European Commission

# 2022 ERASMUS+

# Guide for Experts on Quality Assessment

**Actions managed by National Agencies**

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Erasmus+

**EUROPEAN COMMISSION**

Directorate-General for Education, Youth, Sport and Culture
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EUROPEAN COMMISSION

# ERASMUS+ 2022

# Guide for Experts on Quality Assessment

## For actions managed by National Agencies

2021-v2

Directorate-General for Education, Youth, Sport and Culture
Erasmus +

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# 1. Introduction

A large part of the Erasmus+ Programme is implemented under the indirect management mode. This means that National Agencies in Programme Countries are in charge of selecting projects to be funded and of approving accreditations under actions entrusted to them by the European Commission. National Agencies assess proposals[1] with the assistance of independent experts to ensure that only those of the highest quality are selected and that only applicants fulfilling specified criteria obtain a grant or receive an accreditation[2]. As such, the final decision on the selection or rejection of applications is taken by the National Agencies.

This Guide for Experts is a tool for experts when assessing applications submitted to the National Agencies. It provides instructions and guidance in order to ensure a standardised and high-quality assessment of applications.

The Guide for Experts provides information on:

- the role and appointment of experts;
- the principles of the assessment;
- the assessment process in practice;
- how to assess the award criteria for each action and field.

# 2. Experts

## 2.1 Role of experts

The assessment and selection of grant applications is organised based on a peer review system following a transparent process that guarantees impartiality and equal treatment of all applicants.

The role of experts is important to ensure a fair, impartial, consistent and accurate assessment of project applications according to the objectives and policy priorities of the concerned action and field, as well as the criteria set out in the calls for proposals.

The assessment is an essential part of the selection procedure. Based on the experts' assessment, a list of grant applications per action and per field is ranked in quality order. The list serves as a basis for the National Agency to take the grant award decision, following the proposal of the Evaluation Committee.

Based on the experts' comments, the National Agency shall provide feedback to the applicants on the quality of their application in order to ensure transparency and help non-selected applicants improve their possible future applications (cf. section 4).

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[1] Please note that the terms "proposal" and "application" are used interchangeably in this Guide.

[2] Please note that in case of Erasmus accreditations in the fields of school education, vocational education and training, adult education and youth, additional documents will complement the information presented in this Guide. The additional information will be published on the website of the National Agencies closer to the relevant submission deadline.

## 2.2 Appointment of experts, code of conduct and prevention of conflict of interest

Experts are appointed based on their skills and knowledge in the fields of education, training and youth in which they are asked to assess applications.

It is encouraged to also include experts with expertise in the inclusion and diversity field.

To ensure their independence, the names of the experts are not made public. Experts are required to perform the assessment to the highest professional standards and within the deadline agreed with the National Agency.

Through the appointment by the National Agency, experts are bound to a code of conduct as set out in the appointment letter or contract with the expert. All information related to the assessment process is strictly confidential. Therefore, experts are not allowed to disclose any information about the applications submitted and results of the assessment and selection to the public.

Depending on the action and the level of grant requested, the assessment of applications will be undertaken by minimum one expert, which can be either internal or external to the National Agency. Experts can also be appointed from another Erasmus+ Programme country than the one of the National Agency.

Experts must not be in a situation of a conflict of interest[3] in relation to the proposals on which they are requested to give their opinion. To this end, they must sign a declaration provided by the National Agency that no such conflict of interest exists and that they undertake to inform the National Agency should such conflict arise (cf. template in Annex I to this Guide). The same declaration binds experts to confidentiality.

Persons involved in an application for the action and selection round under assessment are considered as being in a situation of a conflict of interest for that selection round and will not be appointed experts.

When a potential conflict of interest is reported by the expert or brought to the attention of the National Agency by any means, the National Agency will consider the circumstances and decide either to exclude the expert from the assessment of the given application or the whole selection round or allow the expert to take part in the assessment, depending on the objective elements of information at its disposal.

## 2.3 Personal data considerations

Applications or reports may contain personal data. Experts should assume that some personal data will be included when they receive a body of work from the National Agency. Therefore, before accessing or downloading data provided by the National Agency, experts should apply data protection principles concerning

[3] Financial Regulation, Art 61 (3): « … a conflict of interests exists where the impartial and objective exercise of the functions of a financial actor or other person… is compromised for reasons involving family, emotional life, political or national affinity, economic interest or any other direct or indirect personal interest.»

purpose limitation, security, confidentiality, data minimisation, data retention and responsibility.

Experts should protect any computers, tablets, laptops or mobiles with a strong password. Experts should consider encryption if the system allows it and other security settings, for example, remote locking or remote wiping of the device. Data should be stored locally, not in the cloud or other remote locations. However, if remote storage is the only option available, experts should use virtual private network (VPN) connections with solid encryption via servers located in EU/EEA countries.

Data should not be transmitted by email to the expert's private email address, and experts should reduce the use of USB storage devices to the absolute minimum.

When accessing European Commission tools, such as Erasmus+ and European Solidarity page or Assessment Module, experts are required to log in with their EU Login name and password. The EU Login name and password must not be shared or reused from other persons. The EU Login name is a unique identification of the expert, and authentication and authorisation mechanisms will link all expert actions in the European Commission tools with this EU Login. Therefore the EU Login details should be protected, memorised and not written down.

When working on a portable device, such as a laptop, tablet or mobile, extra care should be taken when leaving the device unattended. The device should be locked in a safe location when not used, even at home.

An Internet connection via cable or protected WIFI network should be used when transmitting data to the device. We do not advise using WIFI connections in restaurants, cafes or other public locations. When working in public places, experts should consider the surroundings and avoid situations where other people may see data or documents provided by the National Agency on their devices.

The expert's computer, laptop, tablet, or any other device should have all the latest security patches and fixes installed. Use of well-known anti-virus software is strongly advised. The use of screen recording software is not recommended. Extra care should be taken when using screen readers.

When working from home, experts should apply the confidentiality rules and avoid showing the work to family members or other persons.

Experts should use personal data only to assess the applications or reports, and data should be handed over or destroyed soon after the expert's work is concluded. The deletion, if applicable, should be permanent and not reversible.

In case of a suspicion of a breach of personal data protection, experts must immediately inform the National Agency and provide any information allowing the National Agency to assess the situation and take the necessary steps to secure the rights and freedoms of the affected data subjects. The National Agency must inform the European Commission within 48 hours after being told by the expert about the incident.

# 3. Assessment of applications

## 3.1 Preparation for assessment

Before the start of the assessment, the experts need to be briefed by the National Agency on the Programme and the action under assessment, as well as on the assessment process and procedures.

Experts will be provided with the reference documents for the assessment and with access to the online evaluation tool where they perform the assessment using standardised quality assessment forms.

Before starting the assessment of applications, experts must:

- have a sound knowledge of the Erasmus+ Programme Guide which provides all necessary information to potential applicants on the Programme in general and on the actions for which they can apply for a grant;
- acquire an in-depth knowledge of the action concerned, its objectives, and the policy priorities that apply. For specific guidance on policy priorities, experts are referred also to the documents listed in section 6 of this Guide;
- have an in-depth understanding of the award criteria applicable to the applications under assessment (cf. section 3.3);
- know the content and structure of the application form;
- be familiar with all the reference documents and tools provided by the National Agency;
- have EU Login account created and access to the IT tools of the European Commission configured by the National Agency.

Experts have to read the whole application carefully before completing the quality assessment form. It is recommended to read several applications before assessing any one of them in full: this allows experts to benchmark answers in different sections of the applications.

Each expert works individually and independently, gives scores and comments for each criterion and summarises his/her assessment in the quality assessment form in the language specified by the National Agency.

## 3.2 Assessment

The standard quality assessment forms are established by the European Commission and used in all Programme Countries in order to ensure a coherent assessment of applications.

When assessing, experts have to:

- Participate in the briefing organised by the National Agency;
- Use the specialised IT tools provided by the European Commission with access granted by the National Agency;
- Liaise with the National Agency for any issues related to the use of the IT tools provided by the European Commission;
- Examine the issues to be considered under each award criterion;

- Enter scores for each applicable criterion and provide comments on each criterion and on the application as a whole (cf. section 3.3);
- Fill in the section on 'typology questions' (a set of yes/no questions that concern specific details of the application);
- Validate the individual assessment;
- Consolidate the individual assessments if more than one assessor is involved per application;
- Approve each consolidated assessment where the expert in question is not the consolidator.

## 3.3 Award criteria and scoring

Experts assess applications only against the award criteria defined in the Programme Guide.

Each award criterion is defined through several elements which must be taken into account by experts when analysing an application. These elements form an exhaustive list of points to be considered before giving a score for the given criterion. These elements are intended to help experts arrive at the final assessment of the criterion in question; however, they must not be scored separately. In order to give clear guidance to experts on how individual elements of analysis should be assessed, further information is provided in section 5 of this Guide.

When assessing applications against award criteria, experts make a judgement on the extent to which applications meet the defined criteria. This judgement must be based on the information provided in the application. Experts cannot assume information that is not explicitly provided. Information relevant for a specific award criterion may appear in different parts of the application and experts must take all of it into account when scoring the award criterion.

Experts are in no case allowed to contact applicants directly. In case of any problems arising during the assessment, experts should contact the National Agency. The National Agency will decide whether the applicant needs to provide additional information or clarifications, or if the application should be assessed in the form it has been submitted.

Experts must duly consider the type of project, the scale of the activities and the grant requested when analysing the applications. As projects may vary widely in terms of their size, complexity, experience and capacity of the participating organisations, whether they are more process- or result-oriented etc., experts have to apply the proportionality principle when assessing all award criteria, as indicated in section 5.

An application can receive a **maximum of 100 points** for all criteria relevant for the action.

Experts assess the application based on the given award criteria and score each criterion with maxima as defined in the Programme Guide. The total number of points out of a maximum of 100 for each application is the sum of scores given for

each award criterion. Experts cannot use half points or decimals when assigning scores.

In order to be considered for funding an application **has to score at least 60 points in total** and score at least half of the maximum points for each award criterion.

Within the maximum number of points per award criterion, ranges of scores are defined that correspond to a fixed definition of the expected quality standard so that a coherent approach is implemented across experts and across countries. These standards are as follows:

- Very good – the application addresses all relevant aspects of the criterion in question convincingly and successfully. The answer provides all the information and evidence needed and there are no concerns or areas of weakness.

- Good – the application addresses the criterion well, although some small improvements could be made. The answer gives clear information on all or nearly all of the evidence needed.

- Fair – the application broadly addresses the criterion, but there are some weaknesses. The answer gives some relevant information, but there are several areas where detail is lacking or the information is unclear.

- Weak – the application fails to address the criterion or cannot be judged due to missing or incomplete information. The answer does not address the question asked, or gives very little relevant information.

The table below shows the ranges of scores for the individual quality standards depending on the maximum score that can be awarded to the relevant award criterion.

| **Maximum score for a criterion** | **Range of scores** | | | |
|---|---|---|---|---|
| | **Very good** | **Good** | **Fair** | **Weak** |
| 40 | 34-40 | 28- 33 | 20-27 | 0-19 |
| 30 | 26-30 | 21-25 | 15-20 | 0-14 |
| 25 | 22-25 | 18-21 | 12-17 | 0-11 |
| 20 | 17-20 | 14-16 | 10-13 | 0-9 |

Experts are expected to give comments on each award criterion and, in their comments, refer explicitly to the elements of analysis under the relevant criterion. The comments on each award criterion have to reflect and justify the score given for it.

At the end of the assessment, experts give overall comments on the application as a whole. In the comments, experts must provide a thorough analysis of the application highlighting its relative strengths and weaknesses and indicating what improvements could be made.

As their comments will be used by National Agencies to provide feedback to applicants, experts must pay particular attention to clarity, consistency and appropriate level of detail.

As part of the quality assessment, experts check the grant application for accuracy and consistency. In particular, they analyse the coherence of the grant request in relation to the proposed activities and results. In case the application is of sufficient quality to receive a grant but such coherence is missing, experts can suggest a reduction of the grant amount requested[4], specifying clearly the grant items and the reasons why they are considered incoherent, disproportionate or excessive. However, it is the National Agency that ultimately decides on the grant amount that is awarded to successful applicants. Experts may not suggest a higher grant than the amount requested by the applicant.

The National Agency monitors the quality of expert assessments and can require the expert to revise the assessment should the necessary quality standard not be met.
Experts must assess all applications in full, regardless of the score given to any award criterion.

If the experts notice during the assessment that the same or similar text appears in two or more applications submitted under a given selection round, as well as any other indications of possible double submissions and overlaps, they must inform the National Agency immediately.

# 4. General principles of qualitative assessment

## 4.1 Consolidated assessment and final score

In case an application is assessed by only one expert, then that expert's assessment determines the final score and comments.

In case of applications assessed by two experts, the two individual assessments will be consolidated in order to arrive at the final score and comments for the application. The final score may not include decimals.

If the difference between the assessments of the two experts is less than 30 points of the total score for the application, one of the two experts is requested to prepare a consolidated assessment in terms of scores and comments. The consolidated assessment should always take into account the preceding individual assessments but the final version may differ in terms of numerical score and comments. The consolidation needs to be based on agreement between the two experts and provides a final recommendation to the National Agency on the grant amount to be awarded to the applicant. In case the two experts fail to agree on the consolidation, the National Agency will decide on the need for an independent assessment by a third expert.

[4] With the exception of Cooperation Partnerships and Small-scale Partnership projects, where the lump sum grant is a fixed amount, and the experts cannot propose to downgrade or upgrade a project (i.e. attribute a different lump sum than the one requested by the applicant) or to reduce the amount of the fixed lump sum.

In case there is a difference of 30 points or more in the assessment results of both experts, the National Agency will always ask a third expert to undertake an additional independent assessment of the application, unless both experts have scored the application under the thresholds for acceptance for the given action. The final score will then be determined by the two assessments that are closest in terms of their overall score and the most extreme assessment will not be taken into account for the consolidated assessment. Consolidation of the two closest individual assessments will then follow the same rules as explained above.

The consolidated assessment is considered the final experts' assessment of a given application. It means that in case of applications for a grant, the consolidated assessment forms the basis for ranking the application on the list of eligible grant applications, while in case of applications for Erasmus accreditation for higher education mobility consortia, the evaluation committee determines if the applicant will receive the accreditation or not.

### 4.2 Proportionality

To ensure that the Erasmus+ Programme fully reaches its objectives, experts shall assess the qualitative level of the planned activities, intended goals, expected impact and results of the project in a proportional way, in relation to the size and profile of the applicant organisations and, if applicable, project partners. Quantity (of activities planned, of priorities met or results produced, etc.) will not be judged in absolute terms but in relation to the capacities and potential of the applicants (and partners, where applicable) .

### 4.3 Quality, cost-efficiency, value for money of the activities

The funding rules of Erasmus+ actions managed by National Agencies are largely based on unit costs (i.e. amounts are calculated per day, per participant, per staff category etc.). Experts may judge that some of the units indicated in an application form are not to be considered, even for projects deserving a high qualitative scoring. They may therefore propose a reduction of these units, which consequently will determine a reduction of the grant awarded by the NA, if the project is selected for funding. This approach applies to all actions of the Programme managed by National Agencies, with the exception of Small-scale Partnerships and Cooperation Partnerships.

## 5. Interpretation of award criteria

Notwithstanding the general principles of proportionality and quality, cost-efficiency, value for money of the activities, as described in chapter 4 of this Guide, this section aims to provide further explanation to experts as to how to assess the award criteria (only when relevant for specific elements of analysis) of the Erasmus+ actions which are described in the Erasmus+ Programme Guide. It contains the following tables:

### Key Action 1: Mobility of individuals

- Mobility project for Higher education students and staff supported by external policy funds
- Mobility project for School education pupils and staff

- Mobility project for VET learners and staff
- Mobility project for Adult education learners and staff
- Mobility project for young people– Youth Exchanges
- Mobility projects for youth workers
- Youth Participation Activities
- DiscoverEU Inclusion Action

## Key Action 2: Cooperation among organisations and institutions

- Cooperation Partnerships
- Small-scale Partnerships

## Priorities applying to all Erasmus+ sectors and actions

The Erasmus+ Programme has identified four priorities that apply to all sectors and actions, emphasizing the relevance of these dimensions both from the thematic perspective but also form the considerations in terms of project design and implementation of the activities. These dimensions are generally represented through priorities and topics available for Erasmus+ projects, as well as dedicated award criteria in the different actions. Experts should take into account the presence of these dimensions in the proposals, as well as the potential of project proposals to become best practice examples in these areas:

- **Inclusion and diversity**

  Projects should promote social inclusion and aim at improving the outreach to people with fewer opportunities. When designing their projects and activities, organisations should have an inclusive approach, addressing barriers that hinder the participation of a diverse range of participants, 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.

  Projects should contribute to the creation of inclusive environments that foster equity and equality, and that are responsive to the needs of the wider community. When assessing the inclusion dimension, experts should duly consider any extra support needed to work with these specific target groups.

- **Environment and fight against climate change:**

  Projects should aim at raising awareness about environmental and climate-change challenges. Experts will take into consideration if the project aims at developing competences in various sustainability-relevant sectors, striving for carbon-neutrality by promoting sustainable transport modes and including other green practices in their activities.

  Experts should be attentive at proposed innovative practices that will enable behavioral changes for individual preferences, cultural values and awareness for sustainable development, consumption habits, and lifestyles (e.g. save

resources, reduce energy use and waste, compensate carbon footprint emissions, opt for sustainable food and mobility choices, etc.).

- **Addressing digital transformation through development of digital readiness, resilience and capacity:**

  Projects should aim to increase the capacity and readiness of institutions, organisations, staff and learners to manage an effective shift towards digital education and youth work. Experts should take into account the purposeful use of digital technologies to carry out the projects, the development of digital skills and expertise in the use of digital tools for teachers, youth workers and learners, and the creation or innovative use of digital education content.

- **Participation in democratic life:**

  Experts should consider if projects address the citizens' limited participation in its democratic processes and their lack of knowledge about the European Union, and tries to overcome the difficulties in actively engaging and participating in their communities or in the Union's political and social life.
  Projects supporting this priority should aim to promote active citizenship and ethics in lifelong learning, foster the development of social and intercultural competences, critical thinking and media literacy.
  People's participation in democratic life, social and civic engagement can be promoted through formal or non-formal learning activities. This priority focuses also on awareness-raising and understanding of 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.

## Key Action 1: Mobility of individuals

### Mobility project for Higher education students and staff supported by external policy funds

| Award criteria elements as described in the Programme Guide | Interpretation of award criteria |
|---|---|
| ***Quality of the project design and cooperation arrangements (maximum 40 points), Project-level award criterion*** | |
| The extent to which the applicant organisation describes with clarity the responsibilities, roles and tasks between partners. | The expert should assess the planned cooperation arrangements, including:<br>• Who offers which courses and when?<br>• Who provides support for visa/insurance/accommodation?<br>• Who is in charge for the selection and/or evaluation of participants?<br>• What will the students/staff have to do?<br>• If applicable, how the finances will be split between the applicant and its partner(s) and whether the organisational support grant will be shared.<br>• How will communication channels work?<br>• Are there specific provisions regarding the organisation of traineeships? |
| The completeness and quality of arrangements for the selection of participants, the support provided to them and the recognition of their mobility period (in particular in the third country not associated to the Programme). | The expert should assess the planned practical implementation of the mobilities, in particular:<br>• The clarity, completeness and quality of all the phases of the mobilities (preparation, implementation of mobility activities and follow-up).<br>• The appropriateness of measures for selecting participants. Special attention should be given by the expert to measures planned by the applicant and its partner organisation(s) in accordance with the Inclusion and Diversity Strategy of the Erasmus+ programme and applicable national guidelines.<br>• The information and support provided prior to the mobility, e.g. accommodation services, language training, learning/mobility agreements and administrative support (insurance, visa, etc.).<br>• The mechanisms envisaged for recognition of student learning outcomes (e.g. ECTS or other mechanisms).<br>• The way in which the HEIs will recognise and reward the outcomes of outgoing staff mobility.<br>The specific mechanisms to guarantee quality of traineeships when this type of mobility is envisaged. |

| ***Relevance of the strategy (maximum 40 points), Region-level award criterion*** | |
|---|---|
| The extent to which the planned mobility project is relevant to the internationalisation strategy of the higher education institutions involved.<br><br>The rational for choosing staff and/ or student mobility and the previous experience of similar projects with higher education institutions/ organisations in the partner region. | The expert should assess how the planned activities fit the applicant and partner institutions' internationalisation strategies and reinforce their capacities.<br>The expert should assess the justification provided for the choice and volume of activities requested, with respect to the internationalisation strategies, capacities and previous experience of the institutions involved.<br>In line with the Programme's inclusion dimension, partnerships with newcomer and less experienced HEIs are encouraged, as participation is expected to have a particularly high impact on them. |
| ***Impact and dissemination (maximum 20 points), Region-level award criterion*** | |
| The potential impact of the project on participants, beneficiaries, partner organisations, at local, regional and national levels the quality of measures aimed at disseminating the results of the mobility project at faculty and institution levels, and beyond where applicable, in all countries involved. | The expert should assess the potential impact and dissemination of the project results in terms of:<br>• The potential impact of the mobility on individuals and HEIs, at local, regional and national level during and after the project lifetime in proportion of the project size and scope.<br>• The dissemination activities described and the channels mentioned.<br>• The strategy for monitoring and evaluating the outcomes of the mobility. |

| Award criteria elements as described in the Programme Guide | Interpretation of award criteria |
|---|---|
| ***Relevance (maximum 30 points)*** | |
| The extent to which the applicant's profile, experience, activities and target population of learners are relevant for the field | Under this element, the expert should consider if the applicant organisation forms a genuine part of the field in which the application has been submitted. The element does not concern only the formal or nominal relevance, but is rather linked to practice as evidenced by the expertise of its staff and the nature of the organisation's everyday activities and previous experience, especially outside of the Erasmus+ programme.<br>In case of education providers, the 'target population of learners' refers to the profiles of learners enrolled in the organisation. For other organisations (e.g. education authorities or coordination bodies), the same term encompasses the categories of learners for which the organisation is in charge, or for which it is providing services. |
| The extent to which the project proposal is relevant for the objectives of the action | This element references the objectives of the action as stated in the action's chapter in the Programme Guide. The objectives and overall framework of each project should be complementary with those objectives. Considering the limited scope of short-term Key Action 1 projects, the expert should pay particular attention to the principle of proportionality when assessing this element. |
| The extent to which the project proposal is relevant for the following specific priorities:<br>• Supporting newcomers and less experienced organisations | This element highlights the importance of short-term projects as a steppingstone into the Erasmus+ programme for organisations that have never regularly benefitted from the same action in the past. The exact definitions of newcomers and less experienced organisations are provided in the glossary of the Programme Guide. |
| The extent to which the project proposal is relevant for the following specific priorities:<br>• Supporting participants with fewer opportunities<br>• Supporting participants in ErasmusPro activities (in VET)<br>• Supporting participants in long-term mobility of pupils (in school education) | In line with the inclusion dimension of the Programme, this element highlights the importance of involving participants with fewer opportunities in project activities. The expert should consider this element very carefully by taking into account proposed activities (if any), and simultaneously considering if the applicant organisation has used the opportunities, they have to involve this target group (e.g. when defining the way participants will be selected).<br><br>In the fields of VET and school education, the expert assessors should also take into account if the applicant organisation has committed to implementing long-term mobility activities for learners, which constitute more challenging and impactful formats offered by the |

| | |
|---|---|
| | Programme. |
| ***Quality of project design (maximum 40 points)*** | |
| The extent to which the proposed project objectives address the needs of the applicant organisation, its staff and learners in a clear and concrete way | The expert should consider if the proposed objectives are well explained in relation to the organisation's needs and challenges, and if achieving those objectives can lead to positive changes at the level of the organisation. In doing so, the objectives should address the needs of staff and learners at a wider scale, as opposed to only benefitting participants who directly take part in mobility activities. |
| The extent to which the proposed activities and their content are appropriate for the achievement of the project objectives | When considering this element, the expert should judge whether the applicant has explained convincingly how the implementation of proposed activities will logically lead to the achievement of the project's stated objectives. |
| The extent to which there is a clear working plan for each of the proposed activities | The expert should consider if the application is sufficiently specific, clear, concrete, and realistic in presenting the content and expected results of proposed activities. |
| The extent to which the project incorporates environmentally sustainable and responsible practices | This element refers both to the content of the project's activities and objectives, as well as to the practical aspect of maximising the use of funding opportunities offered by the Programme to support environmentally sustainable means of travel. |
| The extent to which the project incorporates the use of digital tools and learning methods to complement their physical mobility activities, and to improve the cooperation with partner organisations | This element refers both to the number of participants that will benefit from blended forms of activities, as well as the concrete ways in which digital tools and learning methods are included in the proposed activities. |
| ***Quality of follow-up actions (maximum 30 points)*** | |
| The extent to which the applicant has clearly defined the tasks and responsibilities for delivery of activities in accordance with Erasmus quality standards | This element refers to the distribution of tasks and responsibilities among the staff members of the applicant organisation. The expert should assess if all relevant tasks have been covered and clearly assigned. |
| The extent to which the applicant has proposed concrete and logical steps to integrate the results of mobility activities in the organisation's regular work | Considering the proposed activities and project objectives, the expert should judge how specific, clear and effective are the applicant's proposals for integrating the achieved results in their daily work. |
| The extent to which the applicant has proposed an appropriate way of evaluating the project outcomes | This element covers the applicant's planning on how to evaluate if the expected benefits of the proposed activities have been achieved. With regards to project objectives, the element refers to the applicant's proposal on how to evaluate if the stated objectives have been reached. The expert should consider whether the proposed methods are clear and whether the defined success criteria are clearly observable/measurable. |

| | |
|---|---|
| The extent to which the applicant has proposed concrete and effective steps to make the results of the project known within the applicant organisation, to share the results with other organisations and the public, and to publicly acknowledge the European Union funding | The expert should consider how concrete, innovative, impactful and long-lasting the proposed actions are. The expert should also consider whether the applicant organisation has used all possibilities at their disposal to make sure that results of the project and knowledge about the Erasmus+ programme are spread as widely as possible. |

## Mobility project for young people: Youth Exchanges

| Elements of analysis | Interpretation of award criteria for youth |
|---|---|
| ***Relevance, rationale and impact (maximum score 30 points)*** | |
| The relevance of the project to:<br>- the objectives of the Action;<br>- the needs of the participating organisations and participants.<br><br>The extent to which the project is suitable of producing high-quality learning outcomes for the participants | The proposal corresponds to the objectives and the format of the Action as described in the corresponding action chapter in Part B of the Programme Guide.<br><br>The rationale for the project should be clearly described. The applicant should explain why the project is needed and how the demand for the project has been identified. The project should indicate how this is relevant to the needs of the individual participants, the community that the project is addressing (if relevant), and a specific target group if there is one.<br><br>In particular the expert should pay attention to the following specific aspects:<br><br>For Youth Exchanges, the proposal fosters young peoples' engagement and empowers them to become active citizens. The learning outcomes for the participants are clearly explained and in line with the identified needs of young people. |
| The potential impact of the project:<br>- on participants and participating organisations during and after the project lifetime;<br>- outside the organisations and individuals directly participating in the project, at local, regional, national and/or European or global level | This element refers to how the project is framed with a long-term perspective, aiming at a long-lasting impact both on participants and organisations involved (and where relevant also on communities/practices). |
| The extent to which the project is suitable of contributing to the inclusion and diversity, green, digital and participatory dimensions of the Programme | The expert should look at how the project plans to address the priorities of the Programme, as they are described in the first section of the Programme Guide (chapter "Priorities of the Programme") and in the relevant strategies. |
| The extent to which the project introduces newcomers and less experienced organisations to the Action. | This element highlights the importance of reaching out to organisations who have never or not regularly benefitted from the opportunities offered by this action in the past.<br><br>The definitions of newcomers and less experienced organisations are provided in the glossary of the Programme Guide. |

| ***Quality of the project design and implementation (maximum score 40 points)*** | |
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| The consistency between identified needs, project objectives, participant profiles and activities proposed; | The expert should consider if the proposed objectives are well explained in relation to the organisation's needs and challenges, and if achieving those objectives can lead to positive changes at the level of the organisation. In doing so, the objectives should address the needs of staff and learners at a wider scale, as opposed to only benefitting participants who directly take part in mobility activities. When considering this element, the expert should judge whether the applicant has explained convincingly how the implementation of proposed activities will logically lead to the achievement of the project's stated objectives. |
| The clarity, completeness and quality of all the phases of the project: preparation (including preparation provided to participants), implementation of activities and follow-up; | The description of the different phases is clear and complete and shows that the participating organisations have agreed on a division of tasks, programme of the activities, working methods, practical arrangements, involvement of participants and follow up measures. |
| The extent to which the young people are involved in all phases of the activities | This element focuses on how the organisations plan to give an active role and involve young participants during the project lifetime. |
| The extent to which the activities are designed in an accessible and inclusive way and are open to participants with diverse backgrounds and abilities. | In line with the inclusion dimension of the Programme, this element highlights the importance of involving participants with fewer opportunities in project activities. The expert should consider this element very carefully by taking into account the proposed activities and how organisations have designed them in an accessible and inclusive way. Experts should also consider if the applicant organisations have used the opportunities they have to involve this target group (e.g. when defining the way participants will be selected), as well as participants with different background and abilities. |
| The appropriateness of the participative learning methods proposed, including of any virtual components; | The expert should look at the non-formal and informal learning processes proposed, at which extent such processes are suitable of stimulating creativity, active participation and initiative in the participants. The methods chosen should be adapted to the target group of the activities and facilitate the acquisition/development of competences resulting in the personal, socio-educational and professional development of all participants and participating organisations involved. It should be observed also if such learning processes are planned in a participative way and analysed throughout the project. Experts should look moreover at the concrete ways in which digital tools and virtual components are included in the proposed activities and will used to support the learning methods and complement physical activities. |

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| The quality of arrangements and support for the reflection process, the identification and documentation of the participants' learning outcomes, and the consistent use of European transparency and recognition tools, in particular Youthpass; | This element refers to how participating organisations have addressed the issue of participant's learning objectives, how they plan to support the reflection around those, their identification as well as the recognition of their learning outcomes. The fact that - beyond making available the Youthpass certificate to participants - the participating organisations intend to use the Youthpass process and tool to stimulate participants' reflection on their learning process, is considered as an element of quality of the project. |
| The balanced representation of participants in terms of countries and gender; | The programme strives for geographical and gender balance: the expert should pay attention to the composition of the group of participants involved in the projects, as the transnational dimension and the variety of the group will enrich the project. |
| The adequacy and effectiveness of the measures foreseen to ensure safety and protection of participants; | This element focuses on the issue of protection and safety of participants, on how the project plans to address it and on which measures are in place to prevent and reduce risks. Activities must be organised with a high standard of safety and protection for involved participants. |
| The extent to which the activities incorporate sustainable and environmental-friendly practices | This element refers both to the content of the project's activities and objectives, as well as to the practical aspect of maximising the use of funding opportunities offered by the Programme to support environmentally sustainable means of travel. |
| ***Quality of project management (maximum score 30 points)*** | |
| The quality of the practical arrangements, management and support modalities; | The element focuses on all aspects related to project management and the quality of the measures in place to ensure effective implementation of the project in all its phases. |
| The quality of the cooperation and communication between the participating organisations, as well as with other relevant stakeholders; | The proposal should show that participating organisations have established and will run a cohesive consortium with active involvement of all partners and with common goals to be achieved. The following factors should be taken into consideration during the assessment: - the level of networking, cooperation and commitment of each participating organisation in the project; - the profile and background of participating organisations when the nature or target of the activity would necessitate the possession of certain qualifications or activities in certain areas (e.g. youth work); - a clear and commonly agreed definition of roles and tasks of each participating organisation involved in the project; - the capacity of the consortium to ensure effective follow-up and dissemination of the results achieved through the project; - in case of inclusion projects, the capacity and expertise of the consortium to support (where needed) staff or learners with special needs or fewer opportunities. |

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| The quality of measures for evaluating the different phases and outcomes of the project; | The proposal shows that participating organisations have put in place measures to evaluate the different phases of the project and to carry out a final evaluation of the activities and their outcomes.<br><br>The final evaluation will make it possible to assess whether the objectives of the activities/project have been achieved and the expectations of the participating organisations and participants have been met. Besides the final evaluation, the proposal shows that participating organisations will monitor the implementation of the mobility activities to ensure the smooth running of the project and fine-tuning, if necessary. |
| The appropriateness and quality of measures aimed at disseminating the outcomes of the project within and outside the participating organisations. | This element focuses on participating organisations have reflected together on measures aimed at enhancing the visibility of their project and the visibility of the Erasmus+ Programme in general. The expert should look also at how each participating organisation will put in place measures to disseminate and exploit the results of the project, including its learning outcomes for the benefit of all actors involved. |

## Mobility project for youth workers

| Elements of analysis | Interpretation of award criteria for youth |
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| ***Relevance, rationale and impact (maximum score 30 points)*** | |
| The relevance of the project to:<br>- the objectives of the Action;<br>- the needs of development and evolution of the participating organisations; - the needs and objectives of the participating youth workers<br><br>The extent to which the project is suitable for:<br>- producing high-quality learning outcomes for participating youth workers;<br>- reinforcing or transforming the participating organisations' youth work, in relation to quality, innovation and recognition, as well as their capacities and scope, from local to global as appropriate.<br>- involving participants active in youth work in the participating organisations,<br>- involving organisations who undertake concrete youth work and regular work with young people on local level. | The proposal corresponds to the objectives and the format of the Action as described in the corresponding action chapter in Part B of the Programme Guide.<br><br>The rationale for the project should be clearly described. The applicant should explain why the project is needed and how the demand for the project has been identified. The project should indicate how this is relevant to the needs of the individual participants, the community that the project is addressing (if relevant), and a specific target group if there is one.<br><br>In particular the expert should pay attention to the following specific aspects:<br><br>The learning outcomes for the participants are clearly explained and in line with the identified needs. The proposal equips youth workers with competences and methods for their professional development (including for digital youth work), aiming at having a clear impact on their regular work with young people and on their organisation they are active in, fostering the development of quality youth work at local, national and European level, contributing to the European Youth Work Agenda for quality, innovation and recognition of youth work |
| The potential impact of the project:<br>- on participating youth workers and participating organisations during and after the project lifetime;<br>- on concrete youth work practices and quality youth work;<br>- outside the organisations and individuals directly participating in the project, at local, regional, national and/or European or global level. | This element refers to how the project is framed with a long-term perspective, aiming at a long-lasting impact both on participants and organisations involved, making a real contribution to the youth work practice and to the community of youth workers also after the end of the project lifetime. |

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| The extent to which the project is suitable of contributing to the inclusion and diversity, green, digital and participatory dimensions of the Programme; | The expert should look at how the project plans to address the priorities of the Programme, as they are described in the first section of the Programme Guide (chapter "Priorities of the Programme") and in the relevant strategies. |
| The extent to which the project introduces newcomers and less experienced organisations to the Action. | This element highlights the importance of reaching out to organisations who have never or not regularly benefitted from the opportunities offered by this action in the past.<br><br>The definitions of newcomers and less experienced organisations are provided in the glossary of the Programme Guide. |
| The extent to which the project incorporates measures aimed at making its results sustainable beyond the project's lifetime; | The expert should pay attention to the extent to which the project incorporates mechanisms and/or activities or develops practices that have the potential to survive the duration of the funding (i.e. remain operational even after the initial lifetime of the project has expired). |
| The extent to which the proposed system development and outreach activities are contributing to the development of youth workers environment, (if applicable). | The expert should look at how the complementary activities proposed add to the project and go beyond it, feeding the debate at national and/or European level, for the development of quality youth work and youth workers environment. The expert should look also at any specific reference to how such activities plan to concretely contribute to the European Youth Work Agenda for quality, innovation and recognition of youth work. |
| ***Quality of the project design and implementation (maximum score 40 points)*** | |
| The consistency between identified needs, project objectives, participant profiles and activities proposed;<br><br>The extent to which the project contributes to improve quality of the youth work of the participating organisations | The expert should consider if the proposed objectives are well explained in relation to the organisation's needs and challenges, and if achieving those objectives can lead to positive changes at the level of the organisation, contributing not only to the participants' practice, but also improving the quality of youth work within the participating organisations. In doing so, the objectives should address the needs of staff at a wider scale, as opposed to only benefitting participants who directly take part in mobility activities. When considering this element, the expert should judge whether the applicant has explained convincingly how the implementation of proposed activities will logically lead to the achievement of the project's stated objectives. |
| The clarity, completeness and quality of all the phases of the project: preparation (including preparation provided to participants), implementation of activities and follow-up; | The description of the different phases is clear and complete and shows that the participating organisations have agreed on a division of tasks, programme of the activities, working methods, practical arrangements, involvement of participants and follow up measures. |
| The extent to which the activities are designed in an accessible and | In line with the inclusion dimension of the Programme, this element highlights the importance of involving |

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| inclusive way and are open to participants with fewer opportunities. | participants with fewer opportunities in project activities. The expert should consider this element very carefully by taking into account the proposed activities and how organisations have designed them in an accessible and inclusive way. Experts should also consider if the applicant organisations have used the opportunities they have to involve this target group (e.g. when defining the way participants will be selected), as well as participants with different background and abilities. |
| The appropriateness of the participative learning methods proposed, including of any virtual components; | The expert should look at the non-formal and informal learning processes proposed, at which extent such processes are suitable of stimulating creativity, active participation and initiative in the participants. The methods chosen should be adapted to the target group of the activities and facilitate the acquisition/development of competences resulting in the personal, socio-educational and professional development of all participants and participating organisations involved. It should be observed also if such learning processes are planned in a participative way and analysed throughout the project. Experts should look moreover at the concrete ways in which digital tools and virtual components are included in the proposed activities and will be used to support the learning methods and complement physical activities. |
| The quality of arrangements and support for the reflection process, the identification and documentation of the participants' learning outcomes, and the consistent use of European transparency and recognition tools, in particular Youthpass; | This element refers to how participating organisations have addressed the issue of participant's learning objectives, how they plan to support the reflection around those, their identification as well as the recognition of their learning outcomes. The fact that - beyond making available the Youthpass certificate to participants - the participating organisations intend to use the Youthpass process and tool to stimulate participants' reflection on their learning process, is considered as an element of quality of the project. |
| The balanced representation of participants in terms of countries and gender; | The programme strives for geographical and gender balance: the expert hould pay attention to the composition of the group of participants involved in the projects, as the transnational dimension and the variety of the group will enrich the project. |
| The extent to which the activities incorporate sustainable and environmental-friendly practices; | This element refers both to the content of the project's activities and objectives, as well as to the practical aspect of maximising the use of funding opportunities offered by the Programme to support environmentally sustainable means of travel. |
| The appropriateness of measures for selecting youth workers (in line with youth worker definition in legal base) in the activities and the extent to which the youth workers are actively involved at all stages of the project; | This element focuses on the selection process of youth workers participating in the activities. In order to ensure a wider benefit and impact of the project, it is important that a real connection exists between youth workers and the local youth work field. The expert should look also at how the organisations plan to involve youth workers in the different phases of the projects, in order to ensure the matching of needs and objectives with the expected learning outcomes of the activities. |

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| The quality of tools and practices proposed under "system development and outreach activities" and the extent to which their design can be replicated and inspire other organisations (if applicable) | This element focuses on the design and quality of complementary activities (if any) and on their replicability. Can tools and/or practices proposed be adapted or re-used by other organisations? How the organisations plan to make other actors from the field aware of such tools and practices and to inspire other organisations and processes? |
| ***Quality of project management (maximum score 30 points)*** | |
| The quality of the practical arrangements, management and support modalities; | The element focuses on all aspects related to project management and the quality of the measures in place to ensure effective implementation of the project in all its phases. |
| The quality of the cooperation and communication between the participating organisations, as well as with other relevant stakeholders; | The proposal should show that participating organisations have established and will run a cohesive consortium with active involvement of all partners and with common goals to be achieved.<br><br>The following factors should be taken into consideration during the assessment:<br><br>- the level of networking, cooperation and commitment of each participating organisation in the project;<br><br>- the profile and background of participating organisations when the nature or target of the activity would necessitate the possession of certain qualifications or activities in certain areas (e.g. youth work);<br><br>- a clear and commonly agreed definition of roles and tasks of each participating organisation involved in the project;<br><br>- the capacity of the consortium to ensure effective follow-up and dissemination of the results achieved through the project;<br><br>- in case of inclusion projects, the capacity and expertise of the consortium to support (where needed) staff or learners with special needs or fewer opportunities. |
| The quality of measures for evaluating the different phases and outcomes of the project; | The proposal shows that participating organisations have put in place measures to evaluate the different phases of the project and to carry out a final evaluation of the activities and their outcomes.<br><br>The final evaluation will make it possible to assess whether the objectives of the activities/project have been achieved and the expectations of the participating organisations and participants have been met. Besides the final evaluation, the proposal shows that participating organisations will monitor the implementation of the mobility activities to ensure the |

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| | smooth running of the project and fine-tuning, if necessary. |
| The appropriateness and quality of measures aimed at disseminating the outcomes of the project within and outside the participating organisations. | This element focuses on participating organisations have reflected together on measures aimed at enhancing the visibility of their project and the visibility of the Erasmus+ Programme in general. The expert should look also at how each participating organisation will put in place measures to disseminate and exploit the results of the project, including its learning outcomes for the benefit of all actors involved. |

## Youth participation activities

| Elements of analysis | Interpretation of award criteria for youth |
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| ***Relevance, rationale and impact (maximum score 30 points)*** | |
| The relevance of the project to:<br>- the objectives of the Action;<br>- the needs of the participating organisations and participants.<br><br>The extent to which the project will address one or more of the priorities identified in the context of the EU Youth Dialogue or the Youth Goals;<br><br>The extent to which the project is suitable for producing high-quality learning outcomes for the participants;<br><br>The extent to which the project provides European added value; | The proposal corresponds to the objectives and the format of the Action as described in the corresponding action chapter in Part B of the Programme Guide.<br><br>The rationale for the project should be clearly described. The applicant should explain why the project is needed and how the demand for the project has been identified. The project should indicate how this is relevant to the needs of the individual participants, the community that the project is addressing (if relevant), and a specific target group if there is one.<br><br>:<br><br>The expert should consider the relevance of the proposal in relation to contributing to the achievement of priorities of the EU Youth Dialogue, or the 11 EU Youth Goals developed in the context of the Youth Dialogue and the European Youth Strategy 2019-2027.<br><br>The expert should consider how the proposal fosters young peoples' engagement and empowers them to become active citizens. The learning outcomes for the participants are clearly explained and in line with the identified needs.<br><br>Experts should also look at how the proposal brings added value at EU level through results that would not be attained by activities carried out in a single country and/or through relevance of the activities beyond the national context (with regard to the topics, aims, approaches and expected outcomes of proposed activities). |
| The potential impact of the project:<br>- for participants and participating organisations during and after the project lifetime;<br>- outside the organisations and individuals directly participating in the project, at local, regional, national and/or European or global level. | This element refers to how the project is framed with a long-term perspective, aiming at a long-lasting impact both on participants and organisations involved (and where relevant also on communities/practices), making a real contribution to the youth work practice also after the end of the project lifetime, |
| The extent to which the project is suitable for contributing to the inclusion and diversity, green, digital and participatory dimensions of the Programme; | The expert should look at how the project plans to address the priorities of the Programme, as they are described in the first section of the Programme Guide (chapter "Priorities of the |

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| | Programme") and in the relevant strategies. |
| The extent to which the project introduces newcomers and less experienced organisations to the Action; | This element highlights the importance of reaching out to organisations who have never or not regularly benefitted from the opportunities offered by this action in the past.<br><br>The definitions of newcomers and less experienced organisations are provided in the glossary of the Programme Guide. |
| The extent to which the project incorporates measures aimed at making its results sustainable beyond the project's lifetime. | The expert should pay attention to the extent to which the project incorporates mechanisms and/or activities or develops practices that have the potential to survive the duration of the funding (i.e. remain operational even after the initial lifetime of the project has expired). |
| ***Quality of the project design and implementation***<br>***(maximum score 40 points)*** | |
| The consistency between identified needs, project objectives, participants profile and activities proposed; | The expert should consider if the proposed objectives are well explained in relation to the organisation's needs and challenges, and if achieving those objectives can lead to positive changes at the level of the organisation. In doing so, the objectives should address the needs of staff and learners at a wider scale, as opposed to only benefitting participants who directly take part in the funded activities.<br><br>When considering this element, the expert should judge whether the applicant has explained convincingly how the implementation of all the proposed activities will logically lead to the achievement of the project's stated objectives. |
| The clarity, completeness and quality of all the phases of the project: preparation (including preparation of the participants), implementation and follow-up (including a feedback mechanism for participants; | The description of the different phases is clear and complete and shows that the participating organisations have planned the division of tasks, activity programme, working methods, practical arrangements, involvement of participants and follow up measures. |
| The extent to which young people are involved in all phases of the activities; | This element focuses on how the organisations plan to give an active role and involve young participants during the project lifetime. In Youth participation activities, young people need to have a significant role throughout the project. Therefore, the expert should take into account the extent to which young people are involved in the conception of the project and in preparation, implementation and follow-up stages. |
| The extent to which the activities are designed in an accessible and inclusive way and are open to participants with fewer opportunities; | In line with the inclusion dimension of the Programme, this element highlights the importance of involving participants with fewer opportunities in project activities. The expert should consider this element very carefully by taking into account the proposed activities and |

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| | how organisations have designed them in an accessible and inclusive way. Experts should also consider if the applicant organisations have used the opportunities they have to involve this target group (e.g. when defining the way participants will be selected), as well as participants with different background and abilities. |
| The appropriateness of the participative learning methods proposed, including of any virtual components; | The expert should look at the non-formal and informal learning processes proposed, at which extent such processes are suitable of stimulating creativity, active participation and initiative in the participants. The methods chosen should be adapted to the target group of the activities and facilitate the acquisition/development of competences resulting in the personal, socio-educational and professional development of all participants and participating organisations involved. It should be observed also if such learning processes are planned in a participative way and analysed throughout the project. Experts should also look at the concrete ways in which digital tools and virtual components are included in the proposed activities and will be used to support the learning methods and complement physical activities. |
| The extent to which the project makes use of alternative, innovative and smart forms of youth participation, in particular to test new ideas and follow up. | The Youth participation activities format is designed in a particularly open manner in order to include a range of methods and approaches to youth participation and allow development and testing. Experts should judge to what extent the project intends to incorporate new or alternative ideas, practices or tools for youth participation, be it through digital or other formats. The project should have a plan for follow up to secure sustainable impact of such elements. |
| The quality of arrangements and support for the reflection process, the identification and documentation of the participants' learning outcomes, and the consistent use of the European transparency and recognition tools, in particular Youthpass; | This element refers to how participating organisations have addressed the issue of participant's learning objectives, how they plan to support the reflection around those, their identification as well as the recognition of their learning outcomes. It is to be considered as an element of quality of the project if the participating organisations, beyond making available the Youthpass certificate to participants, intend to use the Youthpass process and tool to stimulate participants' reflection on their learning process - this. |
| The adequacy and effectiveness of the measures foreseen to ensure safety and protection of participants; | This element focuses on how the project plans to address the protection and safety of participants, and on which measures will be put in place to prevent and reduce risks. Activities must be organised with a high standard of safety and protection for involved participants. |
| The extent to which the project addresses sustainable and environmental-friendly | This element refers both to the content of the project's activities and objectives, as well as to |

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| practices. | the practical aspect of maximising the use of funding opportunities offered by the Programme to support environmentally sustainable means of travel. |
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| ***Quality of project management (maximum score 30 points)*** | |
| The quality of the practical arrangements, management and support modalities; | The element focuses on all aspects related to project management and the quality of the measures in place to ensure effective implementation of the project in all its phases. |
| The quality of the cooperation and communication between the participating organisations, as well as with other relevant stakeholders; | The proposal should show that participating organisations have established and will run a cohesive consortium (if relevant) with active involvement of all partners and with common goals to be achieved.<br><br>The following factors should be taken into consideration during the assessment:<br><br>- the level of networking, cooperation and commitment of each participating organisation in the project;<br><br>- the profile and background of participating organisations when the nature or target of the activity would necessitate the possession of certain qualifications or activities in certain areas (e.g. youth work);<br><br>- a clear and commonly agreed definition of roles and tasks of each participating organisation involved in the project;<br><br>- the capacity of the consortium to ensure effective follow-up and dissemination of the results achieved through the project;<br><br>- in case of inclusion projects, the capacity and expertise of the consortium to support (where needed) staff or learners with special needs or fewer opportunities<br><br>In the case of Youth participation activities with no partner organisations, the expert should consider how the organisation will share tasks and responsibilities internally, and the involvement of potential external stakeholders in the project. If the project will be supported by one or more coaches, the envisaged cooperation and relevance of their expertise in relation to the objectives of the project should be considered. |
| The quality of measures for evaluating the different phases and outcomes of the project; | The proposal shows that participating organisations have put in place measures to evaluate the different phases of the project and to carry out a final evaluation of the activities and |

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| | their outcomes.<br><br>The final evaluation will make it possible to assess whether the objectives of the activities/project have been achieved and the expectations of the participating organisations and participants have been met. Besides the final evaluation, the proposal shows that participating organisations will monitor the implementation of the activities to ensure the smooth running of the project and fine-tuning, if necessary. |
| The appropriateness and quality of measures aimed at disseminating the outcomes of the project within and outside the participating organisations. | This element focuses on how the participating organisations have reflected on measures aimed at enhancing the visibility of their project and the visibility of the Erasmus+ Programme in general. The expert should look also at how each participating organisation will put in place measures to disseminate and exploit the results of the project, including its learning outcomes for the benefit of all actors involved. |

## Mobility project for young people: DiscoverEU Inclusion Action

| Elements of analysis | Interpretation of award criteria for youth |
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| ***Relevance, rationale and impact (maximum score 40 points)*** | |
| The relevance of the project to:<br>- the objectives of the Action;<br>- the needs of the participating organisations and participants;<br>- the extent to which the project enables learning through discovery; | The proposal corresponds to the objectives and the format of the Action as described in the corresponding action chapter in Part B of the Programme Guide.<br><br>The rationale for the project should be clearly described. The applicant should explain why the project is needed and how the demand for the project has been identified. The project should indicate how this is relevant to the needs of the individual participants, the community that the project is addressing (if relevant) and to the specific target group.<br><br>In particular the expert should pay attention to the following specific aspects:<br>• the proposal involves as participants exclusively young people with fewer opportunities as described in the Erasmus+ Programme Guide and in the Erasmus+ and European Solidarity Corps Inclusion and Diversity Strategy[5]. Their participation in DiscoverEU on an equal footing with their peers is vital to contribute to inclusion and diversity of young people and to enable their learning through discovery.<br>• the proposal promotes diversity, intercultural and inter-religious dialogue, common values of freedom, tolerance and respect for human rights as well as aims on enhancing critical thinking and sense of initiative of young people when preparing them for, accompanying them during and following up after their DiscoverEU travel |
| The potential impact of the project:<br>- on participants and participating organisations during and after the project lifetime; | This element refers to how the project is framed with a long-term perspective, aiming at a long-lasting impact both on participants and organisations involved (and, where relevant, on communities/practices) also after the end of the project lifetime. |
| The extent to which the organisation can proof previous experience in working with young people with fewer opportunities at grass root level | DiscoverEU Inclusion Action is specifically addressed to grass root organisations, which work regularly with young people with fewer opportunities and which can identify early enough potential participants to prepare them for their DiscoverEU travel. The organisation has to strike the right balance between offering suitable assistance and encouraging the young people to as much autonomy as possible |

[5] https://www.salto-youth.net/downloads/4-17-4177/InclusionAndDiversityStrategy.pdf

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| The extent to which the project is suitable of contributing to the inclusion and diversity, green, digital and participatory dimensions of the Programme | The expert should look at how the project plans to address the priorities of the Programme, as they are described in the first section of the Programme Guide (chapter "Priorities of the Programme") and in the relevant strategies. Organisations implementing the DiscoverEU Inclusion Action may foresee elements in the travel itinerary as well as in pre- and after activities, that address at least one of the EU priorities on green, digital or the participatory dimension of the Erasmus+ Programme. Please refer to the DiscoverEU routes[6] as an option and inspiration for the travel |
| The extent to which the project introduces newcomers and less experienced organisations to the Erasmus+ Programme that can prove experience in working with young people with fewer opportunities | This element highlights the importance of reaching out to organisations who have never or not regularly benefitted from the opportunities offered by this action in the past.<br><br>The definitions of newcomers and less experienced organisations are provided in the glossary of the Programme Guide. |
| ***Quality of the project design***<br>***(maximum score 40 points)*** | |
| The clarity, completeness and quality of all the phases of the project: preparation tailored to the specific needs of the participants, support during the travel, implementation of activities and follow-up; | The description of the different phases is clear and complete and shows that the organisation and the DiscoverEU participants have agreed on a division of tasks, programme of the activities during the travel, working methods, practical arrangements, catering for the needs of the participants and follow up measures. |
| The extent to which the participants are involved in all phases of the activities | This element focuses on how the organisations plan to give an active role and involve young participants during the project lifetime while giving as much autonomy to the participants as possible. |
| The activities are designed in an accessible and inclusive way | In line with the inclusion dimension of the Programme, expert should consider this element very carefully by taking into account the proposed activities and how organisations have designed them in an accessible and inclusive way. Experts should also consider if the applicant organisations have used the opportunities they have to involve this target group (e.g. when defining the way participants will be selected), as well as participants with different background and abilities.<br><br>In addition, the proposal shows that the activities and profiles of the participants fit the action, engages the young people with fewer opportunities in all the steps of their DiscoverEU travel (before, during and after) and ensure equal footing with their DiscoverEU peers while travelling across Europe |

[6] https://europa.eu/youth/discovereu/green-routes_en

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| The quality of arrangements and support for the reflection process, the identification and documentation of the participants' learning outcome, and the use of Youthpass; | This element refers to how the organisations have addressed the issue of participant's learning objectives, how they plan to support the reflection around those, their identification as well as the recognition of their learning outcomes. The fact that - beyond making available the Youthpass certificate to participants - the participating organisations intend to use the Youthpass process and tool to stimulate participants' reflection on their learning process is considered as an element of quality of the project.<br><br>N.B. the Youthpass for DiscoverEU inclusion action is still under development and might not be available at application stage – experts are, therefore, invited to assess the learning outcomes in a general way until Youthpass for the Inclusion Action is implemented. |
| The adequacy and effectiveness of the measures foreseen to ensure safety and protection of participants; | This element focuses on the issue of protection and safety of participants, on how the project plans to address it and on which measures are in place to prevent and reduce risks. Activities must be organised with a high standard of safety and protection for involved participants. In addition, a sufficient number of accompanying people, if needed, will support the young people with fewer opportunities. |
| The extent to which the activities incorporate sustainable and environmental-friendly practices | This element refers both to the content of the project's activities and objectives with a focus on sustainable and environmental-friendly practices, as well as to the practical aspect of maximising the use of funding opportunities offered by the Programme to support environmentally sustainable means of travel. |
| ***Quality of project management (maximum score 20 points)*** | |
| The quality of the practical arrangements, management and support modalities; | The element focuses on all aspects related to project management and the quality of the measures in place to ensure effective implementation of the project in all its phases. |

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| The quality of the cooperation and communication with other relevant stakeholders if applicable; | The proposal should show that the organisations have established and will run a cohesive cooperation with active involvement of all partners and with common goals to be achieved, if applicable.<br><br>The following factors should be taken into consideration during the assessment:<br><br>- the level of networking, cooperation and commitment of the organisation with other relevant stakeholders in the project;<br><br>- the profile and background of organisations when the nature or target of the activity would necessitate the possession of certain qualifications or activities in certain areas;<br><br>- a clear and commonly agreed definition of roles and tasks of each organisation involved in the project, where relevant;<br><br>- the capacity to ensure effective follow-up and dissemination of the results achieved through the project;<br><br>- the capacity and expertise of the consortium to support (where needed) staff or learners with special needs or fewer opportunities. |
| The quality of measures for evaluating the different phases and outcomes of the project; | The proposal shows that the organisations have put in place measures to evaluate the different phases of the project and to carry out a final evaluation of the activities and their outcomes.<br><br>The final evaluation will make it possible to assess whether the objectives of the activities/project have been achieved and the expectations of the participating organisations and participants have been met. Besides the final evaluation, the proposal shows that participating organisations will monitor the implementation of the mobility activities to ensure the smooth running of the project and fine-tuning, if necessary. |
| The appropriateness and quality of measures aimed at disseminating the outcomes of the project within and outside the participating organisations. | This element focuses on the organisations have reflected on measures aimed at enhancing the visibility of their project and the visibility of the Erasmus+ Programme in general. The expert should look also, at how the organisation will put in place measures to disseminate and exploit the results of the project, including its learning outcomes for the benefit of all actors involved. |

# Key Action 2: Partnerships for Cooperation

## Cooperation Partnerships

| Award criteria as described in the Programme Guide | Interpretation of award criteria |
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| ***Relevance***<br>***(maximum 25 points)*** | |
| The extent to which the proposal is relevant for objectives and priorities of the Action.<br><br>In , the proposal will be considered as highly relevant if:<br>- it addresses the priority "inclusion and diversity";<br>- 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;<br>- In case of projects submitted by ENGOs in the fields of education, training and youth to the European Education and Culture Executive Agency: the extent to which the applicant runs activities that support the implementation of EU policies in one of these sectors. | This element references the objectives of the action as stated in the action's chapter in the Programme Guide. The objectives and overall framework of each project should be complementary with those objectives and address them in a qualitative way.<br><br>Each partnership project must address at least one of the priorities of the action (either of those applying to all Erasmus+ sectors or field-specific), as indicated in the section "Contribution of this action to achieving policy priorities". If the project addresses a priority from those applying to all Erasmus+, the expert should judge whether it clearly proves the impact in the field under which the application has been submitted.<br><br>In case the project addresses the horizontal priority "Inclusion and diversity in all fields of education, training, youth and sport", it will be considered as highly relevant to the action as it is addressing an area of crucial relevance for the Programme as a whole and in the European context.<br><br>If the proposal addresses one or more "European priorities in the national context", as announced by the respective 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.<br><br>**NB: If the proposal does not provide convincing evidence that it is relevant to at least one priority, the expert must score as "Weak" (score between 0-11 points) the award criterion "Relevance of the project" and the whole project must be rejected as a consequence.** |
| The extent to which the profile, experience and activities of the | The expert should consider if the proposal proves that the participating organisations have |

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| participating organisations are relevant for the field of the application | already experience in the field, or that its experience in other fields will bring benefit to the field of the application. In the same way, the proposal shows how the area of activity of the participating organisation are related or have the potential to be implemented in the field of application.<br><br>This element does not concern only the formal or nominal relevance, but is rather linked to practice as evidenced by the expertise of its staff and the nature of the organisation's everyday activities and previous experience, especially outside of the Erasmus+ programme. |
| The extent to which the proposal is based on a genuine and adequate needs analysis | 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.<br><br>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. |
| The extent to which 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 project is likely to produce outcomes that may be relevant also for other fields of education, training, youth or sport than the field that is expected to be most impacted by the project. |
| The extent to which the proposal is innovative | 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 processes and 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. |
| The extent to which the proposal is complementary to other initiatives already carried out by the participating organisations | The project will add to the existing knowledge, know-how and/or practices of the organisations and persons involved.<br><br>AND/OR:<br><br>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 |

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| | 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.<br><br>The proposed innovation or complementarity is proportional to the scale of the project and the experience of the participating organisations.<br><br>In case of inclusion projects involving staff or learners with fewer opportunities, the level of innovation should be considered in relation to the possibilities of the target groups involved. |
| 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 expert should judge if the transnational dimension 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. |
| ***Quality of the project design and implementation***<br><br>***(maximum 30 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 expert should consider if the objectives of the project are clearly stated and can be achieved taking into account the nature and experience of the partnership. The expert should also take into account if achieving those objectives can lead to positive changes at the level of the organisations.<br><br>The expert should consider if the proposal identifies and adequately addresses clearly specified needs of the target group of the project, including at a wider scale, not only benefitting participants who directly take part in project activities. |
| The extent to which the proposed methodology is clear, adequate and feasible | The proposed methodology is realistic and appropriate for producing the expected results.<br><br>The methodology builds on solid arguments/evidence basis and takes account of existing knowledge and practice.<br><br>In case of inclusion projects involving staff or participants with 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.<br><br>**Only for the Youth field**: 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 |

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| | order to address the different needs of participants and desired outcomes |
| The project work plan is clear, complete and effective, including appropriate phases for preparation, implementation and sharing project results | The proposal shows that all phases of the project have been properly designed in order for the project to realise its objectives and address properly the identified needs.<br><br>The work plan is clearly defined, comprehensive and realistic.<br><br>The project contains a clear and well-planned timetable.<br><br>In addition, the grant requested (lump-sum amount) under which the project will fall is coherent with the activities that the applicant wants to implement and the objectives to be reachedIn case of inclusion projects involving participants with 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. |
| The extent to which the project is cost-effective and allocates appropriate resources to each activity | The proposal provides value for money in terms of the results planned as compared to the grant requested lump sum. The grant requestedlump sum is realistic for a good quality implementation of the planned activities.<br><br>The portion of the grant amount allocated to each project work package and activities, described in the proposal, should be sufficient and adequate to their nature and value.<br><br>For more information on this aspect, please see the section "*How to assess the cost-effectiveness of the project*?" |
| The extent to which 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 proposal foresees appropriate evaluation and monitoring activities at critical stages of the project, which will allow measuring the progress and quality of the project activities and outcomes, as well as the appropriate use of funds. The quality control measures will allow the project to take any necessary corrective measures in time. |
| The extent to which the activities are | In line with the inclusion dimension of the |

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| designed in an accessible and inclusive way and are open to people with fewer opportunities | Programme, this element highlights the importance of involving participants with fewer opportunities in project activities.<br><br>The expert should consider whether the design of the activities has the potential to increase the participation of people with fewer opportunities. This implies whether the proposal acknowledges the potential barriers that can hinder their participation and proposes realistic and clear actions to increase it.<br><br>Another element to be looked at is whether the project target groups of people with fewer opportunities are well identified as well as whether the ways to reach out to them and engage them are clearly defined. |
| The extent to which the project incorporates the use of digital tools and learning methods to complement their physical activities, and to improve the cooperation between partner organisations.<br><br>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. | This element refers both to the concrete ways in which digital tools and learning methods are included in the cooperation and the proposed activities, and to the way participants will benefit from blended forms of activities, thus increasing the digital competences and readiness of beneficiaries and participants.<br><br>If applicable, experts should further assess if the proposal clearly describes how the Erasmus+ online 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. |
| The project is designed in an eco-friendly way and incorporates green practices in different project phases | Under this element, the expert should take into consideration the extent to which the project has the potential to raise awareness about environmental and climate change challenges. The project and activities design enable behavioural changes for individual preferences, consumption habits and lifestyles, by implementing ecological practices (e.g. save resources, reduce energy use and waste, compensate carbon footprint emissions, opt for sustainable food and mobility choices, etc.). |

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| ***If the project plans training, teaching or learning activities:***<br><br>the extent to which these activities are appropriate to the project's aims and involve the appropriate profile and number of participants.<br><br>The quality of practical arrangements, management and support modalities in learning, teaching and training activities. | 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.<br><br>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. |

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| ***If the project plans training, teaching or learning activities:***<br><br>The quality of arrangements for the recognition and validation of participants' learning outcomes, in line with European transparency and recognition tools and principles. | 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.<br><br>**Only for the Adult Education field**: 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.<br><br>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.<br><br>**Only for the School Education field**: 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.<br><br>If the project includes activities for pupils, these activities are integrated into the curriculum and contribute to achieve defined learning goals.<br><br>**Only for the VET field**: 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.<br><br>**Only for the Higher Education field**: 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.<br><br>**Only for the Youth field**: 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. |

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| ***Quality of the partnership and the cooperation arrangements (maximum 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 | 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.<br><br>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.<br><br>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.<br><br>In this respect, the following factors should be taken into consideration during the assessment:<br>▪ the level of networking, cooperation and commitment of each participating organisation in the project;<br>▪ the profile and background of participating organisations when the nature or target of the activity would necessitate the possession of certain qualifications;<br>▪ the capacity of the consortium to ensure effective implementation, follow-up and dissemination of the results achieved through the project.<br>▪ in case of inclusion projects, the capacity and expertise of the consortium to support (where needed) the participation of staff or learners with fewer opportunities.<br><br>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.<br><br>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 |

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| | participate in the project.<br><br>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. |
| The extent to which the project involves newcomers and less experienced organisations to the Action | The proposal includes one or more participating organisations that are newcomers to this action or that are considered less experienced organisations, and on which the impact expected from the participation in the project would be particularly high.<br><br>According to the Glossary of the Erasmus+ Programme Guide, a newcomer organisation is *any organisation or institution that has not previously received support in a given type of action supported by this Programme or its predecessor programme either as a coordinator or a partner*. When it comes to less experienced organisations, the Programme Guide defines them *as any organisation or institution that has not received support in a given type of action supported by this Programme or its predecessor programme more than twice in the last seven years."* |
| The extent to which the proposed allocation of tasks demonstrates the commitment and active contribution of all participating organisations | The expert should consider if there is a clear definition and an appropriate distribution of roles and tasks. Balanced participation of the participating organisations in the implementation of the work programme, according to the nature of the activities and the experience of the partners involved, is expected. |
| The extent to which the proposal includes effective mechanisms for coordination and communication between the participating organisations, as well as with other relevant stakeholders | Under this element, experts need to look into how the methods of project coordination and means of communication are described in the proposal. These should be clearly defined and appropriate for the project to ensure a good cooperation between the participating organisations. |
| If applicable, the extent to which the involvement of a participating organisation from a third country not associated to the Programme brings an essential added value to the project (if this condition is not fulfilled, the participating organisation from a third country not associated to the Programme will be excluded from the project proposal at assessment stage). | The participation of organisations from third countries not associated to the Programme 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. |

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| | **NB: If the proposal does not provide convincing evidence of such added value of a third country not associated to the Programme organisation's participation in the project, the latter will be proposed for removal from the project proposal at assessment stage. The expert shall continue the assessment process of the proposal without the participation of such partner and complete the assessment even without the participation of the third country not associated to the Programme organisation.** |
| ***Impact***<br>***(maximum score 25 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 | Considering the proposed activities and project objectives, the expert should judge how specific, clear and effective are the partnership's proposals for integrating the achieved results in the partner organisations' daily work. |
| The extent to which the project has the potential to positively impact its participants and participating organisations, as well as their wider communities | The project is likely to have a substantial positive impact on the participating organisations and on their staff and/or learners.<br><br>The impact of the project on the participants and organisations involved is likely to occur during and remain after the lifetime of the project.<br><br>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. |
| The extent to which 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 results have the potential to be transferred and exploited in other European countries.<br><br>The proposal identifies relevant stakeholders, including policymakers at the most appropriate level, whether local, regional, national and/or European.<br><br>Taking due account of the scope and size of the project:<br><br>- it is likely to have a positive impact at local, regional, national and/or European level;<br><br>- it is likely to lead to innovative developments at system level and/or provide useful input to policy developments;<br><br>- it shows potential for scalability and synergies with other Erasmus+ actions and/or other European Programmes. |

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| 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.<br><br>-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 proposal identifies the project results that can be transferred to the relevant target groups.<br><br>An appropriate and effective set of measures and tools will be used to reach the target groups for dissemination.<br><br>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.<br><br>In each of the participating organisations specific and adequate resources are allocated to the dissemination activities.<br><br>If the project foresees tangible results and deliverables, participating organisations will allow open access to materials, documents and media produced within the project.<br><br>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.<br><br>**Only for the Adult Education and VET fields:** If relevant, the proposal explains if and how EPALE will be used to increase the impact of the project and support the dissemination of the project results, in addition to the use of the Erasmus+ Project Results.<br><br>**Only for the School Education field:** 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. |

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| 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. | 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.<br><br>If relevant for the type of project, its results will be integrated in the management / pedagogical framework of the participating organisations.<br><br>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.<br><br>**Only for the School Education field:**<br><br>The proposal explains if and how eTwinning and/or School Education Gateway will be used to support the sustainability of the project.<br><br>**Only for the VET field:** 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.<br><br>**Only for the Youth field:** The proposal is likely to have the expected positive impact on the target groups beyond the project lifetime, in particular for participants with fewer opportunities. The proposal describes how the participating organisations will exploit the experience within the project to improve the situation of these target groups and to further stimulate their development after the activity. |

## Small-scale Partnerships

| Award criteria elements<br>as described in the Programme Guide | Interpretation of award criteria |
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| ***Relevance of the project***<br>***(maximum 30 points)*** | |
| The extent to which the project proposal is relevant to the objectives and the priorities of the Action<br><br>In addition, the proposal will be considered as highly relevant if:<br>- it addresses the priority "inclusion and diversity";<br>- In case of projects managed by the Erasmus+ National Agencies at<br>decentralised level: if it addresses one or more "European Priorities in the national context", as announced by the National Agency; | This element references the objectives of the action as stated in the action's chapter in the Programme Guide. The objectives and overall framework of each project should be complementary with those objectives and address them in a qualitative way.<br><br>Each partnership project must address at least one of the priorities of the action (either of those applying to all Erasmus+ sectors or field-specific), as indicated in the section "Contribution of this action to achieving policy priorities". If the project addresses a priority from those applying to all Erasmus+ sectors, the expert should judge whether it clearly proves the impact in the field under which the application has been submitted.<br><br>In case the project addresses the horizontal priority "Inclusion and diversity in all fields of education, training, youth and sport", it will be considered as highly relevant to the action as it is addressing an area of crucial relevance for the Programme as a whole and in the European context.<br><br>If the proposal addresses one or more "European priorities in the national context", as announced by the respective 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.<br><br>**NB: If the proposal does not provide convincing evidence that it is relevant to at least one priority, the expert must score as "Weak" (score between 0-14 points) the award criterion "Relevance of the project" and the whole project must be rejected as a consequence.** |
| The extent to which the profile, experience and activities of the participating organisations are relevant for the field of | Under this element, expert should consider if the participating organisations form a genuine part of the field in which the application has been |

| Award criteria elements as described in the Programme Guide | Interpretation of award criteria |
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| the application | submitted. The element does not concern only the formal or nominal relevance but is rather linked to practice as evidenced by the expertise of their staff and the nature of the organisation area of activity and previous experience working in the field of the application.<br><br>The expert should take into consideration that the Small-scale partnerships are particularly relevant to target newcomer and less experienced organisations. Therefore, previous experience within Erasmus+ should, in this case, not necessarily be considered as an element that determines the relevance of the proposal. |
| The extent to which the proposal brings added value at EU level by building capacity of organisations to engage in cross-border cooperation and networking | The expert should judge if the transnational dimension 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. |
| ***Quality of project design and implementation***<br><br>***(maximum 30 points)*** | |
| The extent to which the project objectives are clearly defined, realistic and address the needs and goals of the participating organisations and the needs of their target groups | The expert should consider if the proposed objectives are well explained in relation to the partner organisations' needs and challenges, as well as the needs of the indicated target groups. |
| The extent to which the activities are designed in an accessible and inclusive way and are open to people with fewer opportunities | In line with the inclusion dimension of the Programme, this element highlights the importance of involving participants with fewer opportunities in project activities.<br><br>The expert should consider whether the design of the activities has the potential to increase the participation of people with fewer opportunities. This implies whether the proposal acknowledges the potential barriers that can hinder their participation and proposes realistic and clear actions to increase it.<br><br>Another element to be looked at is whether the project target groups of people with fewer opportunities are well identified as well as whether the ways to reach out to them and engage them are clearly defined |
| The extent to which the proposed methodology is clear, adequate and | When considering this element, the expert should consider if the application is sufficiently specific, |

| Award criteria elements as described in the Programme Guide | Interpretation of award criteria |
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| feasible:<br>- the project work plan is clear, complete and effective, including appropriate phases for preparation, implementation and sharing project results;<br>- the project is cost-effective and allocates appropriate resources to each activity | clear, concrete, and realistic in presenting the content and expected results of proposed activities. Experts should judge if the partner organisations have explained convincingly how the implementation of proposed activities will logically lead to addressing the identified needs and the achieving the project's stated objectives. In addition, the requested lump sum amount should be considered in view of achieving the objectives of the project.<br><br>This should include a consideration on whether appropriate phases for preparation, implementation, monitoring, evaluation and sharing of results have been planned.<br><br>The expert should also consider if the proposal provides value for money in terms of the results planned as compared to the grant requested. For more information on this aspect, please see the section "*How to assess the cost-effectiveness of the project*?".<br><br>The work plan has to be clearly defined, comprehensive and realistic in relation to the requested lump sum amount. The portion of the grant amount allocated to each project activity described in the proposal should be sufficient and adequate to the nature and value of the activity.<br><br>In case of inclusion projects involving participants with 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.<br><br>**Only for the Youth field**: 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 |
| The extent to which the project incorporates the use of digital tools and learning methods to complement their physical activities, and to improve the cooperation with partner organisations.<br>- If applicable: 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 | This element refers both to the concrete ways in which digital tools and learning methods are included in the cooperation and the proposed activities, and to the way participants will benefit from blended forms of activities, thus increasing the digital competences and readiness of beneficiaries and participants.<br><br>If applicable, experts should further assess if the proposal clearly describes how the Erasmus+ online platforms have been used to prepare the |

| Award criteria elements as described in the Programme Guide | Interpretation of award criteria |
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| tools for preparation, implementation and follow-up of the project activities. | project or includes concrete and realistic plans to use these platforms in the future for project preparation, implementation or follow-up. |
| The extent to which the project is designed in an eco-friendly way and incorporates green practices in different project phases | Under this element, the expert should take into consideration the extent to which the project has the potential to raise awareness about environmental and climate change challenges. The project and activities design enable behavioural changes for individual preferences, consumption habits and lifestyles, by implementing ecological practices (e.g. save resources, reduce energy use and waste, compensate carbon footprint emissions, opt for sustainable food and mobility choices, etc.). |
| ***Quality of the partnership and cooperation arrangements (maximum 20 points)*** | |
| The extent to which the project involves an appropriate mix of participating organisations in terms of profile | Experts should assess the extent to which the proposal clearly explains the reasons for participation of the involved organisations and their common interests. The role and contribution of each the participating organisation should be clearly described and taken into account.<br><br>Consider the specific nature of Small-scale partnerships and their focus on newcomer and less experienced organisations, the expert should judge whether the participating organisations have the skills and competences required to run the proposed activities. While leaving scope for learning to cooperate and foster development throughout the project, organisations should ensure sufficient quality in the implementation, even if they have little or no previous experience within Erasmus+. |
| The extent to which the project involves newcomers and less experienced organisations to the Action | This element highlights the importance of small-scale partnerships as a steppingstone into the Erasmus+ programme for organisations that have never regularly benefitted from the same action in the past.<br><br>The expert should consider if the proposal includes one or more participating organisations |

| Award criteria elements<br>as described in the Programme Guide | Interpretation of award criteria |
|---|---|
| | that are newcomers to this action or that are considered less experienced organisations, and on which the impact expected from the participation in the project would be particularly high.<br><br>When assessing this element, the experts must use past participation information included in the application form and they must apply the exact definitions stated in the Erasmus+ Programme Guide Glossary. These definitions are precise, fact-based, and not open to interpretation: a newcomer organisation is *any organisation or institution that has not previously received support in a given type of action supported by this Programme or its predecessor programme either as a coordinator or a partner*. When it comes to less experienced organisations, the Programme Guide defines them *as any organisation or institution that has not received support in a given type of action supported by this Programme or its predecessor programme more than twice in the last seven years."*<br><br>In addition to reflecting this element in the scoring, experts must register their conclusions as part of typology questions accompanying the assessment. |
| The extent to which the proposed allocation of tasks demonstrates the commitment and active contribution of all participating organisations | The expert should consider if there is a clear definition and an appropriate distribution of roles and tasks. Balanced participation of the participating organisations in the implementation of the work programme, according to the nature of the activities and the experience of the partners involved, is expected.<br><br>In particular, considering the nature of this action, it is important that the proposal describes an active role and substantial participation of newcomer and less-experienced organisations in the project tasks and activities. |
| The extent to which the proposal includes effective mechanisms for coordination and communication between the participating organisations | Under this element, experts need to look into how the methods of project coordination and means of communication are described in the proposal. These should be clearly defined and appropriate for the project to ensure a good cooperation between the participating organisations. |
| ***Impact***<br><br>***(maximum 20 points)*** | |

| Award criteria elements as described in the Programme Guide | Interpretation of award criteria |
|---|---|
| The extent to which the project proposal includes concrete and logical steps to integrate the project results in the regular work of participating organisation | Considering the proposed activities and project objectives, the expert should judge how specific, clear and effective are the partnership's proposals for integrating the achieved results in the partner organisations' daily work. |
| The extent to which the project has the potential to positively impact its participants and participating organisations, as well as the wider community | Under this element, the expert should consider if the project can have a substantial positive impact on the participating organisations, their staff and learners, during and after the project implementation.<br><br>If relevant and in proportion to the project size and scope, the experts should consider whether the proposal identifies target groups or organisations not participating in the project that will be positively impacted by the implementation of the activities. |
| The extent to which the project proposal includes an appropriate way to evaluate the project outcomes | The expert should consider, in proportion to the project size and scope, the partnership's planning on how to evaluate if the expected benefits of the proposed activities have been achieved. With regards to project objectives, the element refers to the partner organisations' proposal on how to evaluate if the stated objectives have been reached. |
| The extent to which 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. | The expert should consider if the proposal identifies the project results that can be made available to the relevant target groups.<br><br>The expert should also consider whether the partner organisations have used all possibilities at their disposal to make sure that results of the project and knowledge about the Erasmus+ programme are spread as widely as possible. |

## How to assess the cost-effectiveness of the project?

With a funding model based on single lump sums, applicants are not required to provide detailed cost estimate (staff costs, equipment, management costs, etc.). They are only required to indicate the portion of the single lump sum that they intend to allocate to the production of each of the outputs (work packages and activities).

The selection process carried out by National Agencies shall result in a separate ranking list for each of the lump sum categories (amounts) specified in the Programme

Guide, so that competition only takes place among proposals with identical budgetsAt the end of the selection process, National Agencies will establish a different ranking list of beneficiaries for each of the lump sum categories. This approach is designed to facilitate comparison between projects in terms of their cost-effectiveness. The expert should work on more than one application to be able to set balanced expectations in terms of proposals' level of ambition and results.

Experts assess the value for money at the level of each work package and at the level of the entire project, as part of the award criterion 'Quality of the project design and implementation'. In case the expert finds the proposed deliverables entirely insufficient to justify the total requested grant, award criterion 'Quality of project design and implementation' should be assessed below the minimum threshold (half of the maximum points of the award criterion).

In addition to assessing the cost-effectiveness of the entire project, the expert needs to take into account the funding that applicants have proposed to allocate to each work package/activity. For this purpose, the key aspect to consider is the explanation that applicants have provided about the composition of costs included in the work package/activity. At the level of work packages/activities, experts should also use the comparison method both within a project and with other projects to contextualise the explanations provided by the applicants.

The resources to be allocated by the applicant to each work package and/or activity must show a balance between cost-effectiveness and the delivery of good quality. In particular, crucial aspects referred to in award criteria (inclusion, integration of results, monitoring) must be adequately addressed.

For the Cooperation partnerships, all the activities directly linked to the management of the project shall be included in a specific work package (project management work package). This work package can represent maximum 20% of the requested budget and does not require the indication of specific objectives.

For the Small-scale partnerships, the simplified budget scheme does not require applicants to attribute a part of the budget to the planning, organisation and management of the activities, so these costs should be covered with the amounts allocated to each of the project activities. Experts shall also take this aspect into account in their assessment. Based on experience of similar actions in the Erasmus+ programme, around 20% of the project requested lump sum is typically used for project management expenses. The reference value of 20% needs to be assessed in a flexible manner, considering that costs related to setting up and managing a project may vary from one applicant to the other function to their e.g. dimension, available resources, etc. Therefore, experts may deem it acceptable that smaller projects can use a larger portion of their budget to cover the horizontal costs.

The list below presents some examples for the approximate grant amounts attributed to typical activities in the 2014-2020 Programming period:

- **Project meeting** with 8 participants: 4.500 – 6.000 EUR
- **Event** with 100 participants: 10.000 – 20.000 EUR
- **Mobility** of 20 participants for 10 days: 22.000 – 35.000 EUR
- **Language training** for 20 participants: about 3.000 EUR

The actual cost of a specific activity proposed in an application may vary depending on factors such as travel distances, labour costs in different countries, involvement of participants with fewer opportunities, choosing more environmentally sustainable services and products, etc. This is why the applicants are requested to provide a breakdown and explanation of their expected costs in the application form. The experts should use the information provided by the applicant when assessing if higher than average costs are justified, or if lower than average costs are realistic for a certain activity.

In case of strong doubts about the value for money of an activity or the entire project, where the professional judgment of the expert alone is not sufficient, or in case of serious disagreement between two experts, a comparison with similar activities between projects and with previous projects funded under the action Strategic Partnerships in the Erasmus + programme 2014-2020 can be made as part of a consolidation exercise. Using this reference shall only be used as a methodological support, using the necessary degree of flexibility and proportionality to make the assessment fair and accurate.

# 6. Reference policy documents

## Transversal policy priorities for education, training and youth

- **Overall policy priorities**

- European Education Area - Council Resolution on a strategic framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030): https://www.consilium.europa.eu/media/48584/st06289-re01-en21.pdf
- EU Youth Strategy – Council Resolution on a framework for European cooperation in the youth field: The European Union Youth Strategy 2019-2027
- https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=OJ:C:2018:456:FULL&from=EN
- Commission Implementing Decision - framework of inclusion measures of Erasmus+ and European Solidarity Corps 2021-27: Commission Implementing Decision - framework of inclusion measures of Erasmus+ and European Solidarity Corps 2021-27 | Erasmus+ (europa.eu)
- Erasmus+ and European Solidarity Corps Inclusion and Diversity Strategy: Implementation guidelines - Erasmus+ and European Solidarity Corps Inclusion and Diversity Strategy | Erasmus+ (europa.eu)
- 2030 Agenda for Sustainable Development of the United Nations: http://ec.europa.eu/environment/sustainable-development/SDGs/index_en.htm
- Rethinking Education: Investing in skills for better socio-economic outcomes: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2012:0669:FIN:EN:PDF
- The EU Youth report: http://ec.europa.eu/youth/policy/implementation/report_en.htm
- Declaration on Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education http://ec.europa.eu/dgs/education_culture/repository/education/news/2015/documents/citizenship-education-declaration_en.pdf
- Investing in Europe's Youth: http://ec.europa.eu/social/main.jsp?catId=950&langId=en
- The European Skills Agenda COM(2020) 274 final: http://ec.europa.eu/social/main.jsp?catId=1223&langId=en
- Commission communication "Strengthening European Identity through Education and Culture The European Commission's contribution to the Leaders' meeting in Gothenburg" (2017) http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=COM%3A2017%3A673%3AFIN
- Council Recommendation on Key Competences for Lifelong Learning, Official Journal, 2018/C 189/01 https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32018H0604%2801%29

- **Recognition and transparency**

- Europass: http://europass.cedefop.europa.eu/en/home
- European Qualifications Framework: http://ec.europa.eu/eqf/home_en.htm
- Youthpass: https://www.youthpass.eu/en/youthpass/

Council Recommendation on promoting automatic mutual recognition of higher education and upper secondary education and training qualifications and the outcomes of learning periods abroad (2018) http://data.consilium.europa.eu/doc/document/ST-14081-2018-INIT/en/pdf

- Validation: Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2012:398:0001:0005:EN:PDF
- Validation: Staff Working Document on the evaluation of the 2012 Council Recommendation on validation https://ec.europa.eu/social/BlobServlet?docId=22839&langId=en

- **Digital Education:**

- The Future of Learning: New Ways to Learn New Skills for Future Jobs: http://is.jrc.ec.europa.eu/pages/EAP/ForCiel.html
- Digital Competence Framework for Citizens (DigComp): https://ec.europa.eu/jrc/en/digcomp
- Digital Competence Framework for Educators (DigCompEdu): https://ec.europa.eu/jrc/en/digcompedu
- A collection of articles from Open Education Europa: https://www.schooleducationgateway.eu/en/pub/resources/oee.htm
- Open Educational Resources and practices in Europe: http://is.jrc.ec.europa.eu/pages/EAP/OEREU.html
- Digital Education Action Plan: http://ec.europa.eu/education/education-in-the-eu/digital-education-action-plan_en

- **Supporting individuals in developing Key Competences**

- Brochure on Key Competences for lifelong learning: https://op.europa.eu/en/publication-detail/-/publication/297a33c8-a1f3-11e9-9d01-01aa75ed71a1/language-en
- Council Recommendation of 22 May 2018 on key competences for lifelong learning, Official Journal 2018/C 189/01
- Commission Staff Working Document accompanying the document proposal for a Council Recommendation on Key Competences for Lifelong Learning, SWD (2018)14, https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52018SC0014
- European Commission (2020) LifeComp: The European Framework for Personal, Social and Learning to Learn Key Competence. https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/lifecomp-european-framework-personal-social-and-learning-learn-key-competence
- Cultural awareness and expression handbook: Open method of coordination (OMC) working group of EU Member States' experts on 'cultural awareness and expression' (2016). https://op.europa.eu/en/publication-detail/-/publication/6066c082-e68a-11e5-8a50-01aa75ed71a1
- European Commission (2016) EntreComp: The Entrepreneurship Competence Framework. https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/entrecomp-entrepreneurship-competence-framework#:~:text=It%20consists%20of%203%20interrelated,of%20entrepreneurship%20as%20a%20competence.
- Council conclusions of 26 November 2012 on literacy:

http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2012:393:0001:0004:EN:PDF

- Final Report of the EU High Level Group of experts on Literacy (2012): http://ec.europa.eu/dgs/education_culture/repository/education/policy/school/doc/literacy-report_en.pdf

- **Language Learning:**

- Commission Staff Working Document, 2012: "Language Competences for employability, mobility and growth: http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52012SC0372&from=EN
- Improving the effectiveness of language learning – CLIL and Computer-assisted Language learning, 2014: http://ec.europa.eu/assets/eac/languages/library/studies/clil-call_en.pdf
- Rethinking language education in schools, 2017 - https://publications.europa.eu/en/publication-detail/-/publication/de1c9041-25a7-11e8-ac73-01aa75ed71a1/
- Migrants in European schools – learning and maintaining languages, 2017 - https://publications.europa.eu/en/publication-detail/-/publication/c0683c22-25a8-11e8-ac73-01aa75ed71a1/language-en?WT.ria_c=677&WT.ria_f=664&WT.ria_ev=search
- Multilingual education in the light of diversity – lessons learned, 2017 – http://nesetweb.eu/wp-content/uploads/2015/08/Multilingualism-Report.pdf
- The future of language education in Europe – Case studies of innovative practices, 2020 https://nesetweb.eu/en/news/neset-reviews-the-innovative-practices-in-europes-language-education/
- Education begins with language, 2020 https://op.europa.eu/en/publication-detail/-/publication/6b7e2851-b5fb-11ea-bb7a-01aa75ed71a1/language-en
- Council recommendation on a comprehensive approach to the teaching and learning of languages, 2019 https://ec.europa.eu/education/education-in-the-eu/council-recommendation-improving-teaching-and-learning-languages_en

## Policy priorities in school education

General policy information relevant for all project proposals:

- Commission Communication on Achieving the European Education Area and the subsequent Council Resolution on a Strategic Framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030) https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=uriserv:OJ.C_.2021.066.01.0001.01.ENG
- Council Recommendation on blended learning approaches for high-quality and inclusive primary and secondary education (2021) education https://eur-lex.europa.eu/legal-content/en/TXT/?uri=CELEX%3A32021H1214%2801%29
- Commission communication "School Development and Excellent Teaching for a Great Start in Life" (2017): http://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1496304694958&uri=COM:2017:248:FIN

- Commission staff working document accompanying the Communication on school development and excellent teaching for a great start in life, SWD/2017/0165 final (2017) http://eur-lex.europa.eu/legal-content/EN/TXT/?qid=149630358657 0&uri=SWD:2017:165:FIN
- Council Conclusions on School Development and Excellent Teaching for a Great Start in Life" (2017) http://eur-lex.europa.eu/legal-content/EN/TXT/?qid=149630358657 0&uri=SWD:2017:165:FIN
- European ideas for better learning: the governance of school education systems (final report of the ET2020 Working Group Schools 2016-2018): https://www.schooleducationgateway.eu/en/pub/resources/governance-of-school-edu.htm

- **Tackling early school leaving, underperformance in basic skills and disadvantage**

- Early School Leaving: https://ec.europa.eu/education/policies/school/early-school-leaving_en
- Commission study on the assessment of the implementation of the 2011 Council recommendation on policies to reduce early school leaving (2019): https://op.europa.eu/en/publication-detail/-/publication/72f0303e-cf8e-11e9-b4bf-01aa75ed71a1/language-en
- Commission Report on PISA and the EU (2019): https://ec.europa.eu/education/news/pisa-2018_en
- Eurydice, Equity in Education (2020): https://eacea.ec.europa.eu/national-policies/eurydice/content/equity-school-education-europe_en
- Council recommendation on policies to reduce early school leaving (2011): http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2011:191:0001:0006:EN:PDF
- Commission communication "Tackling early school leaving: A key contribution to the Europe 2020 Agenda" (2011): http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2011:0018:FIN:EN:PDF
- Final Report of the Thematic Working Group on Early School Leaving (2013): https://ec.europa.eu/education/content/reducing-early-school-leaving-key-messages-and-policy-support_en
- Eurydice/CEDEFOP Report "Tackling Early Leaving from Education and Training" (2014): http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/175EN.pdf
- A whole school approach to tackling early school leaving: Policy messages, https://ec.europa.eu/education/resources-and-tools/document-library/schools-policy-a-whole-school-approach-to-tackling-early-school-leaving_en
- Council conclusions on reducing early school leaving and promoting success in school (2015): http://data.consilium.europa.eu/doc/document/ST-14441-2015-INIT/en/pdf
- NESET report on How to prevent and tackle bullying and school violence (2016): https://nesetweb.eu/en/resources/library/how-to-prevent-and-tackle-bullying-and-school-violence-2/
- NESET Report on  A formative, inclusive, whole school approach to the assessment of Social and Emotional Education in the EU (2020): https://nesetweb.eu/en/resources/library/a-formative-inclusive-whole-school-approach-to-the-assessment-of-social-and-emotional-education-in-the-eu-2/

- **Increasing access to affordable and high quality early childhood education and care (ECEC)**

- Council Recommendation for high quality early childhood education and care systems, and its Annex, the European Quality Framework: https://ec.europa.eu/education/education-in-the-eu/council-recommendation-on-high-quality-early-childhood-education-and-care-systems_en
- Toolkit for inclusive ECEC: https://op.europa.eu/s/oVdh
- Report on How to recruit, train and motivate well-qualified ECEC staff: https://op.europa.eu/s/oVdi
  Erasmus+ and ECEC: project results and analysis: https://op.europa.eu/s/oVdj
- Further background reading can be found on the Early childhood education and care (ECEC) website on Europa: http://ec.europa.eu/education/policies/early-childhood-education-and-care_en

- **Strengthening the profile of the teaching professions**

- Eurydice (2021) "Teachers in Europe – Careers, Development and Well-being" https://eacea.ec.europa.eu/national-policies/eurydice/sites/eurydice/files/teachers_in_europe_2020_1.pdf
- "Supporting teacher and school leader careers: a policy guide" (2020). Report of the ET2020 Working Group Schools. Also available: Summary and four Infosheets. https://op.europa.eu/en/publication-detail/-/publication/6e4c89eb-7a0b-11ea-b75f-01aa75ed71a1/language-en. Also overview and video available at: Commission's policy guide to improve the support for teacher and school leader careers in Europe: https://www.schooleducationgateway.eu/en/pub/latest/news/new-policy-guide-et2020schools.htm
- Council conclusions "European Teachers and Trainers for the Future", adopted on 26 May 2020: https://www.consilium.europa.eu/media/44115/st08269-en20.pdf
- Council Resolution on a Strategic Framework for European cooperation in education and training towards the European Education Area and beyond (2021-2030) https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=uriserv:OJ.C_.2021.066.01.0001.01.ENG
- Commission Communication on Achieving the European Education Area https://ec.europa.eu/commission/news/towards-european-education-area-2025-2017-nov-14_en
- Commission's 2020 **Digital Education Action Plan for 2021-27:** https://ec.europa.eu/education/education-in-the-eu/digital-education-action-plan_en
- **The European Commission guidelines for blended learning in school education** at School Education Gateway: https://www.schooleducationgateway.eu/en/pub/resources/publications/blended-learning-guidelines.htm
- OECD TALIS 2018 report: TALIS - The OECD Teaching and Learning International Survey - OECD
- European ideas for better learning: the governance of school education systems (final report of the ET2020 Working Group Schools 2016-2018): see report no.3 "Teachers and school leaders in schools as learning organisations. Guiding Principles for policy development in school education":

https://www.schooleducationgateway.eu/en/pub/resources/governance-of-school-edu.htm

- European Commission/EACEA/Eurydice (2018): Teaching Careers in Europe: Access, Progression and Support: https://eacea.ec.europa.eu/national-policies/eurydice/content/teaching-careers-europe-access-progression-and-support_en
- European Commission (2018): Boosting Teacher Quality – Pathways to Effective Policies: https://publications.europa.eu/s/jOab
- Commission communication "School Development and Excellent Teaching for a Great Start in Life" (2017) – *see Section 3. Supporting teachers and school leaders for excellent teaching and learning:* http://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1496304694958&uri=COM:2017:248:FIN
- Commission staff working document accompanying the Communication on school development and excellent teaching for a great start in life, SWD/2017/0165 final (2017) – *see chapter 3. Supporting teachers and school leaders for excellent teaching and learning:* http://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1496303586570&uri=SWD:2017:165:FIN
- European Commission/EACEA/Eurydice (2015): The Teaching Profession in Europe: Practices, Perceptions, and Policies: http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/184EN.pdf
- Education & Training 2020 Working Group on Schools Policy: "Shaping career-long perspectives on teaching. A guide on policies to improve Initial Teacher Education." http://www.cedefop.europa.eu/files/2_13_4_teacher_careers_en.pdf
- European Commission: Preparing Teachers for Diversity: the Role of Initial Education, final report (2017) ISBN: 978-92-79-63792-6. https://op.europa.eu/en/publication-detail/-/publication/b347bf7d-1db1-11e7-aeb3-01aa75ed71a1/language-en
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- **Promoting a comprehensive approach to language teaching and learning**

Rethinking language education in schools, 2017 - https://publications.europa.eu/en/publication-detail/-/publication/de1c9041-25a7-11e8-ac73-01aa75ed71a1/

- Migrants in European schools – learning and maintaining languages, 2017 - https://publications.europa.eu/en/publication-detail/-/publication/c0683c22-25a8-11e8-ac73-01aa75ed71a1/language-en?WT.ria_c=677&WT.ria_f=664&WT.ria_ev=search
- Multilingual education in the light of diversity – lessons learned, 2017 – http://nesetweb.eu/wp-content/uploads/2015/08/Multilingualism-Report.pdf

Council recommendation on improving the teaching and learning of languages, 2018
https://ec.europa.eu/education/education-in-the-eu/council-recommendation-improving-teaching-and-learning-languages_en

- **Building capacity for organisation and recognition of learning periods abroad**

- Council Recommendation on promoting automatic mutual recognition of higher education and upper secondary education and training qualifications and the outcomes of learning periods abroad (2018) http://data.consilium.europa.eu/doc/document/ST-14081-2018-INIT/en/pdf

- Commission Staff Working Document accompanying the document Proposal for a Council Recommendation on promoting automatic mutual recognition of higher

  https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1544015635957&uri=CELEX:52018SC0170
- Recognition of learning periods abroad in general secondary education https://www.schooleducationgateway.eu/en/pub/opportunities/recognitionlearningabroad.htm

## Policy priorities in vocational education and training (VET)

- The European Pillar of Social Rights: https://ec.europa.eu/commission/priorities/deeper-and-fairer-economic-and-monetary-union/european-pillar-social-rights_en
- The European Pillar of Social Rights Action Plan: https://ec.europa.eu/social/BlobServlet?docId=23696&langId=en
- The European Skills Agenda COM(2020) 274 final: http://ec.europa.eu/social/main.jsp?catId=1223&langId=en
- The Council Recommendation on VET for sustainable competitiveness, social fairness and resilience: https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1606987593071&uri=CELEX%3A32020H1202%2801%29
- Factsheet - Vocational education and training: a future-proof approach (2020) https://ec.europa.eu/social/BlobServlet?docId=22828&langId=en
- Osnabrück Declaration on vocational education and training as an enabler of recovery and just transitions to digital and green economies: https://www.cedefop.europa.eu/files/osnabrueck_declaration_eu2020.pdf
- Communication: Youth Employment Support - a Bridge to Jobs for the Next Generation (2020) https://ec.europa.eu/social/BlobServlet?docId=22781&langId=en
- Council Recommendation of 30 October 2020 on A Bridge to Jobs – Reinforcing the Youth Guarantee and replacing the Council Recommendation of 22 April 2013 on establishing a Youth Guarantee 2020/C 372/01 https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv%3AOJ.C_.2020.372.01.0001.01.ENG&toc=OJ%3AC%3A2020%3A372%3ATOC
- The European Framework for quality and effective apprenticeships: http://ec.europa.eu/social/main.jsp?langId=en&catId=89&newsId=2873
- European Alliance for Apprenticeships:

  http://ec.europa.eu/social/main.jsp?catId=1147
- Work-based learning:
  High-performance apprenticeships & work-based learning: 20 guiding principles:

https://op.europa.eu/en/publication-detail/-/publication/8f010ea2-265b-11e7-ab65-01aa75ed71a1/language-en

- Work-based Learning Handbook

  http://ec.europa.eu/dgs/education_culture/repository/education/policy/vocational-policy/doc/alliance/work-based-learning-in-europe_en.pdf

- Reports on apprenticeships:

  http://ec.europa.eu/social/main.jsp?catId=1147

- EQAVET:

  https://ec.europa.eu/social/main.jsp?catId=1536&langId=en

  https://www.cedefop.europa.eu/files/3068_en.pdf

- Platforms of Centres of Vocational Excellence (COVE): https://ec.europa.eu/social/vocational-excellence

- European Commission mapping study on approaches to Centres of Vocational Excellence: https://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=8250

- ET2020 Working group on VET, report on Innovation and digitalisation in Vocational Education and Training (2020): https://ec.europa.eu/social/BlobServlet?docId=23274&langId=en

- The Joint Research Centre report on Vocational education and smart specialisation strategies: https://op.europa.eu/en/publication-detail/-/publication/b0e5b94f-748c-11ea-a07e-01aa75ed71a1/language-en/format-PDF/

- The European Training Foundation (ETF) international study on "Centres of vocational excellence - An engine for vocational education and training development: https://op.europa.eu/en/publication-detail/-/publication/40adf905-ee57-11ea-991b-01aa75ed71a1/language-en/format-PDF

- Entrepreneurship 2020 Action Plan - http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52012DC0795
- Entrepreneurship education: A Guide for Educators (2014): https://ec.europa.eu/docsroom/documents/7465/attachments/1/translations/en/renditions/pdf
- Towards Greater Cooperation and Coherence in Entrepreneurship Education" – Report of the High Level Reflection Panels on Entrepreneurship Education initiated by Directorate General Enterprise and Industry and Directorate General Education and Culture (2015): https://ec.europa.eu/docsroom/documents/9269/attachments/1/translations/en/renditions/pdf

More information can be found at:
https://ec.europa.eu/education/policies/eu-policy-in-the-field-of-vocational-education-and-training-vet_en
http://ec.europa.eu/social/main.jsp?catId=1146&langId=en

## Policy priorities in higher education

- Communication on a renewed EU agenda for higher education: https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=COM%3A2017%3A247%3AFIN
- Higher Education Modernisation Agenda: http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2011:0567:FIN:EN:PDF
- The European higher education in the world strategy: http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52013DC0499&from=EN

More information can be found at: http://ec.europa.eu/education/policy/higher-education/index_en.htm and http://ec.europa.eu/education/policy/international-cooperation/world-education_en.htm

## Policy priorities in adult education

- The European Pillar of Social Rights: https://ec.europa.eu/commission/priorities/deeper-and-fairer-economic-and-monetary-union/european-pillar-social-rights_en
- The European Pillar of Social Rights Action Plan: https://ec.europa.eu/social/BlobServlet?docId=23696&langId=en
- The European Skills Agenda COM(2020) 274 final: http://ec.europa.eu/social/main.jsp?catId=1223&langId=en
- Adult skills - Individual Learning Accounts: a tool to improve access to training; SWD(2021);
- Council Resolution on a new European agenda for adult learning 2021-2030, https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32021G1214(01)&from=EN
- Recommendation on Upskilling Pathways (2016): http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=OJ:JOC_2016_484_R_0001 http://ec.europa.eu/social/main.jsp?catId=1224
- Staff Working Document on Recommendation on Upskilling Pathways: New Opportunities for Adults  Taking stock of implementation measures: https://ec.europa.eu/info/sites/info/files/file_import/implementation-report-upskilling-pathways_en.pdf
- Council conclusions on the implementation of the Council Recommendation on Upskilling Pathways: https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52019XG0605(01)
- Promoting adult learning: http://ec.europa.eu/education/policy/adult-learning/adult_en.htm
- Career guidance; https://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=8284&furtherPubs=yes
- PIAAC, the survey of adult skills: http://www.oecd.org/skills/piaac/

- Working group on adult learning: opening up opportunities for all (AL); https://education.ec.europa.eu/about/working-groups
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## Policy priorities in the field of youth

- Report from the Commission to the European Parliament, the Council, the European Social and Economic Committee and the Committee of the Regions on the implementation of the EU Youth Strategy (2019-2021): https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52021DC0636&from=ES
- Council Resolution on a framework for European cooperation in the youth field: The European Union Youth Strategy 2019-2027
- https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=OJ:C:2018:456:FULL

- Resolution of the Council and of the Representatives of the Governments of the Member States meeting within the Council on the Framework for establishing a European Youth Work Agenda https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=uriserv:OJ.C_.2020.415.01.0001.01.ENG
- "Signpost for the future" – Final declaration of the 3rd European Youth Work Convention https://www.eywc2020.eu/en/convention/final-declaration/
- Conclusions of the Council and of the Representatives of the Governments of the Member States meeting within the Council on Digital Youth Work https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv%3AOJ.C_.2019.414.01.0002.01.ENG&toc=OJ%3AC%3A2019%3A414%3ATOC
- Conclusions of the Council and of the Representatives of the Governments of the Member States meeting within the Council on education and training of youth workers https://eur-lex.europa.eu/legal-content/EN/TXT/?toc=OJ%3AC%3A2019%3A412%3AFULL&uri=uriserv%3AOJ.C_.2019.412.01.0012.01.ENG
- EU and Council of Europe Partnership in the field of youth, page on youth work recognition: https://pjp-eu.coe.int/en/web/youth-partnership/recognition
- Proposal of Council Recommendation on the mobility of young volunteers across the European Union com_2022_15_1_en_act_part1_v4.pdf (europa.eu)
-
- Decision (EU) 2021/2316 of the European Parliament and of the Council of 22 December 2021 on a European Year of Youth (2022)
- https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32021D2316Youth Inclusion and Strategy Roadmap

https://www.salto-youth.net/downloads/4-17-4247/ID_roadmap.pdf

- European Training Strategy 2021-2027

http://www.salto-youth.net/download/4265/European_Training_Strategy_2021-2027_singlepage.pdf

- Youth Participation Strategy

https://www.salto-youth.net/rc/participation/ypstrategy/

- Youthpass strategy https://www.youthpass.eu/en/about-youthpass/youthpass-strategy/

More information can be found at: http://ec.europa.eu/youth/index_en.htm

# Annex I - Declaration on the prevention of conflicts of interest and disclosure of information

**DECLARATION ON CONFLICT OF INTERESTS AND CONFIDENTIALITY**

**[Erasmus+], [Call for Proposals N° [XXX], [action], [selection round [final submission date]]**

## Conflict of interests

I, the undersigned [FAMILY NAME, first name], having been appointed as an expert for the abovementioned call, declare that I am aware of Article 61 of the Financial Regulation, which states that:

"1. Financial actors within the meaning of Chapter 4 of this Title and other persons, including national authorities at any level, involved in budget implementation under direct, indirect and shared management, including acts preparatory thereto, audit or control, shall not take any action which may bring their own interests into conflict with those of the Union. They shall also take appropriate measures to prevent a conflict of interests from arising in the functions under their responsibility and to address situations which may objectively be perceived as a conflict of interests.

2. Where there is a risk of a conflict of interests involving a member of staff of a national authority, the person in question shall refer the matter to his or her hierarchical superior. Where such a risk exists for staff covered by the Staff Regulations, the person in question shall refer the matter to the relevant authorising officer by delegation. The relevant hierarchical superior or the authorising officer by delegation shall confirm in writing whether a conflict of interests is found to exist. Where a conflict of interests is found to exist, the appointing authority or the relevant national authority shall ensure that the person in question ceases all activity in the matter. The relevant authorising officer by delegation or the relevant national authority shall ensure that any further appropriate action is taken in accordance with the applicable law.

3. For the purposes of paragraph 1, a conflict of interests exists where the impartial and objective exercise of the functions of a financial actor or other person, as referred to in paragraph 1, is compromised for reasons involving family, emotional life, political or national affinity, economic interest or any other direct or indirect personal interest.."

I hereby declare that I do not fall under any of the following circumstances in which a conflict of interests might exist. I confirm that, if I discover before or during the performance of my tasks that a conflict of interests exists, I will declare it immediately to the contracting party.

**Examples of conflict of interests:**

- Direct benefit in case of advice on development of a new policy;
- Involvement in the preparation of the proposal;
- Direct benefit in case of acceptance of the proposal;
- Close family relationship with any person representing a participating organisation in the proposal;
- Director, trustee or partner of a participating organisation;
- Current employment by a participating organisation;
- Current involvement in a contract or collaboration with a participating organisation;
- Any other situation that compromises my ability to evaluate the proposal impartially.

- Employment by one of the participating organisations within the previous three years;
- Involvement in a contract or collaboration with a participating organisation within the previous three years;
- Any other situation that could cast doubt on my ability to evaluate the proposal impartially, or that could reasonably appear to do so in the eyes of a third party (Ex. Past or current personal relationships, nationality, political affinity, etc.).

(If applicable) I hereby declare that I fall under one or more of the above circumstances (please specify which and explain)*:

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*Ex. In case of employment by a structure including different departments or institutes, please specify the degree of autonomy between them.

I hereby declare on my honour that the disclosed information is true and complete to the best of my knowledge.

## Confidentiality and personal data protection

I confirm that I have read, understood and accepted the code of conduct for experts established in Annex 1 to the contract sent by the contracting party.

I also confirm that I will keep all matters entrusted to me confidential and will process the personal data I receive only for the purposes of the performance of the present contract. If unnecessary or excessive personal data are contained in the documents submitted during the implementation of the contract, I will not process them further or take them into account for the implementation of the contract. I will not communicate outside the panel any confidential information that is revealed to me or that I have discovered. I will not make any adverse use of information given to me. I will comply with guidelines provided in section 2.3 – personal data considerations.

Expert: [insert full name]

Date:
Signature: