

In this briefing sheet, detail is given on **elements** that should be considered when assessing a Cooperation Partnership or Small-Scale Partnership application, with a specific focus on the **Quality of Project Design**.

Elements (extent to which)

What to look for in COOPERATION PARTNERSHIPS:

☞ Project objectives are clearly defined, realistic and address the needs and goals of the participating organisations and the needs of their target groups.

☞ Project **objectives are clearly stated** and can be achieved taking into account the nature and experience of the partnership and leading to positive change in the participating organisations; proposal identifies and adequately **addresses clearly-specified needs** among (participating and wider) members of the project **target group**.

☞ Proposed methodology is clear, adequate and feasible.

☞ Proposed **methodology is realistic and appropriate** for producing the expected results, builds on solid arguments/evidence base and takes account of existing knowledge and practice; for inclusion projects, it is clear that the participating organisations will **support participants with fewer opportunities** to participate fully and equally in the project. Youth field only: project is based on (one or more) non-formal and informal learning methods stimulating creativity, active participation and initiative.

☞ Project work plan is clear, complete and effective, including appropriate phases for preparation, implementation and sharing project results.

☞ Proposal confirms that all project phases have been properly designed in order for the project to realise its objectives and address the identified needs; work plan is **clearly defined, comprehensive and realistic**; proposal contains a clear and well-planned timetable; lump sum requested is **coherent** with the targeted objectives and activities.

☞ Project is cost-effective and allocates appropriate resources to each activity.

☞ Proposal confirms **value-for-money** when considering planned results and proposed lump sum; lump sum is **realistic** and serves to support good quality implementation of planned activities; grant amounts for individual work packages are **adequate and sufficient** when taking into account the targeted activities, including crucial aspects (for example: monitoring, results integration and inclusion) and up to 20% for project management.

☞ Project proposes appropriate quality control, monitoring and evaluation measures to ensure that project implementation is of high quality, completed in time and on budget.

☞ Proposal foresees appropriate **evaluation and monitoring** activities at critical stages of the project, allowing progress and quality of the project activities and outcomes to be measured as well as the **appropriate use of grant funding**; quality control measures will allow project partners to take necessary and timely corrective measures.

☞ Activities are designed in an accessible and inclusive way and are open to people with fewer opportunities.

☞ Proposed activities are in line with the **inclusion dimension** of the programme; project design considers potential barriers, confirms specific target audiences and proposes realistic actions for engaging participants with fewer opportunities.

Refer also to the Erasmus+ Programme Guide. Please also note that the final three elements on page two should only be considered, during quality assessment, where learning, teaching, training activities are specifically planned or proposed.

Key Action 2: Cooperation Partnerships and Small-Scale Partnerships

QUALITY OF PROJECT DESIGN

Assessment Criteria

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QUALITY OF PROJECT DESIGN

Assessment Criteria

☞ Project incorporates the use of digital tools and learning methods to complement physical activities and improve the cooperation between partner organisations.

☞ Proposal confirms concrete ways in which **digital tools and learning methods** are included and how participants will benefit from blended activities, increasing digital competence and readiness; where appropriate, proposal describes how **Erasmus+ online platforms** have or will be used (e.g. eTwinning, EPALE, School Education Gateway, European Youth Portal) in preparation, implementation and/or follow-up activities.

☞ The project is designed in an eco-friendly way and incorporates green practices in different project phases.

☞ Project has the potential to raise awareness on **environmental and climate change** challenges; project/activity design enables **behavioural changes** by implementing ecological practices (e.g. saving resources, reducing energy use and waste; compensating for carbon footprint emissions; opting for sustainable food and mobility choices).

☞ *Where relevant:* Training, teaching or learning activities are appropriate for the project's objectives and involve the appropriate profile and number of participants.

☞ *Only where learning, teaching, training activities are planned:* proposed activities contribute directly to achieving the project objectives, are **strongly embedded** in the overall project logic and sit within a coherent package of activities; proposed activities are of the appropriate volume, bring added value and will have **direct impact** on the achievement of project results;

☞ *Where relevant:* Quality of practical arrangements, management and support modalities in training, teaching or learning activities.

☞ *Only where learning, teaching, training activities are planned:* activities are well conceived (i.e. good quality **management, support, selection and preparation** of participants; use of teaching, training or learning agreements; appropriate monitoring and safety arrangements for participants, etc.).

☞ *Where relevant:* Quality of arrangements for the recognition and validation of participants' learning outcomes, in line with European transparency and recognition tools and principles.

☞ *Only where transnational learning, teaching and training activities are planned:* relevant transparency and recognition tools and/or policy approaches, developed in the framework of European policy cooperation will be used for **recognising and validating learning outcomes** (for example, national and European qualifications frameworks, European framework of key competences; European guidelines for the validation of non-formal and informal learning). For Adult Education, proposal comprises measures to facilitate the validation of non-formal and informal learning and permeability within formal education pathways. For School Education, proposal clearly describes how learning outcomes of pupils and staff will be recognised/validated in school and curriculum contexts. Recommended tools for learning recognition include: Europass (adult education, school education and VET), ECTS (higher education) and Youthpass (Youth field).

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Elements (extent to which)

What to look for in SMALL-SCALE PARTNERSHIPS:

☞ Project objectives are clearly defined, realistic and address the needs and goals of the participating organisations and the needs of their target groups.

☞ Project **objectives are well explained** and align well with needs and challenges for the participating organisations and the listed target groups.

☞ Activities are designed in an accessible and inclusive way and are open to people with fewer opportunities.

☞ Proposed activities are in line with the **inclusion dimension** of the programme; project design considers potential barriers, confirms specific target audiences and proposes realistic actions for engaging participants with fewer opportunities.

☞ Proposed methodology is clear, adequate and feasible.

☞ Proposal is **clear, concrete and realistic** in presenting proposed content and expected results; proposal convincingly explains how the proposed activities will address the identified needs and achieve the stated objectives; appropriate phases for preparation, implementation, monitoring, evaluation and the sharing of results have been planned. Youth field only: project is based on (one or more) non-formal and informal learning methods stimulating creativity, active participation and initiative.

☞ Project work plan is clear, complete and effective, including appropriate phases for preparation, implementation and sharing project results.

☞ Work plan is **clearly defined, comprehensive and realistic**; requested lump sum is **realistic** and serves to support good quality project implementation.

☞ Project is cost-effective and allocates appropriate resources to each activity.

☞ Proposal confirms **value-for-money** when considering planned results and the requested lump sum; grant allocated to individual project activities is **adequate and sufficient**.

☞ Project incorporates the use of digital tools and learning methods to complement physical activities and to improve the cooperation between partner organisations.

☞ Proposal confirms concrete ways in which **digital tools and learning methods** are included and how participants will benefit from blended activities, increasing digital competence and readiness; where appropriate, proposal describes how **Erasmus+ online platforms** have or will be used (e.g. eTwinning, EPALE, School Education Gateway, European Youth Portal) in preparation, implementation and/or follow-up activities.

☞ The project is designed in an eco-friendly way and incorporates green practices in different project phases.

☞ Project has the potential to raise awareness on **environmental and climate change** challenges; project/activity design enables **behavioural changes** by implementing ecological practices (e.g. saving resources, reducing energy use and waste; compensating for carbon footprint emissions; opting for sustainable food and mobility choices).

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