PARTNERSHIPS FOR COOPERATION

WHAT ARE PARTNERSHIPS FOR COOPERATION?

This action enables participating organisations to gain experience in international cooperation and to strengthen their capacities, but also to produce high-quality innovative deliverables. Depending on the objectives of the project, the participating organisations involved, or the expected impact, among other elements, Partnerships for Cooperation can be of different sizes and scope, and adapt their activities accordingly. The qualitative assessment of these projects will be proportional to the objectives of the cooperation and the nature of the organisations involved.

Based on this logic, two types of partnerships are offered to organisations to work, learn and grow together:

- **Cooperation Partnerships**
- **Small-scale Partnerships**

These two types of partnerships are presented in detail in the next section. The information included in the two sections will help you to choose the type of partnership that suits best the profile and structure of your organisation and your project ideas.

WHICH ACTIVITIES ARE TYPICALLY CARRIED OUT BY PARTNERSHIPS FOR COOPERATION?

Over the lifetime of a project, organisations may typically carry out a broad range of activities. From traditional activities to more creative and innovative ones, organisations have the flexibility to choose the best combination that contributes to reaching the project's objectives in relation to its scope and in proportion to the capacities of the partnership. For example:

- **Project management:** activities that are necessary to ensure the adequate planning, implementation and follow-up of the projects, including smooth and efficient collaboration between project partners. In this phase, activities typically include organisational and administrative tasks, virtual meetings among partners, preparation of communication materials, preparation and follow-up of participants taking part in activities, etc.
- **Implementation activities**: can include networking events, meetings, working sessions to exchange practices and to develop results. These activities may also involve the participation of staff and learners (provided that their participation contributes to the achievement of project objectives).
- **Sharing and promotion activities**: organisation of conferences, sessions, events aimed at sharing, explaining and promoting the results of the project, whether they are in the form of tangible results, conclusions, good practices or any other form.

CONTRIBUTION OF THIS ACTION TO ACHIEVING POLICY PRIORITIES

On a yearly basis, the European Commission sets common priorities and objectives to be pursued at the level of the Erasmus+ Programme in different fields of education, training, youth and sport. Therefore, apart from developing capacities of organisations involved in the project, partnerships for cooperation aim at contributing with their results toward achieving the priorities.

Projects are therefore requested to frame their work in relation to one or more of these priorities and to select them at application stage. When formulating project proposals, it is also recommended to consult the results produced by previously funded projects based on similar priorities, to ensure consistency and avoid duplications, as well as to progressively build on existent results and contribute to the joint development of the different fields. Useful

information about funded projects can be found in the Erasmus+ Project Results Platform: https://ec.europa.eu/programmes/erasmus-plus/projects_en

In addition, to better link European priorities with the specific needs at national level, Erasmus+ National Agencies have the possibility to identify one or more of these European priorities as particularly relevant in their national context, in order to encourage organisations to focus their contributions in these selected areas on a given year.

In 2021, partnerships for cooperation must address one or more of the following priority areas:

Priorities applying to all Erasmus+ sectors

- **Inclusion and diversity in all fields of education, training, youth and sport**: the Programme will support projects that promote social inclusion and aim at improving the outreach to people with fewer opportunities, including people with disabilities and people with a migrant background, as well as people living in rural and remote areas, people facing socio-economic difficulties or any other potential source of discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation. These projects will help addressing the barriers faced by these groups in accessing the opportunities offered by the programme, as well as contributing to creating inclusive environments that foster equity and equality, and that are responsive to the needs of the wider community.

- **Environment and fight against climate change:** 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 future-oriented 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 agents 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; develop sustainability competences of educators and education leaders and support the planned approaches of the participating organisations regarding environmental sustainability.

- **Addressing digital transformation through development of digital readiness, resilience and capacity**: The Programme will support digital transformation plans of primary, secondary, vocational education and training (VET), higher, and adult-education institutions. Priority will be given to projects aiming to increase the capacity and readiness of institutions to manage an effective shift towards digital education. The Programme will support the purposeful use of digital technologies in education, training, youth and sport for teaching, learning, assessment and engagement. This includes the development of digital pedagogy and expertise in the use of digital tools for teachers, including accessible and assistive technologies and the creation and innovative use of digital education content. Equally, it includes developing the digital skills and competences of all the population through appropriate programmes and initiatives. Particular attention will be given to promoting gender equality and addressing differences in relation to the access and use by underrepresented groups. The Programme will further support the use of the European frameworks on digital competences of educators, citizens and organisations.

- **Common values, civic engagement and participation**: The Programme will support active citizenship and ethics in lifelong learning; it will foster the development of social and intercultural competences, critical thinking and media literacy. Priority will also be given to projects that offer opportunities for people's participation in democratic life, social and civic engagement through formal or non-formal learning activities. The focus will also be on raising awareness on and understanding the European Union context, notably as regards the common EU values, the principles of unity and diversity, as well as their cultural identity, cultural awareness and their social and historical heritage.

In addition to the general priorities mentioned above, the following specific priorities will be pursued in the respective sectors.

SECTOR SPECIFIC PRIORITIES

In the field of higher education:

Priority will be given to actions that are key to achieving the objectives of the European Education Area. The aim is to support the higher education sector in becoming even more inter-connected, innovative, inclusive and digital. For this purpose, the Programme will encourage much deeper and inter-disciplinary cooperation between higher education institutions, as well as with their surrounding innovation ecosystems, and the strengthening of links between education, research and innovation. The focus will in particular be on strengthening inclusion, mobility, digitalisation, lifelong learning, quality assurance and automatic recognition. The underlying objective is to accelerate the higher education transformation throughout Europe, in order to train the future generations in co-creating knowledge for a resilient, inclusive and sustainable society.

- **Promoting inter-connected higher education systems:** The Programme will aim to strengthen the strategic and structured cooperation between higher education institutions through: a) support for developing and testing various types of cooperation models, including virtual and blended cooperation and the use of different digital tools and online platforms; b) improving mobility by implementing automatic mutual recognition of qualifications and learning outcomes, and by embedding mobility in curricula; c) support for higher education institutions to implement the Bologna principles and tools to enhance mobility for all.

- **Stimulating innovative learning and teaching practices:** to tackle societal challenges through support for: a) the development of learning outcomes and student-centred curricula that better meet the learning needs of students and reduce skills mismatches, while also being relevant for the labour market and for the wider society; b) the development, testing and implementation of flexible learning pathways and modular course design (part-time, online or blended) and appropriate forms of assessment, including the development of online assessment; c) promoting the lifelong learning dimension of higher education, including by facilitating the take-up, validation and recognition of short learning courses leading to micro-credentials; d) implementation of trans-disciplinary approaches and innovative pedagogies such as inverted learning, collaborative online international learning and research-based learning; e) mainstreaming sustainable development in all curricula for students in all disciplines and at all levels.

- **Developing STEM/STEAM in higher education, in particular women participation in STEM:** This priority supports the development and implementation of fit-for-purpose STEM higher education curricula, following a STEAM approach; promoting participation of women in STEM fields of study and especially in engineering, ICT and advanced digital skills; development of guidance and mentoring programmes for students, especially girls and women, to pursue STEM and ICT fields of study and occupations; fostering gender sensitive education and training practices in STEM education; eliminating gender stereotypes in STEM;

- **Rewarding excellence in learning, teaching and skills development:** through a) developing and implementing strategies and quality culture to reward and incentivise excellence in teaching, including online teaching, and teaching for disadvantaged learners; b) training of academics in innovative and/or online pedagogies, including trans-disciplinary approaches, new curriculum design, delivery and assessment methods linking education with research and innovation where relevant, c) fostering an entrepreneurial, open and innovative higher education

sector, by promoting learning and teaching partnerships with commercial and non-commercial organisations in the private sector; e) developing of new practices in instructional design, based on educational research and creativity.

- **Building inclusive higher education systems:** The Programme will foster inclusive approaches for the mobility and cooperation activities such as a) increased access, participation and completion rates of target groups with fewer opportunities; b) active support to incoming mobile participants throughout the process of finding accommodation, including through collaboration with the relevant stakeholders for the provision of appropriate and affordable housing; c) supporting the development of flexible career pathways between education and research; d) foster gender balance in higher education institutions, across fields of study and in leadership positions; e) fostering civic engagement through the promotion of informal learning and extra-curricular activities and recognition of voluntary and community work in students' academic results.

- **Supporting digital capabilities of the higher education sector:** through a) actions that enable the implementation of the European Student Card initiative through secure electronic transfer of students' data between higher education institutions, in full respect of personal data protection and linking where possible with the new Europass; b) development of digital skills and competences of students and staff.

In the field of school education, priority will be given to:

- **Tackling learning disadvantage, early school leaving and low proficiency in basic skills**: The aim of this priority is to help make success possible for all learners, particularly those with fewer opportunities. The priority includes monitoring, early identification of pupils at risks, preventive and early intervention approaches for learners with difficulties, promotion of more learner-centered approaches, promotion of well-being and mental health for learners and teachers, as well as protection from bullying at school. At the level of schools, this priority supports holistic approaches to teaching and learning and collaboration among all actors within schools, as well as with families and other external stakeholders. Finally, at strategic level, the focus is on improving transitions between different stages of education, improving evaluation and developing strong quality assurance systems.

- **Supporting teachers, school leaders and other teaching professions:** This priority supports practitioners in teacher professions (including teacher educators) through all phases of their career. Projects under this priority can focus on enhancing teachers' initial education, as well as their continuous professional development, in particular by improving the policy framework and concrete opportunities for teacher mobility. A second focus of the priority is making teaching careers more attractive and diverse, and strengthening selection, recruitment and evaluation for teaching professions. Finally, projects can also directly support the development of stronger school leadership and innovative teaching and assessment methods.

- **Development of key competences:** Projects under this priority will focus on promoting cross-curricular collaboration, using innovative learning approaches, developing creativity, supporting teachers in delivering competence-based teaching and developing assessment and validation of key competences.

- **Promoting a comprehensive approach to language teaching and learning:** This priority includes projects that work on supporting the integration of the language dimension across the curricula and ensuring that learners reach adequate language competence levels by the end of compulsory education. Mainstreaming the use of new technologies for language learning is also part of the efforts under this priority. Finally, the priority supports projects that can help create language aware schools and that build on the increasing linguistic diversity in schools, for example by encouraging early language learning and awareness and developing bilingual teaching options (especially in border regions and areas where inhabitants use more than one language).

- **Promoting interest and excellence in science, technology, engineering, and mathematics (STEM) and the STEAM approach:** This priority supports projects that promote the STEM approach to education through interdisciplinary teaching in cultural, environmental, economic, design and other contexts. The priority includes development and promotion of effective and innovative pedagogies and assessment methods. Developing partnerships between schools, businesses, higher education institutions, research institutions, and wider society is particularly valuable in this context. At strategic level, the priority serves to promote development of national STEM strategies.

- **Developing high quality early childhood education and care systems**: This priority focuses on promoting the implementation of the EU quality framework for early childhood education and care. It includes projects providing support for initial and continuing professional development of staff involved in organising, leading and providing early childhood education and care. In addition, the priority also supports creating, testing and implementing strategies and practices to foster participation of all children in early childhood education and care, including children with fewer opportunities.

- **Recognition of learning outcomes for participants in cross-border learning mobility:** This priority aims to help put in practice the Council Recommendation on automatic mutual recognition. It supports embedding cross-border class exchanges in school programmes, building capacity of schools to organise learning periods abroad for their pupils, and creation of long-term partnerships between schools in different countries. At strategic level, this priority aims for stronger involvement of school authorities at all levels in efforts to ensure recognition, and it supports development and sharing of tools and practices for preparation, monitoring and recognition of periods abroad.

In the field of vocational education and training (both initial and continuing), priority will be given to:

- **Adapting vocational education and training to labour market needs:** This includes supporting the development of VET programmes that offer a balanced mix of vocational skills and create work-based learning opportunities well aligned to all economic cycles, evolving jobs and working methods and key competences. This priority also fosters the development of VET curricula, programme offers and qualifications which are regularly updated, building on skills intelligence. Projects will support VET providers in the adaptation of their training offer to changing skills needs, green and digital transitions and economic cycles.

- **Increasing the flexibility of opportunities in vocational education and training:** This priority supports initiatives that develop flexible and learner-centred VET programmes, and that contribute to closing existing gaps in the access to training for working age adults to successfully manage labour market transitions. Projects under this priority also contribute to the development of continuing vocational training programmes designed to be adaptable to labour market, as well as programmes that facilitate the transfer, recognition and accumulation of learning outcomes leading to national qualifications.

- **Contributing to innovation in vocational education and training:** This priority supports projects which core aim is to substantially change the way in which VET is practiced, making it more relevant to the current and future needs of the economy and society. These changes can be organizational (planning, financing, human resource management, monitoring and communication). They can also address teaching and learning processes through the development and implementation of new and more relevant teaching and learning approaches. These changes can relate to the VET providers ecosystem and the way they engage with partners, for example through technology diffusion and applied research, advocacy, networking and internationalization activities. They can also target the development and provision of VET products and services (e.g. skills development, applied research, and consultancy) to external actors such as students, companies and governments.

- **Increasing attractiveness of VET:** Priority will be given to projects that contribute to increasing the attractiveness of VET at different levels. Examples of these can be projects that work towards greater

permeability between diverse educational levels, that foster open and participative learning environments, support the professional development of VET teachers and trainers, or facilitate recognition of learning outcomes and the use of Europass and other digital services. This priority also support projects that develop long-term partnerships for establishing or reinforcing international, national, regional and sectoral skills competitions. The impact of these activities can be optimised by working closely together with businesses, VET providers, chambers of commerce and other relevant stakeholders along the different phases of the project cycle.

- **Improving quality assurance in vocational education and training:** This priority focuses on measuring and improving quality of VET by developing national quality assurance systems, for both initial and continuing VET, in all learning environments and all learning formats, delivered by both public and private providers. In particular, this includes setting-up and testing graduate tracking arrangements in line with the Council Recommendation on tracking graduates, and the Recommendation on the European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET)[104], as well as exploring EU vocational core profiles, and micro-credentials.

- **Creation and implementation of internationalisation strategies for VET providers**: This priority aims at putting in place support mechanisms and contractual frameworks to promote quality mobility of VET staff and learners. Particularly important aspects include automatic mutual recognition of qualifications and learning outcomes, as well as developing student support services for learner mobility. Such services can include informing, motivating, preparing and facilitating the social integration of the VET learners in the host country, as well as enhancing their intercultural awareness and active citizenship.

In the field of adult education priority will be given to:

- **Improving the availability of high quality learning opportunities for adults:** This priority provides support for creation and development of flexible learning offers adapted to the learning needs of adults, for example by developing digital and blended learning opportunities. Priority is also given to projects working on validation of skills acquired through informal and non-formal learning.

- **Creating upskilling pathways, improving accessibility and increasing take-up of adult education:** This priority aims at promoting new adult education opportunities, particularly for adults with a low level of skills, knowledge and competences. Creation of new upskilling pathways should allow adult learners to enhance their key competences and to progress towards higher qualifications. Complementary work covered under this priority includes developing guidance as a service to ensure that adults have access to relevant learning throughout life, improving skills identification and screening, designing tailored learning offers, and developing effective outreach, guidance and motivation strategies.

- **Improving the competences of educators and other adult education staff:** Priority is given particularly to projects that develop staff competences that lead to overall improvements in provision, targeting and effectiveness of adult education. This includes assessment of prior knowledge and skills of adult learners, better and more innovative teaching methods, as well as strengthening the supporting role the adult education staff has in motivating, guiding and advising learners in challenging learning situations.

- **Enhancing quality assurance in adult education:** This priority supports the development of better quality

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[104] OJ C 417, 2.12.2020, P. 1–16

assurance mechanisms for adult learning policies and provision. In particular, this includes development and transfer of monitoring methodologies to measure effectiveness of adult education provision and to track the progress of adult learners.

- **Developing forward-looking learning centres**: This priority aims to support local learning environments, to promote social inclusion, civic engagement and democracy, and to attract and offer everyone in the community lifelong and life wide learning opportunities, also by exploiting digital technologies. Projects could for example, encourage local learning centres, libraries, civil society and the wider community (NGOs, local authorities, health, culture, etc.) to work together to motivate and enable adults of all ages to learn the life skills and key competences necessary to be resilient and adaptable in the face of change and uncertainty.

- **Promoting Erasmus+ among all citizens and generations:** Priority is given to projects that create and promote education opportunities and exchanges of experiences to seniors, with a view to building and strengthening European identity.

In the field of youth:

Priority will be given to actions that contribute to the core areas of the EU Youth Strategy 2019-2027: engage, connect and empower young people. A particular focus will be on strengthening cross-sectorial cooperation that allows for greater synergies across different areas of actions that matter for young people, promoting youth participation in various scales and formats and supporting active citizenship of young people, notably youth at risk of social exclusion. Specific priorities for the youth field include:

- **Promoting active citizenship, young people's sense of initiative and youth entrepreneurship including social entrepreneurship:** The priority aims to foster active citizenship among young people, notably through volunteering and acts of solidarity, and thereby strengthen young people's sense of initiative, particularly in the social field, and support their communities. Projects under this priority could also promote entrepreneurship, creative learning and social entrepreneurship among youth. Intercultural dialogue, knowledge and recognition of diversity and promotion of tolerance are key to this priority.

- **Increasing quality, innovation and recognition of youth work:** The priority aims to promote the recognition and validation of youth work and informal and non-formal learning on all levels, and support quality development and innovation in youth work. This includes capacity-building of youth workers in their online and offline practices, as well as support to the development and sharing of methods to reach marginalised young people, prevent racism and intolerance among youth, and the risks, opportunities and implications of digitalisation.

- **Strengthening the employability of young people:** The priority aims to strengthen young people's key competences and basic skills. The youth sector plays an important role in easing the transition of young people from youth to adulthood, including supporting their integration into the labour market. Activities focusing on the inclusion and employability of young people with fewer opportunities (including NEETs), with particular emphasis on young people at risk of marginalisation and those with a migrant background, are at the core of this priority.

- **Reinforcing links between policy, research and practice:** This priority addresses the need for stronger links between policy, research and practice in the youth field to provide improved evidence of needs and facilitate policy making. Activities to promote better knowledge about the situation of young people and youth policies in Europe and beyond will be of importance to this priority.

In the field of sport:

Priority will be given to partnerships which contribute to the implementation of key policy documents such as the EU Work Plan for Sport (2021-2024) or the Council recommendation of health-enhancing physical activity. Specific priorities in the sport field include:

- **Encouraging the participation in sport and physical activity:** projects under this priority will focus mainly on a) the implementation of the Council Recommendation on health-enhancing physical activity, the EU Physical Activity Guidelines and the Tartu Call for a Healthy Lifestyle b) the support to the implementation of the European Weeks of Sport c) the promotion of sport and physical activity as a tool for health c) the promotion of all activities encouraging the practice of sport and physical activity including traditional sport and games and intergenerational sport.

- **Promoting integrity and values in sport:** projects under this priority will focus mainly on a) combating the usage of doping b) combating match fixing and corruption in sport c) improving good governance in sport and d) promoting the positive values of sport.

- **Promoting education in and through sport:** projects under this priority will focus mainly on a) supporting skills development in sport, b) encouraging Dual Careers of Athletes c) promoting the quality of coaching and staff d) using mobility as a tool for improving qualifications e) promoting employability through sport.

- **Combating violence and tackling racism, discrimination and intolerance in sport and tackling violent radicalisation:** projects under this priority will focus mainly on combating those behaviors that may have a negative influence over the practice of sport and society more in general. Projects will contribute to the fight of any form of discrimination and promote equality in sport, including gender equality.

COOPERATION PARTNERSHIPS

The primary goal of Cooperation Partnerships is to allow organisations to increase the quality and relevance of their activities, to develop and reinforce their networks of partners, to increase their capacity to operate jointly at transnational level, boosting internationalisation of their activities and through exchanging or developing new practices and methods as well as sharing and confronting ideas. They aim to support the development, transfer and/or implementation of innovative practices as well as the implementation of joint initiatives promoting cooperation, peer learning and exchanges of experience at European level. Results should be re-usable, transferable, up-scalable and, if possible, have a strong transdisciplinary dimension. Selected projects will be expected to share the results of their activities at local, regional, national level and transnational level.

Cooperation Partnerships are anchored to the priorities and policy frameworks of each Erasmus+ sector, both at European and national level, while aiming at producing incentives for cross-sectoral and horizontal cooperation in thematic areas.

OBJECTIVES OF THE ACTION

Cooperation Partnerships aim at:

- **Increasing quality in the work, activities and practices of organisations and institutions involved,** opening up to new actors, not naturally included within one sector;
- **Building capacity of organisations** to work transnationally and across 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 and new approaches, in proportion to the context of each organisation;

WHICH ARE THE CRITERIA TO BE MET TO APPLY FOR A COOPERATION PARTNERSHIP?

In order to be eligible for an Erasmus+ grant, project proposals for Cooperation Partnerships must comply with the following criteria:

ELIGIBILITY CRITERIA

Who can apply?	Any participating organisation established in a Programme Country can be the applicant. This organisation applies on behalf of all participating organisations involved in the project.
	Any public or private organisation, established in a Programme Country or in

Which types of organisations are eligible to participate in the project?	any Partner Country of the world (see section "Eligible Countries" in Part A of this Guide) can participate in a Cooperation Partnership[105]. Organisations established in Programme Countries can either participate as the coordinator of the project or as a partner organisation. Organisations in Partner Countries cannot participate as project coordinators. Irrespective of the field impacted by the project, Cooperation Partnerships are open to any type of organisation active in any field of education, training, youth, sport or other socio-economic sectors as well as to organisations carrying out activities that are transversal to different fields (e.g. local, regional and national authorities, recognition and validation centres, chambers of commerce, trade organisations, guidance centres, cultural and sport organisations). Depending on the priority and the objectives addressed by the project, Cooperation 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.
Participation of associated partner organisations	In addition to the organisations formally participating in the project (the coordinator and partner organisations), Cooperation Partnerships may also involve other partners from the public or private sector that contribute to the implementation of specific project tasks/activities or support the promotion and sustainability of the project. Within an Erasmus+ project, these partners will be called **"associated partners"**. For eligibility and contractual management aspects they are not considered to be project partners, and they do not receive any funding from the Programme as part of the project. However, in order to understand their role within the partnership and have a global picture about the proposal, their involvement in the project and in the different activities needs to be clearly described in the project proposal.
Number and profile of participating organisations	A Cooperation Partnership is a transnational project and involves minimum three organisations from three different Programme Countries. There is no maximum number of participating organisations in one partnership. However, for Cooperation partnership proposals in the field of education training and youth managed at decentralised level by the Erasmus+

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[105] Any higher education institution (HEI) established in a Programme Country and wanting to participate in a Cooperation Partnership must hold a valid Erasmus Charter for Higher Education (ECHE). An ECHE is not required for participating HEIs in Partner Countries, but they will have to sign up to its principles. –

For the purpose of this Action, informal groups of young people are not to be considered as an organisation, and are therefore not eligible to participate (neither as applicants nor as partners).

	National Agencies, which are based on a unit-cost funding model, the budget for project management and implementation is capped (and equivalent to 10 participating organisations).
	All participating organisations must be identified at the time of applying for a grant.
	As a general rule, Cooperation Partnerships target the cooperation between organisations established in Programme Countries. However, organisations from Partner Countries can be involved as partners (not as applicants), if their participation brings an essential added value to the project.
Priorities addressed	To be considered for funding, Cooperation Partnerships must address either: • at least one horizontal priority and/or • at least one specific priority relevant to the field of education, training, youth and sport that is mostly impacted. For projects in the field of education, training and youth managed by the Erasmus+ National Agencies at decentralised level, National Agencies may, among these priorities, give more consideration to those that are particularly relevant in their national context (called "European priorities in the national context"). National Agencies must duly inform potential applicants through their official websites.
Venue of the activities	All the activities of a Cooperation Partnership must take place in the countries of the organisations participating in the project, either as full or as associated partners. In addition, if duly justified in relation to the objectives or implementation of the project: • Activities can also take place at the seat of an Institution of the European Union[106], even if in the project there are no participating organisations from the country that hosts the Institution. • Activities involving sharing and promotion of results can also take place at relevant thematic transnational events/conferences in Programme or Partner Countries.

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[106] Seats of the Institutions of the European Union are Brussels, Frankfurt, Luxembourg, Strasbourg, and The Hague

Duration of project	Between 12 and 36 months. The duration has to be chosen at application stage, based on the objectives of the project and on the type of activities planned over time. The duration of a Cooperation Partnership may be extended, upon justified request by the beneficiary and with the agreement of the National or Executive Agency, provided that the total duration does not exceed 36 months. In such a case, the total grant will not change.

Where to apply?	**For Partnerships in the fields of education, training and youth** submitted by any organisation in these fields, with the exception of European NGOs:
	
	• To the National Agency of the country in which the applicant organisation is established.
	
	For Partnerships in the field of sport and for Partnerships in the fields of education, training and youth submitted by European NGOs[107]:
	
	• To the Education, Audiovisual and Cultural Executive Agency, based in Brussels
	    - Sport - Call ID: ERASMUS-SPORT-2021-SCP
	    - European NGOs - Call ID: ERASMUS-EDU-2021-PCOOP-ENGO
	
	In both cases, the same consortium of partners can submit only one application and to one Agency only per deadline[108]

When to apply?	**For Partnerships in the fields of education, training and youth** submitted by any organisation in these fields, with the exception of European NGOs: • Applicants have to submit their grant application by **20 May at 12:00:00 (midday Brussels time)** for projects starting between 1 November of the same year and 28 February of the following year. **For Partnerships in the field youth** submitted by any organisation in these field, with the exception of European NGOs: • **Possible additional deadline:** National Agencies may organise a second round of applications, for which the rules set out in this Guide will also apply. National Agencies

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[107] For a definition of what is considered a European NGO for the purpose of the Erasmus+ Programme, please see "Part D – Glossary" of this Guide.

[108] This includes both the Erasmus+ National Agencies and the Education, Audiovisual and Cultural Executive Agency (EACEA), based in Brussels.

	will inform of this possibility via their website. If a second round is organised applicants have to submit their grant application by **3 November at 12:00:00 (midday Brussels time)** for projects starting between 1 March and 31 May of the following year. **For Partnerships in the field of sport and for Partnerships in the fields of education, training and youth submitted by European NGOs**: • Applicants have to submit their grant application by **20 May at 17:00:00 (Brussels time).**
Eligible learning, teaching and training activities	The partnership may organise learning, teaching and training activities for staff, youth workers, learners and young people in order to support project implementation and the achievement of the project objectives. The learning, teaching and training activities can take any form relevant for the project and may involve more than one type of participants, individually or as a group. The format, purpose and the type and number of participants in the proposed activities will be described and justified as part of the project application. Eligible participants in learning, teaching and training activities include: – teaching and non-teaching staff[109] such as professors, teachers, trainers and other staff working in participating organisations; – youth workers; – invited teachers and experts from non-participating organisations; – apprentices, VET learners, higher education students[110], adult learners, and school pupils from participating organisations; – young people from countries of the participating organisations. – Sport staff members such as coaches, managers or instructors; athletes; referees

Applicant organisations will be assessed against the relevant exclusion and selection criteria. For more information please consult Part C of this Guide.

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[109] In the **school education** field, this includes educational staff intervening in schools, such as school inspectors, school counsellors, pedagogical advisors, psychologists, etc.

[110] In the field of **higher education**, students must be registered in a participating HEI and enrolled in studies leading to a recognised degree or other recognised tertiary level qualification, up to and including the level of doctorate.

SETTING UP A PROJECT

A Cooperation Partnership project consists of four stages, which start even before the project proposal is selected for funding: planning, preparation, implementation and follow-up. Participating organisations and participants involved in the activities should take an active role in all those stages and thus enhancing their learning experience.

- Planning (define the needs, objectives, project and learning outcomes, activity formats, schedule etc.);
- preparation (planning of the activities, development of work programme, practical arrangements, confirmation of the target group(s) of envisaged activities, set up of agreements with partners etc.);
- implementation of activities;
- follow-up (evaluation of the activities and their impact at different levels, sharing and use of the project's results).

Horizontal aspects to be considered when designing your project:

In addition to complying with the formal criteria and setting up sustainable cooperation arrangement with all project partners, the following elements can contribute to increasing the impact and qualitative implementation of Cooperation Partnerships throughout the different project phases. Applicants are encouraged to take these opportunities and dimensions into account when designing Cooperation Partnership projects.

Environmental sustainability

Projects should be designed in an eco-friendly way and should incorporate green practices in all its facets. Organisations and participants should have an environmental-friendly approach when designing the project, which will encourage everyone involved in the project to discuss and learn about environmental issues, reflecting about what can be done at different levels and help organisations and participants come up with alternative, greener ways of implementing project activities.

Inclusion and Diversity

The Erasmus+ Programme seeks to promote equal opportunities and access, inclusion and fairness across all its actions. To implement these principles, an Inclusion and Diversity Strategy has been devised to support a better outreach to participants from more diverse backgrounds, in particular those with fewer opportunities facing obstacles to participate in European Projects. Organisations should design accessible and inclusive project activities, taking into account the views of participants with fewer opportunities and involving them in decision making throughout the whole process.

Digital dimension

Virtual cooperation and experimentation with virtual and blended learning opportunities are key to successful Cooperation Partnerships. In particular, projects in the field of school education and adult education are strongly encouraged to use the eTwinning, the School Education Gateway and the EPALE Platforms to work together before, during and after the project activities. Projects in the field of youth are strongly encouraged to use the European Youth Portal and the European Youth Strategy Platform to work together before, during and after the project activities.

Relevance of the project
 	
(maximum score 30 points)
	The extent to which:
	
	▪ the proposal is relevant for objectives and priorities of the Action. In addition the proposal will be considered as highly relevant if:
	
	   – it addresses the priority "inclusion and diversity";
	
	   – In case of projects managed by the Erasmus+ National Agencies at decentralised level: if it addresses one or more "European Priorities in the national context", as announced by the National Agency;
	
	▪ the profile, experience and activities of the participating organisations are relevant for the field of the application;
	
	▪ the proposal is based on a genuine and adequate needs analysis;
	
	▪ the proposal is suitable for creating synergies between different fields of education, training, youth and sport or it has potentially a strong impact on one or more of those fields;
	
	▪ the proposal is innovative;
	
	▪ The proposal is complementary to other initiatives already carried out by the participating organisations;
	
	▪ the proposal brings added value at EU level through results that would not be attained by activities carried out in a single country.

Quality of the project design and implementation
 	
(maximum score 20 points)
	The extent to which:
	
	▪ the project objectives are clearly defined, realistic and address needs and goals of the participating organisations and the needs of their target groups;
	
	▪ the proposed methodology is clear, adequate and feasible:
	
	   - the project work plan is clear, complete and effective, including appropriate phases for preparation, implementation and sharing project results;
	
	   - the project is cost-effective and allocates appropriate resources to each activity;
	
	   - the project proposes appropriate quality control, monitoring and evaluation measures to ensure that the project implementation is of high quality, completed in time and on budget;
	
	▪ the activities are designed in an accessible and inclusive way and are open to people with fewer opportunities.
	
	▪ the project incorporates the use of digital tools and learning methods to complement their physical activities, and to improve the cooperation between partner organisations.
	
	   – If Erasmus+ online platforms are available in the field(s) of the participating organisations: the extent to which the project makes use of Erasmus+ online platforms (eTwinning, EPALE, School Education Gateway, European Youth Portal, EU Youth Strategy Platform) as tools for preparation, implementation and follow-up of the project activities.
	
	▪ The project is designed in an eco-friendly way and incorporates green practices in different project phases

	If the project plans training, teaching or learning activities:
	▪ the extent to which these activities are appropriate for the project's objectives and involve the appropriate profile and number of participants;
	▪ the quality of practical arrangements, management and support modalities in learning, teaching and training activities;
	▪ the quality of arrangements for the recognition and validation of participants' learning outcomes, in line with European transparency and recognition tools and principles.
Quality of the partnership and the cooperation arrangements **(maximum score 20 points)**	The extent to which: ▪ the project involves an appropriate mix of participating organisations in terms of profile, past experience in the Programme and expertise to successfully complete all project objectives; ▪ the project involves newcomers and less experienced organisations to the Action; ▪ the proposed allocation of tasks demonstrates the commitment and active contribution of all participating organisations; ▪ the proposal includes effective mechanisms for coordination and communication between the participating organisations, as well as with other relevant stakeholders. ▪ If applicable, the extent to which the involvement of a participating organisation from a Partner Country brings an essential added value to the project (if this condition is not fulfilled, the participating organisation from a Partner Country will be excluded from the project proposal at assessment stage).
Impact **(maximum score 30 points)**	The extent to which: ▪ the project proposal includes concrete and logical steps to integrate the project results in the regular work of participating organisations; ▪ the project has the potential to positively impact its participants and participating organisations, as well as their wider communities; ▪ the expected project results have the potential to be used outside the organisations participating in the project during and after the project lifetime, and at local, regional, national or European level; ▪ the project proposal includes concrete and effective steps to make the results of the project known within the participating organisations, to share the results with other organisations and the public, and to publicly acknowledge the European Union funding; – if relevant, the extent to which the proposal describes how the materials, documents and media produced will be made freely available and promoted through open licences, and does not contain disproportionate limitations; ▪ the project proposal includes concrete and effective steps to ensure the sustainability of the project, its capacity to continue having an impact and producing results after the EU grant has been used up.

To be considered for funding, proposals must score at least 60 points. Furthermore, they must score at least half of the maximum points in each of the categories of award criteria mentioned above (i.e. minimum 15 points for the categories "relevance of the project" and "impact"; 10 points for the categories "quality of the project design and implementation" and "quality of the partnership and the cooperation arrangements").

For Cooperation Partnerships managed by the Executive Agency, in ex aequo cases, priority will be given to highest scores for "relevance of the project" and then "impact".

WHAT ARE THE FUNDING RULES?

Depending on the type of Cooperation partnership and where the application is submitted (Erasmus+ National Agencies in the Programme Countries or the European Education and Culture Executive Agency (EACEA), based in Brussels), proposals will follow a different budget model. These models are explained below:

A) For Cooperation partnerships proposals in the field of education training and youth[111] managed by the Erasmus+ National Agencies:

The proposed funding model consists of a menu of cost items from which applicants will choose according to the activities they want to undertake and the results they want to achieve. The first item, "project management and implementation" is a cost item that all types of Cooperation Partnerships may apply for, as they are meant to contribute to costs that any project will incur. Cooperation Partnerships may also apply for specific funding to organise "transnational project meetings". The other cost items can only be chosen by projects that will pursue more substantial objectives in terms of project results, dissemination or embedded teaching, training and learning activities. Additionally, if justified by the project activities/results, exceptional costs and costs for participation of persons with fewer opportunities can be covered.

The total project grant is a variable amount, with a minimum of **100 000 EUR** and maximum of **400 000 EUR** for projects with a minimum duration of 12 months and a maximum duration of 36 months.

The detailed funding rules tables with the applicable rates and budget items that compose the budget of these type of projects can be found below, under the section - "Applicable funding rules for Cooperation partnerships proposals in the field of education training and youth[112] managed at decentralised level by the Erasmus+ National Agencies"

B) For Cooperation partnerships proposals in the field of:
  • **Sport, or**
  • **education training and youth submitted by a European NGO,**
managed by the European Education and Culture Executive Agency (EACEA) in Brussels:

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[111] Except proposals where the applicant is a European NGO in any of those fields. These applicants have to apply for funding at centralised level, to the European Education and Culture Executive Agency (EACEA) in Brussels. For a definition of what is considered a European NGO for the purpose of the Erasmus+ Programme, please see "Part D – Glossary" of this Guide.

[112] Except proposals where the applicant is a European NGO in any of those fields. These applicants have to apply for funding at centralised level, to the European Education and Culture Executive Agency (EACEA) in Brussels. For a definition of what is considered a European NGO for the purpose of the Erasmus+ Programme, please see "Part D – Glossary" of this Guide.

The proposed funding model consists of a menu of 3 single lump sums, corresponding to the total grant amount for the project: **120 000 EUR, 250 000 EUR and 400 000 EUR.** Applicants will choose between the 3 pre-defined amounts according to the activities they want to undertake and the results they want to achieve.

When planning their projects, the applicant organisations - together with their project partners - will **need to choose the single lump sum** amount more appropriate to cover the costs of their projects, based on their needs and objectives. If the project is selected for funding, the requested lump sum amount becomes the overall grant amount.

Proposals must **describe the activities** that applicants commit to carry out with the lump sum amount requested and must satisfy the principles of economy, efficiency and effectiveness .

Requirements depending on the lump sum

a)   For grant amounts **of 120.000 or 250.000 EUR**:

Proposals shall include a needs analysis and indicate the **distribution of tasks and budget among project partners**. The timeline for implementation of each project work package and activities and the deadline for the production of project deliverables shall be indicated as well.

The project description shall make a distinction between project management and work packages for implementation. Applicants must split the project activities in "**work packages**". Each work package shall be linked to specific objectives, milestones and deliverables. Applicants are recommended to split their projects in a maximum of 5 work packages, including the one on project management.

b)   For grant amounts **of 400.000 EUR:**

The description of the project shall include a detailed **project methodology** with a clear distribution of tasks and the financial arrangements among partners, a detailed timeline with milestones and main deliverables, the monitoring and control system and the tools put in place to ensure a timely implementation of the project activities.

Applicants must split the project activities in "**work packages**". Each work package shall be linked to specific objectives, milestones and deliverables. Applicants are recommended to split their projects in a maximum of 5 work packages, including the one on project management.

Proposals shall develop quality assurance and monitoring mechanisms and an evaluation strategy. As part of the evaluation strategy, applicants must identify a set of quantitative and qualitative indicators allowing to assess the level of achievement of those objectives.

Payment of the Grant

The final payment will correspond to the number of organized activities and the completed work packages, with the limit established in the maximum grant amount set in the grant agreement, and, without prejudice to the application of the articles specifically related to payment conditions and grant reduction.

APPLICABLE FUNDING RULES FOR COOPERATION PARTNERSHIPS PROPOSALS IN THE FIELD OF EDUCATION TRAINING AND YOUTH[113] MANAGED BY THE ERASMUS+ NATIONAL AGENCIES:

The budget of the project must be drafted according to the following funding rules (in euro):

Maximum grant awarded:

a variable amount, up to **400 000 EUR**

Beneficiaries can use-up the total EU grant received for the project in the most flexible way, throughout its duration and according to the way the activities need to be implemented chronologically in the work plan.

Budget category	Eligible costs and applicable rules	Amount	
Project management and implementation	Project management (e.g. planning, finances, coordination and communication between partners, etc.); small scale learning/teaching/training materials, tools, approaches etc. Virtual cooperation and local project activities (e.g. class-room project work with learners, youth work activities, organisation and mentoring of embedded learning/training activities, etc.); information, promotion and sharing of project results (e.g. brochures, leaflets, web information, etc.). **Financing mechanism:** contribution to unit costs. **Rule of allocation:** based on the duration of the Cooperation Partnership and on the number of participating organisations involved.	Contribution to the activities of the coordinating organisation: **500 EUR** per month	Maximum **2750 EUR** per month
		Contribution to the activities of the other participating organisations: **250 EUR** per organisation per month	

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[113] Except proposals where the applicant is a European NGO in any of those fields. These applicants have to apply for funding at centralised level, to the European Education and Culture Executive Agency (EACEA) in Brussels. For a definition of what is considered a European NGO for the purpose of the Erasmus+ Programme, please see "Part D – Glossary" of this Guide.

Transnational project meetings	Participation in meetings between project partners for implementation and coordination purposes. Contribution to travel and subsistence costs. **Financing mechanism:** contribution to unit costs. **Rule of allocation:** based on the travel distance and number of persons The request must be justified by the applicant and approved by the National Agency. The applicant must indicate the distance between the place of origin and the venue of the activity[114] by using the distance calculator supported by the European Commission[115].	For travel distances between 100 and 1999 KM: **575 EUR** per participant per meeting For travel distances of 2000 KM or more: **760 EUR** per participant per meeting
Project results	Results /tangible deliverables of the project (such as curricula, pedagogical and youth work materials, open educational resources (OER), IT tools, analyses, studies, peer-learning methods, etc.). **Financing mechanism:** contribution to unit costs. **Rule of allocation:** staff costs for managers and administrative staff are expected to be covered already under "Project management and implementation". To prevent potential overlap with such item, applicants will have to justify the type and volume of staff costs applied for in relation to each output proposed. The outputs should be substantial in quality and quantity to qualify for this type of grant support. The outputs should prove their potential for wider use and exploitation, as well as for impact.	Table B1.1 per manager per day of work on the project Table B1.2 per researcher/ teacher /trainer/youth worker per day of work on the project Table B1.3 per technician per day of work on the project Table B1.4 per administrative staff per day of work on the project
Multiplier events	Contribution to the costs linked to national and transnational conferences, seminars, events (in physical or virtual form) aimed at sharing and disseminating project results (excluding costs for travel and subsistence of representatives of participating organisations involved in the project).	**100 EUR** per local participant (i.e. participants from the country where the event is taking place) Maximum **30 000 EUR** per project, out of which, maximum 5 000 EUR for virtual events per project

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[114] For example, if a person from Madrid (Spain) is taking part in an activity taking place in Rome (Italy), the applicant will calculate the distance from Madrid to Rome (1365,28 KM) and then select the applicable travel distance band (i.e. between 500 and 1999 km).
[115] http://ec.europa.eu/programmes/erasmus-plus/tools/distance_en.htm

	Financing mechanism: contribution to unit costs. **Rule of allocation:** support for multiplier events is provided only if in direct relation to the results of the project. A project without grant support for project results cannot receive support for organising multiplier events.	**200 EUR** per international participant (i.e. participants from other countries)
		15 EUR per participant in virtual events
Inclusion support	Costs related to the participation of participants with fewer opportunities. **Financing mechanism:** contribution to unit costs. **Rule of allocation:** based on the number of participants with fewer opportunities receiving additional support based on real costs through the inclusion support category.	100 EUR per participant
	Additional costs directly linked to participants with fewer opportunities and their accompanying persons (including justified costs related to travel and subsistence if a grant for these participants is not requested through budget categories "Travel" and "Individual support"). **Financing mechanism:** real costs. **Rule of allocation:** the request must be justified by the applicant and approved by the National Agency.	100% of eligible costs
Exceptional costs	Contribution to real costs related to subcontracting or purchase of goods and services. Costs for providing a financial guarantee, if the National Agency asks for it. Expensive travel costs of participants, including the use of cleaner, lower carbon emission means of transport. **Financing mechanism:** real costs. **Rule of allocation:** the request must be justified by the applicant and approved by the National Agency. Subcontracting has to be related to services that cannot be provided directly by the participating	80% of eligible costs. Maximum of **50.000 EUR** per project (excluding costs for providing a financial guarantee)

	organisations for duly justified reasons. Equipment cannot concern normal office equipment or equipment normally used by the participating organisations.	

Additional funding for learning, teaching and training activities

Budget category	Eligible costs and applicable rules	Amount		
		Travel distance	Standard travel	Green travel
Travel support	Contribution to the travel costs of participants, including accompanying persons from their place of origin to the venue of the activity and return. **Financing mechanism:** contribution to unit costs **Rule of allocation:** based on the travel distance and number of persons The applicant must indicate the distance between the place of origin and the venue of the activity[116] by using the distance calculator supported by the European Commission[117].	0 – 99 km	23 EUR	
		100 – 499 km	180 EUR	210 EUR
		500 – 1999 km	275 EUR	320 EUR
		2000 – 2999 km	360 EUR	410 EUR
		3000 – 3999 km	530 EUR	610EUR
		4000 – 7999 km	820 EUR	
		8000 KM or more	1500 EUR	
Individual support	Costs linked to subsistence during the activity. **Financing mechanism:** contribution to unit costs. **Rule of allocation:** based on the duration of the stay per participant, including accompanying persons (if necessary), including also one travel day before the activity and one travel day following the activity. Individual support can be covered up to 365 days of activity duration. The request for these costs must be motivated in the application form.	Base rate for staff and youth workers: **106 EUR** Base rate for learners and young people: **58 EUR** The base rate is payable up to the 14th day of activity. The payable rate will be 70% of the base rate from the 15th day of activity, and 50% of the base rate from the 60th day of activity. Payable rates will be rounded to the nearest whole Euro.		
Linguistic support	Costs linked to the support offered to participants in order to improve the knowledge of the language of instruction or work.	**150 EUR** per participant needing linguistic support		

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[116] For example, if a person from Madrid (Spain) is taking part in an activity taking place in Rome (Italy), the applicant will calculate the distance from Madrid to Rome (1365,28 KM) and then select the applicable travel distance band (i.e. between 500 and 1999 km).
[117] http://ec.europa.eu/programmes/erasmus-plus/tools/distance_en.htm

Financing mechanism: contribution to unit costs. **Rule of allocation:** based on number of participants and only for activities lasting between 2 and 12 months. The request for these costs must be motivated in the application form.	

Table A –Project results (amounts in euro per day)

This funding can only be used for staff costs of organisations participating in the project for the production of Project results[118]. The amounts depend on: a) profile of staff involved in the project and b) the country of the participating organisation whose staff is involved.

	Manager	Teacher/Trainer/Researcher/ Youth worker	Technician	Administrative staff/ volunteer
	B1.1	B1.2	B1.3	B1.4
Denmark, Ireland, Luxembourg, Netherlands, Austria, Sweden, Liechtenstein, Norway	294	241	190	157
Belgium, Germany, France, Italy, Finland, Iceland	280	214	162	131
Czech Republic, Greece, Spain, Cyprus, Malta, Portugal, Slovenia	164	137	102	78

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[118] In the case of higher education, costs for staff employed by faculties of ECHE accredited beneficiary higher education institutions are eligible under the cost category "Project results"

Bulgaria, Estonia, Croatia, Latvia, Lithuania, Hungary, Poland, Romania, Serbia, Slovakia, the Republic of North Macedonia, Turkey	88	74	55	47

Table B – Project results (amounts in euro per day)

This funding can only be used for staff costs of organisations participating in the project for the production of project results[119]. The amounts depend on: a) profile of staff involved in the project and b) the country of the participating organisation whose staff is involved.

	Manager	**Teacher/Trainer/ Researcher/ Youth worker**	**Technician**	**Administrative staff**
	B1.1	**B1.2**	**B1.3**	**B1.4**
Australia, Canada, Kuwait, Macao, Monaco, Qatar, San Marino, Switzerland, United States of America	294	241	190	157
Andorra, Brunei, Japan, New Zealand, Singapore, United Arab Emirates, Vatican City State, United Kingdom	280	214	162	131
Bahamas, Bahrain, Hong Kong, Israel, Korea (Republic of), Oman, Saudi Arabia, Taiwan	164	137	102	78

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[119] In the case of higher education, costs for staff employed by faculties of ECHE accredited beneficiary higher education institutions are eligible under the budget category 'project results'

Afghanistan, Albania, Algeria, Angola, Antigua and Barbuda, Argentina, Armenia, Azerbaijan, Bangladesh, Barbados, Belarus, Belize, Benin, Bhutan, Bolivia, Bosnia and Herzegovina, Botswana, Brazil, Burkina Faso, Burundi, Cambodia, Cameroon, Cape Verde, Central African Republic, Chad, Chile, China, Colombia, Comoros, Congo, Congo – Democratic Republic of the, Cook Islands, Costa Rica, Cuba, Djibouti, Dominica, Dominican Republic, Ecuador, Egypt, El Salvador, Equatorial Guinea, Eritrea, Ethiopia, Fiji, Gabon, Gambia, Georgia, Ghana, Grenada, Guatemala, Guinea, Guinea-Bissau, Guyana, Haiti, Honduras, India, Indonesia, Iran, Iraq, Republic of Côte d'Ivoire, Jamaica, Jordan, Kazakhstan, Kenya, Kiribati, Korea (DPR), Kosovo, Kyrgyzstan, Laos, Lebanon, Lesotho, Liberia, Libya, Madagascar, Malawi, Malaysia, Maldives, Mali, Marshall Islands, Mauritania, Mauritius, Mexico, Micronesia – Federated States of, Moldova, Mongolia, Montenegro, Morocco, Mozambique, Myanmar, Namibia, Nauru, Nepal, Nicaragua, Niger, Nigeria, Niue, Pakistan, Palau, Palestine, Panama, Papua New Guinea, Paraguay, Peru, Philippines, Rwanda, Saint Kitts And Nevis, Saint Lucia, Saint Vincent And The Grenadines, Samoa, Sao Tome and Principe, Senegal, Seychelles, Sierra Leone, Solomon Islands, Somalia, South Africa, South Sudan, Sri Lanka, Sudan, Suriname, Eswatini, Syria, Tajikistan, Tanzania, Territory of Russia as recognised by international law, Territory of Ukraine as recognised by international law, Thailand, Timor Lest – Democratic Republic of Togo, Tonga, Trinidad and Tobago, Tunisia, Turkmenistan, Tuvalu, Uganda, Uruguay, Uzbekistan, Vanuatu, Venezuela, Vietnam, Yemen, Zambia, Zimbabwe	88	74	55	39