

## European Partnerships for School Development

The main purpose of the European Partnerships for School Development is to encourage better cross-border cooperation and mobility among schools across Europe with a sustainable and systemic impact. Projects should do this through improvements in the practices, policies and procedures of school authorities and schools that will take place over the duration of the project and have an impact long beyond the project duration. It is also expected that school authorities apply the principles or changes developed within a Partnership for School Development to other schools under their authority that were not part of the project, contributing to a wider audience than the participating organisations. Projects need to achieve a balance between being realistic and ambitious to achieve systemic and long-term impact.

This is why the award criterion “Impact” carries the largest part of the assessment with 35 out of 100 points, and all other criteria are linked to it. The large number of points reflects the complexity of the criterion and the wide variation in quality that experts may encounter. Experts should make full use of the 35 points scale to fine-tune their assessment and differentiate applications according to their level of quality.

Recognising original, convincing and genuine proposals: experts should consider the information presented in the application form critically to evaluate

- if it shows a real self-reflection on the part of the applicant;
- if it is rooted in reality of everyday educational work and challenges in the school education systems of the participating countries and regions, and;  
if the links being established with European or national policy narratives are concrete and tangible.

Award criteria elements as described in the Programme Guide	Guidance on how to assess the award criteria elements
<b>Relevance (maximum 15 points)</b>	
<b>Relevance for action objectives:</b> the proposal contributes to the objectives of the European Partnerships for School Development;	The expert should consider if the project addresses the objectives of the action as stated in the action’s chapter in the Programme Guide.  <b>NB: If the proposal does not provide convincing evidence that it is relevant to the objectives, the expert must assess the application to be below the minimum threshold for this award criterion.</b>
<b>Needs analysis:</b> the application is based on comprehensive analysis of needs and challenges in the school education systems of the participating countries/regions;	The applicant must show precise and real challenges that the project will address. The needs analysis must include relevant context, real-life examples and data, and must explain why the project is actually needed.
<b>European added value:</b> the proposal brings added value at EU level through results that would not be attained by activities carried out in a single country;	The expert should assess whether the transnational dimension of the project clearly adds value in terms of project outcomes and if the participating organisations will be able to achieve results that would not be reached by organisations from a single country.
<b>EU values:</b> the proposal is relevant for the respect and promotion of shared EU values, such as respect for human	The expert should assess if the planned activities align with EU values. The following factors should be taken into consideration during the assessment:

<p>dignity, freedom, democracy, equality, the rule of law and respect for human rights, as well as fighting any sort of discrimination.</p>	<ul style="list-style-type: none"> <li>• Examine whether the proposal explicitly references and integrates EU values into its objectives, methodologies, activities and expected outcomes. A clear articulation of how the project supports and advances these values would be an additional strength;</li> <li>• Ensure that the proposed activities are designed in a non-discriminatory approach to benefit a diverse range of participants. Look for evidence of strategies and evaluate proposed measures to address any form of discrimination, based on gender, ethnicity, disability, or any other relevant criteria. Put emphasis on proactive strategies, policies, or actions demonstrating a commitment to fostering a non-discriminatory environment;</li> <li>• Consider the presence of educational components that aim to enhance participants' understanding and appreciation of EU values;</li> <li>• Assess how opportunities for learning about and experiencing EU values are integrated across different project components. Projects that embed these values into various activities rather than treating them as standalone elements are likely to have a more significant impact;</li> <li>• Monitoring and reporting mechanisms: If applicable, evaluate their effectiveness related to the promotion of EU values. Assess whether the project outlines clear indicators and metrics to measure this aspect.</li> </ul>
<p><b>Quality of project design (maximum 30 points)</b></p>	
<p><b>Work packages:</b></p> <ul style="list-style-type: none"> <li>▪ the proposed methodology is clear, adequate and feasible;</li> <li>▪ the project work plan is coherent, clear, complete and effective;</li> </ul>	<p>Each work package must address its task as defined in the Programme Guide; it must be clear and concrete; implementable, and its progress must be trackable. The different work packages must be coherent, complementary and clearly contributing to overall project results. The relationship between each work package and the overall project objectives must be presented clearly and concretely, so that the contribution of every work package to the project objectives is explicit. The project methodology must be realistic and appropriate for producing the expected results.  <b>NB: If the application contains any work packages that are severely lacking in clarity, are impossible to track and evaluate, or do not address their task as defined in the Programme Guide, the expert must assess the application to be below the minimum threshold for this award criterion.</b></p>
<p><b>Monitoring:</b> the project proposes appropriate quality control, monitoring and supervision measures to ensure that the project implementation is of high quality, completed in time and on budget;</p>	<p>The proposal clearly defines the people responsible for monitoring the project's progress and results and defines an effective methodology and frequency of monitoring exercises. The application identifies potential risks and proposes effective ways to address them.</p>

<p><b>Budgeting:</b> the project is cost-effective and allocates appropriate resources to each activity and partner;</p>	<p>The expert should examine whether the proposal provides value for money in terms of the planned results and the expected impact compared to the defined project lump sum.</p> <p>The experts should assess the resources allocated to each work package and activity, and whether they are adequate for effective implementation and achieving the desired impact.</p> <p>The expert should compare the project proposal and its work packages with other project proposals to better assess the proposal's value for money.</p>
<p><b>Inclusion and diversity:</b> the activities are designed in an accessible and inclusive way;</p>	<p>The expert should consider whether the design of the activities is in line with the inclusion dimension of the Programme, and if the project proposal has the potential to increase the participation of people with fewer opportunities.</p>
<p><b>Digital:</b> the project incorporates the use of digital tools such as the European School Education Platform (including eTwinning) and learning methods to complement their physical activities and improve cooperation between partner organisations;</p>	<p>The expert should consider whether digital tools and learning methods are used as part of the project in an effective way.</p> <p>The expert should further assess if the proposal clearly describes how the Erasmus+ online platforms have been used to prepare the project proposal or includes concrete and realistic plans to use these platforms in the future for project preparation, implementation or follow-up.</p>
<p><b>Environmental sustainability:</b> the project is designed in an eco-friendly way and incorporates green practices in different project phases;</p>	<p>The expert should consider, if in addition or as part of their tasks, the project has the potential to raise awareness about environmental and climate change challenges.</p>
<p><b>Participation and civic engagement:</b> the project encourages participation and civic engagement.</p>	<p>The expert should consider, if in addition or as part of their tasks, the project promotes participation and civic engagement.</p>
<p><b>Quality of the partnership and the cooperation arrangements (maximum 20 points)</b></p>	
<p><b>Project coordinator:</b> the coordinating organisation has appropriate expertise, resources and role in the education system to successfully lead the project;</p>	<p>The expert should examine if the coordinating organisation has the capacity to coordinate the partnership and ensure that the project is implemented efficiently, effectively and professionally.</p> <p>The role of the coordinating organisation in the education system (responsibilities and decision-making capacity) must be appropriate for the scope and ambition of the project objectives.</p>
<p><b>Partnership composition:</b></p> <ul style="list-style-type: none"> <li>▪ the partner school authorities have complementary experience, needs, and roles in the education system;</li> <li>▪ the partner schools have a clear and proportional role in the project;</li> <li>▪ the partner schools are sufficiently diverse in terms of their experience in cross-border mobility and cooperation;</li> </ul>	<p>The expert should evaluate to what extent the proposal identifies the contributions of each participating organisation in terms of expertise, resources and know-how to implement the project.</p> <p>Complementarity between school authorities means that they share similar challenges and interests, and are able to work on them together due to similar or compatible roles and responsibilities in their respective school education systems.</p> <p>The project role of each participating school must be clear.</p>

<ul style="list-style-type: none"> <li>the size and scope of the partnership is appropriate for the achievement of the planned project results;</li> </ul>	<p>The participation of other organisations (apart from school authorities and schools) must be justified in relation to planned project results.</p>
<p><b>Allocation of tasks:</b> the proposed allocation of tasks demonstrates the commitment and continuous active involvement of all participating organisations, and in particular the coordinating and partner school authorities;</p>	<p>The expert should consider if there is a clear definition and an appropriate distribution of roles and tasks with active involvement of all participating organisations. Due to their role, responsibility and resources, a strong, continuous and practical, hands-on involvement of school authorities is necessary.</p>
<p><b>Complementarity:</b> the proposal is complementary to other initiatives already being carried out by the participating organisations, in particular Erasmus accreditations in Key Action 1;</p>	<p>The expert will examine how the project will build on existing knowledge, practices and other projects of the participating organisations. If the participating organisations hold an Erasmus accreditation in the field of school education, they should create synergies with the European Partnership for School Development and demonstrate them with concrete examples (e.g. shared results, improved mobility procedures, easier and better recognition of learning outcomes).</p>
<p><b>Communication and coordination:</b> the proposal includes effective mechanisms for coordination and communication between the participating organisations, as well as with other relevant stakeholders.</p>	<p>The expert must assess to what extent appropriate channels, tools, or platforms are in place for regular communication, and clear responsibilities are assigned for this purpose in each partner organisation. The continuity of project implementation must be ensured through involvement of multiple people per organisation, especially in school authorities.</p>
<p><b>Impact (maximum 35 points)</b></p>	
<p><b>Project results:</b> the project proposal clearly identifies improvements in the practices, policies and procedures of school authorities and schools that will happen as a result of the project;</p>	<p>To be scored highly, proposals need to identify changes in the way the participating organisations operate (i.e. their practices, policies and procedures) and how the project will improve on that. For European Partnerships for School Development, such changes are more important than tangible outputs. Rather than spending a large part of the grant on developing new outputs, projects should identify and spread existing good practices and build on outputs from previous projects. When possible, changes in policy should accompany the changes in practices and procedures to consolidate them and lead to long-term impact.</p>
<p><b>Tracking project results:</b> the proposal defines clear implementation milestones, and qualitative and quantitative indicators to prove that the planned improvements have taken place;</p>	<p>Within this criterion, project results refer to what will be done, while impact refers to the effects that these results will have. Tracking project results and tracking impact must be described separately (many applicants make the common error of tracking only results and not impact). The expert must assess whether the proposed plan is clear (coherent and sufficiently detailed) and realistic (achieving the implementation milestones will gradually lead to the expected results), and whether the proposed indicators are relevant, credible, clear and robust.</p>

<p><b>Tracking impact:</b> the proposal defines clear qualitative and quantitative indicators to track the impact of the project results;</p>	<p>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. The expert must assess whether the proposed indicators are relevant, credible, clear and robust.</p>
<p><b>Long-term impact:</b></p> <ul style="list-style-type: none"> <li>- the project proposal includes concrete and logical steps to integrate the project results in the regular work of participating organisations;</li> <li>- the project includes a clear plan and preparation to continue using its results after the project;</li> </ul>	<p>The assessment of this element is based on a perspective that goes beyond the project period. The experts should assess if the proposed long-term impact plan is realistic, well-developed, and concrete.</p>
<p><b>Transferable results:</b> the planned project results can be used outside the participating organisations at local, regional, national or European level;</p>	<p>The project results have the potential to be transferred to and used by other organisations in the participating countries (e.g. other schools under the responsibility of the same school authority, other school authorities in the same or different regions), as well as in other countries.</p>
<p><b>Sharing results:</b> 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.</p>	<p>The planned activities for sharing results are appropriate and will promote the use of the results at local, regional, national and/or European level. If the project foresees tangible results and deliverables, participating organisations will allow open access to materials, documents and media produced within the project. If the proposal foresees limitations to open access, they are not disproportionate and will not significantly affect the dissemination and possible impact of the project.</p>