

## Key Action 2: Cooperation for innovation and the exchange of good practices

### Strategic Partnerships

The following table presents elements for the interpretation of the award criteria applying to Strategic Partnership applications, apart from the special format "School Exchange Partnerships" which is addressed in a separate section. When relevant, field-specific aspects have been stressed.

Award criteria as described in the Programme Guide	Interpretation of award criteria
<p>The relevance of the proposal to the objectives and the priorities of the Action</p>	<p>The project addresses in a qualitative way the objectives and the priorities of the Action, as described in the section "what are the aims and priorities of the Strategic Partnership" of the Programme Guide.</p> <p>The project must address at least one of the priorities (either horizontal or field-specific) of the action, as indicated in the Programme Guide.</p> <p>If the project addresses a horizontal priority, it must clearly prove the impact in the field under which the application is presented.</p> <p>If the project addresses the horizontal priority "Inclusive education, training and youth", it will be considered as highly relevant to the action as it is addressing a particularly important and urgent European issue.</p> <p>If the proposal addresses one or more "European Priorities in the national context", as announced by the National Agency, it will be considered as highly relevant to the action as it is addressing a European issue of particular importance in the national context.</p> <p><b>NB: If the proposal does not provide convincing evidence that is relevant to at least one priority, the proposal must be scored as "Weak" (score between 0-9 points) for the award criterion "Relevance of the project" as a whole, and rejected as a consequence.</b></p>
<p>The extent to which the proposal is based on a genuine and adequate needs analysis</p>	<p>The proposal proves that a solid analysis, drawing on existing knowledge, know-how and practice, has been carried out to identify needs of the target group(s), and organisations.</p> <p>The needs identified are relevant for the field under which the proposal was submitted and are clearly linked to those priorities of the Action that the project intends to meet.</p>
<p>The extent to which the objectives are clearly defined, realistic and address issues relevant</p>	<p>The objectives of the project are clearly stated and can be achieved taking into account the nature and experience of the partnership.</p>

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to the participating organisations and target groups	The proposal identifies and adequately addresses clearly specified needs of the target group of the project.
The extent to which the proposal is suitable of realising synergies between different fields of education, training and youth	The project is likely to produce outcomes that may be relevant also for other fields of education, training and youth than the field that is expected to be most impacted by the project.
The extent to which the proposal is innovative and/or complementary to other initiatives and projects already carried out by the participating organisations	<p>The project is likely to produce results that will be innovative for its field in general, or for the geographical context in which the project is implemented. The innovative dimension of a project can relate to the content of the outputs produced by the project, and/or to the working methods applied, and/or to the organisations and persons involved or targeted. For example it will produce something significantly new in terms of learning opportunities, skills development, access to information, recognition of learning outcomes etc.</p> <p>The project will add to the existing knowledge, know-how and/or practices of the organisations and persons involved.</p> <p>AND/OR:</p> <p>If the application is based on a previous project or existing innovative content, it demonstrates significant added value compared to the previous project results or in terms of new target groups, educational, training or youth activities or geographical spread, and contributes to improving the quality of teaching/learning training in the countries participating in the project. In so far as the initial developer of these previous results is not participating in the project, the relationship between the participating organisations and the initial developer are transparent and respect pre-existing rights.</p> <p>The proposed innovation or complementarity is proportional to the scale of the project and the experience of the participating organisations.</p> <p>In case of inclusion projects involving staff or learners with special needs or fewer opportunities, the level of innovation should be considered in relation to the possibilities of the target groups involved.</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	The transnational dimension clearly adds value in terms of project outcomes; the participating organisations will be able to achieve results that would not be reached by organisations from a single country.
The clarity, completeness and quality of the work programme, including appropriate	The proposal shows that all phases of the project have been properly designed in order for the project to realise its objectives.



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<p>phases for preparation, implementation, monitoring, evaluation and dissemination</p>	<p>The work programme is clearly defined, comprehensive and realistic. The project contains a clear and well-planned timetable.</p>
<p>The consistency between project objectives and activities proposed</p>	<p>The proposed activities are well suited to address the identified needs and reach the objectives that were set for the project.</p>
<p>The quality and feasibility of the methodology proposed</p>	<p>The proposed methodology is realistic and appropriate for producing the expected results. The methodology builds on solid arguments/evidence basis and takes account of existing knowledge and practice.</p>
	<p><b>Only for the Youth field:</b> The project is based on non-formal and informal learning methods stimulating creativity, active participation and initiative. A variety of non-formal learning methods and techniques may be applied in order to address the different needs of participants and desired outcomes</p> <p>In case of inclusion projects involving staff or young people with special needs or fewer opportunities, the proposal shows that the participating organisations will support (where needed) these target groups to participate fully and on equal footing with other staff and participants in the activities.</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 foresees appropriate evaluation activities at critical stages of the project, which will allow measuring the progress and quality of the project activities and outcomes, the appropriate use of funds. The quality control measures will allow the project to take any necessary corrective measures in time.</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. The grant request is realistic for a good quality implementation of the planned activities.</p> <p>If relevant, the project budget includes appropriate financial support to allow staff or young people with special needs or fewer opportunities, to participate fully and on equal footing with other staff and participants (e.g. through special needs' funding, exceptional costs, other sources).</p>

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<p>If the project plans training, teaching or learning activities:</p> <ul style="list-style-type: none"> <li>▪ the extent to which these activities are appropriate to the project's aims and involve the appropriate number of participants</li> </ul>	<p>In case transnational teaching, training or learning activities are proposed, these contribute directly to the objectives of the project and are strongly embedded in the project logic as a whole. The proposal proves that the teaching, training or learning activities in a specific field are embedded in a coherent package of activities. The teaching, training or learning activities proposed are of the appropriate volume, bring an added value and will have a direct impact on the achievement of the project results.</p> <p>The teaching, training or learning activities are well conceived, i.e. the proposal demonstrates good quality management, support and practical arrangements, selection and preparation of participants, training, teaching or learning agreements, monitoring of teaching, training or learning activities, ensuring the safety of participants.</p>
<p>If the project plans training, teaching or learning activities:</p> <ul style="list-style-type: none"> <li>▪ The quality of arrangements for the recognition and validation of participants' learning outcomes, in line with European transparency and recognition tools and principles</li> </ul>	<p>In case transnational teaching, training or learning activities are proposed, relevant transparency and recognition tools and/or policy approaches developed in the framework of policy cooperation at European level will be used for recognising and validating the learning outcomes of participants, such as: European / national qualifications frameworks; European framework of key competences and the European guidelines for the validation of non-formal and informal learning.</p> <p><b>Only for the School Education field:</b> The proposal clearly describes how the learning outcomes of participating pupils and school staff will be recognised/validated within the context of the school and the curriculum. Recommended EU recognition tool for school education staff and pupils: Europass.</p> <p>If the project includes activities for pupils, these activities are integrated into the curriculum and contribute to achieve defined learning goals.</p>
	<p><b>Only for the Adult Education field:</b> The proposal comprises the necessary measures to facilitate the validation of non-formal and informal learning and its permeability with formal education pathways. Recommended EU recognition tool for adult education staff: Europass.</p> <p>If the proposal provides for long-term teaching, training or learning activities of staff, it should describe the measures put in place for ensuring the quality of the mobility activities, comprising 1) preparation including linguistic and subject preparation before and during the mobility and 2) support to and monitoring of participants during their mobility by the sending and/or hosting organisation.</p> <p><b>Only for the VET field:</b> The learning outcomes are recognised/validated following the same arrangements and criteria used in mobility activities under Key Action 1. Recommended recognition tools: ECVET, Europass.</p>



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<p>The extent to which the project involves an appropriate mix of complementary participating organisations with the necessary profile, experience and expertise to successfully deliver all aspects of the project</p>	<p><b>Only for the Higher Education field:</b> The learning outcomes are recognised/validated following the same arrangements and criteria used in mobility activities under Key Action 1, in line with the Erasmus Charter for Higher Education (ECHE). Recommended recognition tool: ECTS.</p> <p><b>Only for the Youth field:</b> Learning outcomes are recognised following the same arrangements and criteria used in mobility activities under Key Action 1, and notably through the use of Youthpass.</p> <p>Taking into account the nature of the project and its expected impact, the participating organisations have the skills and competences required to ensure that the work programme can be implemented efficiently, effectively and professionally.</p> <p>The proposal concretely identifies which skills, experiences, expertise and management support each of the participating organisations will make available to implement all aspects of the project proposed.</p> <p>The proposal shows that the participating organisations have established and will run a cohesive consortium with active involvement of all partners and with common goals to be achieved.</p> <p>In this respect, the following factors should be taken into consideration during the assessment:</p> <ul style="list-style-type: none"> <li>▪ the level of networking, cooperation and commitment of each participating organisation in the project;</li> <li>▪ the profile and background of participating organisations when the nature or target of the activity would necessitate the possession of certain qualifications;</li> <li>▪ the capacity of the consortium to ensure effective implementation, follow-up and dissemination of the results achieved through the project.</li> <li>▪ in case of inclusion projects, the capacity and expertise of the consortium to support (where needed) the participation of staff or learners with special needs or fewer opportunities.</li> </ul> <p><b>Only for the School Education field:</b> In Strategic Partnerships for regional cooperation, it is particularly important that the proposal demonstrates the direct involvement and leadership of the project by the local/regional authorities involved. In order to ensure a real and tangible impact for the school education field in the cooperating regions, the Strategic Partnerships for regional cooperation should involve an appropriate mix of schools and organisations from the private sector and civil society that are active in the labour market or in the fields of education, training and youth. The cross-border cooperation should be based on a link between school authorities from at least two Programme countries. Applications for Strategic Partnerships for regional cooperation that do not meet these requirements shall not be considered to have added value in terms of establishing regional cooperation, but they shall be assessed on the merits of the rest of the project proposal.</p>

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<p>The extent to which the distribution of responsibilities and tasks demonstrates the commitment and active contribution of all participating organisations</p>	<p>There is a clear and commonly agreed definition and an appropriate distribution of roles and tasks and a balanced participation and input of the participating organisations in the implementation of the work programme, taking into account the complementary competencies, the nature of the activities and the know-how of the partners involved.</p>
<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</p>	<p>If it is necessary for the project's success to use expertise of organisations from different fields, and/or the project intends to impact more than one field of education, training and youth, relevant organisations of all concerned fields participate in the project. The proposal demonstrates convincingly why the participation of the organisations from different fields of education, training, youth and/or other socio-economic sectors is best suited to produce the outputs that respond to the identified needs.</p>
<p>The extent to which the project involves newcomers to the Action</p>	<p>The proposal includes one or more participating organisations that are newcomers to this action and on which the impact expected from the participation in the project would be particularly high.</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 methods of project coordination and means of communication are clearly described in the proposal. They are appropriate for the project to ensure a good cooperation between the participating organisations.</p>
<p>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 project will not be considered for selection)</p>	<p><b>Only for the School Education field:</b> The proposal explains if and how eTwinning and/or School Education Gateway will be used to support the implementation of the project.  The participation of organisations from Partner Countries provides genuine added value to the project because of the specific skills, experiences or expertise that these organisations bring to the project and that prove to be essential for the achievement of the project's objectives and/or to ensure a significantly higher quality of the project outputs.  <b>NB: If the proposal does not provide convincing evidence of such added value of a Partner Country organisation's participation in the project, the proposal must be scored as "Weak" (score between 0-9 points) for the award criterion "Quality of the project team and the cooperation arrangements" as a whole, and rejected as a consequence.</b></p>
<p>The quality of measures for evaluating the outcomes of the project</p>	<p>The evaluation methods proposed will make it possible to assess effectively whether and to which extent the project is producing the intended outcomes.</p>
<p>The potential impact of the project on participants and participating organisations,</p>	<p>The project is likely to have a substantial positive impact on the participating organisations and on their staff and/or learners.</p>



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<p>during and after the project lifetime</p>	<p>The impact of the project on the participants and organisations involved is likely to occur during and remain after the lifetime of the project.</p> <p>The proposal demonstrates which benefits (trans-national, interdisciplinary, cross-field) the proposed cooperation brings to the partners – also in the long run, after Erasmus+ funding, e.g. how it contributes to the internationalisation strategies of the participating organisations.</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>The project results have the potential to be transferred and exploited in other European countries.</p> <p>The proposal identifies relevant stakeholders, including policy-makers at the most appropriate level, whether local, regional, national and/or European.</p> <p>Taking due account of the scope and size of the project:</p> <ul style="list-style-type: none"> <li>- it is likely to have a positive impact at local, regional, national and/or European level;</li> <li>- it is likely to lead to innovative developments at system level and/or provide useful input to policy developments;</li> <li>- it shows potential for scalability and synergies with other Erasmus+ actions and/or other European Programmes.</li> </ul>
<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><b>Only for the Adult Education and VET fields:</b> If relevant, the proposal explains if and how EPALE will be used to increase the impact of the project.</p> <p>The proposal identifies the project results that can be transferred to the relevant target groups.</p> <p>An appropriate and effective set of measures and tools will be used to reach the target groups for dissemination.</p> <p>The planned dissemination and exploitation activities will ensure an optimal use of the results at local, regional, national and/or European level depending on the scope and size of the project.</p> <p>In each of the participating organisations specific and adequate resources are allocated to the dissemination activities.</p> <p><b>Only for the Adult Education and VET fields:</b> If relevant, the proposal explains if and how EPALE will be used to support the dissemination of the project results, in addition to the use of the Erasmus+ Project Results.</p> <p><b>Only for the School Education field:</b> 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 Erasmus+ Project Results Platform.</p>

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<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>For Strategic Partnerships promoting cooperation between local/regional school authorities, it is important that the proposal demonstrates that the regional/local authorities will be actively engaged in the dissemination activities in their area.</p> <p>If the project foresees tangible results and deliverables, participating organisations will allow open access to materials, documents and media produced within the project.</p> <p>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>
<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 placed in a perspective that goes beyond the project period. It plans to achieve a multiplier effect and sustainable impact that are within its reach considering the scope and size of the project.</p> <p>If relevant for the type of project, its results will be integrated in the management / pedagogical framework of the participating organisations.</p> <p>If relevant for the type of project, the participating organisations have the intention and are able to attract external co-funding or other support from diverse sources to ensure sustainability of the activities developed by the project and continued use of outputs and results.</p>
	<p><b>Only for the School Education field:</b></p> <p>The proposal explains if and how eTwinning and/or School Education Gateway will be used to support the sustainability of the project.</p> <p>For Strategic Partnerships promoting cooperation between local/regional school authorities, it is important that the proposal demonstrates that the regional/local authorities will continue to sustain the local networks created.</p> <p><b>Only for the VET field:</b> The proposal is likely to have the foreseen positive impact on the target groups beyond the project lifetime. The proposal explains which project activities and results are supposed to be continued and maintained after the end of Erasmus+ funding (i.e. continuation of new courses, use and maintenance of new teaching tools...) and how and with which resources other than from the EU (finance, staff, equipment) this will be done.</p> <p><b>Only for the Youth field:</b> The proposal is likely to have the expected positive impact on the target groups beyond the project lifetime, in particular for participants with special needs or fewer opportunities. The proposal describes how the participating organisations will exploit the mobility experience to improve the situation of these target groups and to further stimulate their development after the activity.</p>