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**.

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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: - Project work plan is clear, complete and effective, including appropriate phases for preparation, implementation and sharing project results; - Project is cost-effective and allocates appropriate resources to each activity; - Project proposes appropriate quality control, monitoring and evaluation measures to ensure that project implementation is of high quality, completed in time and on budget.	☞ 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. ☞ 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. ☞ 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; resources 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% or project management. ☞ 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.

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**.

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☞ 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. EPALE, European School Education Platform, 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; quality of practical arrangements, management and support modalities in training, teaching or learning activities.

☞ *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;

☞ *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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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 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: - Project work plan is clear, complete and effective, including appropriate phases for preparation, implementation and sharing project results; - Project is cost-effective and allocates appropriate resources to each activity.	☞ 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. ☞ Work plan is clearly defined, comprehensive and realistic; requested lump sum is realistic and serves to support good quality project implementation. ☞ 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. EPALE, European School Education Platform, 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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