

KA240 European Partnerships for School Development - Frequently Asked Questions

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This FAQ is for **internal use by Erasmus+ National Agencies (NAs) only**. A separate FAQ document will be made available for Erasmus+ beneficiaries.

Political context

- Policy objectives

Schools face more and more challenges in an increasingly fast-evolving and complex world. Erasmus+ can help them address some of them, by providing opportunities for cooperation and peer learning between countries and education systems. The new action will contribute, among others, to the Union of Skills (more specifically the Action Plan for Basic Skills), the European Teachers and Trainers Agenda, the Council Recommendation 'Europe on the Move – learning opportunities for everyone', and others.

- What are the differences between KA240 projects and KA220/KA210 projects?

KA240 is a much more focused action specifically designed for school education. While a KA240 project application would theoretically be possible under KA220, the focus on relevant actors in school education (including coordination by school authorities), identified tasks for work packages, and mandatory creation of a plan for long-term impact will allow for the projects to reach more systemic and long-lasting impact.

Budget

- How much budget will NAs receive? How many partnerships can each NA fund?

A total of EUR 20 million has been allocated to the new action under the Erasmus+ Annual Work Programme 2026. This budget has been allocated according to the regular distribution key for actions under decentralised management, with a minimum of EUR 400 000 per country. This means that each country will be able to fund at least one Partnership.

- How to deal with expected high demand in some countries (limited budget)?

All outreach and promotion efforts should be well targeted. At this stage, it is about establishing the new action as an impactful change-enabler, a clear added value to established actions. Thus, quality of applications matters more than quantity. NAs can somewhat manage the number of expected applications through targeted outreach, approaching organisations they would like to see as project coordinators, and encouraging others to rather join projects in other countries (as partners) instead of submitting their own applications.

- Are budget transfers to and from KA240 allowed? Are there special rules?

KA240 follows the standard transfer rules defined in the Contribution Agreement, there are no special rules for it: both inward and outward transfers are allowed. However, this new action is a pilot and politically important, so as a matter of performance we expect the National Agencies to do their best to ensure the uptake of the funds allocated to KA240 by the Annual Work Programme.

- Why EUR 400 000 as lump sum?

The lump sum amount has been chosen as a compromise solution. EUR 400 000 is the largest existing lump sum under decentralized management mode, meaning the financial regulation did not have to be adapted. It will provide significant funding, especially since it will not require tangible outputs like other KA2 actions, but should not overburden school authorities with its sum or complexity. As some countries/NAs wanted larger and some smaller projects, the first call year will serve to evaluate the appropriateness of the chosen lump sum for future calls.

Outreach and support

- What materials will the Commission provide for outreach?

The Commission has provided a factsheet (trilingual, English, French, German), a FAQ document and a PowerPoint presentation to NAs via a Teams channel ([KA240 European Partnerships for School Development](#)). Information to the public is made available on a dedicated page on the European School Education Platform (ESEP, <https://school-education.ec.europa.eu/en/about/erasmus-programme-schools/partnerships-school-development>). Furthermore, the Commission will host several public information webinars for interested school authorities and provide recordings online, also on the ESEP page. All

planned dates (21 November, 10 December, 14 January, 4 February) will be announced on the ESEP page.

- Will the content of all webinars be the same or should potential applicants attend all of them?

The content will largely be the same, as it should give interested organisations a first glance at the action: context, what's in it for them, eligibility criteria, award criteria, application process and tips and tricks. There will be the possibility to ask questions and this part can of course differ depending on the questions asked.

- How to facilitate partner finding?

Partner finding is perhaps the most important stage in preparing the project applications. NAs need to support potential applicants and project participants in finding suitable partners that match in terms of ambition (topics/challenges to address), level of responsibility in school education, level of schooling (ECEC vs. primary vs. secondary), language skills, capacity, etc. NAs are encouraged to identify potential project coordinators (applicant organisations) as well as partners for projects run under the management of other NAs. NAs are also encouraged to work together to host TCAs, speed dating webinars and other events that could serve for matchmaking purposes, and send suitable participants to these events. The Commission intends to work with NAs to coordinate these matchmaking events. The Commission will also provide a table via which school authorities can express their interest in being included in a partner finding table on the Teams channel. NAs will update this table with information they receive from school authorities in their country and can search the table for potential matches and provide contact information to their school authorities.

Eligible organisations

- Who will define the eligibility of organisations? Why is there no European definition?

The eligible organisations in each EU Member State or third country associated to the Programme will be defined by the competent National Authority and published on the website of the relevant National Agency together with relevant examples.

Unlike in KA1, in KA2 eligibility is not a purely national matter. Application coordinators will need to find partners in other countries with similar role, capacity and needs in order to form effective partnerships. Therefore, eligibility in each country affects the partnership options in all countries.

- Specificities per category of eligible organisations:

Category 1: Schools providing general education at pre-primary, primary or secondary level, including organisations providing early childhood education and care;

- The national definitions for this criterion must be identical to those already applied in Key Action 1. This is applicable also to VET schools with a general education component: if they are eligible under KA1 already, they must also be eligible in KA240.

Category 2: Local and regional school authorities or school coordination bodies;

- The national definitions for local and regional school authorities must be identical to those already applied in Key Action 1, including for authorities of VET schools with a general education component.
- Higher education institutions are not acceptable as coordinators or partners under category 2
- It is not necessary to identify any “school coordination bodies” if such bodies do not exist in your country
- National level bodies can be eligible if there is an absence of conflict of interest

Category 3: Associations of teachers, school leaders and school education staff, parent associations and other stakeholders in the school education system.

- It is not necessary to have any organisations eligible under category 3 if there are no relevant organisations in your country. However, NAs must be aware that other countries may elect to make such organisations eligible and they may be part of project proposals under their management as partners.
- It is necessary to establish a clear and finite list or definition of organisations that can be considered eligible under category 3. This should be done by referencing existing registers or other formal statuses that are clear-cut and definitive.
- The eligible organisations under this category should be reliable, system-level actors or social partners with a high degree of relevance to your school education system. This shall not include private actors, supporting organisations, etc.
- Higher education institutions are not eligible for KA240 as a whole, but their teacher training departments can be eligible under this category.

- The only school authority in our country is the education ministry who is also NAU of the NA: is it a conflict of interest?

In indirect management, the managing authority of the National Agency cannot be a beneficiary of the action managed by the NA. However, separate departments may be considered and defined as eligible, if they are bodies legally linked to the NAU, but there is operational independence that ensures absence of a conflict of interest. Guidance on the required procedure is included in the 2026 Guide for NAs ('Certification')

- What about higher education institutions with a role in school education?

This new action is about systemic and lasting impact in the practice of school education. Participation of higher education institutions must provide a clear added value for this purpose. This is why their participation is limited to departments or parts of higher education institutions with a direct connection to school education, such as pedagogical institutes and teacher training departments.

- How to check the eligibility of organisations from other countries?

NAs will be responsible for checking the eligibility of all participating organisations in their country, including partner organisations in applications submitted to other NAs.

New features will be added to PMM for this purpose.

A new item will be added to PMM OID details: "KA240 eligibility". It can have one of four values: "Ineligible" or "Schools providing general education at pre-primary, primary or secondary level" or "Local and regional school authorities, or school coordination bodies" or "Associations of teachers, school leaders and school education staff, parent associations and other stakeholders in the school education system".

This information will be visible to all NAs in OID details and to the coordinator NA of each project in the corresponding eligibility check task.

The Commission will prefill eligibility for organisations that have previously been granted an accreditation or a KA122 project. Other organisations must be manually checked by NAs.

The Commission will also assist NAs in coordinating eligibility checks and making sure there are no delays. The NAs must be ready to tackle this task independently of their other internal procedures as otherwise there can be a collective delay created where all NAs are waiting for the slowest ones.

- Can organisations participate in multiple EPSD projects?

Yes. Each organisation can be applicant in only one KA240 application, but there is no limit on how many times it can participate as a partner in other applications.

- Does participation by an organisation in KA240 count towards the limits for maximum number of participations in KA210 or KA220?

No, these are separate actions.

- In a partnership with 2 countries (with 1 school authority and 2 schools in each) could one of the countries add another partner from category 3 but not the other? Does the composition have to look exactly the same in the 2 countries or it can be different?

Once the minimum requirements have been met, it is entirely up to the partnerships which other partners they add and where. One country could have five partners, and the other only three. There can be a third and fourth country participating only with one school, or one category 3 organisation, etc. The only requirements are those stated explicitly in the Programme Guide. Nothing more.

Award criteria

- Does the same approach apply as in KA1 and KA2 that if an applications scores below the threshold at relevance, the NA has the option not to continue to assess the other criteria?

Yes, this principle applies for all actions.

- Do you see a problem to reject an application due to relevance under threshold when relevance scores only 15 points max?

No, actually a lower maximum score is intended to make it easier to reject weakly relevant applications. Relevance or non-relevance should be a clear, decisive decision. A wider score range increases the likelihood of assessors giving 'sympathy points' and weak proposals ending up above the threshold. The approach here is the same as in accreditations (where eligibility criteria are similarly structured so relevance of organisations play a minor role), where relevance carries a maximum of 10 points.

- Complementarity of the project with KA1/accreditation: Is it obligatory to have partners with an accreditation. Will participation by accredited schools be awarded additional points? Are there any implications if this is not the case?

It is not obligatory to have partners with an accreditation. Having partners with an accreditation cannot carry automatic points because the assessors need to look into how

is the synergy with KA1 being realised in the proposal – theoretical existence of a synergy is not enough. Projects that do not have accredited partners will be slightly weaker on this element, but this is only one award criterion among many.

- Definition of impact and measuring impact

Measuring impact consists of tracking the positive effects of the project results beyond the fact of having produced them. Impact is an effect of using the results and it should therefore start during the project and continue beyond the project duration.

- Is it obligatory to produce tangible project results in KA240?
- No. However, it is obligatory to put results/practices into use – those can be produced by the project or they can come from another context. Producing innovation is optional, putting innovative practices/procedures/policies into practice is mandatory.
- What is ‘long-term’ in long-term impact? How can we assess impact beyond the duration of the project?

The long-term impact plan should be assessed as any plan: based on how likely it is to work once implemented. It is about thinking ahead, preparedness, consciousness and planning for when the grant is no longer available.

Action management

- Will a second round be mandatory?

No, it is not mandatory, but if no project is awarded in the first round, the Commission will expect the NA to run a second round. Justifications will be asked if this is not the case, and eventually this may reflect on the NA’s performance at the yearly report stage.

- Do we need to use external expert evaluators, or can we use internal expert evaluators?

The rules on the number and type of evaluators are defined in the Guide for NAs: minimum two evaluators, out of which minimum one external.

- Are learning mobility activities eligible as costs under KA240?

The concept of “Erasmus+ learning mobility activities” has a precise meaning defined in the chapter “Mobility for pupils and staff in school education” of the Programme Guide: these are educational, strategic, transnational and structured (documented) mobility activities. Learning mobility should therefore not be confused with other reasons for travelling abroad

as part of an Erasmus+ project. **European Partnerships for School Development cannot systematically duplicate the same types of activities funded by Key Action 1**, but they can occasionally implement activity formats similar to those found in Key Action 1 if those activities form an integral part of project tasks listed above.

- Will there be a platform for all consortia to connect and exchange information during project implementation?

The Commission is exploring to provide at least the coordinators a space on ESEP to communicate once awarded in a Community of Practice. We are also exploring whether projects can have their own space for collaboration. However, we cannot confirm yet if these features will be feasible for the 2026 call.