to solve societal challenges (e.g. climate change, health) and encourage resilience at societal and community level, including via the cooperation of HEIs and VET providers with national, regional and local authorities as well as the private sector to contribute to designing and implementing Smart Specialisation Strategies in regions;
- Providing support to overcome the skills mismatch both for resilience and market needs.

#### **Who can apply?**

- Higher education institutions
- VET providers
- Networks of VET providers
- Small and medium-sized or large enterprises (including social enterprises)
- Research institutes
- Non-governmental organisations
- Public bodies at local, regional or national level
- Organisations active in education, training and youth
- Intermediaries that represent education, training or youth organisations or enterprises
- Accreditation, certification, recognition or qualification bodies
- Chambers of commerce, industry or labour, chambers of skilled crafts
- European or national social partners
- Hospitals or other care institutions, including long-term care
- Authorities responsible for education, training or employment at regional or national level

- Employment services
- National statistics offices
- Economic development agencies
- Sectoral or professional associations
- Sector skills councils
- Bodies providing career guidance, professional counselling, information services and employment services

### Setting up a consortium

Alliances for Education and Enterprises must cover at least **4 Programme countries**, involving a minimum of **8 full partners**. The partnership must include at least **3 labour market actors** (enterprises or companies, or representative intermediary organisations, such as chambers, trade unions or trade associations) and at least **3 education and training providers** (VET and/or HEIs), as full partners. **There should be at least one HE institution and one VET provider involved as full partner in each proposal.**

### Maximum EU grant

- 1 M euro (2-year project)
- 1,5 M euro (3-year project)

### Duration of the action

2 or 3 years

### Funding-type

Lump sum budget

- The budget should be detailed as necessary by beneficiary/-ies and organized in coherent work packages (for example divided into 'project management', 'training', 'organization of events', 'mobility preparation and implementation', 'communication and dissemination', 'quality assurance', etc.);
- The proposal must describe the activities covered by each work package;
- Applicants must provide in their proposal a breakdown of the estimated costs showing the share per work package (and, within each work package, the share assigned to each beneficiary and affiliated entity);
- Costs described can cover staff costs, travel and subsistence costs, equipment costs and subcontracting as well as other costs (such as dissemination of information, publishing or translation).

Intensity of EU grant: max 80%

### Submission deadline

7 September 2021, 17.00 CET

### Award criteria

#### Relevance of the project (maximum score 25 points)

- **Link to EU policy and initiatives:** the proposal takes into account and contributes to achieving the European objectives in the fields of VET and higher education; the proposal takes into account and contributes to giving visibility to existing EU tools and initiatives for skills development;
- **Purpose:** the proposal is relevant to the objectives and activities of the Action;
- **Consistency:** the objectives are based on a sound needs analysis; they are clearly defined, realistic and address issues relevant to the participating organisations and to the Action;

- **Innovation:** the proposal considers state-of-the-art methods and techniques, and leads to project-specific innovative results and solutions;
- **European added value:** the proposal demonstrates clearly the added value generated through its trans-nationality and potential transferability;
- **Education & training representation:** the Alliance includes partners that adequately represent education & training providers;
- **Digital skills:** extent to which the proposal integrates digital skills in the training content for one, or several related occupational profiles;
- **Green skills:** the proposal integrates skills linked to the transition to a circular and greener economy in the training content for one, or several related occupational profiles;
- **Resilience skills:** extent to which the proposal integrates skills linked to the capacity to adapt, manage change, and care for each other as a community.

#### **Quality of the project design and implementation (maximum score 30 points)**

- **Coherence:** the overall project design ensures consistency between project objectives, methodology, activities and budget proposed. The proposal presents a coherent and comprehensive set of appropriate activities to meet the identified needs and lead to the expected results;
- **Structure:** the work programme is clear and intelligible, and covers all phases (preparation, implementation, exploitation, monitoring, evaluation and dissemination);
- **Methodology:** the proposal makes use of EU instruments and tools related to skills and occupations whenever relevant, such as EQF, ESCO, Europass, EQAVET, ESG;
- **Management:** solid management arrangements are foreseen. Timelines, organisation, tasks and responsibilities are well defined and realistic. The proposal allocates appropriate resource to each activity;
- **Work plan:** quality and effectiveness of the work plan, including the extent to which the resources assigned to work packages are in line with their objectives and deliverables;
- **Quality of arrangements for the recognition and validation of qualifications:** in line with European transparency and recognition tools and principles, including for micro-credentials;
- **Budget:** the budget provides for appropriate resources necessary for success, it is neither overestimated nor underestimated;
- **Financial and quality control:** control measures (continuous quality evaluation, peer reviews, benchmarking activities, etc.) and quality indicators ensure that the project implementation is of high quality and cost-efficient. Challenges/risks of the project are clearly identified and mitigating actions properly addressed. Expert review processes are planned as an integral part of the project. The Alliance work programme includes an independent external quality assessment at mid-term and at the end of the project.

#### **Quality of the partnership and the cooperation arrangements (maximum score 25 points)**

- **Configuration:** the composition of the partnership is in line with the action and project objectives; it brings together an appropriate mix of relevant organisations, including vocational education and training, higher education and enterprises with the necessary profiles, skills, experience, expertise and management support required for the successful implementation of the project; the Alliance includes partners that adequately represent the sector or cross-sectoral approach concerned;
- **Commitment:** the contributions from partners are significant, pertinent and complementary; the distribution of responsibilities and tasks is clear, appropriate, and demonstrates the commitment and active contribution of all participating organisations in relation to their specific expertise and capacity;
- **Tasks:** the coordinator shows high quality management and coordination of transnational networks and leadership in complex environment. Individual tasks are allocated on the basis of the specific know-how of each partner;

- **Collaboration/Team spirit:** an effective mechanism is proposed to ensure an efficient coordination, conflict resolution, decision-making and communication between the participating organisations, participants and any other relevant stakeholder;
- **Reward:** the Alliance provides clear added value and benefits to each partner organisation;
- **Involvement of Partner Countries:** if applicable, the involvement of participating organisations from Partner Countries brings an essential added value to the Alliance.

**Impact** (maximum score 20 points)

- **Exploitation:** the proposal demonstrates how the outcomes of the Alliance will be used by the partners and other stakeholders. It provides means to measure exploitation within the project lifetime and after;
- **Dissemination:** the proposal provides a clear plan for the dissemination of results, and includes appropriate activities and their timing, tools and channels to ensure that the results and benefits will be spread effectively to the stakeholders and non-participating audience within and after the project's lifetime;
- **Impact:** the proposal shows societal and economic relevance and outreach. It ensures an impact at local, national and European level on the target groups and relevant stakeholders with a significant role in the sector concerned including in education and training. It includes measures as well as targets and indicators to monitor progress and assess the expected impact (short-and long-term);
- **Open access:** If relevant, 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;
- **Sustainability:** the proposal explains how the action plan for the roll-out at national and regional levels will be developed. The proposal includes appropriate measures and the identification of financial resources (European, national and private) to ensure that the results and benefits achieved will be sustained beyond the project lifetime.