



## Comenius

Name of evaluator: \_\_\_\_\_

# Bilateral Comenius school PARTNERSHIPS Common European quality assessment form 2013

Partnership reference N°: \_\_\_\_\_

Name of coordinating institution:

Partnership title:

**Note on the points system:** Each criterion should be rated by the evaluators on the scale proposed (1 to 8). **The excel sheet will automatically apply the weighing and will provide the final weighted points.** Each application is rated by 2 assessors and the average of the marks will be used as the final marking for quality. Experts should use numbers with decimals (e.g. 4.2) when giving points for one or more of the items in the quality assessment form in order to avoid too many assessments with the same total number of points. The Guide for evaluators explains the approach on how to deal with significant differences between the points given by the two assessors or with situations in which only one of the two experts has assessed the application as weak under point a) of the heading D2 and D3. Please note that applications scoring less than 50 weighted points in the quality assessment will not be selected for funding. Points for newcomers and national priority points will be awarded separately by the NA and input directly into LLPLink.

**Partnerships application quality assessment form****Version December 2012 - Call 2013**

Indicative question in the application form					Unweighted points resulting from the evaluator's assessment	Weighting	Max weighted points	Weighted points (to be entered into LLPLink by NAs)	
	Very Good	Good	Fair	Weak					
	<b>Quality of the work programme</b>	Very Good	Good	Fair	Weak				
<b>D.2 and D.3, as well as an overall view of the whole application.</b>	<b>a) The subject is relevant for the Comenius programme.</b> <i>Applications assessed as "weak" on this criterion will be rejected without further assessment.</i> The application clearly indicates how the subject relates to the objectives of the programme The application should address the relevant target group.	8-7	6-5	4-3	2-1		0,5	4	<b>0</b>
	<b>b) The aims of the Partnership and the approach chosen to achieve them are clear and realistic.</b> The aims and objectives are clearly stated and are achievable within the time-frame of the project. The application provides an explanation on how the aims will be achieved.	8-7	6-5	4-3	2-1		1	8	<b>0</b>
<b>D.4.</b>	<b>The results are relevant for the Partnership in question.</b> The results are clearly linked to the aims and objectives of the partnership and should be appropriate for the target group involved.	8-7	6-5	4-3	2-1		1	8	<b>0</b>
<b>G.2.</b>	<b>a) The work programme covers the whole period of 2 years and is appropriate for achieving the objectives.</b> The work programme includes activities consistent with the Partnership's overall aims and objectives, and covers the whole period of 2 years.	8-7	6-5	4-3	2-1		0,5	4	<b>0</b>
	<b>b) The planned activities and mobilities are relevant for the Partnership in question.</b> The planned activities (including mobility) are linked directly to the aims and objectives of the proposal and are specific and relevant to the aims and the target groups involved.	8-7	6-5	4-3	2-1		1,5	12	<b>0</b>
	<b>Impact and European added value</b>	Very Good	Good	Fair	Weak				

<p><b>D.5</b></p>	<p><b>The Partnership will generate European added value</b>                  The application shows that the Partnership will achieve results which would not be attained by activities carried out entirely within one and the same country.</p>	8-7	6-5	4-3	2-1		1	8	0
<p><b>D.6.</b></p>	<p><b>The expected impact and benefits of the Partnership on participating institutions and individual participants are clear and well defined.</b>                  The application provides a clear and well defined explanation on the expected impact and benefits of the partnership on:                  - the participating staff and pupils/learners/trainees,                  - the participating organisations/institutions.</p>	8-7	6-5	4-3	2-1		1	8	0
	<p><b>Quality of the Partnership</b></p>	Very Good	Good	Fair	Weak				
<p><b>E.5</b></p>	<p><b>The application shows that adequate linguistic preparation will be provided to participating pupils.</b>                  The applicant schools have planned linguistic preparation in the partner's language (minimum 20 hours, if the partner's language is not included on the curriculum of the involved pupils). The format of the linguistic preparation is sufficient for the purposes of the Partnership.</p>	8-7	6-5	4-3	2-1		0,5	4	0
<p><b>F.1</b></p>	<p><b>There is an appropriate balance between the roles and tasks of the two schools in terms of their involvement in the activities to be carried out.</b>                  There is an appropriate and clearly defined distribution of roles and tasks across the Partnership to match each partner's own competences. The contribution of each partner is clearly explained.                  The tasks are defined and distributed among the partners in such a way that the results can be achieved within the time-frame of the project. The Partnership coordination is well assured by the coordinating institution.                  The participating schools are appropriate for the subject on which the Partnership will be working.</p>	8-7	6-5	4-3	2-1		0,5	4	0
<p><b>F.2.</b></p>	<p><b>Appropriate measures have been planned to ensure effective communication and cooperation between the participating institutions.</b>                  Appropriate measures are foreseen to ensure communication and cooperation such as meetings, workshops, conference calls, regular correspondence, newsletters, and other forms of exchange of information (such as use of ICT).</p>	8-7	6-5	4-3	2-1		0,5	4	0

<p><b>F.3.</b></p>	<p><b>The application makes clear how pupils will cooperate in practice during the class exchanges.</b></p> <p>The application makes it clear that pupils of the two schools will work together during the class exchanges in order to contribute to the results of the Partnership</p>	8-7	6-5	4-3	2-1		1	8	0
<p><b>F.4.</b></p>	<p><b>The application makes clear how pupils will be involved in the planning, implementation and evaluation of activities.</b></p> <p>The application makes clear the role that pupils will play in the different stages of the Partnership (planning, implementation, evaluation).</p>	8-7	6-5	4-3	2-1		1	8	0
<p><b>F.5.</b></p>	<p><b>The project is integrated into the curriculum/learning activities of the participating pupils in each of the schools.</b></p> <p>The application makes clear how the Partnership activities will be integrated into the curriculum of the participating pupils and what subjects of the curriculum will be concerned.</p>	8-7	6-5	4-3	2-1		1	8	0
<p><b>F.6.</b></p>	<p><b>The Partnership has defined an approach to evaluate whether the aims and the expected impact of the Partnership will be achieved in the course of the project lifecycle.</b></p> <p>The evaluation plan is well defined and covers aspects such as follow-up of progress made and Partnership performance, satisfaction of participants and other target groups, attainment of objectives, measurement of impact.</p>	8-7	6-5	4-3	2-1		0,5	4	0
	<p><b>Dissemination and exploitation of results</b></p>	Very Good	Good	Fair	Weak				
<p><b>F.7.</b></p>	<p><b>a) The planned dissemination and exploitation activities are well defined and ensure optimal use of the results amongst the participating institutions.</b></p> <p>The dissemination activities are focused and well defined. The Partnership clearly explain and demonstrates the interest/potential to disseminate and make use within their own institutions of the results, experiences and, where applicable, the end products of the Partnership.</p>	8-7	6-5	4-3	2-1		0,5	4	0
	<p><b>b) Other institutions will also benefit from the planned dissemination and exploitation activities and, if possible, the results will also be spread to the wider community.</b></p> <p>The partnership plans to disseminate the results to organisations/networks outside of the partnership and has provided clear plans as to how they will achieve this.</p>	8-7	6-5	4-3	2-1		0,5	4	0
	<p><b>TOTAL POINTS FOR THE QUALITY ASSESSMENT</b></p>							100	0

**OVERALL COMMENTS:**

***Key strengths:***

***Weaknesses and areas of improvement:***

***Other comments:***

*I hereby declare to the best of my knowledge that I have no conflict of interest (including family, emotional life, political affinity, economic interest or any other shared interest) with the organisation(s) or any of the persons having submitted this grant application. Furthermore, I confirm that I will not communicate to any third party any information that may be disclosed to me in the context of my work as an evaluator.*

---

Date

---

Name and signature



[DECISION No 1720/2006/EC OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 15 November 2006 establishing an action programme in the field of lifelong learning \[1\]](#)

(Excerpt)

*Article 17*

### **Objectives of the Comenius programme**

1. In addition to the objectives of the Lifelong Learning Programme as set out in Article 1, the specific objectives of the Comenius programme shall be:

- (a) to develop knowledge and understanding among young people and educational staff of the diversity of European cultures and languages and its value;
- (b) to help young people acquire the basic life-skills and competences necessary for their personal development, for future employment and for active European citizenship.

2. The operational objectives of the Comenius programme shall be:

- (a) to improve the quality and to increase the volume of mobility involving pupils and educational staff in different Member States;
- (b) to improve the quality and to increase the volume of partnerships between schools in different Member States, so as to involve at least 3 million pupils in joint educational activities during the period of the programme
- (c) to encourage the learning of modern foreign languages;
- (d) to support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning;
- (e) to enhance the quality and European dimension of teacher training;
- (f) to support improvements in pedagogical approaches and school management.