

LA GRILLE D'ÉVALUATION DANS ERASMUS +

Action Clé 2 : Partenariat stratégique dans l'enseignement scolaire

Vous trouverez ci-dessous la grille d'évaluation sur la base de laquelle votre projet sera évalué (modèle commenté communiqué aux évaluateurs, extrait du « Guide for Experts on Quality Assessment », version 1 du 26/02/2014)

Chaque critère de notation est explicité au regard des divers éléments sur lesquels portera l'analyse des évaluateurs, qui travailleront systématiquement en binôme. Seuls les projets obtenant une note globale supérieure à 60/100 ainsi que la moitié au moins des points attribuables à chacun des quatre grands groupes d'items (Relevance of the project, notée sur 30 ; Quality of the projet design and implementation, notée sur 20 ; Quality of the project team and the cooperation arrangements, notée sur 20 ; Impact and dissemination sur 30) seront sélectionnables. Les évaluateurs travaillent dans une approche globale, contextualisée et proportionnée des différents dossiers.

AWARD CRITERIA	Elements of analysis	General interpretation of award criteria relevant for all projects	Complementary interpretation for school education
Relevance of the project (maximum 30 points)	<ul style="list-style-type: none"> ➤ The relevance of the proposal to: <ul style="list-style-type: none"> • the objectives of European policies relevant to one or more fields of education, training and youth 	The proposal demonstrates a strong link with policy objectives, i.e. the goals and types of cooperation closely correspond to European policies, which are referred to in Annex 5 of this Guide for Experts.	
	<ul style="list-style-type: none"> • the objectives and the priorities of the Action 	The extent to which the project addresses one or more of the objectives and priorities of the Action, as specified in Annex 6 of this Guide for Experts.	
	<ul style="list-style-type: none"> ➤ The extent to which: <ul style="list-style-type: none"> • 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. The needs identified are relevant for the field under which the proposal was submitted.	The needs identified are relevant for the school education field.

AWARD CRITERIA	Elements of analysis	General interpretation of award criteria relevant for all projects	Complementary interpretation for school education
Relevance of the project (maximum 30 points)	<ul style="list-style-type: none"> the objectives are clearly defined, realistic and address issues relevant to the participating organisations and target groups 	<p>The objectives of the project are clearly stated and can be achieved taking into account the nature and experience of the partnership. The proposal identifies and adequately addresses clearly specified needs of the target group of the project.</p>	
	<ul style="list-style-type: none"> the proposal is suitable of realizing synergies between different fields of education, training and youth 	<p>The project is likely to produce outcomes that may be relevant also for other fields of education, training and youth than the field that is expected to be most impacted by the project.</p>	
	<ul style="list-style-type: none"> the proposal is innovative and/or complementary to other initiatives and projects already carried out by the participating organisations 	<p>The project is likely to produce outputs that will be innovative for its field/area or use innovative working methods, for example it will produce something significantly new in terms of learning opportunities, skills development, access to information, recognition of learning outcomes etc. AND/OR: If the application is based on a previous project, it demonstrates significant added value compared to the previous project results. 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. The proposed innovation or complementarity is proportional to the scale of the project and the experience of the participating organisations.</p>	

AWARD CRITERIA	Elements of analysis	General interpretation of award criteria relevant for all projects	Complementary interpretation for school education
Relevance of the project (maximum 30 points)	<ul style="list-style-type: none"> the proposal brings added value at EU level through results that would not be attained by activities carried out in a single country 	<p>The transnational dimension clearly adds value in terms of project outcomes; the participating organisations will be able to achieve results that would not be reached by organisations from a single country.</p>	
Quality of the project design and implementation (maximum 20 points)	<ul style="list-style-type: none"> The clarity, completeness and quality of the work programme, including appropriate phases for preparation, implementation, monitoring, evaluation and dissemination 	<p>The proposal shows that all phases of the project have been properly designed in order for the project to realise its objectives. The work programme is clearly defined, comprehensive and realistic. The project contains a clear and well-planned timetable.</p>	
	<ul style="list-style-type: none"> The consistency between project objectives and activities proposed 	<p>The proposed activities are well suited to address the identified needs and reach the objectives that were set for the project.</p>	
	<ul style="list-style-type: none"> The quality of feasibility of the methodology proposed 	<p>The proposed methodology is realistic and appropriate for producing the expected results. The methodology builds on solid arguments/evidence basis and takes account of existing knowledge and practice.</p>	

AWARD CRITERIA	Elements of analysis	General interpretation of award criteria relevant for all projects	Complementary interpretation for school education
Quality of the project design and implementation (maximum 20 points)	<ul style="list-style-type: none"> ➤ The existence and relevance of quality control measures to ensure that the project implementation is of high quality, completed in time and on budget 	<p>The proposal foresees appropriate evaluation activities at critical stages of the project, which will allow to measure the progress and quality of the project activities and outcomes, the appropriate use of funds. The quality control measures will allow the project to take any necessary corrective measures in time.</p>	
	<ul style="list-style-type: none"> ➤ The extent to which the project is cost-effective and allocates appropriate resources to each activity 	<p>The proposal provides value for money in terms of the results planned as compared to the grant requested. The grant request is realistic for a good quality implementation of the planned activities.</p>	
	<p>If the project plans training, teaching or learning activities:</p> <ul style="list-style-type: none"> ➤ The extent to which these activities are appropriate to the project's aims and involve the appropriate number of participants 	<p>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 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.</p> <p>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.</p>	<p>If the project includes activities for pupils, these activities are integrated into the curriculum and contribute to achieve defined learning goals.</p>

AWARD CRITERIA	Elements of analysis	General interpretation of award criteria relevant for all projects	Complementary interpretation for school education
Quality of the project design and implementation (maximum 20 points)	<ul style="list-style-type: none"> ➤ The quality of arrangements for the recognition and validation of participants' learning outcomes, in line with European transparency and recognition tools and principles 	<p>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.</p>	<p>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.</p>
Quality of the project team and the cooperation arrangements (maximum 20 points)	<ul style="list-style-type: none"> ➤ The extent to which: <ul style="list-style-type: none"> • the project involves an appropriate mix of complementary participating organisations with the necessary profile, experience and expertise to successfully deliver all aspects of the project • the distribution of responsibilities and tasks demonstrates the commitment and active contribution of all participating organisations 	<p>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. 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.</p> <p>There is an appropriate distribution of 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.</p>	<p>For Strategic Partnerships promoting cooperation between local/regional school authorities, it is particularly important that the proposal demonstrates the direct involvement and leadership of the project by the local/regional authorities involved.</p>

AWARD CRITERIA	Elements of analysis	General interpretation of award criteria relevant for all projects	Complementary interpretation for school education
<p>Quality of the project team and the cooperation arrangements (maximum 20 points)</p>	<ul style="list-style-type: none"> if relevant for the project type, the project involves participation of organisations from different fields of education, training, youth and other socio-economic sectors 	<p>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 participate in the project. 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.</p>	
	<ul style="list-style-type: none"> the project involves newcomers to the Action 	<p>The proposal includes one or more participating organisations that are newcomers to this action and on which the impact expected from the participation in the project would be particularly high.</p>	
	<ul style="list-style-type: none"> ➤ The existence of effective mechanisms for coordination and communication between the participating organisations, as well as with other relevant stakeholders 	<p>The methods of project coordination and means of communication are clearly described in the proposal. They are appropriate for the project to ensure a good cooperation between the participating organisations.</p>	<p>If the project involves schools, the proposal explains if and how eTwinning will be used to support the implementation of the project.</p>

AWARD CRITERIA	Elements of analysis	General interpretation of award criteria relevant for all projects	Complementary interpretation for school education
<p>Quality of the project team and the cooperation arrangements (maximum 20 points)</p>	<p>If applicable, the extent to which the involvement of a participating organisation from a Partner Country brings an essential added value to the project (if this condition is not fulfilled, the project will not be considered for selection)</p>	<p>The participation of organisations from Partner Countries 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.</p> <p>NB: If the proposal does not provide convincing evidence of such added value of a Partner Country organisation's participation in the project, the proposal must be scored as "Weak" (score between 0-9 points) for the award criterion "Quality of the project team and the cooperation arrangements" as a whole, and rejected as a consequence.</p>	
<p>Impact and dissemination (maximum 30 points)</p>	<ul style="list-style-type: none"> ➤ The quality of measures for evaluating the outcomes of the project ➤ The potential impact of the project: <ul style="list-style-type: none"> • on participants and participating organisations during and after the project lifetime 	<p>The evaluation methods proposed will make it possible to assess effectively whether and to which extent the project is producing the intended outcomes.</p> <p>The project is likely to have a substantial positive impact on the participating organisations and on their staff and/or learners.</p> <p>The impact of the project on the participants and organisations involved is likely to occur during and remain after the lifetime of the project.</p>	

AWARD CRITERIA	Elements of analysis	General interpretation of award criteria relevant for all projects	Complementary interpretation for school education
<p>Impact and dissemination (maximum 30 points)</p>	<ul style="list-style-type: none"> outside the organisations and individuals directly participating in the project, at local, regional, national and/or European levels 	<p>The project results have the potential to be transferred and exploited in other European countries.</p> <p>The proposal identifies relevant stakeholders, including policy-makers at the most appropriate level, whether local, regional, national and/or European.</p> <p>Taking due account of the scope and size of the project:</p> <ul style="list-style-type: none"> it is likely to have a positive impact at local, regional, national and/or European level; it is likely to lead to innovative developments at system level and/or provide useful input to policy developments; it shows potential for scalability and synergies with other Erasmus+ actions and/or other European Programmes. 	
	<p>➤ The quality of the dissemination plan: the appropriateness and quality of measures aimed at sharing the outcomes of the project within and outside the participating organisations</p>	<p>The proposal identifies the project results that can be transferred to the relevant target groups.</p> <p>An appropriate and effective set of measures and tools will be used to reach the target groups for dissemination.</p> <p>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.</p> <p>In each of the participating organisations specific and adequate resources are allocated to the dissemination activities.</p>	<p>For Strategic Partnerships promoting cooperation between local/regional school authorities, it is important that the proposal demonstrates that the regional/local authorities will be actively engaged in the dissemination activities in their area.</p> <p>If the project involves schools, the proposal explains if and how eTwinning will be used to support the dissemination of the project results.</p>

AWARD CRITERIA	Elements of analysis	General interpretation of award criteria relevant for all projects	Complementary interpretation for school education
Impact and dissemination (maximum 30 points)	<ul style="list-style-type: none"> ➤ 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 	<p>If the project foresees tangible results and deliverables, participating organisations will allow open access to materials, documents and media produced within the project.</p> <p>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.</p>	
	<ul style="list-style-type: none"> ➤ The quality of the plans for ensuring the sustainability of the project: its capacity to continue having an impact and producing results after the EU grant has been used up 	<p>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.</p> <p>If relevant for the type of project, its results will be integrated in the management / pedagogical framework of the participating organisations.</p> <p>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.</p>	<p>For Strategic Partnerships promoting cooperation between local/regional school authorities, it is important that the proposal demonstrates that the regional/local authorities will continue to sustain the local networks created.</p> <p>If the project involves schools, the proposal explains if and how eTwinning will be used to support the sustainability of the project.</p>