

ACTIVITY 1: PARTNERSHIP

Introduction



GUIDELINES FOR ERASMUS+ NAs

Section Title Page: it can be useful to have a space to breathe between the different sections (and sub-sections) of the training.

Learning Outcome:
ASSESS the composition and quality of partnerships, **REFLECT** on their relevance to the selected field, the targeted audiences and the planned actions and outputs



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Learning Outcome for A1-PARTNERSHIP: adapt this to reflect what you will actually deliver or address during your assessor training event.

Five Slides in Five Minutes



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This follows the concept of keeping things simple and promoting the use of active and peer learning approaches during the training session. Each of the core elements being judged under QUALITY OF PROJECT PARTNERSHIP is to be quickly introduced, highlighting key aspects but keeping the introduction short to allow for participants to go forward and work in groups.



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This relates to the sub-criterion for “project involves appropriate mix of participating organisations in terms of profile, past experience in the Programme and expertise to successfully complete all project objectives”. The idea is to mention that different actions can participate as long as they are relevant to the selected field and to highlight both traditional (e.g. schools, adult education centres, VET institutions, Universities) and non-traditional partner organisations (e.g. policy makers; sectoral bodies; regional or community development agencies; employers). It is important to also highlight the need for applicants to demonstrate their experience in the targeted field.



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This relates to the sub-criterion for “project involves newcomers and less-experienced organisations to the action”. The idea is to highlight the importance of newcomers for the programme and the targeted actions, especially in KA210 where the focus is on widening access to the Erasmus+ programme.

Active Contributions



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This relates to the sub-criterion for “proposed allocation of tasks demonstrates the commitment and active contribution of all participating organisations”. The idea is to highlight the importance of having a clear insight into the roles that the different partners will play, as well as having a clear rationale for attributing roles, tasks and responsibilities, ensuring that these are consistent with the profiles, experience and expertise of the participating partners.



Coordination and Communication

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This relates to the sub-criterion for “proposal includes effective mechanisms for coordination and communication between the participating organisations, as well as with other relevant stakeholders”. The idea is to highlight the importance of coordination and communication methods and processes, ensuring that sufficient insight is given into this important aspect of project delivery and partner engagement and that the proposed actions extend across the project lifetime and make active use of digital communications platforms technologies, where appropriate.



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This relates to the sub-criterion for “involvement of organisation(s) from a third country not associated to the Programme brings essential added-value to the project”. The idea is to highlight the importance of having a clear insight into the added-value of third country participation, confirming both the skills and expertise that these organisations bring to the project and the essential nature of their participation in the project with a view to ensuring a higher quality of project results. It can be useful to give examples of countries included under this heading (e.g. UK, USA, Switzerland, Australia, China).

KA220 Assessment Criteria: Partnership

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Extent to which...

- Project involves APPROPRIATE MIX of participating organisations in terms of profile, past experience in the Programme, and expertise to successfully complete all project objectives. 
- Project involves NEWCOMERS and less-experienced organisations to the action. 
- Proposed allocation of tasks demonstrates the commitment and ACTIVE CONTRIBUTION of all participating organisations. 
- Proposal includes effective mechanisms for COORDINATION and COMMUNICATION between participating organisations, and other relevant stakeholders. 
- Where relevant: Involvement of organisation(s) from a THIRD COUNTRY not associated to the Programme brings ESSENTIAL ADDED-VALUE to the project.

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This overview slide confirms those aspects which relate to KA220 (all listed elements) and those which relate to KA210 (labelled as SSP). It provides an opportunity to underline ambitions for engaging newcomers in KA210 and the need for proportional assessment.

ACTIVITY 1: PARTNERSHIP

Field-based Groupwork



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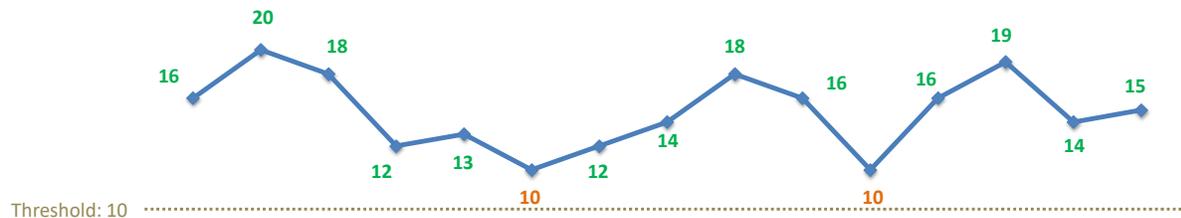
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Assessment Results - Quality of Partnership ADULT EDUCATION (ADU)

Average 15 out of 20 (Good)



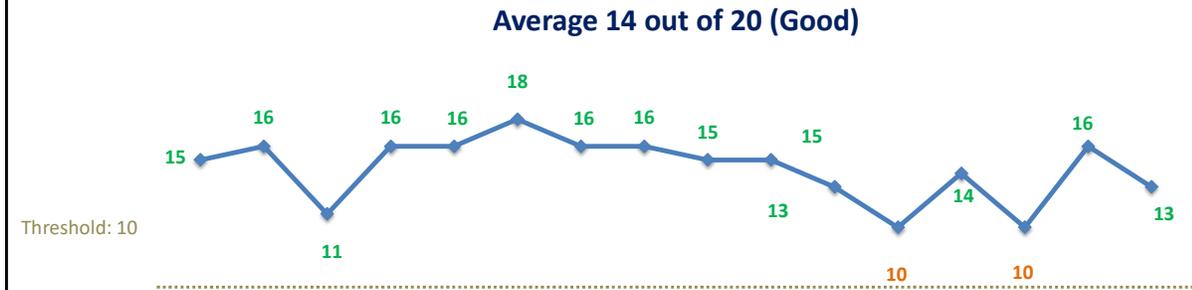
GUIDELINES FOR ERASMUS+ NAs

Scoring Example 1 (ADU): in cases where assessors are invited to undertake a mock assessment, scores should be submitted to a central contact point, in advance, to allow a simple chart or overview to be prepared in which the range or variety of scores is shown. It can be useful to position these above or below the funding threshold to show the consequence of scoring.

In cases where a large number of assessors are participating in KA2 assessor training then it can be useful to divide them according to the field that they will assess and to provide a field-specific proposal for mock assessment. In cases where a small number of assessors will participate, a single field might be selected as an example for all assessors to work on.

Note: the above chart is provided only as an example with a need, in all cases, to produce your own charts that include scoring data from your own assessors.

Assessment Results - Quality of Partnership HIGHER EDUCATION (HED)



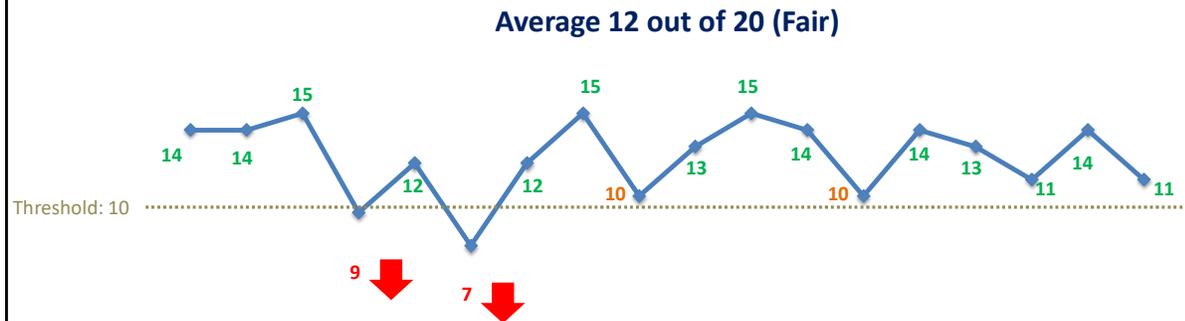
GUIDELINES FOR ERASMUS+ NAs

Scoring Example 2 (HED): in cases where assessors are invited to undertake a mock assessment, scores should be submitted to a central contact point, in advance, to allow a simple chart or overview to be prepared in which the range or variety of scores is shown. It can be useful to position these above or below the funding threshold to show the consequence of scoring.

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Assessment Results - Quality of Partnership SCHOOL EDUCATION (SCH)



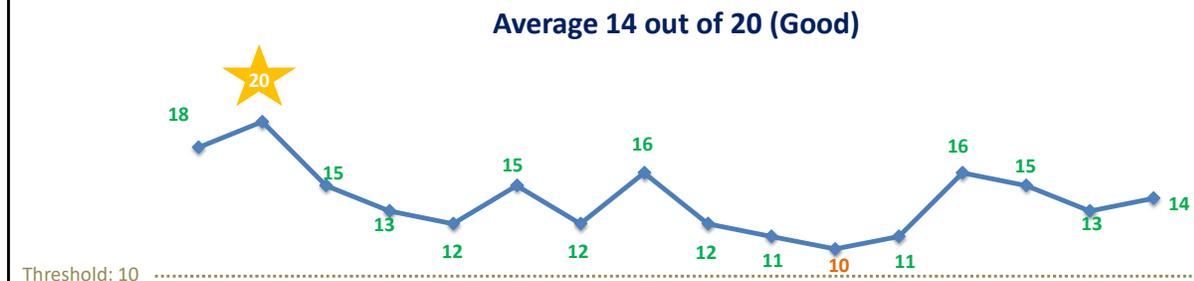
GUIDELINES FOR ERASMUS+ NAs

Scoring Example 3 (SCH): in cases where assessors are invited to undertake a mock assessment, scores should be submitted to a central contact point, in advance, to allow a simple chart or overview to be prepared in which the range or variety of scores is shown. It can be useful to position these above or below the funding threshold to show the consequence of scoring.

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Assessment Results - Quality of Partnership VOCATIONAL EDUCATION AND TRAINING (VET)



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Scoring Example 4 (VET): in cases where assessors are invited to undertake a mock assessment, scores should be submitted to a central contact point, in advance, to allow a simple chart or overview to be prepared in which the range or variety of scores is shown. It can be useful to position these above or below the funding threshold to show the consequence of scoring.

In cases where a large number of assessors are participating in KA2 assessor training then it can be useful to divide them according to the field that they will assess and to provide a field-specific proposal for mock assessment. In cases where a small number of assessors will participate, a single field might be selected as an example for all assessors to work on.

Note: the above chart is provided only as an example with a need, in all cases, to produce your own charts that include scoring data from your own assessors.

FIELD-BASED GROUPWORK



INCLUDING SHORT
COFFEE BREAK

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After sharing scores in a plenary session, the next step is to encourage discussion on the proposal that was reviewed, either in field-based groups or as a whole group that has reviewed a single proposal. Depending on the number of assessors being trained, breakout rooms or spaces might be needed.

In STEP 1, larger groups should be sub-divided to facilitate discussion. In STEP 2, a rapporteur should be appointed to provide feedback in plenary. In STEP 3, each assessor should share their thoughts and perspectives on the project reviewed. In STEP 4, groups should try to agree on a single score for “QUALITY OF PARTNERSHIP”. In a FINAL STEP, the rapporteur should confirm key messages and a single score within the group, to ensure that all participants are in agreement before returning to plenary.

If working in a room or space where a the group has been sub-divided, it can be useful to compare results across the different sub-groups before returning to plenary. The decision on whether or not to compare results across sub-groups will also depend on the time available, following initial discussions and scoring. In all cases, the timeclock should be updated to reflect your own schedule.

CLEAR Collaboration on the Levelling-up of Erasmus+ Assessors through
ASSESSMENT developing and testing a common Resource set for KA2 Assessment

Assessor Notes: Please read the COOPERATION PARTNERSHIP application for your ALLOCATED FIELD and make some notes to help with discussion during the Training for Erasmus+ Assessors. These notes will not be submitted so use the language or style you prefer.

ASSESSMENT CRITERIA: PARTNERSHIP	STRENGTHS	WEAKNESSES
The extent to which the project involves an APPROPRIATE MIX of participating organisations in terms of PROFILE, including grassroots organisations, PAST EXPERIENCE in the Programme and EXPERTISE to successfully complete all project objectives;		
The extent to which the project involves NEWCOMERS AND LESS EXPERIENCED ORGANISATIONS to the Action		
The extent to which the proposed ALLOCATION OF TASKS demonstrates the commitment and active contribution of all participating organisations;		
The extent to which the proposal includes effective mechanisms for COORDINATION and COMMUNICATION between the participating organisations, as well as with other relevant stakeholders.		
[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 condition is not fulfilled, the third country organisation will be excluded).		
SCORE FOR QUALITY OF PARTNERSHIP (OUT OF 20)		



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As a part of the homework exercise, it can be useful to provide a template for assessors to record their thoughts. This screen shows an example of such a template. It is important, however, to confirm that this template is for the mock assessment exercise only and does not relate to the formal assessment exercise where strengths and weaknesses would come together in a single set of comments.

Note: template graphic based on previous event (might need to update to latest version).

ACTIVITY 1: PARTNERSHIP

Plenary Exchange



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Plenary Exchange

1. Did you agree on a single score (as a whole group, or as two sub-groups)?
2. What method or approach did you adopt when sharing perspectives?
3. Where there any difficulties? Were some elements more complex than others?

RAPPORTEUR FEEDBACK



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This is a simple prompt for the plenary feedback session, providing a small number of questions against which the different groups (and sub-groups) will be invited to comment. Depending on the number of groups, and the time available, the time give to each rapporteur might need to be changed (usually 3 to 5 minutes per rapporteur).

Briefing Sheet: Quality of Partnership

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Partnership Briefing Sheet: KA220 and KA230 Applications

In this briefing sheet, detail is given on important elements that need to be considered when assessing applications for Cooperation Partnerships (KA220) and Basic Local Partnerships (KA230). The specific focus of this briefing sheet is the assessment criteria for Quality of the Partnership.

Cooperation Partnerships

For each of the associated sub-criteria for Quality of the Partnership, additional detail is presented below on what to look for when assessing a KA220 application.

- Extent to which project involves 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, participating organisations have the required skills, competences and capacity to do, where appropriate, specific actions to ensure effective, efficient and participatory implementation and follow-up. An overall country/territory identifies the skills, experience, expertise and management support that each organisation will make available during project delivery, and/or confirms the existence of a culture/commitment aimed to ensure active networking and cooperation, for inclusion projects, there is confirmed capacity and expertise in the sector/area to support this, where necessary to act the expertise of organisations from different fields, and/or where the project intends to impact on more than one field, relevant organisations, from all addressed fields, participate in the project proposal, consciously demonstrating why the participation of organisations from different fields/sectors is best suited to project goals and regional interests.

- Extent to which project involves newcomers and less-experienced organisations to the action

Proposal includes one or more organisations that are considered as newcomers or less-experienced organisations (specific definitions used in the Glossary of the Programme Guide) for which impact from participating in the project is expected to be particularly high.

- Extent to which proposed allocation of tasks demonstrates the commitment and active contribution of participating organisations

Appropriate distribution of roles and tasks and balanced participation and input of participating organisations in implementation of the work programme, taking into account the nature of the activities and the experience of the involved partners.

- Extent to which proposal includes effective mechanisms for coordination and communication between the participating organisations, as well as with other relevant stakeholders

Methods of project coordination and means of communication are clearly defined and described, in the proposal, and are appropriate to ensure good cooperation between participating organisations.

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- If applicable, involvement of organisations from a third country not associated to the Programme through secondment/seconded to the project

Participation of organisations from eligible third countries not associated to the Erasmus programme provides genuine added value because of the specific skills, experience or expertise that these organisations bring to the project, ensuring essential for successful project achievement and/or with a view to ensuring a significantly higher quality of project outputs and results where proposals do not provide convincing evidence of added value, organisations from eligible third countries not associated to the Erasmus programme can be included prior to contracting.

Small-Scale Partnerships

For each of the associated sub-criteria for Quality of the Partnership, additional detail is presented below on what to look for when assessing a KA230 application.

- Extent to which project involves appropriate mix of participating organisations in terms of profile

Proposal explains the reasons for participation of the involved organisations and their common interests, the role and contribution of each participating organisation is clearly described, participating organisations have the resources and skills/commitment to successfully achieve the project (bearing in mind the specific nature of Small-Scale Partnerships) and their focus on innovation and less-experienced organisations (bearing quality in project implementation as well as the scope for learning to cooperate and foster development).

- Extent to which project involves newcomers and less-experienced organisations to the action

Proposal includes one or more organisations that are newcomers to the action, or considered less-experienced, for which impact from participating in the project is expected to be particularly high, impact to newcomers (Small-Scale Partnerships) are seen as bringing more into the Erasmus programme and that newcomers are defined as "any participating organisation that has not previously received support in a given type of action supported by the Programme or its predecessor programme either as a coordinator or partner" and "less-experienced organisations are defined as "any participating organisation that has not received support in a given type of action supported by the Programme or its predecessor programme more than twice in the last seven years" to which it is important to consider past participation data included in the proposal.

- Extent to which proposed allocation of tasks demonstrates the commitment and active contribution of participating organisations

Clear definition and appropriate distribution of roles and tasks and balanced participation and input of participating organisations in implementation of the work programme, taking into account the nature of the activities and the experience of the involved partners, proposal outlines active and substantial participation for newcomers and less-experienced organisations.

- Extent to which proposal includes effective mechanisms for coordination and communication between the participating organisations

Methods of project coordination and means of communication are clearly described, in the proposal, and are appropriate to ensure good cooperation between participating organisations.

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In this final slide, it can be useful to remind assessors of the availability of a written briefing sheet which confirms the key elements being judged under "QUALITY OF PARTNERSHIP".