

Eligibility and Selection Criteria: The National Agency will select projects to be awarded the EITA among successfully finalised KA1 (learning mobility projects) and KA2 (partnership projects) projects that started between the years 2019-2023, selected and managed by the Agency in question. As a general rule, any KA1 or KA2 project selected between the years 2019-2023 and finalised on 31 December of the year preceding the EITA selection should be considered for the EITA. A project whose final report has been duly submitted, evaluated and closed in administrative terms is to be considered as a finalised one. A project that has received EITA in previous years cannot be considered again.

The EITA will be awarded based on the following criteria. Each criterion should be assessed on a scale from 1 (poor) to 10 (excellent):

Thematic priority	<p>In 2024, the EITA annual theme is ‘Well-being at school’ in connection with implementation of Pathways to School Success initiative.</p> <p>The annual theme explores building a systemic, whole-school¹ approach to well-being² and mental health in schools. The following factsheets provide a broad understanding of the different elements within this approach.</p>
Methodologies used	<p>In what ways are the teaching and learning approaches elaborated and implemented in the project innovative?</p> <ul style="list-style-type: none">• Multidisciplinary approaches• Key competence development (knowledge, skills and attitudes) and assessment (formative assessment)• Linking formal, non-formal and informal learning• Inclusion, participation, cooperation• Learners’ active role in the learning process• Cooperation with external stakeholders

¹ The **whole-school approach** acknowledges that schools, families, communities, authorities, etc. are distinct but connected systems, each having a set of relationships and mutual influences that impact the learner. The approach implies that when a school adopts some practice or intervention, it is implemented and sustained in every class and all environments of school, based on multi-disciplinarily. To do so, an active involvement and leadership of school administration, as well as common planning, collaboration and ongoing support to teachers are needed. The approach also implies a cross-sectoral approach and stronger cooperation with a wide range of stakeholders (social services, youth services, outreach care workers, psychologists, nurses, speech and language therapists, career guidance specialists, local authorities, NGOs, business, unions, volunteers, etc.) and the community at large, to deal with complex issues that schools do not (and cannot) have the relevant expertise for.

² **WHO (2014)**² : “a dynamic state where children and young people realise their own abilities, learn to cope with common stresses of life, to develop a positive sense of identity and the ability to manage thoughts and emotions, to build social relationships, and to acquire an education that fosters active citizenship”. From this perspective, the term “well-being” can be interchangeably used with “positive mental health”. “Ill mental health” on the other hand intervenes when one experiences mental health conditions such as anxiety, depression, behavioural problems, self-harm, substance misuse, conduct or eating disorders.



Innovation environments	<p>In what ways do learning environments involved in the project support innovative teaching and learning approaches?</p> <ul style="list-style-type: none">• Schools as enablers of innovation³• Building a positive school climate⁴• Sustainable use of available resources• A whole school approach• Cross-sectoral cooperation (in particular with health care, social services, justice, etc)
Teachers' role	<p>In what ways do teachers/educators involved in the project influence the innovative teaching and learning processes?</p> <ul style="list-style-type: none">• Teachers' agency as innovators• Teachers' well-being• Teachers' competences• Teachers' cooperation and peer learning
Impact and outputs	<p>What is the impact of the innovative teaching and learning processes elaborated and implemented in the project?</p> <ul style="list-style-type: none">• Direct impact on the project target groups• Inclusion of participants with fewer opportunities• Spill-over effect (to other students, teachers, schools, local communities and parents)

Selection process: The National Agency will organise the selection process as follows:

- **Short-listing of potential awardees.** The responsible National Agency screens possible projects that meet the eligibility and selection criteria, and have received a sufficiently high quality score on their final project report. Subsequently, the National Agency contacts the short-listed projects to collect an expression of their interest to take part in the EITA selection, based on the award criteria and further elements (provision of targeted information, particular outputs and promotional materials, etc.). The definitive list of projects to be awarded with EITA in the respective categories is drawn by the National Agency based on both the preliminary and additional information received.

³ In relation to well-being and mental health, this would imply, for example, placing the focus on integrated school strategies that address well-being as a core objective of education, next to academic achievement, and as part of everyday school practices. Such strategies would also imply a stronger cooperation with the outside community, and a wide range of actors, professionals and parents / caregivers.

⁴ See article as an example: [The school climate has not been affected by global warming | ESEP \(europa.eu\)](#)