**8.2.1. Criteria for Evaluation of SO Project Applications**

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| Title of the operational programme | | | Growth and Employment | | |
| Title and number of the priority axis | | | 8. Education, Skills and Lifelong Learning | | |
| Title and number of the specific objective (SO) | | | 8.2.1. To reduce fragmentation of study programmes and  to strengthen sharing of resources | | |
| Selection type of project applications | | | Limited selection of project applications | | |
| Responsible institution | | | Ministry of Education and Science | | |
| Selection round of project applications | | | Selection round 1 of project applications  *(Pedagogic study programmes)* | | |
| **1. COMMON CRITERIA** | | | | **Evaluation system** | **Impact of the criterion on decision-making**  **(R[[1]](#footnote-1); A[[2]](#footnote-2))** |
| **Yes or No** |  |
| 1.1. | | The project applicant meets the requirements of the Cabinet of Ministers Regulations set for project applicants for the implementation of the specific objective (hereinafter MC Regulations on SO implementation)[[3]](#footnote-3). | |  | A |
| 1.2. | | The project application form completed using a computer. | |  | A |
| 1.3. | | The project applicant has sufficient administrative, implementation and financial capacities to implement the project. | |  | A |
| 1.4. | | On the date of project application, the project applicant and project cooperation partner have no tax debts in the Republic of Latvia, including mandatory social security contribution debts exceeding for each separately a total of EUR 150. | |  | A |
| 1.5. | | The project application has been submitted to the Cohesion Policy funds management information system for 2014–2020. | |  | A |
| 1.6. | | The project application form has been completed in Latvian in compliance with the requirements of Regulations No. 784 of the Cabinet of Ministers of 16 December 2014 “Procedures by which the institutions involved in the management of European Union Structural Funds and the Cohesion Fund shall ensure preparation of programming documents and implementation of such funds in the 2014–2020 programming period”, the project application contains all the documents required by the project selection regulations, they have been prepared in Latvian or accompanied by a certified translation into Latvian. | |  | A |
| 1.7. | | The financial data in the project application are indicated in EUR. | |  | A |
| 1.8. | | Financial calculations in the project application are arithmetically correct and comply with the requirements of the CM regulations on the implementation of the SO and with the project application form in Annex 1 to Regulations No. 784 of the Cabinet of Ministers of 16 December 2014 “Procedures by which the institutions involved in the management of European Union Structural Funds and the Cohesion Fund shall ensure preparation of programming documents and implementation of such funds in the 2014–2020 programming period”. | |  | A |
| 1.9. | | The amount of funding in the project application to be provided by the European Social Fund (ESF) corresponds to the allowable project funding set by the CM regulations on the implementation of the SO. | |  | A |
| 1.10. | | The ESF aid intensity indicated in the project application does not exceed the maximum ESF aid intensity set by the CM regulations on the implementation of the SO. | |  | A |
| 1.11. | | The total costs included in the project application, planned eligible activities and cost items correspond to those set by the CM regulations on the implementation of the SO, incl. do not exceed the set per cost item amounts, and: | | - | - |
| 1.11.1. are related to project implementation; | |  | A |
| 1.11.2. are necessary for the implementation of the project (implementation of the project activities, meeting the needs of the target group, addressing the problem defined); | |  | A |
| 1.11.3. ensure the achievement of the project objective and indicators. | |  | A |
| 1.12. | | The project implementation deadlines correspond to the project implementation period set by the CM regulations on the implementation of the SO. | |  | A |
| 1.13. | | The project objective corresponds to the objective stated in the CM regulations on the implementation of the SO. | |  | A |
| 1.14. | | The results to be achieved and monitoring indicators are precisely defined in the project application, they are justified, measurable and foster the achievement of indicators set by the CM regulations on the implementation of the SO. | |  | A |
| 1.15. | | Project activities planned in the application: | |  |  |
| 1.15.1. correspond to those set by the CM regulations on the implementation of the SO and provide for a link to the relevant eligible activities; | |  | A |
| 1.15.2. are precisely defined and justified, and address the problems defined by the project. | |  | A |
| 1.15.3. are clear and realistic, with precisely defined deadlines and results. | |  |  |
| 1.16. | | The publicity and information measures planned in the project application comply with the conditions of the General Regulation[[4]](#footnote-4) and the CM Regulations No. 87 of 17 February 2015 “Procedures by which the compliance with communication and visual identity requirements shall be ensured in the implementation of the European Union structural funds and the Cohesion Fund in the 2014 –2020 programming period. | |  | A |
| 1.17. | | The project application identifies, describes and assesses project risks, evaluates their impact and likelihood, and defines mitigation measures. | |  | A |
| 1.18. | | The project cooperation partner meets the requirements of the CM regulations on the implementation of the SO. | |  | A |
| 1.19. | | The project application defines the project cooperation partner’s activities planned within the project and complying with the eligible activities under the CM regulations on the implementation of the SO. | |  | A |
| **2. SPECIFIC ELIGIBILITY CRITERIA** | | | | **Evaluation system** | **Impact of the criterion on decision-making**  **(R; A)** |
| **Yes or No** |
| 2.1. | | The project application is accompanied by a teacher education development plan. | |  | A |
| 2.2. | | The project application is accompanied by a teacher education communication and publicity plan. | |  | A |
| 2.3. | | The project application shows that pedagogic study programmes are planned to be developed in compliance with the teaching profession standards (if applicable). | |  | A |
| 2.4. | | The project application shows that study programmes will be developed in cooperation with professional teachers organisations, technology experts, methodology associations and students. | |  | A |
| 2.5. | | The project application shows that academic staff involved in the implementation of the new pedagogic study programmes have adequate knowledge of the English language and international publications in the relevant field. | |  | A |
| 2.6. | | The project application shows synergies with the outcomes of project No. 8.3.1.1/16/I/002 “Competency-based approach to the content of learning” implemented by the National Centre for Education, as well as a link to proposals elaborated by the Ministry of Education and Science working group on teacher education development for ensuring a conceptually new teacher education in Latvia, meeting the requirements of competence-based education[[5]](#footnote-5). | |  | A |
| 2.7. | | The project application shows that uniform admission requirements for students will be developed for all higher education institutions implementing the new pedagogic study programme developed within the project. | |  | A |
| 2.8. | | The project application shows the link between the joint doctoral study programme and research areas set in the development strategy of each higher education institution involved in the project implementation (applies to the joint doctoral pedagogic study programme). | |  | A |
| **3. QUALITY CRITERIA** | | | | **Evaluation system[[6]](#footnote-6)** | **Maximum score: 26 points**  **Minimum score: 14** |
| **Score** |
| 3.1. | **Number of study programmes closed** in study direction “Education, Pedagogics and Sport”, on the basis of which the new study programmes will be developed: | | | **0-4** | At least **1** point must be scored |
| 3.1.1. 0 study programmes | | | 0 |
| 3.1.2. 1–2 study programmes | | | 1 |
| 3.1.3. 3–4 study programmes | | | 2 |
| 3.1.4. 5–7 study programmes | | | 3 |
| 3.1.5. More than 7 study programmes | | | 4 |
| 3.2. | **Relevance of the project:** | | | **0–5**  *(Evaluation unit – 0.5 points)* | At least **4** points must be scored |
| 3.2.1. The project corresponds to the objectives of higher education policy of Latvia; | | |
| 3.2.2. The project corresponds to the higher education institution’s teacher education development plan; | | |
| 3.2.3. The new study programmes to be developed within the project correspond to the specialisation of the higher education institution, development needs of the economy and the potential demand for students; | | |
| 3.2.4. The new study programmes to be developed within the project correspond to the growth priorities set by the Smart Specialisation Strategy; | | |
| 3.2.5. The project complements other initiatives and projects implemented or ongoing at the higher education institution. | | |
| 3.3. | **Quality of the project design and implementation:** | | | **0–5**  *(Evaluation unit – 0.5 points)* | Must score at least  **3** points |
| 3.3.1. The substantive solution offered in the project (methodology) is innovative, the planned activities are contextually appropriate for the achievement of the objective, their reciprocal logic is justified and appropriate for the achievement of the planned results; | | |
| 3.3.2. The activities planned within the project are sound and developed in a quality that enables achievement of the expected results; | | |
| 3.3.3. The project is economically feasible (profitable), with adequate resources envisaged for each project activity; | | |
| 3.3.4. The overall project design ensures consistency between its objectives, substantive solutions, activities and planned budget. | | |
| 3.4. | **Quality of the project implementation team and the cooperation arrangements:** | | | **0–5**  *(Evaluation unit – 0.5 points)* | At least **3** points must be scored |
| 3.4.1. The project envisages close, reciprocally complementary and goal-oriented partnerships between higher education institutions participating in the project; | | |
| 3.4.2. The project implementation staff (incl. that of the cooperation partner) have appropriate knowledge, skills, experience and management support to successfully implement all the activities planned within the project and achieve the set objective; | | |
| 3.4.3. An appropriate and varied range of experts has been attracted to project implementation to enable use of their diverse experiences, specialisation (foreign experts, technology experts, experts from teachers’ methodological associations, competency-approach experts, experts from the Ministry of Defence and the “Mission Possible” foundation); | | |
| 3.4.4. Roles and responsibilities of the staff involved in the project implementation are clear and appropriate and affirm the commitment/motivation of all actors involved to actively participate in conformity with their competences and tasks set by the project; | | |
| 3.4.5. The project envisages an efficient cooperation mechanism between all actors involved to ensure effective (qualitative, operative) coordination, decision-making and communication. | | |
| 3.5. | **Project impact and dissemination of the results:** | | | **0–5**  *(Evaluation unit – 0.5 points)* | At least **3** points must be scored |
| 3.5.1. The project will have a significant impact on the capacities of participating organisations (in particular, higher education institutions) and their development and modernisation in order to make these organisations available to society as a whole and to the labour market, and to support their international cooperation capacities at local, regional, national or international level. | | |
| 3.5.2. The project will have an impact outside the participating organisations at a local/regional/national or international level. It envisages appropriate measures to monitor progress and evaluate the expected (short- and long-term) impact; | | |
| 3.5.3. The project envisages a clear and efficient plan for dissemination of results and includes appropriate measures, tools and channels to ensure efficient dissemination of results and outputs among stakeholders, both during and after project implementation; | | |
| 3.5.4. The project includes appropriate measures and resources to ensure sustainability of its results and outputs after the completion. | | |
| 3.6. | It is planned to attract Latvian nationals having a degree from foreign higher education institutions and no previous employment relationship with the relevant HEI as academic staff (in the main job) for the implementation of the newly developed pedagogic study programmes. | | | **0-1** | The criterion gives an additional point |
| 3.7. | The activities planned within the project promote compliance with the horizontal principle of “Equal opportunities” (gender equality, disability, age and ethnicity): | | | **0-1** | The criterion gives an additional point |
| 3.7.1. The activities planned within the project do not promote compliance with the horizontal principle of “Equal opportunities” | | | 0 |
| 3.7.2. The activities planned within the project promote compliance with the horizontal principle of “Equal opportunities” | | | 1 |

Notes: The compliance of the project application with quality criteria is assessed against scores defined. Where necessary, the criteria indicate the minimum score for the project application to be approved.

1. In case of discrepancy of the criterion, the cooperation authority shall decide on rejection of the project application; [↑](#footnote-ref-1)
2. In case of a discrepancy of the criterion, the cooperation authority shall decide on conditional approval of the project application, with consideration of the project selection regulations for the Specific Objective; [↑](#footnote-ref-2)
3. Compliance of the project applicant’s legal status is assessed under the criterion; [↑](#footnote-ref-3)
4. Regulation (EU) No 1303/2013 of the European Parliament and of the Council of 17 December 2013 laying down common provisions on the European Regional Development Fund, the European Social Fund, the Cohesion Fund, the European Agricultural Fund for Rural Development and the European Maritime and Fisheries Fund and laying down general provisions on the European Regional Development Fund, the European Social Fund, the Cohesion Fund and the European Maritime and Fisheries Fund and repealing Council Regulation (EC) No 1083/2006 [↑](#footnote-ref-4)
5. Established on the basis of Paragraph 3 of the Cabinet of Ministers protocol decision of 28 March 2017 “Draft order on the liquidation of Riga Teacher Training and Educational Management Academy by joining it with the University of Latvia” (minutes No. 16, § 52). [↑](#footnote-ref-5)
6. For the assessment of criteria 3.2, 3.3, 3.4 and 3.5, the expert applies the following approach: “**0 points** — The application fails to address the respective criterion or cannot be assessed due to missing or incomplete information (unless a “manifest clerical error has occurred”); **1 point —** Weak: the criterion is not sufficiently addressed, or there are serious deficiencies in the application; **2 points**— Fair: the application broadly addresses the criterion, but there are some significant shortcomings; **3 points**— Good: the application addresses the criterion well, but there is still a number of shortcomings; **4 points** — Very good: the application addresses the criterion very well, but there is still a small number of shortcomings; **5 points**— Excellent: the application successfully meets all the relevant aspects of the criterion; if there are shortcomings, they are minor.

   Based on the expert evaluation form, the expert justifies the number of points awarded. [↑](#footnote-ref-6)