

PROGRAMME CZ-EDUCATION
FINANCED THROUGH EEA GRANTS - FINANCIAL MECHANISM 2014-2021

GUIDE FOR EXPERTS ON QUALITY ASSESSMENT

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1. Introduction

The Programme Operator – Dům zahraniční spolupráce (hereinafter referred to as PO) is responsible for project evaluation and the award of grants.

The PO assess proposals¹ with the assistance of independent experts to ensure that only those of the highest quality are selected for funding.

This Guide for Experts is a tool for experts when assessing applications submitted under the EEA Grants 2014-2021 Programme CZ-EDUCATION. It provides instructions and guidance in order to ensure a standardised and high quality assessment of applications for the Programme Outcomes 1-4 managed by the PO.

2. Experts

2.1 Role of experts

The selection process will be organised on the basis of a peer review system, that is with the help of independent experts, in a fully transparent way, guaranteeing impartiality towards and equal treatment to all applicants.

The grant award decision will be based solely on the criteria for eligibility and award published in the respective call. All the stages in the selection process will be formally documented. The working language of the selection process, as well as the language of the project applications and other relevant documents, will be English.

Every person involved in the selection process will sign a conflict of interest declaration at each round of the selection. Once a conflict arises, the PO shall be informed immediately to take necessary measures to remove it. Any actor involved in the selection process will perform his evaluation independently and individually.

Each project application will be assessed by two experts independent of and external to the PO. The experts shall separately score the project according to the selection criteria published with the call for proposals. For the purpose of ranking the projects, the average of the scores awarded by the experts shall be used.

The final ranking will be done based on the average of the scores awarded by the experts. If the difference between the scores is more than 30% of the higher score, a third expert will assess the project². The final score will then be determined by the two assessments that are closest in terms of their overall score and the most extreme assessment in terms of overall score is not taken into account for the consolidated assessment.

Based on the experts' comments, the PO shall provide feedback to the applicants on the quality of their application in order to ensure transparency and help non-selected applicants to improve the quality of their possible future applications.

2.2 Appointment of experts, code of conduct and conflict of interest

All experts will be external and independent from the PO, will have working knowledge of English, will be experienced in the area of grant projects and international cooperation, and will have professional skills and knowledge in the relevant field.

To ensure their independence, the names of the experts are not made public. Experts are required to perform the assessment to the highest professional standards and within the deadline agreed with the PO.

¹ Please note that the terms "proposal" and "application" are used interchangeably in this Guide.

² This requirement does not apply in case both experts have scored the application under the thresholds for acceptance.

All information related to the assessment process is strictly confidential. Therefore, experts are not allowed to disclose any information about the applications submitted and results of the assessment and selection to the public.

Experts must not have a conflict of interest³ in relation to the proposals on which they are requested to give their opinion. To this end, they sign a declaration provided by the PO that no such conflict of interest exists and that they undertake to inform the PO of both the existence and its nature should such conflict arise. The same declaration binds experts to confidentiality.

Persons involved in an application in the selection round for the Outcome under assessment are considered as having a conflict of interest for that selection round and will not be appointed experts.

When a potential conflict of interest is reported by the expert or brought to the attention of the PO by any means, the PO will consider the circumstances and decide either to exclude the expert from the assessment of the given application or the whole selection round or allow the expert to take part in the assessment, depending on the objective elements of information at its disposal.

3. Assessment of applications

Before the start of the assessment, the experts are briefed by the PO on the Programme and the Outcome under assessment, as well as on the assessment process and procedures.

Experts have to read the whole application carefully before completing the quality assessment form. It is recommended to read several applications before assessing any one of them in full: this allows experts to benchmark answers in different sections of the applications.

Each expert works individually and independently, gives scores and comments for each criterion and summarises his/her assessment in the quality assessment form in the English.

The standard quality assessment forms are established by the PO.

When assessing experts have to:

- Examine the issues to be considered under each award criterion;
- Enter scores for each applicable criterion and provide comments on each criterion;
- Fill in the priority points section;

Experts may provide DZS with general comments and comments on budget reduction.

On completion of the assessment, experts confirm that they have no conflict of interest with respect to the assessment of that particular application.

Experts assess applications only against the award criteria defined in the respective call.

3.1 Award criteria and scoring

Each of the award criteria is defined through several elements which must be taken into account by experts when analysing an application. These elements form an exhaustive list of points to be considered before giving a score for the given criterion.

They are intended to help experts arrive at the final assessment of the criterion in question; however they must **not** be scored separately.

³ A conflict of interest situation is deemed to be present when a person involved in the selection process has direct or indirect interests that are or appear to be incompatible with the impartial and/or objective exercise of the functions related to the selection process. Such interests may be related to economic interests, political or national affinities, family or emotional ties, other shared interests with the applicant or its partner, or any other interests liable to influence the impartial and objective performance of the person involved in the selection of projects.

In order to give clear guidance to experts as to how individual elements of analysis should be assessed, further complementary information is provided in Annex I to this Guide.

When assessing applications against award criteria experts make a judgement on the extent to which applications meet the defined criteria. This judgement must be based on the information provided in the application. Experts cannot assume information that is not explicitly provided. Information relevant for a specific award criterion may appear in different parts of the application and experts take all of it into account when scoring the award criterion.

Experts must duly consider the type of project, the scale of the activities and the grant request when analysing the grant applications. As projects may vary widely in terms of their size, complexity, experience and capacity of the participating organisations, whether they are more process or product oriented etc., experts have to integrate the proportionality principle into the assessment of all award criteria, as indicated in the annex. For projects involving staff or learners with special needs or fewer opportunities, experts should duly consider any extra support needed to work with these specific target groups.

An application can receive a maximum of 100 points for all criteria relevant for the Outcome. The table below shows the relative weight of each criterion in the different type of projects.

Award criteria	Maximum scores of award criteria per Outcome			
	Institutional Cooperation Projects	Mobility projects	VET projects	Inclusive education projects
Relevance of the project	40	40	40	40
Quality of the project design and implementation	20	40	20	20
Quality of the project team and the cooperation arrangements	20	N.A.	20	20
Impact and dissemination	20	20	20	20
TOTAL	100	100	100	100

Experts assess the application on the basis of the given award criteria and score each criterion with maxima at 20 or 40 points as set out in the table above. Experts cannot use half points or decimals in their individual assessment.

Within the maximum number of points per award criterion, ranges of scores are defined that correspond to a fixed definition of the expected quality standard so that an as coherent approach as possible is implemented, across experts as well as across countries. The standards are as follows:

- **Very good** – the application addresses all relevant aspects of the criterion in question convincingly and successfully. The answer provides all the information and evidence needed and there are no concerns or areas of weakness.
- **Good** – the application addresses the criterion well, although some small improvements could be made. The answer gives clear information on all or nearly all of the evidence needed.
- **Fair** – the application broadly addresses the criterion, but there are some weaknesses. The answer gives some relevant information, but there are several areas where detail is lacking or the information is unclear.

- **Weak** – the application fails to address the criterion or cannot be judged due to missing or incomplete information. The answer does not address the question asked, or gives very little relevant information.

The table below shows the ranges of scores for the individual quality standards depending on the maximum score that can be awarded to the relevant award criterion.

Maximum score for a criterion	Range of scores			
	Very good	Good	Fair	Weak
40	34-40	28- 33	20- 27	0-19
20	17-20	14-16	10-13	0-9

Experts are expected to give comments on each award criterion and, in their comments, refer explicitly to the elements of analysis under the relevant criterion. The comments on each award criterion have to reflect and justify the score given for it.

At the end of the assessment, experts give overall comments on the application as a whole. In the comments, experts must provide a thorough analysis of the application highlighting its relative strengths and weaknesses and indicating what improvements could be made.

As their comments will be used by PO to provide feedback to applicants, experts must pay particular attention to clarity, consistency and appropriate level of detail and draft their comments in English.

As part of the quality assessment, experts check the grant application for accuracy and consistency. In particular, they analyse the coherence of the grant request in relation to the activities and outputs proposed. In case the application is of sufficient quality to receive a grant but such coherence is missing, experts can suggest a reduction of the grant amount requested, specifying clearly the grant items and the reasons why they are considered incoherent or excessive. However, it is the PO that ultimately decides on the grant amount that is awarded to successful applicants. N.B. Experts may not suggest a higher grant than the amount requested by the applicant.

The PO monitors the quality of expert assessments and can require the expert to revise the assessment should the necessary quality standard not be met.

Experts must assess all applications in full, regardless of the score given to any award criterion.

3.2 Thresholds

In order to be considered for funding under the Programme, an application submitted to a PO has to:

- score at least **60 points in total**
- and
- achieving **30 points** is only necessary for the criterion "**relevance of the project**".

3.3 Points for priority topic

Experts award extra points to the applications that support priority topics. These points will be add on top of the award criteria.

	Institutional Cooperation Projects	Mobility projects	VET projects	Inclusive education projects
Maximum points for priority topic	10	10	10	15

3.4 Possible problems with applications

Under all actions, experts are in no case allowed to contact applicants directly. In case of any problems arising during the assessment, experts contact the PO. The PO decides whether the applicant will be asked to provide additional information or clarifications or if the application should be assessed in the form it was submitted.

Also, if experts notice during the assessment that the same or similar text appears in two or more applications submitted under a given selection round, as well as any other indications of possible double submissions and overlaps, they inform the PO about that immediately.

3.5 Quality, cost-efficiency, value for money of the activities

The funding rules of the Programme are largely based on unit costs (i.e. amounts are calculated per day, per participant, per staff category etc.). Experts may judge that some of the units indicated in an application form are not to be considered, even for projects deserving a high qualitative scoring. They may therefore propose a reduction of these units, which consequently will determine a reduction of the grant awarded by the PO, if the project is selected for funding.

Annex I – Interpretation of award criteria

Notwithstanding the general principles of proportionality and quality, cost-efficiency, value for money of the activities, as described in chapter 3.4 of this Guide, this annex aims to provide further explanation to experts on how to assess the award criteria (only when relevant for specific elements of analysis). It contains the following tables:

- Institutional cooperation projects
- Mobility projects
- VET projects
- Inclusive education projects

Institutional Cooperation Projects

Elements of analysis	Interpretation of award criteria for Institutional cooperation projects
Relevance of the project	
The relevance of the proposal to the Programme objectives and outcome	<p>The proposal corresponds to the main objective: Enhanced human capital and knowledge base in the Czech Republic.</p> <p>The proposal contributes to the achievement of the Programme outcome: Strengthened institutional cooperation at all levels of education, with a special focus on democracy and citizenship education.</p> <p>If the project addresses the priority "Democracy education, Citizenship education or Inclusive education (including Roma inclusion)", it will be considered as highly relevant as it is addressing a particularly important issue in the national context.</p>
The relevance of the proposal to the needs and objective of the participating organisations and the individual participants	<p>The objectives of the project are clearly stated, linked to the Result framework and can be achieved taking into account the nature and experience of the partnership.</p> <p>The proposal identifies and adequately addresses clearly specified needs of the participating organisations and individual participants of the project.</p>

Annex I – Institutional Cooperation Projects

Elements of analysis	Interpretation of award criteria for Institutional cooperation projects
<p>The relevance of the proposal to the added value of the bilateral cooperation between the Czech Republic and Donor states</p>	<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>
<p>The extent to which the proposal is innovative and/or complementary to other initiatives already carried out by the participating organisations</p>	<ul style="list-style-type: none"> • For activity “Modernise or innovate the curricula and develop joint study programmes and courses” <p>The project is likely to produce results that will be innovative for its field in general, or for the geographical context in which the project is implemented. The innovative dimension of a project can relate to the content of the outputs produced by the project, and/or to the working methods applied, and/or to the organisations and persons involved or targeted. For example, it will produce something new in terms of learning opportunities, skills development, access to information, recognition of learning outcomes etc.</p> <p>The project will add to the existing knowledge, know-how and/or practices of the organisations and persons involved.</p> <p>AND/OR:</p> <p>If the application is based on a previous project or existing innovative content, it demonstrates significant added value compared to the previous project results or in terms of new target groups, educational, training activities or geographical spread, and contributes to improving the quality of teaching/learning training in the organisation participating in the project. 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.</p> <p>The proposed innovation or complementarity is proportional to the scale of the project and the experience of the participating organisations.</p> <p>In case of inclusion projects involving staff or learners with special needs or from disadvantaged groups, the level of innovation should be considered in relation to the possibilities of the target groups involved.</p> <ul style="list-style-type: none"> • For activity: “Support the development and transfer of innovative practices through peer learning and exchange of good practices” <p>The proposed activities are complementary to the activities of the involved schools and other projects they have conducted. In relation to the school's usual activities and previous projects (if relevant),</p>

Annex I – Institutional Cooperation Projects

Elements of analysis	Interpretation of award criteria for Institutional cooperation projects
	implementing the described project is likely to provide the schools and participants with new experiences and add to their knowledge and practices.
Quality of the project design and implementation	
The clarity, completeness and quality of preparation and implementation of project activities	<p>The proposal shows that all phases of the project have been properly designed in order for the project to realise its objectives.</p> <p>The work programme is clearly defined, comprehensive and realistic.</p> <p>The proposal foresees a clear method and regular and concrete activities to monitor progress and address any problems encountered.</p>
The consistency between project objectives and activities proposed	The proposed activities are well suited to address the identified needs and reach the objectives that were set for the project.
The quality and feasibility of the activities and proposed methodology	<p>The proposal explains how the planned activities will lead to the achievement of the project's objectives.</p> <p>In case peer-learning activities are organised, their methodology is clearly explained and appropriate.</p>
Reasonable and justifiable budget	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.
Quality of the project team and the cooperation arrangements	
The existence of effective mechanisms for coordination and communication between the participating organisations	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.
The extent to which 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	<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.</p> <p>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>

Annex I – Institutional Cooperation Projects

Elements of analysis	Interpretation of award criteria for Institutional cooperation projects
	<p>The proposal shows that the participating organisations have established and will run a cohesive consortium with active involvement of all partners and with common goals to be achieved.</p> <p>In this respect, the following factors should be taken into consideration during the assessment:</p> <ul style="list-style-type: none"> ▪ the level of networking, cooperation and commitment of each participating organisation in the project; ▪ the profile and background of participating organisations when the nature or target of the activity would necessitate the possession of certain qualifications; ▪ the capacity of the partnership to ensure effective implementation, follow-up and dissemination of the results achieved through the project.
<p>The extent to which the distribution of responsibilities and tasks demonstrates the commitment and active contribution of all participating organisations</p>	<p>There is a clear and commonly agreed definition and an appropriate distribution of roles and 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>Impact and dissemination</p>	
<p>The quality of measures for evaluating the outcomes of the project</p>	<p>The proposed evaluation methods assess to which extent the project's objectives have been achieved. The methods are appropriate and proportional to the scope of the project.</p>
<p>The potential impact of the project on individual participants and participating organisations, during and after the project lifetime</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> <p>The proposal demonstrates which benefits (trans-national, interdisciplinary, cross-field) the proposed cooperation brings to the partners – also in the long run e.g. how it contributes to the internationalisation strategies of the participating organisations.</p>
<p>The appropriateness and quality of measures aimed at disseminating the outcomes of the project within and outside the participating organisations</p>	<p>The proposal identifies the project results that can be disseminated and/or transferred, as well as the target groups for dissemination.</p>

Annex I – Institutional Cooperation Projects

Elements of analysis	Interpretation of award criteria for Institutional cooperation projects
	<p>An appropriate set of measures is proposed to make the project results known within the partnership or outside.</p> <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>
Potential of institutional cooperation with the partners from Donor States	The proposal foresees appropriate activities, which will allow future cooperation with partner(s) from Donor States.

Mobility Projects

Elements of analysis	Interpretation of award criteria for mobility projects
Relevance of the project	
The relevance of the proposal to the Programme objectives and outcome	<p>The proposal corresponds to the main objective: Enhanced human capital and knowledge base in the Czech Republic.</p> <p>The proposal contributes to the achievement of the Programme outcome: Improved skills and competences of students, staff and other educational experts at all levels of education</p> <p>The proposal addresses target group(s) relevant for this action, i.e. students in secondary and higher education, staff and other educational experts at all levels of education.</p> <p>If the project is supporting mobility of students from disadvantaged groups and/or mobility of student-future teachers, it will be considered as highly relevant as it is addressing a particularly important issue in the national context.</p>
The relevance of the proposal to the needs and objectives of the participating organisations and of the individual participants	<p>The proposal identifies and addresses clearly specified needs of the participating organisations and is linked to the Result framework. The mobility projects support students and staff in terms of the acquisition of learning outcomes (knowledge, skills and competences) with a view to improving their personal and professional development.</p> <p>Staff mobility should particularly enhance the professional skills and competences of school/HE staff, for example:</p> <ul style="list-style-type: none"> ▪ improve their abilities to respond to individual learners' needs and to deal with their social, cultural and linguistic diversity; ▪ contribute to develop new and better teaching methods and innovative approaches to learning; ▪ improve the skills and competences of those managing and leading schools.
The relevance of the proposal to the added value of the bilateral cooperation between the Czech Republic and Donor states	The proposal supports the sending/receiving institutions in strengthening their capacity and ability to successfully cooperate with international partners in the respective field of education.
The extent to which the proposal is suitable for producing high-quality learning outcomes for participants	<p>The expected learning outcomes are clearly explained and in line with the identified needs of students/staff.</p> <p>The planned activities are likely to produce the envisaged learning outcomes.</p>

Elements of analysis	Interpretation of award criteria for mobility projects
Quality of the project design and implementation	
<p>The clarity, completeness and quality of all the phases of the project proposal (preparation, implementation of mobility activities, and follow-up)</p>	<p>The proposal shows that all the phases of the project have been properly developed in order for the project to realise its objectives. It contains a well-planned timetable.</p> <p>The sending institution will ensure good preparation of the project implementation in cooperation with the receiving organisation and with the participants.</p> <p>The programme of activities is clearly defined, comprehensive and realistic.</p> <p>The proposal includes a clear method and regular and concrete activities to monitor progress and address any problems encountered.</p>
<p>The consistency between project objectives and proposed activities</p>	<p>The proposed activities are appropriate for achieving the objectives of the project.</p> <p>The type, number and duration of mobility activities are appropriate, realistic and match the capacity of the participating organisations.</p> <p>The project provides good value for money.</p>
<p>The appropriateness of measures for selecting and/or involving participants in the mobility activities</p>	<p>The proposal clearly shows that the institution intends to organise an open, just and transparent process for selection of students/staff to participate in mobility activities. The criteria for selection are clearly defined, and ensure that the selected students/staff have the relevant profile.</p>
<p>The quality of the practical arrangements, management and support modalities</p>	<p>The roles of all actors (sending and receiving organisation as well as the participants) are clearly defined.</p> <p>The proposal includes a well-developed approach for how to deal with practical arrangements (venue, transfers, accommodation, etc.).</p> <p>The proposal explains how the sending institution intends to support the participants before, during and after the mobility.</p>
<p>The quality of the preparation provided to participants</p>	<p>The proposal shows that participants will receive good quality preparation before their mobility activity, including linguistic, cultural and/or pedagogical preparation as necessary.</p>

Annex I – Mobility Projects

Elements of analysis	Interpretation of award criteria for mobility projects
The quality of arrangements for the recognition and validation of participants' learning outcomes	<p>The proposal describes concrete and appropriate ways in which the sending institution intends to recognise and validate the competences gained during the mobility.</p> <p>Where possible, European recognition tools are used. (e.g. ECTS, Europass, ECVET)</p>
Impact and dissemination	
The quality of measures for evaluating the outcomes of the project	The proposal includes adequate activities to evaluate the outcomes of the individual mobilities and of the project as a whole. The evaluation will address whether the expected outcomes of the project have been realised and whether the expectations of the sending schools and the participants have been met.
The potential impact of the project on individual participants and participating organisations during and after the project lifetime	<p>The project is likely to have a substantial positive impact on the participants' competences and future professional practice but also on the sending and, if relevant, receiving organisation.</p> <p>In case of staff mobility, the project results will be incorporated in the management and/or pedagogical/curricular framework and practice of the sending school.</p>
The appropriateness and quality of measures aimed at disseminating the outcomes of the project within and outside the participating organisations	The proposal includes a clear and good quality plan to disseminate the results of the mobility project within and outside the participating organisation(s). It describes the chosen methods and channels, and identifies target groups (e.g. pupils/students, teachers of the same subject within the school but also within the community, local school authorities, teacher associations, educational magazines, on-line professional groups, regional/national events for teachers).
Potential of institutional cooperation with the partners from Donor States	The proposal foresees appropriate activities, which will allow future cooperation with partner(s) from Donor States.

VET Projects

Elements of analysis	Interpretation of award criteria for VET projects
Relevance of the project	
The relevance of the proposal to the Programme objectives and outcome	<p>The proposal corresponds to the main objective: Enhanced human capital and knowledge base in the Czech Republic.</p> <p>The proposal contributes to the achievement of the Programme outcome: Improved quality of work-based learning and youth entrepreneurship.</p>
The relevance of the proposal to the needs and objective of the participating organisations and the individual participants	<p>The objectives of the project are clearly stated, linked to the Result framework and can be achieved taking into account the nature and experience of the partnership.</p> <p>The proposal identifies and addresses clearly specified needs and objectives of the participating organisations and of the individual participants in the field of VET.</p> <p>Participating organisations are active contributors to the field of VET and/or to establishing links between VET and the world of work.</p>
The relevance of the proposal to the added value of the bilateral cooperation between the Czech Republic and Donor states	The transnational dimension clearly adds value in terms of project outcomes.
Quality of the project design and implementation	
The clarity, completeness and quality of all the phases of the project proposal (preparation, implementation of project activities and follow-up)	<p>The proposal shows that all phases of the project have been properly designed in order for the project to realise its objectives.</p> <p>The work programme is clearly defined, comprehensive and realistic.</p> <p>The proposal foresees a clear method and regular and concrete activities to monitor progress and address any problems encountered.</p> <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>

Elements of analysis	Interpretation of award criteria for VET projects
The feasibility of the suggested activities and measures	<p>The proposed activities are well suited to address the identified needs and reach the objectives that were set for the project.</p> <p>The proposed activities and methodology are realistic and appropriate for producing the expected results.</p>
Reasonable and justifiable budget	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.
Quality of the project team and the cooperation arrangements	
The extent to which 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	<p>The proposal clearly explains the reasons for participation of the involved VET schools/companies and their common interests. The role and contribution of each of the participating organisation is clearly described.</p> <p>The proposal demonstrates the capacity of the partnership to ensure effective implementation of the project and follow-up of its results. If relevant, it also demonstrates the capacity of the partnership to support participants with special needs or from disadvantaged groups.</p>
The extent to which the distribution of responsibilities and tasks demonstrates the commitment and active contribution of all participating organisations	<p>The proposal shows that appropriate cooperation arrangements are established between the participating organisations.</p> <p>It indicates appropriate channels for communication between the participating organisations.</p> <p>The proposal shows that the distribution of responsibilities and tasks of all participating organisations is balanced.</p>
Impact and dissemination	
The quality of measures for evaluating the outcomes of the project	The proposed evaluation methods will make it possible to assess effectively whether and to which extent the project is producing the intended outcomes.
The potential impact of the project on individual participants and participating organisations, during and after the project lifetime	The project is likely to have a substantial positive impact on the participating organisations and participants.

Annex I – VET Projects

Elements of analysis	Interpretation of award criteria for VET projects
	The proposal describes the measures that will be taken to ensure lasting effects of the project, including after the end of the project. If the project foresees mobility of VET staff, it will benefit learners of the sending organisations in the long-term perspective.
The appropriateness and quality of measures aimed at disseminating the outcomes of the project within and outside the participating organisations	<p>The proposal identifies the project results that can be disseminated and/or transferred, as well as the target groups for dissemination.</p> <p>An appropriate set of measures is proposed to make the project results known within the partnership or outside.</p>
Impact on a long-term collaboration among the partners	<p>The project is placed in a perspective that goes beyond the project period. It plans to achieve a sustainable impact that are within its reach considering the scope and size of the project.</p> <p>If relevant for the type of project, the participating organisations have the intention to ensure sustainability of the activities developed by the project and continued use of outputs and results.</p>

Inclusive Education Projects

Elements of analysis	Interpretation of award criteria for Inclusive education projects
Relevance of the project	
<p>The relevance of the proposal to the Programme objectives and outcome</p>	<p>The proposal corresponds to the main objective: Enhanced human capital and knowledge base in the Czech Republic.</p> <p>The proposal contributes to the achievement of the Programme outcome: Increased inclusion of disadvantaged groups including the Roma population.</p> <p>If the project addresses the priority “Roma inclusion”, it will be considered as highly relevant as it is addressing a particularly important issue in the national context.</p>
<p>The relevance of the proposal to the needs and objective of the participating organisations and the individual participants</p>	<p>The objectives of the project are clearly stated, linked to the Result framework and can be achieved taking into account the nature and experience of the partnership.</p> <p>The proposal identifies and adequately addresses clearly specified needs of the participating organisations and individual participants of the project.</p>
<p>The relevance of the proposal to the added value of the bilateral cooperation between the Czech Republic and Donor states</p>	<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>
<p>The extent to which the proposal is suitable to equip teachers and multipliers with competences and classroom based skills in the area of inclusive education.</p>	<p>The learning outcomes for the participants are clearly explained and in line with the identified needs of teachers/multipliers concerned. The learning outcomes are in line with the expected impact of this type of project on individuals and institutions (i.e. to improve the situation for disadvantaged groups of learners, including the Roma population).</p> <p>The proposal provides teachers/multipliers with appropriate training opportunities in view of developing their professional knowledge, skills and competences in the area of inclusive education.</p> <p>AND/OR:</p> <p>If the application is based on a previous project or existing innovative content, it demonstrates significant added value compared to the previous project results or in terms of new target groups, educational activities or geographical spread, and contributes to improving the quality of teacher training.</p>

Annex I – Inclusive Education Projects

Elements of analysis	Interpretation of award criteria for Inclusive education projects
Quality of the project design and implementation	
<p>The clarity, completeness and quality of preparation and implementation of project activities</p>	<p>The proposal shows that all phases of the project have been properly designed in order for the project to realise its objectives.</p> <p>The work programme is clearly defined, comprehensive and realistic.</p> <p>The proposal foresees a clear method and regular and concrete activities to monitor progress and address any problems encountered.</p>
<p>The consistency between project objectives and activities proposed</p>	<p>The proposed activities are well suited to address the identified needs and reach the objectives that were set for the project.</p> <p>In case teaching and training activities are organised, their content and expected results are relevant to the project's objectives.</p>
<p>The quality and feasibility of the activities and proposed methodology</p>	<p>The proposal explains how the planned activities will lead to the achievement of the project's objectives.</p> <p>In case teaching and training activities are organised, their methodology is clearly explained and appropriate.</p> <p>The methodology builds on solid arguments/evidence basis and takes account of existing knowledge and practice.</p>
<p>Reasonable and justifiable budget</p>	<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>
Quality of the project team and the cooperation arrangements	
<p>The existence of effective mechanisms for coordination and communication between the participating organisations</p>	<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>

Annex I – Inclusive Education Projects

Elements of analysis	Interpretation of award criteria for Inclusive education projects
<p>The extent to which 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</p>	<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.</p> <p>The proposal clearly explains the reasons for participation of the involved organisations and their common interests. The role and contribution of each of the participating organisation is clearly described.</p> <p>The proposal demonstrates the capacity of the partnership to ensure effective implementation of the project and follow-up of its results. If relevant, it also demonstrates the capacity of the partnership to support participants with special needs or fewer opportunities.</p>
<p>The extent to which the distribution of responsibilities and tasks demonstrates the commitment and active contribution of all participating organisations</p>	<p>There is a clear and commonly agreed definition and an appropriate distribution of roles and 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>Impact and dissemination</p>	
<p>The quality of measures for evaluating the outcomes of the project</p>	<p>The proposed evaluation methods will make it possible to assess effectively whether and to which extent the project is producing the intended outcomes.</p>
<p>The potential impact of the project on individual participants and participating organisations, during and after the project lifetime</p>	<p>Considering the presented motivation for the project, its objectives and the proposed activities, the project is likely to have a substantial positive impact on the participating organisations, educational staff and/or learners, during and after the project implementation.</p> <p>If relevant and in proportion to its size and scope, the proposal identifies the benefits the project will have for groups or organisations not participating in the project.</p>
<p>The appropriateness and quality of measures aimed at disseminating the outcomes of the project within and outside the participating organisations</p>	<p>The proposal identifies the project results that can be disseminated and/or transferred, as well as the target groups for dissemination.</p> <p>An appropriate set of measures is proposed to make the project results known within the partnership or outside.</p> <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>

Annex I – Inclusive Education Projects

Elements of analysis	Interpretation of award criteria for Inclusive education projects
Potential of institutional cooperation with the partners from Donor States	The proposal foresees appropriate activities, which will allow future cooperation with partner(s) from Donor States.