

Quick guide for schools #1

Before you apply

This fact sheet reviews how you can get your school ready to benefit fully from Erasmus+.

**A practical guide
for school leaders**

Before you apply

Setting the agenda: a whole school approach to Erasmus+

Your Erasmus+ project will really benefit if you establish clear leadership from the very beginning. A good way to do this is to include European activities as an integral part of development planning within your school, rather than as an ‘add-on’. This means ensuring that all members of staff know about the objectives of your Erasmus+ project(s) and how they are contributing to your strategic objectives.



Reflective question

What impact do you want your school’s involvement in the EU programme to have on pupils’ learning?

Involving school staff, pupils, parents and other stakeholders in this key question will help ensure Erasmus+ meets pressing learning needs in your school. Moreover, if you can convey the benefits of Erasmus+ and show how the European activities will be integrated into your day-to-day school operations, Erasmus+ will be perceived as an indispensable opportunity rather than a burdensome ‘extra’.

After consulting widely, it is time to develop a clear set of objectives linked to your school’s ongoing improvement plans. Sharing the objectives, benefits and expected learning outcomes with everyone, including parents and other school stakeholders, will provide a common vision for engagement in your European project.

 We recognised that one of the most important factors in a successful project is to have a clear plan that integrates the European project targets into the school curriculum.’

Ricarda Geidelt, Teacher, Germany



Practical example

A whole school approach to a European project

A German elementary school has been participating in European projects on a regular basis since 2005. Here are a few examples of the implications of their whole school approach to Erasmus+:

Identifying opportunities

The school leader holds quarterly meetings with senior teaching staff to set and monitor the school's European development objectives and discuss related project ideas. When possible projects are identified, a questionnaire is circulated to pupils, asking for their preferences. Pupils' views are considered when preparing Erasmus+ applications.

Sharing responsibilities

All staff are required to update their Europass CV regularly. The coordinator uses these CVs to identify teachers and other employees who meet the needs of specific projects. She then approaches relevant individuals. In this way, the school's internal project team can be mobilised very quickly.

Effective communication within the school

Parents are informed about projects through the school news bulletin, parents' evenings and school events. Project outcomes are shared throughout the school building on digital boards.

Organisational learning

When tabling an idea for a new project, the project coordinator is required to specify how lessons learned from previous activities will be incorporated into the new project application, so as to ensure continuous improvement within the school.

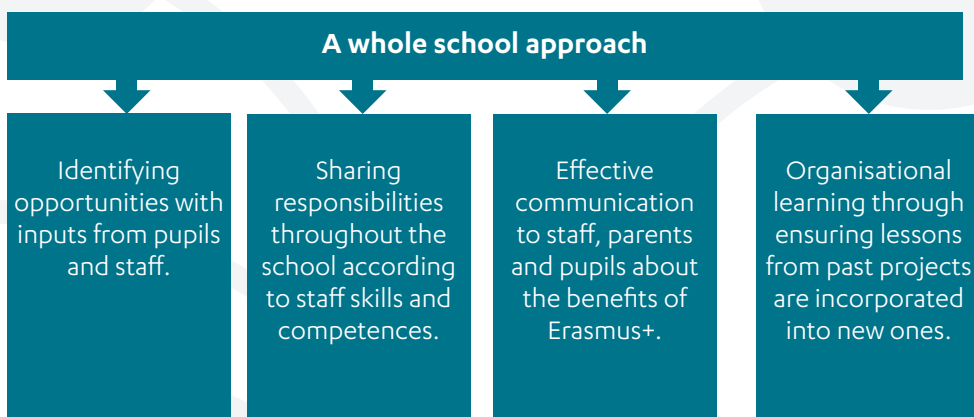



Figure 1: A whole school approach at a German elementary school

Identifying how Erasmus+ could support learning and teaching

To incorporate Erasmus+ throughout the whole school it is useful to bring decision makers from across all curriculum areas together in order to discuss how the programme can enhance:

- specific areas or subjects in the curriculum (e.g. literacy, including ICT);
- interdisciplinary learning (e.g. Content and Language Integrated Learning – learning a subject through the medium of a foreign language);
- school values, culture and interpersonal skills (e.g. entrepreneurship, intercultural understanding, democratic principles, global citizenship, anti-bullying, environmental sustainability, teamwork);
- learning and teaching approaches (e.g. sharing and implementing a more pupil-centred approach to learning).

This holistic perspective will enable your staff to identify a wide range of potential benefits for pupils and staff, irrespective of their academic discipline or professional role.

 The project was developed by a multidisciplinary team of teachers and non-teachers who designed the activities so that they could be integrated into pupils' mandatory courses, with a direct link to the curricula.'

Jean-Pierre Marcadier, Project Coordinator, France



Practical example

Using Erasmus+ to support ICT based learning and teaching

A school in Ireland had the objective of becoming 'e-mature', by harnessing ICT to improve teaching and learning.

Accordingly, management and teaching staff created a school action plan to apply new technologies throughout the school. International projects have been important in order to resource the school's ambitions, and staff prioritised two aspects of European funding in this regard:

Mobility opportunities

The first step was to identify teachers and support staff, with varying levels of competencies in ICT, to undertake a variety of staff mobility activities. For example, teachers were sent to job shadow colleagues abroad, at schools specialised in this area. Other staff attended ICT training courses, hosted by a European training provider. Today, these opportunities are available under Staff Mobility (Key Action 1).

European partnerships

A partnership project was planned in order to establish a Virtual Learning Platform using open source Moodle software, available to all school departments. The platform will be a space in which pupils and teachers can collaborate on common projects and engage in extra-curricular courses to support and reinforce their learning. Today, these opportunities are available under Strategic Partnerships (Key Action 2).

The inclusive 'whole school' approach ensured a wide range of staff and pupils felt the benefits of Erasmus+ opportunities, to improve the use of ICT in teaching and learning.



Creating a European Development Plan (EDP)


A European Development Plan (sometimes called a School Development Plan*) is a requirement if you are applying for Staff Mobility (Key Action 1) and is recommended for any school interested in long-term involvement in Erasmus+.

Your EDP should cover:

- your school's needs, in terms of plans for the development of high-quality education and internationalisation (e.g. new learning and teaching methods or tools or professional development) and how the planned activities will help meet your needs;
- the impact you expect Erasmus+ to have on pupils' learning, teachers, other staff and your school;
- how your school will integrate the competences and experiences acquired by your staff into curricula and organisational practice.

Most school leaders find it useful to consult widely in order to define the purpose of introducing an international component in teaching and learning. Involving colleagues early on will help you identify how to distribute roles and responsibilities for European activities.

If discussions are grounded in approaches to improve the quality of education for pupils, the time is well spent and will ensure all staff understand the relevance of international activities to their work and the pupil experience.

 The long term objective was the integration into the bilingual Content and Language Integrated Learning programme of the school... Our School's Development Plan* helped us in emphasising the importance of an international education towards a European employment market and studying in Europe.'

Dieter Wlcek, School Principal, Austria

An EDP also helps school leaders to monitor progress and hold team members accountable, since short-term and long-term goals for the whole school are clearly specified in one document.



In focus

A model for developing a European Development Plan (EDP)

If you have never developed an EDP, it may seem difficult to know where to begin. One flexible approach is to consider how you might evaluate and develop your current curriculum around three simple propositions. Where and what are the opportunities in your school curriculum to:

- enable pupils to learn about Europe?
- prepare pupils for learning, life and work in an international environment?
- enable pupils to learn through an international context?

With these questions in mind, you can begin to identify opportunities to create and enhance these aspects of learning.

So, as an example, **enabling pupils to learn about Europe** might be supported with a Staff Mobility project (Key Action 1) that aims to develop an understanding of European history, institutions and current affairs among staff and pupils. The objectives would be to up-skill staff so they improve their knowledge of teaching and learning methodologies and strategies about Europe in the 21st century. This could be done by sending staff on job shadowing to observe how others are teaching relevant subjects. Such a project could then form the basis for staff and pupils to feel empowered and inspired to become part of the larger European community.

Similarly **preparing pupils for learning, life and work in an international environment** may be supported with a Strategic Partnership (Key Action 2). The aim could be to help pupils develop their basic and interpersonal skills (such as entrepreneurship, language competence, problem-solving skills, cultural understanding, etc.) or for teachers to develop learning modules to support learners with CV development or interview techniques. In this case your school could develop curricula on this theme, in collaboration with European employers or careers services.

In much the same way, tangible objectives can be set to **enable pupils to learn through an international context** across your curriculum. For example, you might design a range of **eTwinning** activities to enable your pupils to practice foreign languages with learners at partner schools.

You can include targets in your EDP for implementing such measures across your school.

Matching school objectives to Erasmus+ opportunities

Having agreed your objectives for European projects, your next step is to decide which Erasmus+ opportunities are most relevant – Staff Mobility (Key Action 1), Strategic Partnerships (Key Action 2) or eTwinning (remember, you are not restricted to applying for only one Erasmus+ opportunity).

The scenario below gives you an idea of the kinds of opportunities you could choose, depending on your objectives. In this example, the objectives relate to fostering inclusion in education:



Practical example

Fostering inclusion through Erasmus+ projects

A Staff Mobility (Key Action 1) project

A school in Ireland wanted to introduce evidence based intercultural education methodologies into the school curriculum. The main aim was to support teaching staff to engage and motivate the 20% of pupils who were born abroad, and to foster a sense of European identity throughout the school.

The school applied for funding to send teaching staff to schools in Slovenia and Turkey, which had earned a reputation for excellence in this area. The visitors job shadowed colleagues at the host schools and received comprehensive training in the schools' methodologies for teaching intercultural education.

A Strategic Partnership (Key Action 2) project

A German university sought to bring together schools and stakeholder organisations in countries faced with particularly high levels of early school leaving, in order to reduce this trend. They forged a partnership with organisations including NGOs, schools, and training providers in Germany, Hungary, Romania, Croatia and Turkey.

Together they conducted empirical research to identify the principal needs in this area. Based on their findings the partners created an online, 10 month, learning course for teaching staff in order to deepen their professional skills in working within diverse class rooms. The course also trained education professionals to run a range of activities to reduce early school leaving, such as mentoring, homework clubs and parents' cafes.



Suggestion

It is always wise to have an alternative option in case your project is not selected for funding. Remember that eTwinning is always available for online learning opportunities and cooperation with your partners.

Both projects in our practical example helped to foster inclusion in education, albeit in different ways and with different objectives. Clearly, the Staff Mobility example presented was mainly focused on the specific challenges faced by the school, while the university led partnership was more concerned with addressing a European policy priority. The kind of opportunity, or combination of opportunities, you apply for will be dependent on your goals.

If your school hasn't participated in European activities before, you may wish to begin by taking part in eTwinning with the aim of undertaking Staff Mobility and Strategic Partnerships in the future.

It is important to point out that the application process for funded activities is highly competitive, and your school may not be among the lucky ones who get selected. If you are not selected, don't give up! Continue to improve your application and try again next time.

Planning the content of your project

It pays to avoid shortcuts when planning the content of your project. This will help you write a comprehensive Erasmus+ application and allows you to develop a detailed action plan that may help you avoid common problems during your projects.



Planning the project should be done by all participants. Good planning is the key to a good project and to a successful application’.

Heidi Ahlers, Teacher, Germany

A solid project plan should address the following four components:

Rationale

The rationale should explain why your project is necessary in the first place, with reference to your organisational objectives and the Erasmus+ priorities (see the Erasmus+ Programme Guide: <http://ec.europa.eu/programmes/erasmus-plus/discover/guide>). It may be appropriate to cover how your project will meet the specific needs of the participants or how it will contribute to education and training policy and practice more generally.

If you are planning a large project, you might wish to conduct a needs analysis at the start of the planning process. In particular, it is often useful (particularly with Strategic Partnerships and eTwinning projects) to research projects undertaken by other schools. This will ensure that you are building on past achievements rather than starting from scratch.



Suggestion

The SMART system is useful when setting learning targets that can be evaluated easily. In this way, targets should be:

Specific – Make sure everyone knows exactly what is to be achieved.

Measurable – Define indicator(s) of progress. If possible, quantify in some way what you will achieve.

Achievable – Make sure you have the resources and capacity to achieve the objective. Specify who will do what.

Relevant – Make sure the targets are directly relevant to the Erasmus+ programme priorities, your project's purpose and the European Development Plan.

Time-related – Make sure everyone knows the timetable and deadlines.

Aims

Clearly defined aims are a pre-requisite for determining the success of any activity, so it is essential to set out what changes you want to see as a result of your project. Aims can be two-fold, comprising overall 'global aims' which are general in nature (e.g. foster civic responsibility among pupils) with more specific sub-aims (develop a teaching module on the topic of citizenship).

Expected results

While planning your project, make two lists of all the tangible and intangible results you envisage.

Tangible results include everything produced by your project such as reports, websites or training materials. Intangible results may include new ways of working, insights gained, or changes in attitudes. Physical results can more easily be shared and used well beyond the lifetime of your project. However, you should document your project's achievements whenever possible, and make sure you include plans to evaluate the intangible results as well. For example, if pupils are expected to 'be more knowledgeable about the partner country' after an eTwinning activity, why not plan a quiz to test this?

This critical appraisal of your expected results will help you fine-tune your plans and ensure the long-term impact of your project.

Activities

When planning activities, it is helpful to specify the people, tasks, timetable, results and resources required to deliver them.



In focus

Six simple questions will help you plan robust project activities:

- 1. What is the aim of your project? And why?**
Define the main aim of your project clearly and explain why this project is necessary.
- 2. Who is responsible?**
Outline the specific roles and responsibilities of your organisation and of your partners for organising and delivering your project.
- 3. Who will participate?**
Who is eligible to participate in your project activities and what are your selection criteria?
- 4. What will happen?**
Try to outline the content of your activities (training assignment, job shadowing, etc.) as comprehensively as possible.
- 5. When/where will it take place?**
Define the specific timing and place of your project activities.
- 6. How?**
How will your activities contribute towards your specific project aim?

Selecting partners

You don't have to identify partners for Staff Mobility (Key Action 1) at the application stage, although it is helpful to consider what kind of partners you are looking for.

You do need to choose your partners before you can submit a Strategic Partnership (Key Action 2) application.

Your partner search criteria should be underpinned by your school's aims for participating in a European project. If, for example, you are pursuing capacity-building then the focus should be on identifying partners that have expertise linked to the skills you seek to develop. This is particularly important if you are looking for a structured course or training event abroad for staff development.

Remember, if the aim is to form a partnership then it is important to consider (and show) how your organisation could contribute towards the potential partners' objectives and not only how they might support your own.

You can partner with all kinds of organisations. Eligible partners include schools, universities, municipalities, businesses, libraries, museums, science centres, voluntary or charitable organisations, etc. Think about which organisations best fit your school's development objectives and needs.

Try to consult widely with relevant staff, stakeholders and, where appropriate, pupils while developing your partner search criteria. It is always better to take the time to clearly agree your needs at the beginning. Otherwise you might begin a project, only to discover that the organisations you are working with can't properly meet your requirements.



Reflective questions

What kind of expertise, skills and specialisations might partners contribute to the objectives you have for your pupils, your staff and your local community?

What is unique about your school, and how would you articulate those qualities to potential partners?

In terms of the aims you want your European project to achieve, how would you describe your ideal partner?



In focus

Examples of partner selection criteria might be:

- expertise and experience relevant to your project idea;
- similar development goals to your own;
- the capacity to assist with the financial management and administration of your project;
- expertise in publicising project outcomes;
- the ability to communicate in specific languages;
- enthusiasm and commitment!



Practical example

A few useful tips to find partners for your project are outlined below by an Austrian coordinator (Strategic Partnership):

Step 1: Ask partners you have already worked with.

Step 2: Allow your former partners to suggest new partners.

Step 3: Put your idea on eTwinning and wait for teachers to contact you.

Step 4: Ask the language assistants in your school to provide contacts from their former schools.

Step 5 (and the best): Attend meetings or information events organised by National Agencies (in your country or abroad) to make contact with other teachers interested in international cooperation.

Step 6: Look for suitable schools on the internet and contact them if they are interested in cooperating.

‘An organisation needs a partner with a willingness to learn, an appreciation of culture and heritage, a familiarity with ICT tools and a commitment to education...We [also] wanted pupils from a diverse range of cultures and we wanted committed teachers with specialised skills so that we could learn from each other.’

Brendan O’Dwyer, Teacher, Ireland

If you have never engaged in a European project, you may want to find a partner with experience of Erasmus+ or the previous generation of European programmes (e.g. Comenius).

It can also be an advantage to have geographical diversity in the partnership and a range of pedagogical approaches. In this way, each partner’s involvement benefits the project as a whole, and all partners feel they learn a lot from each other.



Suggestion

Useful resources for partner finding and inspiration for project ideas

There are different ways to find project partners or ideas for your project. These include:

eTwinning

The eTwinning portal offers online partner-finding tools and a network of thousands of participating schools, making it the ideal place to start your search.

<http://www.etwinning.net>

Using existing contacts, networks and links

Individual staff, pupils and parents at your school may have developed European links that you are unaware of. Invite people in your school to share their contacts.

Contact schools, and school leaders

There may be schools and school leaders in your area who have already been involved in European projects. Helpful sources include the European Shared Treasure site (see www.europeansharedtreasure.eu) and the newly developed Erasmus+ dissemination platform (see <http://ec.europa.eu/programmes/erasmus-plus/projects>). The experiences of schools like your own can be an extremely useful source of ideas and inspiration for your own projects.

“The entire partner-finding process took about a month. I used a few partners from previous projects that I knew I could work well with, but also had to find many new partners. I was able to research schools on the new [eTwinning] portal and contacted a good mix of experienced eTwinners and those new to the programme – I received quick and encouraging responses!”

Michael Purves, Teacher, United Kingdom



Suggestion

Why not try a Strategic Partnership with organisations other than schools?

Under Erasmus+ you are not restricted to collaborating with other schools only. Your partners can be from any public, private or non-profit organisation.

A Strategic Partnerships might involve:

- working with employers to develop new curricula, tailored to employment market needs;
- linking with careers advice services to improve pupils' employability;
- collaborating with museums to reinvigorate history curricula;
- working with art galleries to exhibit pupils' work;
- collaborating with local authorities to raise your school's profile in the community.

Depending on your project objectives you may wish to select partners from local businesses, libraries, museums, arts or youth organisations, children's services, universities, science or research centres, etc.

Recruiting and selecting participants

If you apply for mobility activities, either through Staff Mobility (Key Action 1) or as part of a Strategic Partnership (Key Action 2) you will need to indicate how many of your staff and/or pupils will participate within the funding period, the kind of activities they will engage in and how these activities will be followed-up after their return. You should also decide on how staff or pupils will be selected to take part in your project activities, and what the destination organisations and countries will be.

When applying for Staff Mobility, you will need to show that your participant selection process is transparent and linked to your school objectives, by presenting clear selection criteria.

Whether you are organising a Staff Mobility project or Strategic Partnership with a mobility component, it pays to plan in detail how you intend to communicate mobility opportunities to potential participants. Publicising your school's mobility opportunities as widely as possible, among eligible pupils and staff, will help ensure that as many suitable candidates put themselves forward for selection as possible.

It is a good idea to create a standard procedure for promoting mobility opportunities in your school, and to update and improve it periodically.



In focus

Some selection criteria you could use include:

- To what extent will the experience contribute to your participant's learning needs?
- To what extent will the experience lead to improvements in teaching and learning at your school?
- How motivated is the individual to participate in the activity?

Some ideas for recruiting participants for mobility activities include:

Promoting to staff:

- presentations at teacher meetings;
- promotional emails, letters, or intranet notices;
- posters in staff rooms.

Promoting to pupils:

- during school assemblies;
- in your school's news bulletin;
- by SMS or email to parents;
- in lessons during relevant subjects;
- posters around your school;
- tweets from your school's Twitter account.

Try to promote the activity in more than one way, to ensure the message is not missed.

You will find that including a link to a detailed flyer or webpage in all publicity materials will help people to 'self-select' before contacting your project team. The linked information can set out the requirements and the deadline for expressing an interest. This will help reduce the administrative burden of responding to ineligible candidates.

Crafting a high-quality application

Having chosen your preferred Erasmus+ opportunity and identified your project team, the next step is to draft the application. There is plenty of advice and material available to help you with this process – simply contact your National Agency for guidance.

The good news is that the financial requirements of the application process are relatively straightforward under Erasmus+. The grant is almost entirely based on unit costs and will be calculated automatically as you fill in your application form, according to the activities you specify.

Before you start, we recommend that you read more about the type of project you will apply for, and that you carefully read the information about the Key Action you intend to apply for in the Erasmus+ Programme Guide. This includes the eligibility and quality assessment criteria, as well as application procedures and formal requirements.

- **Eligibility:** In order to be eligible for funding, your organisation or partnership must meet the criteria outlined in the Programme Guide for the specific Key Action you are interested in. Check that you meet all the eligibility criteria.
- **Assessment criteria:** The Programme Guide sets out the criteria against which your application will be assessed. Make sure that you address all the relevant quality criteria in your application. It is also useful for you to consult the Erasmus+ Guide for Experts on Quality Assessment so you understand the assessment process and scoring used by the experts who will evaluate your application.
- **Application procedures:** Please note that both the applicant organisation and any partner organisations must register on the European Commission's Participant Portal before completing an Erasmus+ application form. You can consult the Participant Portal User Manual which contains detailed guidance on how to complete these steps.
- **Formal requirements:** It is important that you read and review what is required from applicants, so you can demonstrate that your organisation has the adequate organisational and financial capacity to successfully deliver and implement your Erasmus+ project.



Suggestion

Most National Agencies run information activities to provide guidance to organisations on how to apply for funding. Make sure you attend their events and ask for advice.

Whichever aspect of Erasmus+ you are applying for, you will need to demonstrate the **relevance, quality** and **impact** of your activities. A good starting point is to present the activities you have agreed in your project plan around these key criteria.

Meanwhile, keep in mind that both Key Action 1 (Staff Mobility) and Key Action 2 (Strategic Partnerships) of Erasmus+ have some very specific requirements, so it is important to consult the Erasmus+ Programme Guide carefully as you complete your application.

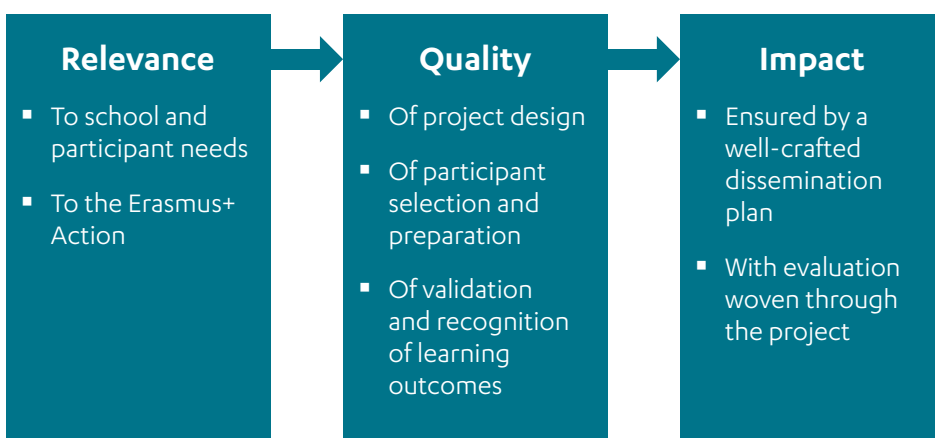


Figure 3: Elements of a strong application

There are other key success criteria to consider, i.e. **does your project demonstrate:**

- the background and experience of the partnership?
- a robust evaluation strategy?
- clear plans for preparation, implementation and follow up?
- good value for money?
- clear links to EU policy?
- innovation?
- added value?

Relevance of your project

Naturally, your project should be relevant to the needs and objectives of your school and your participants. It should also be linked to relevant objectives of the Erasmus+ Action you wish to apply for (see the Erasmus+ Programme Guide). Try to focus carefully on demonstrating that your project aims are clearly aligned to your school's objectives and participants' needs, and on designing and adapting your activities to fit with the relevant Key Action priorities.



Reflective question

Staff Mobility

Is your project design clear for all phases of the project, with attention paid to the individual quality areas that have been identified (consistency, European Development Plan, staff selection processes, language development, etc.)?

Strategic Partnerships

Have you clearly demonstrated the scope and structure of your project?

Do the skills of your project team members match the requirements of your project?

Have you shown how the partners will communicate and work together throughout your project?

Quality

Quality requirements differ, depending on whether you are submitting an application for Staff Mobility (Key Action 1) or Strategic Partnerships (Key Action 2).

Staff Mobility applications need to convey high quality project design and implementation, which means showing a convincing plan for all phases of your project (preparation, implementation and follow-up).

You need to show how reporting and project management will be organised and demonstrate consistency between your project objectives and proposed activities. You will also need to show that fair and considered procedures will be in place for selecting, preparing and supporting participants while abroad.

Furthermore, you should demonstrate how participants' learning outcomes will be accredited or validated upon their return. It is important to present a high-quality, comprehensive European Development Plan too.

Strategic Partnership applications also need to convey high quality project design and implementation. These requirements are similar to the ones for Mobility projects, but there are a few important differences (see the Erasmus+ Programme Guide).

You are also required to demonstrate the quality of your project team and the cooperation arrangements. Try to present, in detail, your partners' specific responsibilities and how tasks will be distributed. In addition, try to explain clearly how the partners intend to maintain regular communication and work together.



In focus

Essential elements of a strong application

- A clear, long-term strategy for integrating European activities in your school's operations (a European Development Plan will help you to demonstrate this).
- Project activities that complement the priorities and objectives of the Erasmus+ Action you are applying for.
- Clearly addresses the evaluation criteria (also referred to as award or assessment criteria).
- A fair and transparent procedure for recruiting and selecting participants.
- Roles and responsibilities that are specified and demonstrate a fair distribution of responsibilities across the partnership, as well as an effective use of available skills, competencies and resources.
- Robust strategies for evaluation, dissemination and exploitation of project results.

Impact and dissemination

It is essential to demonstrate convincingly how you intend to evaluate project outcomes. You should also show how you will raise awareness about the outcomes of your project within and outside the participating organisations through a dissemination plan. Bear in mind that the criteria for assessing applications for Staff Mobility projects (Key Action 1) and Strategic Partnerships (Key Action 2) are slightly different (see the Erasmus+ Programme Guide for details) and outcomes are proportionate to the level of funding.



Suggestion

Questions and prompts that may be used in order to develop a dissemination plan:

- What are the purpose, aims and objectives of dissemination?
- Who is the target audience(s)?
- What will be disseminated?
- What dissemination strategies will be used?
- What will the messages and dissemination strategies for different audiences be?
- When will dissemination take place (during and after your project)?
- Who will take responsibility for the coordination of the dissemination plan?
- Who will be involved in the dissemination plan?
- How will dissemination be implemented, monitored and evaluated?
- What are the costs of dissemination activities?

You will need to set out a detailed dissemination and exploitation plan in your application.

Setting up monitoring and evaluation mechanisms

Two important processes are essential in order to assess the quality of any Erasmus+ project:

- **Monitoring** can be defined as a continuous process of assessing the progress made towards stated objectives, and identifying gaps between the original project plan and the actual achievements.
- **Evaluation** is the systematic application of methods that aim to assess and improve the planning, implementation and impact of a project.

You will need to demonstrate a convincing strategy for both when you write your application.

As is implied, monitoring and evaluation are two sides of the same coin because evaluation is largely dependent upon the data collected during monitoring activities.

Your partners are responsible for gathering monitoring data when delivering activities. Normally, they supply this information to your project coordinator in the form of internal status reports. Monitoring and evaluation is usually included as an agenda item at partner meetings too, to allow time for partners to discuss, where appropriate, how to adapt future activities in response to the findings.

Therefore it is important to answer the following questions in writing:

- Who will be responsible for monitoring and evaluation at each partner organisation?
- What will be monitored and evaluated throughout your project?
- What information will your partners need to collect in order to make monitoring and evaluation possible (participant feedback, attendance figures, etc.)?
- When will the evaluation be carried out (e.g. at key milestones of the project activities or throughout the project)?
- How often will participants need to provide monitoring and evaluation data?
- What will be the means of monitoring and evaluation (status reports, project meetings, etc.)?



In focus

What should be monitored and evaluated?

The precise nature of your monitoring and evaluation will vary depending on the aims and objectives of your project. Some typical evaluation points for all projects include:

- the impact on your school, staff and pupils (how will your project improve knowledge and skills, confidence, motivation, learning and teaching methodologies; how will your project reshape school systems, organisational structure or curricula?) and other organisations involved;
- the local, national and international impact (for example, will there be any impact outside of the partners themselves, e.g. on the local community, or even nationally or internationally?);
- your project's contribution towards the objectives of the Erasmus+ Action.

To ensure efficiency, try to include monitoring and evaluation within your school's existing performance management procedures. For example, activities designed to develop pupils' knowledge may already be evaluated as part of your school's evaluation process. Other specific evaluations may have to be planned and designed to evaluate the impact of aspects of the European project.

Quantifiable outcomes are the easiest to measure (e.g. all participants to receive over seven hours of linguistic preparation); however, broad outcomes can be evaluated too.

For example, if you wish to evaluate the extent to which 'our pupils have developed as global citizens', the evaluation process will have to involve more than one type of assessment. This means that reaching a consensus about what constitutes global citizenship and what knowledge, skills, values and dispositions are involved is necessary before it is possible to decide on evaluation processes. Pupils could be involved in these discussions too.

Monitoring and evaluation will be addressed further in the 'During' and 'After' sections of this guide.

‘The involvement of each partner and a project coordinator is a must to ensure effective leadership of the monitoring and evaluation process.’

Joseph Vabre, Deputy Mayor, France

‘In each international meeting, we made sure that the activities were achievable. To do that, each partner explained his idea and how to do it. Then we saw how we could link them all together and check if something was needed to achieve the planned objectives.’

Sergio González Moreau, Teacher, Spain