

In this briefing sheet, detail is given on **core elements** that must be considered when assessing an application for a **School Exchange Partnership** under KA2. The briefing sheet covers all four assessment criteria.

Relevance

Core Elements:	What to look for:
☞ Relevance to the objectives and priorities of the funding action.	☞ Project addresses one or more objectives and priorities of the funding action . To be funded, projects must address at least one horizontal or field-specific priority for this action. In all cases, the potential for a School Exchange Partnership to aid the achievement of a particular priority must be considered proportionately against the limited scope and size of this type of partnership.
☞ Extent to which the proposal is based on a genuine and adequate needs analysis.	☞ Proposal clearly explains the motivation for participation for individual partner schools as well as the overall purpose of the School Exchange Partnership; project objectives are linked with the goals and needs of the participating schools and, where relevant, to the needs of associated staff, learners and communities.
☞ Extent to which objectives are clearly defined, realistic and address issues relevant to the participating organisations and target groups.	☞ Project objectives are clear, achievable and proportional to the scope and experience of the partnership; proposal explains how the needs of the participating schools are to be met and how broader project goals are to be achieved.
☞ Extent to which the proposal is suitable of realising synergies between different fields of education, training and youth	☞ Project is likely to produce outcomes that may also be relevant for other fields of education, training and youth (i.e. beyond the field of School Education). Due to the nature and format of School Exchange Partnerships, projects which do not address this sub-criterion should not be penalised.
☞ Extent to which the proposal is innovative and/or complementary to other initiatives and projects already carried out by the participating organisations.	☞ Proposed activities are complementary to the activities of the participating schools and to other projects that they have implemented; project implementation is likely to provide schools and participants with new experiences and to positively extend existing knowledge and practices.
☞ 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.	☞ Transnational dimension clearly adds value by enabling the participating schools to achieve results, together, that would not be reached by schools from a single country working together.

Refer also to pages 113-114 of the Erasmus+ Programme Guide (Version 1, 2020).



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Quality of Project Design

Core Elements:	What to look for:
☞ Clarity, completeness and quality of the work programme, including appropriate phases for preparation, implementation, monitoring, evaluation and dissemination.	☞ Proposed activities are well described and well planned out ; proposal contains a clear and realistic schedule for project activities. Note: due to the nature and format of School Exchange Partnerships, project implementation can be described in a simpler way in the application.
☞ Consistency between project objectives and proposed activities.	☞ Proposed activities are appropriate to allow set project objectives to be achieved ; where transnational learning, teaching and training activities are planned, both content and expected results are relevant to the project objectives.
☞ Quality and feasibility of proposed methodology.	☞ Proposal explains how the targeted activities will lead to the expected results; where transnational learning, teaching and training activities are planned, their methodology is relevant to the project objectives. Note: due to the nature and format of School Exchange Partnerships, project methodology can be described in a simpler way in the application.
☞ Existence and relevance of quality control measures to ensure that project implementation is of high quality, is completed on time and to budget.	☞ Proposal defines appropriate mechanisms for project management ; responsible persons are identified for each of the participating schools and planning is put in place for continued project implementation in case of staff changes; where transnational learning, teaching and training activities are planned, practical arrangements for delivery are appropriate.
☞ Extent to which project is cost-effective and allocates appropriate resources to each activity.	☞ Proposal confirms value-for-money when considering planned results and the grant amount requested; where needed, appropriate budget resources are requested to allow staff and young people with special needs or fewer opportunities to participate on an equal footing.
☞ Use of Erasmus+ online platforms (i.e. eTwinning; School Education Gateway) as tools for preparation, implementation and follow-up of the project activities	☞ Where applicable : proposal clearly describes how Erasmus+ online platforms (i.e. eTwinning, School Education Gateway) been used to prepare the project or includes concrete and realistic plans to use these platforms in the future for project preparation, implementation and/or follow-up. Note: this sub-criterion should be applied for projects using the School Education Gateway and for projects using eTwinning in ways other than those described under specific eTwinning-related sub-criteria.

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Quality of Project Design [continued]

Core Elements:	What to look for:
☞ Extent to which the project is building on previous or ongoing eTwinning projects	☞ Proposal clearly identifies the eTwinning project(s) it intends to build on; linked eTwinning projects should be ongoing or completed recently enough to be relevant for the proposed School Exchange Partnership; planned future eTwinning projects should not be considered for the purpose of this sub-criterion; proposal presents a clear, realistic and concrete plan on how to use the funding requested for the proposed School Exchange Partnership to complement and expand on that which has already been undertaken, or is being undertaken , in the associated eTwinning project(s); link between the eTwinning project(s) and the proposed project is demonstrated throughout the application and represents an integral part of the proposed School Exchange Partnership.
☞ Extent to which the project is using eTwinning in combination with physical mobility to create longer, more frequent and richer exchanges between pupils/teachers in different countries (blended mobility)	☞ Proposal puts forward plans for mobility activities that combine virtual cooperation in eTwinning with physical exchanges ; planning for these activities is presented in a clear and logical way, and the benefits of combining virtual cooperation and physical exchanges are clearly explained. Note: 'blended mobility' in the context of School Exchange Partnerships is any activity for pupils or staff that combines eTwinning activities and physical exchanges.
☞ Extent to which transnational learning, teaching and training activities are appropriate to broader project aims and involve an appropriate number of participants.	☞ <i>Only where transnational learning, teaching and training activities are planned:</i> proposed activities (and results) are clearly described, relevant to the achievement of project objectives and will benefit the involved schools and participants; participants are described alongside standards for selection, preparation, support and safety, the latter important for activities involving pupils. Where projects last more than 24 months, this extended duration must clearly serve the purpose of improving the quality and number of long-term pupil mobilities. Note: where long-term pupil mobility or long-term teaching assignments are proposed, this should positively influence the score for this criterion.
☞ Quality of arrangements for recognition and validation, in line with European transparency and recognition tools and principles.	☞ <i>Only where transnational learning, teaching and training activities are planned:</i> the benefits for participants should be clearly stated in terms of learning outcomes and personal development goals; for long-term activities, mechanisms for the recognition of learning outcomes , by the sending school, should be clearly defined.

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Quality of Project Team (and Cooperation Arrangements)

Core Elements:	What to look for:
☞ Extent to which project involves appropriate mix of complementary organisations with the necessary profile, experience and expertise to successfully deliver all aspects of the project.	☞ Proposal clearly explains the reasons for participation of the involved schools and their common interests; role and contribution of each organisation is clearly described; proposal demonstrates the capacity of the partnership to ensure effective implementation of the project and follow-up of its results; where relevant, proposal demonstrates the capacity of the partnership to support participants with special needs or fewer opportunities.
☞ Extent to which the distribution of tasks and responsibilities demonstrates the commitment and active contribution of all participating organisations.	☞ Clear definition and appropriate distribution of roles and tasks and balanced participation of participating schools in the implementation of the work programme, taking into account the nature of the activities and the experience of the partners involved.
☞ Extent to which the project involves newcomers to the action.	☞ Extent to which the proposal involves schools who are newcomers to the Strategic Partnerships action and for whom participation is expected to have a positive impact; in cases where a project involves a combination of newcomer and more experienced schools, there is planning put in place to exchange experiences and provide support to newcomers; for projects involving a larger number of schools, scoring should take into account the proportionality between the number of newcomers and the size of the partnership. Note: in line with the goal of School Exchange Partnerships to strengthen the European dimension in participating schools and to develop their capacity for cross-border cooperation, this sub-criterion carries a higher-than-average influence on the assessment score for this criterion.
The extent to which the project involves eTwinning Schools and creates opportunities for them to promote best practices in eTwinning and provide mentorship to other schools who are less experienced in using eTwinning.	☞ Proposal puts forward concrete plans and specifies when and how the participating eTwinning Schools will be able to share their experience and best practices (eTwinning School means a school currently awarded with a valid eTwinning Schools Label). Where a mentorship role is foreseen for a participating eTwinning School, the proposal includes information about the planned channels and frequency of contacts between schools for this purpose and explains the expected benefits that schools will have from the mentorship.
☞ Existence of effective mechanisms for coordination and communication between participating organisations, as well as with other relevant stakeholders.	☞ Mechanisms for coordination and communication between partners are clearly described and appropriate; proposal explains if and how eTwinning and/or School Education Gateway will be used to support project implementation.

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Impact and Dissemination

Core Elements:

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☞ Quality of measures for evaluating project outcomes.

☞ Appropriate evaluation mechanisms are proposed (proportional to the scope of the project) which make it possible to **assess** whether the project objectives have been achieved.

☞ Potential for impact on participants, and participating organisations, both during and after the lifetime of the project.

☞ Project is likely to have **substantial positive impact** on the participating organisations, and on their staff and learners, taking into account the original goals and motivation of the project as well as the proposed activities.

☞ Potential impact of the project, beyond those organisations and individuals participating directly, at local, regional, national and/or European levels.

☞ Where relevant, and in line with the size and scope of the project, there are clear benefits for groups and organisations **not directly participating** in the project.

☞ Quality of dissemination plan: appropriateness and quality of measures aimed at sharing the outcomes of the project within and beyond participating organisations.

☞ Proposal identifies project results that are able to be transferred as well as relevant target groups for dissemination; proposal describes an appropriate set of measures to make project results known within the partnership, within schools' local communities and in the wider public; proposal explains if and how **eTwinning** and/or **School Education Gateway** will be used, in addition to the Erasmus+ Project Results Platform, to support the dissemination of results.

☞ Quality of plans for ensuring sustainability of the project: capacity to continue to have an impact and to produce results once EU funding has ended.

☞ Project is expected to contribute to development and internationalisation of the involved schools in the longer-term; proposal sets out realistic and effective plans for continued use of the project results or for the continued implementation of activities beyond the funding period; proposal explains if and how **eTwinning** and/or **School Education Gateway** will be used to support follow-up of the project.

Note: Because School Exchange Partnerships are implemented only by schools and has limited scope and budget, assessment of the criterion «Impact and Dissemination» shall pay particular attention to the principle of proportionality, across all sub-criteria.

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