

School Exchange Partnerships

The following table presents the interpretation of award criteria applying to applications for specific format of Strategic Partnerships: the School Exchange Partnerships. This main goal of School Exchange Partnerships is to strengthen the European dimension in the participating schools, to build up their capacity for cross-border cooperation and their ability to cope with new challenges. All award criteria shall be interpreted in this context and with special care for the principle of proportionality.

Award criteria as described in the Programme Guide	Interpretation of award criteria
	Relevance of the project (maximum 30 points)
The relevance of the proposal to the objectives and the priorities of the Action	<p>The project addresses the objectives and the priorities of Key Action 2, as described in the section "what are the aims and priorities of the Strategic Partnership" of the Programme Guide.</p> <p>The specific objectives of the project are linked to the priorities of the Action and have the potential to contribute to their achievement, proportionately to the limited scope and size of this partnership format.</p> <p>Provisions regarding field specific and horizontal priorities, particularly relevant priority on inclusion and European priorities in national context shall apply equally for School Exchange Partnerships as for all other Strategic Partnerships (for details, see the Strategic Partnerships section).</p>
The extent to which the proposal is based on a genuine and adequate needs analysis	The motivation of individual partner schools to participate in the project and the purpose of the partnership is clearly explained. The proposal links the project's objectives with the goals and/or needs of the participating schools and, where relevant, their staff, learners and communities.
The extent to which the objectives are clearly defined, realistic and address issues relevant to the participating organisations and target groups	<p>The objectives of the project are clear, achievable and proportional to the scope and experience of the partnership.</p> <p>The proposal explains how the project is going to address the needs of the involved schools and lead towards the achievement of their stated goals.</p>
The extent to which the proposal is suitable of realising synergies between different fields of education, training and youth	<p>The project outcomes may be relevant for other fields of education, training and youth in addition to the school education field.</p> <p>Note: Because the School Exchange Partnerships format is necessarily implemented only by schools, projects which are not able to demonstrate synergies with other sectors shall not be penalised based on this criterion.</p>
The extent to which the proposal is innovative and/or complementary to other initiatives and projects already carried out by the	The proposed activities are complementary to the activities of the involved schools and other projects they have conducted. In relation to the school's usual activities and previous projects (if relevant), implementing the described project is likely to provide the schools and participants with

<p>participating organisations</p> <p>The extent to which the proposal brings added value at EU level through results that would not be attained by activities carried out in a single country</p>	<p>new experiences and add to their knowledge and practices.</p> <p>The transnational nature of the project brings a clear added value by enabling the involved schools to achieve results that could not be reached without involvement of schools from different countries.</p>
<p>Quality of the project design and implementation (maximum 20 points)</p>	
<p>The clarity, completeness and quality of the work programme, including appropriate phases for preparation, implementation, monitoring, evaluation and dissemination</p>	<p>The project activities are well described and planned out.</p> <p>The project timetable sets out a clear and realistic timing for project activities.</p> <p>Note: Because the School Exchange Partnerships format is necessarily implemented only by schools and has limited scope and budget, the phases of project implementation may be described in a simpler way in the application form.</p>
<p>The consistency between project objectives and activities proposed</p>	<p>The planned activities are appropriate for the achievement of the project's objectives.</p> <p>In case Learning, Teaching and Training Activities are organised, their content and expected results are clearly explained and relevant to the project's objectives.</p>
<p>The quality and feasibility of the methodology proposed</p>	<p>The proposal explains how the planned activities will lead to the achievement of the project's objectives.</p> <p>In case Learning, Teaching and Training Activities are organised, their methodology is clearly explained and appropriate.</p> <p>Note: Because the School Exchange Partnerships format is necessarily implemented only by schools and has limited scope and budget, the project methodology may be described in a simpler way in the application form.</p>
<p>The existence and relevance of quality control measures to ensure that the project implementation is of high quality, completed in time and on budget</p>	<p>The proposal defines appropriate mechanisms for sound project management.</p> <p>In case Learning, Teaching and Training Activities are organised, the described plans for practical arrangements are appropriate.</p> <p>The responsible persons in each participating school are clearly identified and planning is put in place for continued implementation of the project in case of staff changes.</p>
<p>The extent to which the project is cost-effective and allocates appropriate resources to each activity</p>	<p>The proposal provides value for money in terms of the results planned as compared to the grant requested.</p> <p>If relevant, the project budget includes appropriate financial support to allow participants with special needs to participate fully and on equal footing with other staff and participants. However, the</p>

<p>If applicable, the use of Erasmus+ online platforms (i.e. eTwinning; EPAL; School Education Gateway) as tools for preparation, implementation and follow-up of the project activities</p>	<p>project is not obliged to request extra funding for special needs support if applicant deems the unit cost contributions to be sufficient and effective to ensure equal treatment of participants.</p> <p>The applicable platforms in school education field are the School Education Gateway and eTwinning. The proposal clearly describes how these platforms have been used to prepare the project or includes concrete and realistic plans to use these platforms in the future for project preparation, implementation or follow-up.</p> <p>Note: This criterion should be applied for projects using the School Education Gateway and projects that use eTwinning in ways other than the ones described under other specific eTwinning-related criteria.</p>
<p>The extent to which the project is building on previous or ongoing eTwinning projects</p>	<p>The proposal clearly identifies the eTwinning project(s) it intends to build-on. The linked eTwinning projects should be ongoing or completed recently enough to be relevant for the proposed School Exchange Partnerships. Planned future eTwinning projects may not be used for the purpose of this award criteria element.</p> <p>The proposal presents a clear, realistic and concrete plan on how to use the funding requested for the proposed School Exchange Partnership to complement and expand on what has already been done or is being done in the linked eTwinning project(s).</p> <p>The link between the eTwinning project(s) and this project proposal is demonstrated throughout the application and represents an integral part of the proposed School Exchange Partnership.</p>
<p>The extent to which the project is using eTwinning in combination with physical mobility to create longer, more frequent and richer exchanges between pupils and teachers in different countries (blended mobility)</p>	<p>The proposal puts forward plans for mobility activities that combine virtual cooperation in eTwinning with physical exchanges.</p> <p>The planning for these activities is presented in a clear and logical way, and the benefits of combining virtual cooperation and physical exchanges are clearly explained.</p> <p>Note: 'blended mobility' in the context of School Exchange Partnerships is any activity for staff or learners that combines eTwinning activities and physical exchanges.</p>
<p>If the project plans training, teaching or learning activities:</p> <ul style="list-style-type: none"> ▪ the extent to which these activities are appropriate to the project's aims and involve the appropriate number of participants 	<p>The proposal explains how the proposed activities will contribute to the achievement of project objectives and benefit the involved schools and participants. The expected results of each of the proposed activities are clearly set and are relevant to the project.</p> <p>The proposal clearly explains who are the participants who will take part in the activities and sets appropriate standards for:</p> <ul style="list-style-type: none"> - selection of participants - preparation and support of participants - ensuring the safety of participants (especially for activities involving pupils)

	<p>In case of projects longer than 24 months, the additional duration must serve the purpose of improving the quality and number of conducted long-term pupil mobilities. If this is not the case, or if the proposed long-term pupil mobilities are not approved, the project duration and total grant shall be reduced accordingly.</p> <p>Note: This criterion will carry higher than average influence on the assessment score in case long-term study mobility of pupils or long-term teaching assignments are proposed and approved.</p>
<p>If the project plans training, teaching or learning activities:</p> <ul style="list-style-type: none"> ▪ The quality of arrangements for the recognition and validation of participants' learning outcomes, in line with European transparency and recognition tools and principles 	<p>The benefits of the proposed learning, teaching and training activities for their participants are clearly explained in terms of personal development and learning outcomes.</p> <p>In case long-term activities are proposed, the mechanisms for recognition of learning outcomes by the sending school are clearly defined.</p> <p>Note: This criterion will carry higher than average influence on the assessment score in case long-term study mobility of pupils or long-term teaching assignments are proposed and approved.</p>

Quality of the project team and the cooperation arrangements (maximum 20 points)	
<p>The extent to which the project involves an appropriate mix of complementary participating organisations (schools) with the necessary profile, experience and expertise to successfully deliver all aspects of the project</p> <p>The extent to which the distribution of responsibilities and tasks demonstrates the commitment and active contribution of all participating organisations</p> <p>The extent to which the project involves newcomers to the Action</p>	<p>The proposal clearly explains the reasons for participation of the involved schools and their common interests. The role and contribution of each the participating organisation is clearly described.</p> <p>The proposal demonstrates the capacity of the partnership to ensure effective implementation of the project and follow-up of its results. If relevant, it also demonstrates the capacity of the partnership to support participants with special needs or fewer opportunities.</p> <p>There is a clear definition and an appropriate distribution of roles and tasks and a balanced participation of the participating schools in the implementation of the work programme, taking into account the nature of the activities and the experience of the partners involved.</p> <p>The extent to which the proposal involves schools who are newcomers to the Strategic Partnerships action and for whom the participation in the project is expected to have a positive impact.</p> <p>In case the project involves a combination of newcomer and more experienced schools, there is a planning put in place to exchange experiences and provide support to the newcomers.</p> <p>For projects involving larger number of schools, the scoring should take into account the proportionality between the number of newcomers and the size of the partnership.</p> <p>Note: In line with the goal of the School Exchange Partnerships to strengthen the European dimension in the participating schools and to build up their capacity for cross-border cooperation, this award criterion will carry higher than average influence on the assessment score.</p>
<p>The extent to which the project involves eTwinning Schools and creates opportunities for them to promote best practices in eTwinning and provide mentorship to other schools who are less experienced in using eTwinning.</p> <p>The existence of effective mechanisms for coordination and communication between the participating organisations, as well as with other relevant stakeholders</p>	<p>The proposal puts forward concrete plans and specifies when and how the participating eTwinning Schools will be able to share their experience and best practices. 'eTwinning School' means a school currently awarded with a valid eTwinning Schools Label (more information about the label at: https://www.etwinning.net/en/pub/recognition/etwinning-school-labels.htm).</p> <p>If the proposal foresees a mentorship role for a participating eTwinning School, it includes information about the planned channels and frequency of contacts between the schools for this purpose, and it explains the expected benefits the other schools will have from the mentorship.</p> <p>The methods for coordination and communication between partners are clearly described and appropriate.</p> <p>The proposal explains if and how eTwinning and/or School Education Gateway will be used to support the implementation of the project.</p>

The extent to which, if relevant for the project type, the project involves participation of organisations from different fields of education, training, youth and other socio-economic sectors

Note: This criterion is not relevant for School Exchange Partnerships project type.

Impact and dissemination (maximum 30 points)	
<p>Note: Because the School Exchange Partnerships format is necessarily implemented only by schools and has limited scope and budget, the assessment of the project impact and dissemination plan shall pay particular attention to respect the principle of proportionality in relation to all listed elements.</p>	
<p>The quality of measures for evaluating the outcomes of the project</p>	<p>The methods proposed to assess to which the extent the project's objectives have been achieved are appropriate and proportional to the scope of the project.</p>
<p>The potential impact of the project on participants and participating organisations, during and after the project lifetime</p>	<p>Considering the presented motivation for the project, its objectives and the proposed activities, the project is likely to have a substantial positive impact on the participating organisations, their staff and learners, during and after the project implementation.</p>
<p>The potential impact of the project outside the organisations and individuals directly participating in the project, at local, regional, national and/or European levels</p>	<p>If relevant and in proportion to its size and scope, the proposal identifies the benefits the project will have for groups or organisations not participating in the project.</p>
<p>The quality of the dissemination plan: the appropriateness and quality of measures aimed at sharing the outcomes of the project within and outside the participating organisations</p>	<p>The proposal identifies the project results that can be disseminated and/or transferred, as well as the target groups for dissemination. An appropriate set of measures is proposed to make the project results known within the partnership, in the schools' local communities and in the wider public. The proposal explains if and how eTwinning and/or School Education Gateway will be used to support the dissemination of the project results (in addition to the use of the Erasmust+ Project Results Platform).</p>
<p>The quality of the plans for ensuring the sustainability of the project: its capacity to continue having an impact and producing results after the EU grant has been used up</p>	<p>The project is expected to contribute to the development and internationalisation of the involved schools in the long-term. The proposal sets out realistic and effective planning to continue using the project results or implement relevant activities after the end of the funding period. The proposal explains if and how eTwinning and/or School Education Gateway will be used to support the follow-up of the project.</p>
<p>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</p>	<p>Note: This criterion is not relevant for School Exchange Partnerships at application stage.</p>