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The logo for the CHAIN project, consisting of stylized blue and green vertical bars of varying heights.

Cooperation for Holistic Agriculture Innovation Nests in Sub-Saharan Africa


D1.4. A set of Monitoring&Evaluation instruments and instructions

Project: Cooperation for Holistic Agriculture Innovation Nests in Sub-Saharan Africa (CHAIN)

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PART: INTRODUCTION

Monitoring & Evaluation (M&E) Instruction Document

This Monitoring & Evaluation (M&E) Instruction document serves as a guideline for team members on the M&E approach and the use of evaluation instruments within the project. The purpose of M&E is to systematically assess project implementation, efficiency, and impact, ensuring continuous improvement and alignment with project objectives. By following these instructions, all stakeholders can contribute to data-driven decision-making and enhance the project's overall success.

The M&E system is designed to:

- Ensure transparency and accountability in project implementation.
- Facilitate informed decision-making based on qualitative and quantitative feedback.
- Assess the effectiveness of project activities and outcomes.
- Identify strengths, weaknesses, and areas for improvement.
- Engage stakeholders in a structured evaluation process.

This document outlines the M&E approach and provides guidance on using various instruments, including questionnaires, reporting templates, and mid-term evaluations. The instruments are designed to collect, analyze, and utilize data effectively to support evidence-based decision-making.

This Guide is part of CHAIN project implementation package. The Guide consists of 4 parts. The first part is introductory and presents the purpose, meaning, function of the guide as well as the meaning of the basic terms used. The second part is dedicated to the structure of the package, and represents in details the pillars of the M&E. The third part is dedicated to the methodology and instruments for Mid-term Evaluation instrument. The fourth part are attachments that consist of matrix and template forms.

CHAIN management structures and decision making.

Project management will be organized at different levels:

- At project level, partner rights responsibilities and roles, and management and implementation competencies will be defined in multiparters agreement that will be concluded by and between all consortium members, building on Grant agreement between the coordinator and EACEA.

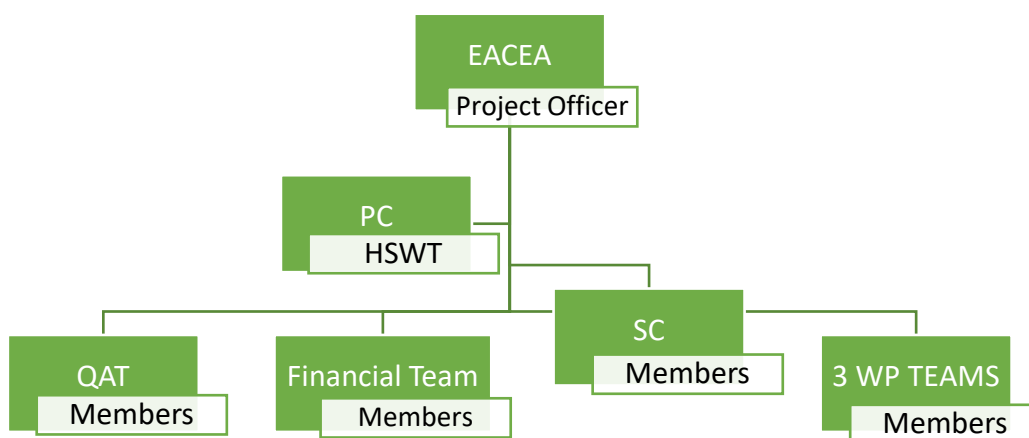


Figure 1 CHAIN project management structure and bodies

- At project level, project will be managed by the institutional coordinators team (ICT), which will be composed of project coordinators from each partner institution. It will be meeting virtually every month to discuss and give pace to project implementation and make important project decisions. Decisions will be taken by majority vote. This team will have important role in communicating to institutional teams, WP teams, dissemination and addressing the findings of the internal quality reports, as well as in conflict resolution. All these issues will be defined in the management roadmap. In case of significant conflict, mediation team will be established with min 3 institutions to try to reach a peaceful settlement.

Table 1: Team 1_Project Steering Committee (Institutional Coordinators team)

University	Personnel/staff Name, surname	Email-adress
HSWT	Prof. Dr. Ralf Schlauderer	ralf.schlauderer@hswt.de
UK	Dr Atti Tchabi Famah S. Nazer	attitchabi@yahoo.fr sfamah@yahoo.com
UL	Prof. Dr. Agnassim Banito	agnassim.banito@gmail.com
SEKU	Dr. Benjamin Muli	bmuli@seku.ac.ke
JOUST	Prof. Dr. Christopher Obel Gor	kagor2056@gmail.com
FSK	Kenneth Wamuga	kenneth.wamuga@gmail.com
FUTMINNA	Prof. Dr. Likita Tanko	unekmelikita@futminna.edu.ng
AE-FUNAI	Prof. Dr. Robert Onyeneke	robertonyeneke@yahoo.com
UPWR	Prof. Dr. Stanislaw Minta	stanislaw.minta@upwr.edu.pl
IULS	Prof. Dr. Florin Lipsa	florin.lipsa@iuls.ro

- At WP level, inter-institutional and transdisciplinary teams will be created for each WP, whereas one beneficiary HEI and one experienced EU partner will be responsible for co-leading the WP. WP teams

will be responsible for implementing the set of WP activities leading to achieving the results related to such WP. WP leaders will be responsible for coordinating the WP team and activities, and will be accountable to the Team of institutional coordinators.

Table 2: Project management and quality control

University	Personnel/staff Name, surname	Email-address
HSWT	Bernd Müller	bernd.mueller@hswt.de
UK	Dr. TCHABI Atti Dr NADIO N. Abouwaliou ADOM Joseph	attitchabi@yahoo.fr nadiow@yahoo.fr josephadom24@yahoo.com
UL	Dr. Tchamye BOROZE Dr. DOSSOU Bayi Reine	tboroze@univ-lome.tg bayireine@yahoo.fr
SEKU	Dr. Joseph Nzomoi	jnzomoi@seku.ac.ke
JOOUST	Prof. Christopher Obel-GOR Prof. Dennis O. Ochuodho	kagor2056@gmail.com dochuodho@jooust.ke
FSK	Kenneth Wamuga	kenneth.wamuga@gmail.com
FUTMINNA	Prof. Johnson Olusegun OYERO Prof. Abdullahi Muhammad ORIRE	segun.oyero@futminna.edu.ng abdul.orire@futminna.edu.ng
AE-FUNAI	Dr. Robert ONYENEKE Dr. Jane MUNONYE	robertonyeneke@yahoo.com robert.onyeneke@funai.edu.ng munojane@gmail.com
UPWR	Prof. Dr. Stanislaw Minta	stanislaw.minta@upwr.edu.pl
IULS	Prof. Dr. Florin-Daniel LIPSA Dr. Dragos ROBU	flipsa@uaiasi.ro drobu@uaiasi.ro

- d) at institutional level project teams will be formed to share progress information and assist in the reporting processes;

At the kick off meeting, project teams will be train on the basics of project management and implementation as well as on financial rules and management as well as quality procedures. Apart from institutional and WP teams, project teams to be formed during the kick-off meeting are the team of financial officers, and quality team.

Project consortium uses collective experience and problem-solving capacity in developing and implementing workplan. HSWT takes on its coordinator role establishing efficient collaborative network within consortium based on long-term cooperation prospects. Assisted by institutional coordinators team, it will: manage activities workflow; monitor timeline; oversee budget; facilitate team meetings -lead preparation of interim and final reports (all partners contribute as well as different project teams)

Project implementation and management roadmap is devised for enlisting procedures and useful management tools along with the workplan (detailing roles, deadlines, activities and outputs) are prepared by partner coordinators joint efforts. Decisions are made within ICT where majority voting procedure applies coupled with consensus decision making on the milestones.

For conflict prevention, project team considers institutional, cultural specifics, and existing capacities in different educational systems; focuses on outcomes; strengthens partners' ties by welcoming individual feedback and promoting collegial relationship through less formal channels. In case of disputes open dialogue is undertaken within project teams including ICT. Preferred resolution technique is collaborative problem solving one that incorporate multiple views assumes equal responsibility and leads to lasting consensus. Harmonization of activities with other on-going work ensures that partners do not face conflicting priorities.

QAMC ensures timely, effective, efficient and sustainable management of project outcomes through performance assessment. OVIs are used to monitor progress. Our approach enables the project scope, costs and timing are kept under control, helping team to increase quality and minimize risks.

Communication modalities. Preferred mode of communication is electronic yet inter-personal communication will be supported with min 1 online individual/group monthly meeting led by project teams' coordinators. Regular and effective communication will be ensured through the monthly virtual Institutional coordinators meetings that will be jointly prepared and facilitated by WP.6 co-leads. These meetings will be followed by meeting reports summarizing at least the points discussed and agreed.

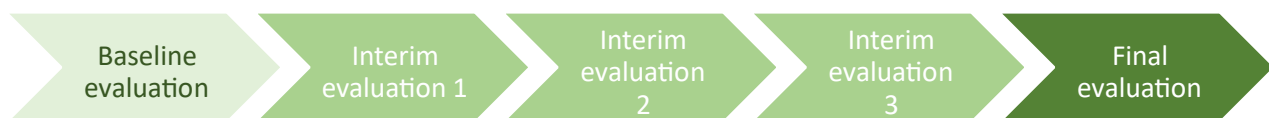
The quality of management will be monitored and evaluated by the institutional and WP coordinators in order to identify how the partners see the management style and what may be improved. Dissemination strategy is pivotal for communicating results and is agreed in early implementation stage. ZOOM platform and breakrooms will be widely used channel in activities delivery. Recording of meetings and other activities shall take place when agreed by partners. Doodle and viber poll applications shall be used for meeting schedules preferences.

Consortium management resolves around WP1, WP5 and WP6 whose implementation is supported by all partners at equal footing and in line with their institutional and country level contexts.

M&E OF MANAGEMENT

Literature defines the project management as the way in which project (managing) bodies have organized the implementation of the project in relation to available resources, with the intention of achieving the objectives and expected results.

Management is an important aspect of project implementation, because it directly affects the efficiency of implementation and utilization of resources, quality of communication inside and outside the project, motivation and involvement of partners and other stakeholders, and most importantly, the quality of results and fulfillment of project objectives. Management quality M/E should provide information on relevant observations of partners on project management style, as well as on the views of partners on various management issues, such as division of responsibilities, instructions and tasks communication, distribution of information, involved of stakeholders, conflict management, etc.



M/E of the quality management should be set in 3 phases. The first phase is a baseline evaluation of the quality of management that should be implemented in the first months of the project and should indicate whether the preconditions for the beginning of the implementation of project activities are met in the preparatory phase. By type, this evaluation is a fact-finding process and is carried out shortly after the completion of the preparatory work package, by which time the following preparatory actions in the project are expected to be completed:

- Formed project teams and prepared contact list of all participants in the project (e.g. contacts of members of the Steering Committee, institutional coordinators, work package coordinators, work package participants, etc.)
- Prepared package of documents for implementation (e.g. project management guide, communication plan, activity plan, time sheet form, etc.)
-

The baseline evaluation is conducted by PQAT by collecting information from the coordinator and reviewing the sources of verification. The instrument used is the (electronic) template form for baseline evaluation of management (Template 1).

The baseline evaluation report is prepared in the template form (Template 2). The report should be sent to the PQAT members for consideration and adopted, and then distributed to the project Steering Committee. The report is a source for progress and external evaluations.

The second phase consists of **interim evaluations of management quality**. These evaluations are conducted for a certain period, e.g. 3, 4 or 6 months and should provide:

- Insight into how project/institutional coordinators and work package coordinators perceive the way the project is managed,
- Early insight into the existence of risks and challenges that may jeopardize the continuation of project implementation.

By type, this evaluation is an examination of attitudes.

Interim evaluations are carried out by PQAT using (electronic) the template form for interim evaluation of management (Template 3). The form is sent to project and institutional coordinators and work package coordinators. A precondition for interim evaluations of management quality is that all envisaged project teams have been previously formed, and the contact lists of team members have been updated.

The interim report on the quality of management is prepared in the template form (Template 4), and submitted for review and approval to the members of PQAT and then to the Steering Committee of the project for consideration at the next meeting. Reports are sent to both project and institutional coordinators, and work package coordinators. These reports are also used as input in the preparation of the progress evaluation and external evaluation reports.

The **final evaluation of the quality of management** is carried out by PQAT at the end of the project implementation to assess the overall opinion of the project team members on project management style and to identify good and bad management practices that were demonstrated in the project. The evaluation should be done through the (electronic) template form for final evaluation of management (Template 5). The report template form on management final evaluation (Template 6) should be submitted for review and approval to PQAT members, and then to the project Steering Committee, and to project, institutional and work package coordinators.

It is recommended that evaluation forms be offered for completion as the online forms in order to reduce the use of paper and make data processing more efficient. Leave a period of 5 days for interviewees to fill in the form.

Table 3 Indicator matrix in the CHAIN project for management

DOMAIN	M&E SUBJECT	INDICATOR NUMBER AND TITLE	TARGET VALUE
WP.1	T1.2 Partner kick off meeting T1.3 Project implementation and financial management training	1.2.1 Seven project teams created with participation min. 20% female staff 1.2.2 Four Implementation tools created 1.3.1 Number of trained partner staff (24), min 20% women 1.3.2 90% of staff find the training useful and relevant	7 teams min. 20% female 24 staff trained

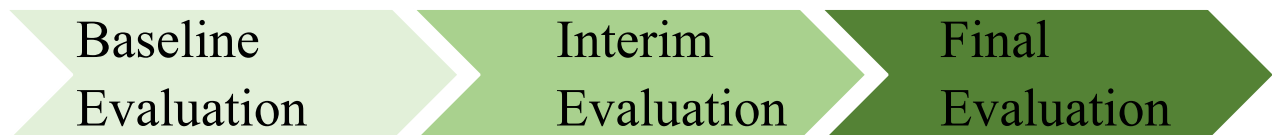
WP.7	<p>T6.1 Regular monthly coordination virtual meetings and updating of Gantt chart</p> <p>T6.2 M&E activities of management, WPs, results, events and CDI</p> <p>T6.3 Internal and external verification of costs and results</p> <p>T6.4 Annual progress evaluation of the project</p> <p>T6.5 External evaluation</p>	<p>6.1.1 Number of monthly project management meetings (36)</p> <p>6.1.2 80% of Institutional coordinators find overall project management inclusive and effective</p> <p>6.2.1 Number of evaluation reports of activities, results and events (60)</p> <p>6.2.2 % of respondents completing the quality form (60%)</p> <p>6.3.1 Six bi-annual verification cycles carried out</p> <p>6.4.1 Number of progress reports (3)</p> <p>6.4.2 Evaluated categories (activities, results and events)</p> <p>6.5.1 Number of interviewed interlocutors students, teaching and non-teaching staff, stakeholders (30), min 20% women</p> <p>6.5.2 Report presented findings on relevance, coherence, effectiveness and efficiency, and impact likely to be achieved upon the completion of the project</p>	<p>Monthly meeting</p> <p>60 evaluation reports</p> <p>6 verification cycles</p> <p>3 progress reposts</p> <p>30 interviews</p> <p>min. 20% female</p>
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M&E OF WORK PACKAGES

Grouping project parts, activities and results into work packages is a practice in complex projects, and such practice contributes to better understanding of the logic of project intervention. Work packages are most often defined as **groups of related and interconnected activities that lead to a common result or outcome**. These activities are not completely divided and independent from the rest of the project activities (and other work packages), but they have some peculiarity (e.g. it is usually the expected result or outcome). They bring together and blend actors who share the same interest or responsibility. Due to the existence of this common denominator, usually one institution is appointed as a coordinator of work package, who will monitor on behalf of the entire team whether the work package is going on as planned, or not, If not, corrective measures should be defined and implemented. Unlike project coordinator, the work package coordinator directly participates in the work package activities, shares the immediate interest in the success of the work package, and is better informed about the events in the work package. This is the reason why the division of responsibilities for managements of a group of activities between the project coordinator and the team in the work package is recommended in the project. Work package coordination falls into the domain of micro-management, in comparison with project coordination which is considered macro-management. In the division of roles between the project coordinator and the work package coordinator, the latter is expected to have regular communication with the work package team, to regularly monitor the dynamics of activities and responsibilities within the work package and to inform the project coordinator. The project coordinator is expected to have an overview of the overall dynamics

and realization of activities and results at the project level, and to have an insight into the level of completion of impact indicators set for project objectives.

M/E of the quality of work packages should provide insight into how the team members see the way in which the work package activities are managed, and how they evaluate the success of the work package implementation. Such information can indicate risks and the need for corrective actions/measures in work package implementation.



The evaluation is carried out in 3 phases. The first phase is the **baseline evaluation of the quality of work package**, which should be carried out upon the opening of the work package. The baseline evaluation should examine whether the preconditions for the start of the implementation of work package activities have been met. By type, this evaluation is a fact-finding process and should examine whether:

- an inter-institutional work package team been formed and a contact list prepared,
- work plan, method and instruments for the implementation of the work package have been prepared,
- potential risks at the beginning of the work package that may negatively affect further work within the work package have been identified.

The baseline evaluation is conducted by PQAT by gathering information from the work package coordinator and reviewing the sources of verification. The instrument used is the (electronic) template form for baseline evaluation of work package (Template 7).

The report on on work package baseline evaluation is prepared in the template form (Template 8). The report should be sent to PQAT for review and approval, and submitted to the Steering Committee and the work package coordinator. The report is also a source of data for progress quality evaluation and external evaluation.

The second phase consists of **an interim evaluation of the quality of the work package**. It should be implemented halfway through the work package and should provide dual insight:

- How team members see the the work package and activities management style,
- Which issues in the work package need special attention;

By type, this evaluation is an examination of attitudes.

Interim evaluations are carried out by PQAT using an (electronic) template form for interim evaluation of work package (Template 9). The form should be sent to all team members in the work package. A precondition for this procedure is that there is an updated contact list of work package team members.

Report on work package interim evaluation is prepared in the template form (Template 10) and submitted to the project Steering Committee for consideration and adoption at the next meeting. Reports should be sent to both, the project coordinator and the work package coordinators. These reports are also used as data in the preparation of the progress evaluation report and the external evaluation report.

The final evaluation of the quality of the work package should be carried out upon the completion of the work package implementation, in order to examine the overall opinion of the team members about the work package and applied management style, as well as to identify good and bad practices. The evaluation should be carried out using the (electronic) template form for final evaluation of work package (Template 11), and the report on the final evaluation of the quality of the work package (Template 12) should be submitted to the PQAT for adoption, and then to the project Steering Committee, project coordinator and work package coordinators.

It is recommended that forms be offered for completion in the Google form in order to reduce the use of paper and make data processing more efficient. Leave a period of 5 days to fill in the form.

Table 4 List of CHAIN project work packages monitored and evaluated under this pillar:

WP NR.	WORKPACKAGE TITLE	START DATE	COMPLETION DATE
WP.1	Preparatory activities	01.06.2023	30.11.2023
WP.2	Curricula innovation	01.12.2023	31.05.2024
WP.3	Innovation of learning methods & teaching methodology	01.02.2024	30.08.2024
WP.4	Creation of C(ollaborative) H(olistic) A(griculture) I(nnovation) N(ests)	01.03.2024	31.05.2026
WP.5	Communication, Dissemination and Impact	01.06.2023	31.05.2026
WP.6	Project management and quality control	01.06.2023	31.05.2026

M&E OF RESULTS

The M/E of the quality of the results should provide information on the level and quality of completion and relevance of the achieved results, in accordance with the indicators in the logical matrix (LFM). In this context, quality is primarily related to the relevance of a particular result, because the results in their character and form can be so different, that it is difficult to find one universal characteristic that can be applied to every single result in a comparable way.

The results appear in 2 forms (types):

- a) as **tangible products** that can be identified in number and unit (e.g. number of pieces, copies, persons, events, etc.),
- b) as **intangible outcomes** that can be identified through a qualitative description (e.g. improved processes, encouraged participants, increased awareness, etc.).

The quality of both types of results is evaluated on the basis of the completion of indicators. Indicators of can be numerical and descriptive. However, a sole indicator is often insufficient to assess the quality, especially in cases when indicator was not well thought and defined.

Through this PQA pillar, the quality of all expected results is evaluated, apart from exceptions. Some results can be defined in such a way, that they are better monitored and evaluated through another pillar of the PQA architecture. In the CHAIN project, such is the case with the results related to the realized seminars, workshops and training, as well as the student competitions in work package 3. These results will be M/E within the pillar "Quality of Events". The reason for this methodological setting lies in the fact that certain results, such as events, which are specific, must be considered using appropriate methodological approach.

M/E of the results should also ensure that donor visibility rules were implemented appropriately (in accordance with the contractual obligation) in project results such as publications, printed and video materials.

Good practice in allocating responsibilities among PQAT members is to group results by work package. The quality of the results should be evaluated after the work package coordinator informs the project coordinator and the PQAT member in charge of evaluating the result that the result has been achieved and can be evaluated.

Instruments used to evaluate result are the following:

- 1) Template form for evaluation of result quality #1 (Template 23) which should be completed by the PQAT member in charge of that specific result,
- 2) Template form for evaluation of result quality #2 (Template 24) to be filled in the Google form by institutional coordinators, project coordinator, as well as members of project teams,
- 3) Report template form for evaluation of result quality (Template 25);

The completed report should be submitted for consideration and adoption to the PQAT, and then to the Steering Committee, project coordinator and the coordinator of the relevant work package.

It is recommended that the forms be offered for completion in the Google form in order to reduce the use of paper and make data processing more efficient. Leave a period of 5 days to fill in the form.

Table 5 Matrix of indicators of expected results of the CHAIN project subject to M/E under this pillar

DOMAIN	M&E SUBJECT	TYPE	DUE DATE	REQUIREMENTS
WP.1	D1.1 VPO set up and operational	OTHER	M1 (06/23)	Virtual cloud containing partner folders to which partners have access
WP.1	D1.2 Set of implementation documents	REPORT	M1 (06/23)	Electronic form and in English.
WP.1	D1.3 Training and evaluation reports on project implementation and financial management	REPORT	M2 (07/23)	Electronic form and in English.
WP.1	D1.4 A set of M&E instruments and instructions	OTHER	M2 (07/23)	Electronic versions in English.
WP.1	D1.5 Training and evaluation report on M&E	REPORT	M3 (08/23)	Electronic form and in English.
WP.1	D1.6 Update needs assessment report on teaching methodology	REPORT	M6 (11/23)	English and French. 60 pages.
WP.1	D1.7 Analysis report of HA innovation and business transformation potential at partner HEIs	REPORT	M6 (11/23)	60 pages. Electronic version in English and translated into French
WP.1	D1.8 C.H.A.I.N. website	DEC	M6 (11/23)	English and French.
WP.2	D2.1 "Holistic agriculture (HA) and FVC master curricula" training and evaluation report	REPORT	M7 (12/23)	Electronic form and in English.
WP.2	D2.3 Feedback from consultative meetings	REPORT	M14 (07/24)	By 6 African partner HEIs. Each report should contain min. 6 pages as e-document in English
WP.2	D2.4 Feedback from peer-review	REPORT	M17 (10/24)	By 6 African partner HEIs. Each report should contain min. 10 pages as e-document in English
WP.2	D2.5 Six accreditation certificates	OTHER	M20 (01/25)	Issued by the competent national authorities in HE
WP.2	D2.6 Six partner HEIs enrolled 120 students in new master program	OTHER	M24 (05/25) M36 (06/26)	Each HEI is expected to enrol 20 students, in total 120 new enrolments to FVC master.
WP.3	D3.1 "Adult learning and student-centered teaching" training and evaluation report	REPORT	M9 (02/24)	English as e-document.
WP.3	D3.2 "e-learning and use of digital tools in teaching and learning" training and evaluation report on	REPORT	M11 (04/24)	English as e-document.

WP.3	D3.3 "Reflective thinking and self-learning methods" Training and evaluation report	REPORT	M12 (05/24)	English as e-document.
WP.3	D3.4 Published teacher training toolkit	OTHER	M14 (07/24)	English and French. E-toolkit. English version will be printed in 400 copies. 85 pages.
WP.3	D3.5 "Organization of student hackatons" Training and evaluation report	REPORT	M15 (08/24)	English as e-document.
WP.4	D4.1 "Innovation in HA and FVC" training and evaluation report on	REPORT	M10 (03/24)	English as e-document.
WP.4	D4.2 C.H.A.I.N. founded at 6 partner HEIs	OTHER	M21 (02/25)	At 6 African partner HEIs.
WP.4	D4.3 ToT training report	REPORT	M15 (08/24)	English as e-document.
WP.4	D4.4 Four sets of crash-courses created	OTHER	M21 (02/25)	Each 20 page handouts. E-documents in English and/or French.
WP.4	D4.5 Standing innovation support programme focusing on food security, climate change, reduction of hunger, farm data management) for innovators developed at 6 partner HEIs	OTHER	M24 (05/25)	E-document available at C.H.A.I.N.S website and partner HEIs websites in English and/or French.
WP.4	D4.6 Six videos	DEC	M26 (07/25)	Up to 10 minutes per video, Videos in English or French language. Promoted through social networks, partner websites and e-magazines.
WP.4	D4.7 Delivered Crash courses reports	REPORT	M36 (05/26)	English or French as e-documents.
WP.4	D4.8 Structured innovators support provision C.H.A.I.N. report	REPORT	M36 (05/26)	Provided to min. 60 innovators at 6 C.H.A.I.N.s. E-doc in English.
WP.4	D4.9 Student hackatons at 6 partner HEIs	OTHER	M36 (05/26)	6 competitions at 6 C.H.A.I.N.s with participation of min 15 business world representatives as jury and min. 30 teams with min 90 students (min. 20 female).
WP.4	D4.10 e-Manual on organizing student hackatons	OTHER	M30 (11/25)	80 pages in English and/or French.
WP.5	D5.1 Three newsletters	OTHER	M12 (25/24) M24 (05/25) M36 (05/26)	10-page electronic document in English/French.
WP.5	D5.2 Internal dissemination events	OTHER	M12 (05/24)	3 events reaching out to 600 students.
WP.5	D5.3 CDI evaluation report	REPORT	M36 (05/26)	Electronic 20-page document in English.
WP.5	D5.4 Press-clipping report	REPORT	M36 (05/26)	Electronic 5- page document in English.

WP.5	D5.5 Network of C.H.A.I.N.s	OTHER	M19 (12/24)	
WP.5	D5.6 18 Cooperation agreements	OTHER	M36 (05/26)	Between African partner HEIs and business entities.
WP.5	D5.7 Three national conferences	OTHER	M36 (05/26)	3 national events with 480 participants.
WP.6	D6.1 Monthly Coordination reports	REPORT	M36 (05/26)	In English distributed to institutional and WP coordinators as e-documents.
WP.6	D6.2 Quarterly M&E reports	REPORT	M36 (05/26)	English as e-documents and distributed to project and institutional coordinators, and WP coordinators.
WP.6	D6.3 Bi-annual internal verification certificates	OTHER	M7 (12/23) M13 (06/24) M19 (12/24) M25 (06/25) M31 (12/25) M36 (05/26)	English and distributed to institutional coordinators as e-documents.
WP.6	D6.4 3 Annual progress reports	REPORT	M13 (06/24) M25 (06/25) M36 (05/26)	Electronic documents in English with min 30 pages.
WP.6	D6.5 External evaluation report	REPORT	M36 (05/26)	Electronic report containing min. 75 pages in English.

M&E OF EVENTS

The evaluation of the quality of the event (workshops, training, seminars, conferences, etc.) should provide information on the satisfaction of the event participants with the content, lecturers and environment in which the event was realized, so that each subsequent similar event would be better and more successfully organized.

The quality of the event should be assessed using the template form for evaluation of seminar/training/workshop (Template 19), or the template form for evaluation of student competitions (Template 21). It is recommended that the forms be prepared as Google forms, instead of being printed. The form should be filled in by the participants of the event upon its completion. Event evaluation is carried out by a PQAT member from the partner institution organizing the event (event host).

Report template form on seminar/training/workshop evaluation (Template 20), and Report template form on student competitions evaluation (Template 22) should be drafted by a PQAT member from the host institution. The report should be sent to PQAT for consideration and approval and then submitted to the project coordinator, work package and project Steering Committee.

It is recommended that the forms be offered for completion as the Google form in order to reduce the use of paper and make data processing more efficient. Leave a period of 5 days to fill in the form.

Table 6 Indicative list of expected events in the CHAIN project that are subject of M/E

DOMAIN	M&E SUBJECT	DURATION AND FORM	SCHEDULED TIME	ATTENDEES
WP.1	E1.1 Partner virtual kick off meeting	4 days meeting in Iasi, Romania	M1 (06/23)	TOTAL: 30 (2 HSWT, 3 UK, 3 UL, 3 SEKU, 3 JOOUST, 3 FSK, 3 FUTMINNA, 3 AE-FUNAI, 2 UPWR, 2 IULS)
WP.1	E1.2 Project implementation and financial management training	2 days virtual training	M2 (07/23)	TOTAL: 24 (3 UK, 3 UL, 3 SEKU, 3 JOOUST, 2 FSK, 2 FUTMINNA, 2 AE-FUNAI, 2 UPWR, 2 IULS, 2 HSWT)
WP.1	E1.3 M&E training for project team	1 day virtual training		TOTAL: 18 (2 UK, 2 UL, 2 SEKU, 2 JOOUST, 1 FSK, 2 FUTMINNA, 2 AE-FUNAI, 2 UPWR, 2 IULS 1 HSWT)
WP.2	E2.1 Introduction training on HA and food value chain (FVC) master curricula	2 days virtual training	M7 (12/23)	TOTAL: 24 (3 UK, 3 UL, 3 SEKU, 3 JOOUST, 2 FSK, 3 FUTMINNA, 3 AE-FUNAI, 2 UPWR, 2 HSWT)
WP.2	E2.2.1 #1 Master program development workshop	2 days virtual workshop	M8 (01/24)	TOTAL: 24 (2 HSWT, 3 UK, 3 UL, 3 SEKU, 3 JOOUST, 2 FSK, 3 FUTMINNA, 3 AE-FUNAI, 2 UPWR)
WP.2	E2.2.2 #2 Master program development workshop and study visit to Germany	5 days workshop in Freising, Germany	M10 (03/24)	TOTAL: 24 (2 HSWT, 3 UK, 3 UL, 3 SEKU, 3 JOOUST, 2 FSK, 3 FUTMINNA, 3 AE-FUNAI, 2 UPWR)
WP.2	E2.2.3 #3 Master program development workshop	2 days virtual workshop	M13 (06/24)	TOTAL: 24 (2 HSWT, 3 UK, 3 UL, 3 SEKU, 3 JOOUST, 2 FSK, 3 FUTMINNA, 3 AE-FUNAI, 2 UPWR)
WP.2	E2.3 Consultative group meetings with farmers, business sector and public administration	1 day meeting at UK, UL, SEKU, JOOUST, FUTMINNA, AEFUNAI		TOTAL: 72 (at 6 consultative meetings)
WP.3	E3.1 Training of partner staff on adult learning and student-centered teaching	2 days virtual training	M9 (02/24)	TOTAL: 36 (6 UK, 6 UL, 6 SEKU, 6 JOOUST, 5 FUTMINNA, 5 AE-FUNAI, 2 UPWR)
WP.3	E3.2 Training of partner staff on e-learning and use of digital tools in teaching and learning	2 days virtual training	M11 (04/24)	TOTAL: 36 (3 HSWT 5 UK, 5 UL, 5 SEKU, 5 JOOUST, 5 FUTMINNA, 5 AEFUNAI, 3 UPWR)

WP.3	E3.3 Training of partner staff on reflective thinking and self-learning methods	2 days virtual training	M12 (05/24)	TOTAL: 36 (3 HSWT, 5 UK, 5 UL, 5 SEKU, 5 JOOUST, 5 FUTMINNA, 5 AEFUNAI, 3 UPWR)
WP.3	E3.4 Training of partner staff on student hackatons & study visit	4 days training as hybrid event, on the spot in Wroclaw, Poland & participation of virtual participants	M10 (03/24)	TOTAL: 24+24 (2 HSWT, 7 UK, 7 UL, 7 SEKU, 7 JOOUST, 6 FUTMINNA, 6 AE-FUNAI, 6 UPWR)
WP.4	E4.1 Introduction webinar on innovation in HA and FVC	1 day virtual webinar	M10 (03/24)	TOTAL: 72
WP.4	E4.2.1 #1 development workshops on CHAIN	2 days virtual workshop	M11 (04/24)	TOTAL: 25 (1 HSWT, 3 UK, 3 UL, 3 SEKU, 3 JOOUST, 3 FSK, 3 FUTMINNA, 3 AE-FUNAI, 1 UPWR)
WP.4	E4.2.2 #2 development workshops on CHAIN	2 days virtual workshop	M14 (07/24)	TOTAL: 25 (1 HSWT, 3 UK, 3 UL, 3 SEKU, 3 JOOUST, 3 FSK, 3 FUTMINNA, 3 AE-FUNAI, 1 IULS)
WP.4	E4.2.3 #3 development workshops on CHAIN	2 days virtual workshop	M17 (10/24)	TOTAL: 25 (1 HSWT, 3 UK, 3 UL, 3 SEKU, 3 JOOUST, 3 FSK, 3 FUTMINNA, 3 AE-FUNAI, 1 UPWR)
WP.4	E4.3.1 #1 development workshop on standing innovation support program	2 days virtual workshop	M17 – M21 (10/24 – 02/25)	TOTAL: 25 (1 HSWT, 3 UK, 3 UL, 3 SEKU, 3 JOOUST, 3 FSK, 3 FUTMINNA, 3 AE-FUNAI, 1 IULS)
WP.4	E4.3.2 #2 development workshop on standing innovation support program	2 days virtual workshop		TOTAL: 25 (1 HSWT, 3 UK, 3 UL, 3 SEKU, 3 JOOUST, 3 FSK, 3 FUTMINNA, 3 AE-FUNAI, 1 UPWR)
WP.4	E4.3.3 #3 development workshop on standing innovation support program	2 days virtual workshop		TOTAL: 25 (1 HSWT, 3 UK, 3 UL, 3 SEKU, 3 JOOUST, 3 FSK, 3 FUTMINNA, 3 AE-FUNAI, 1 IULS)
WP.4	E4.4 Six student hackathons	2 days competition event at partner HEIs		TOTAL: 108 (90 students and 18 business representatives)
WP.5	E5.1 Six internal dissemination events	1 day dissemination event at partner HEIs	Within 1 st project year	TOTAL: 600 students, teachers and partners

WP.5	E5.2.1 National CHAIN conference in Togo	1 day dissemination conferences as hybrid event at Partner HEI and virtually	End of the project	TOTAL: 160
WP.5	E5.2.2 National CHAIN conference in Nigeria	1 day dissemination conferences as hybrid event at Partner HEI and virtually	End of the project	TOTAL: 160
WP.5	E5.2.3 National CHAIN conference in Togo	1 day dissemination conferences as hybrid event at Partner HEI and virtually	End of the project	TOTAL: 160
WP.6	E6.1 Regular monthly coordination virtual meetings and updating of Gantt chart	virtual meetings		

M&E OF DISSEMINATION AND COMMUNICATION

The M/E of quality of dissemination and communication (DISCOM) should provide information on whether the project has successfully distributed information and project results to target groups.

The PQAT is responsible of M/E of DISCOM in accordance with dynamics which follows the evaluation of the quality of management. The basis for quality assessment consists of visibility indicators from the logical matrix of the project and the dissemination and communication plan.

Sources of information on the execution of the DISCOM plan and the achievement of indicators can be reports from events on the project site, project press clipping report, project news, interviews with the project coordinator, coordinators of work packages etc.

The DISCOM quality is monitored and evaluated in 5 phases:



The first phase is a **baseline evaluation** that should be carried out in the first months of the project and should examine whether the preconditions for the start of the implementation of dissemination activities have been met in the preparatory phase. By type, this evaluation is a fact-finding process and is carried

out in the first 6 months of the project, by which time all relevant preparatory activities are expected to be completed, such as:

- formed DISCOM team and prepared contact map of all participants in the project
- prepared communication plan and created website
- implemented internal dissemination activities

The baseline evaluation is carried out by collecting information from the coordinator of work package 7 and by looking at the sources of verification. The instrument used is the template form for DISCOM baseline evaluation (Template 13)

Report on DISCOM baseline evaluation is prepared in the template form (Template 14). The report should be distributed to all PQAT members for review and approval, and then to the project coordinator and Steering Committee. The report is also a source of data for progress quality evaluations and external evaluation.

The second phase consists of periodic **interim evaluations** of the quality of dissemination and communication. They are conducted for a certain period, e.g. 3, 4 or 6 months, and should provide dual insight:

- insight into how team members manage internal and external communication with target groups, and how successfully they disseminate project results to target groups,
- which issues in related to dissemination and communication should be addressed.

Interim evaluations are carried out by PQAT using the Template form for DISCOM interim evaluation (Template 15). The form is sent to all members of the project teams. By character, this evaluation is an examination of attitudes.

Report on DISCOM interim evaluation should be prepared in a template form (Template 16) and distributed to the PQAT for consideration and adoption, and then to the project and WP7 coordinators, Steering Committee and the Institutional Coordinators. These reports should also be used for the preparation of the progress quality reports and in the external evaluation report.

The final evaluation of the DISCOM should be carried out at the end of the project to examine the overall opinion of project team members on communication success with target groups, and to identify good and bad practices applied in dissemination and communication approach in this project. The evaluation is carried out using the template form for DISCOM final evaluation (Template 17). The Report on DISCOM final evaluation (Template 18) should be distributed to PQAT members for consideration and approval, and then to the project Steering Committee, institutional coordinators, project coordinator and WP7 coordinator.

It is recommended that forms be offered for completion in the Google form in order to reduce the use of paper and make data processing more efficient. Leave a period of 5 days to fill in the form.

Table 7 Matrix of project indicators on communication and dissemination in the CHAIN project

DOMAIN	M&E SUBJECT	SCHEDULED TIME	TARGET VALUE
WP.5	T5.1 Creation of CHAIN newsletter	End of every year	10-page newsletter sent to min 600 recipients in 3 countries
WP.5	T5.2 Hosting of internal dissemination events	Within 1 st year	Opened for students and teaching and non-teaching staff, but also to partners
WP.5	T5.3 Regular updates of project and partner websites and social networks	On regular basis	Project C.H.A.I.N. website, project partner websites and social network profiles
WP.5	T5.4 Media promotion and guest appearance activities		All media and promotional activities will be recorded in CDI plan and will be subject of periodical evaluations
WP.5	T5.7 National CHAIN diffusion conferences	End of the project	80 on the spot and 80 virtual participants.

MID-TERM EVALUATIONS

Mid-Term Evaluation Instrument

Evaluations of progress in project implementation are carried out by PQAT (Project Quality Assurance Team) members after the first half of the project years are completed.

Evaluations should assess (measure) the scope and quality of project implementation during the first or second project year, in accordance with the logical matrix and work plan in the project application. The progress evaluation report should also subsume all previous evaluation procedures and draw appropriate conclusions and recommendations. The report should also seek to assess the impact of the project and level of accomplishment of impact indicators.

Internal monitoring and evaluation are led by HSWT and supported by the quality team. Bilateral monitoring in a virtual format is conducted with all beneficiary institutions biannually. This monitoring process is facilitated through pre-visit institutional monitoring reports (surveys with the institutional team involved in project implementation) and post-monitoring reports. Well-planned monitoring visits are also utilized as a means of sharing best practices and may involve other beneficiary partners for the transfer of local know-how. Quarterly M&E reports are drafted and presented to the institutional coordinators' team for status approval and/or the introduction of corrective measures. M&E Gantt charts with progress monitoring bars are developed and used for clarity and comparisons.

The progress quality evaluation report is submitted to the Steering Committee, project and institutional coordinators and published on the project website.

A Mid-Term Evaluation (MTE) is a critical tool for ensuring that a project remains on track and aligned with its original goals and objectives. Here are some of the primary reasons for conducting an MTE:

1. **Provides Insight into Project Progress:** By assessing project performance halfway through its timeline, the MTE helps stakeholders understand whether the project is on track to meet its expected outcomes.
2. **Identifies Challenges and Bottlenecks:** The MTE is an opportunity to highlight any barriers to progress, whether they be financial, logistical, or operational. Early identification allows for quicker remediation.
3. **Offers a Chance to Recalibrate:** If the project's initial strategies are not yielding the expected results, the MTE offers an opportunity to adjust plans. This might include shifting priorities, altering delivery mechanisms, or scaling activities.
4. **Fosters Accountability:** Conducting a review halfway through the project's life allows donors and stakeholders to hold implementing partners accountable for their progress, ensuring that funds are being used effectively.
5. **Supports Decision-Making:** MTE findings are essential for informing strategic decisions, such as resource allocation, project redesign, or identifying additional areas of support.

(source: [Mid-Term Review: A Comprehensive Guide for Evaluation in Development Projects](#))

The mid-term evaluation instrument includes the following components:

- **Evaluation Objectives:** The purpose and scope of the mid-term evaluation are defined, focusing on project effectiveness, efficiency, relevance, and sustainability.
- **Data Collection Methods:** A mixed-method approach is utilized, including surveys, interviews, focus group discussions, and document reviews.
- **Key Indicators:** Project performance is assessed based on predefined indicators related to outputs, outcomes, and impact.
- **Stakeholder Engagement:** Active participation from project partners, beneficiaries, and other key stakeholders is ensured.
- **Findings & Recommendations:** The evaluation findings are summarized, challenges are identified, and corrective actions are proposed for improved project implementation in the second half of the project lifecycle.

The mid-term evaluation helps ensure that the project remains on track and that any necessary modifications are made in a timely manner to maximize impact.

Table 8. Matrix of project indicators particularly relevant for the Mid-Term evaluation of the CHAIN project

DOMAIN	M&E SUBJECT	INDICATOR NUMBER AND TITLE	MEANS OF VERIFICATION
General objective	To modernize agricultural education in Togo, Nigeria and Kenya by fostering a more holistic and human-centered approach to agricultural education, training and innovation.	GOin1) Competence-based master curriculum on FVC developed and approved at 6 partner HEIs by 2024;	Approval decision of the Councils of 6 partner HEIs, evidence of enrolled students to new master curriculum, project report;
General objective	To modernize agricultural education in Togo, Nigeria and Kenya by fostering a more holistic and human-centered approach to agricultural education, training and innovation.	GOin2) 108 teaching staff improved competences in teaching methodology prone to entrepreneurial thinking and innovation, with emphasis on elearning and digital tools by 2025;	Self-evaluation reports of 6 partner HEIs, student evaluation of teachers at 6 partner HEIs, training agendas, reports, attendance lists, photos, external evaluation report;

General objective	To modernize agricultural education in Togo, Nigeria and Kenya by fostering a more holistic and human-centered approach to agricultural education, training and innovation.	GOin3) HA innovation nests established at 6 partner HEIs by 2025;	Decision of the Councils of 6 partner HEIs to establish HA innovation nests, reports from student hackatons, cooperation agreements with SMEs, evidence of beneficiaries of services of nests, annual reports of 6 partner HEIs, external evaluation report;
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Specific objective	1) To develop competence-based master program on FVC at 6 partner HEIs	SOin1.1) Number of approved master curricula (6)	Approval decision of the Councils of 6 partner HEIs
Specific objective	1) To develop competence-based master program on FVC at 6 partner HEIs	SOin1.2) Number of stakeholders and SMEs participating in master program development (72)	Consultative meeting attendance lists, photos
Specific objective	1) To develop competence-based master program on FVC at 6 partner HEIs	SOin1.3) Number of enrolled students in new master curricula (120)	Evidence of enrolled students in new master curricula
Specific objective	2) To build teacher capacity at 6 partner HEIs from rural and remote areas to promote learning methods and use teaching methodology prone to entrepreneurial thinking and innovation, with emphasis on e-learning and digital tools;	SOin2.1) Number of training sessions (4)	Training agendas, reports, photos
Specific objective	2) To build teacher capacity at 6 partner HEIs from rural and remote areas to promote learning methods and use teaching methodology prone to entrepreneurial thinking and innovation, with emphasis on e-learning and digital tools;	SOin2.2) Number of training participants (108)	Attendance lists

Specific objective	2) To build teacher capacity at 6 partner HEIs from rural and remote areas to promote learning methods and use teaching methodology prone to entrepreneurial thinking and innovation, with emphasis on e-learning and digital tools;	SOin2.3) Average 80% of training participants indicate satisfaction with training	Training evaluation reports
Specific objective	3) In cooperation with private sector to establish Collaborative Holistic Agriculture Innovation Nests (CHAINS) at 6 partner HEIs and offer support to innovation initiatives of students, farmers, and entrepreneurs, enhancing their employability, sense of initiative and entrepreneurship;	SOin3.1) Number of established HA innovation nests at partner HEIs (6)	Annual reports of 6 partner HEIs, external evaluation report
Specific objective	3) In cooperation with private sector to establish Collaborative Holistic Agriculture Innovation Nests (CHAINS) at 6 partner HEIs and offer support to innovation initiatives of students, farmers, and entrepreneurs, enhancing their employability, sense of initiative and entrepreneurship;	SOin3.2) Number of crash-courses provided by HA innovation nests (4)	Plan of work of HA innovation hubs, catalogue of courses, project report
Specific objective	3) In cooperation with private sector to establish Collaborative Holistic Agriculture Innovation Nests (CHAINS) at 6 partner HEIs and offer support to innovation initiatives of students, farmers, and entrepreneurs, enhancing their employability, sense of initiative and entrepreneurship;	SOin3.3) Number of participants at crash-courses (480)	Attendance lists, photos, annual reports of HA innovation nests
Specific objective	3) In cooperation with private sector to establish Collaborative Holistic Agriculture Innovation Nests (CHAINS) at 6 partner HEIs and offer support to innovation initiatives of students, farmers, and entrepreneurs, enhancing their employability, sense of initiative and entrepreneurship;	SOin3.4) Number of innovators supported (60)	Evidence of supported innovators, annual reports of HA innovation nests, external evaluation report
Specific objective	3) In cooperation with private sector to establish Collaborative Holistic Agriculture Innovation Nests (CHAINS) at 6 partner HEIs and offer support to innovation initiatives of students, farmers, and entrepreneurs, enhancing their employability, sense of initiative and entrepreneurship;	SOin3.5) Number of student teams competing at FVC hackatons (20)	Hackaton team files, photos, project report



4. PART: TEMPLATES

TEMPLATE 1: TEMPLATE FORM FOR BASELINE EVALUATION OF MANAGEMENT

1. Kick off meeting and finance management training were held as planned.

☐☐☐

Yes

No

Partly

Comment: _____

2. Partnership agreements were signed by all parties.

☐☐☐

Yes

No

Partly

Comment: _____

3. Project teams were created as planned.

☐☐☐

Yes

No

Partly

Comment on planned/achieved: _____

4. If previous question was answered “Yes”, please briefly present the responsibilities and composition of created teams: _____

5. Project managing body was constituted, and work and decision making methods were agreed.

☐☐☐

Yes

No

Partly

Comment: _____

6. If previous question was answered “Yes”, please briefly present the composition, work method and decision-making method of the managing body: _____

7. The project teams were formed at all partner institutions.

☐☐☐

Yes

No

Partly

Comment: _____

8. Project contact details list was created and distributed to the team members.

☐☐☐

Yes

No

Partly

Comment: _____

9. A set of project implementation tools was developed and distributed to team members.

☐☐☐

Yes No Partly

Comment on planned/achieved: _____

10. Please briefly explain how the following project management issues are organized:

- a) Regular coordination and communication among the partners
- b) Decision making
- c) Conflict resolution
- d) Reporting on conducted activities
- e) Financial reporting
- f) Collection and keeping of program (technical) and financial documents

TEMPLATE 2: REPORT TEMPLATE FORM ON BASELINE EVALUATION OF MANAGEMENT

Date: _____ Prepared by: _____

A INTRODUCTION

Baseline evaluation of management has been carried out in the period _____. The purpose of this procedure was to examine whether preconditions for the start of the implementation of project activities were met in preparatory phase. By type, this evaluation is a fact-finding procedure.

The form was completed by project coordinator _____.

B FACTS

1. Kick off meeting and finance management training were held _____
2. Partnership agreements were signed by _____
3. When it comes to the creation of project teams, _____
4. When it comes to the creation of project managing body, work and decision making methods, _____
5. The project teams are formed at _____
6. When it comes to project contact details list, _____
7. When it comes to a set of project implementation tools, _____
8. When it comes to the organization of project management segments, _____

Regular coordination and communication among the partners	
Decision making	
Conflict resolution	
Reporting on conducted activities	
Financial reporting	
Collection and keeping of program and financial documents	

9. When it comes to the fulfillment of management-related indicators from the LFM, _____

Domain	M/E subject	Indicator number and title	Target value	Current value (insert)
WP.8	8.1 Project kick off meeting held, enhanced competences of project teams to manage EU grants;	i51 4 project teams constituted	4 teams	
WP.8	8.2 Project impl. Manual;	i52 1 manual	1 manual	
WP.8	8.3 Project management, administration/reporting ensured;	i53 17 institutional project teams	17 teams	

C CONCLUSIONS

D RECOMMENDATIONS

TEMPLATE 3: INTERIM EVALUATION OF MANAGEMENT

1. Project management rules and procedures partners need to follow are clear.

☐☐☐☐☐

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

Comment: _____

2. The method/style this project is being managed is appropriate.

☐☐☐☐☐

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

Comment: _____

3. When it comes to project management method/style, the following is positive: _____

4. When it comes to project management method/style, the following should be done differently: _____

5. Distributed information and instructions in the project are clear and timely.

☐☐☐☐☐

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

Comment: _____

6. My institution is appropriately involved in project decision making.

☐☐☐☐☐

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

Comment: _____

7. I appreciate my institutions' involvement in, and contribution to the project activities and results.

☐☐☐☐☐

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

Comment: _____

8. I appreciate partner institutions' involvement in and contribution to the project activities and results.

☐☐☐☐☐

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

Comment: _____

9. Project management approach to resolution of conflicts is appropriate.

☐☐☐☐☐

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

Comment: _____

TEMPLATE 4: REPORT TEMPLATE FORM ON INTERIM EVALUATION OF MANAGEMENT

Date: _____ Prepared by: _____

A INTRODUCTION

Interim evaluation of management was carried out in the period _____. The purpose of this procedure was to examine the perception of team members about project management method/style and identify management issues need to be addressed. By type, this evaluation is attitude survey.

The form was completed by _____ out of _____ coordinators (project, institutional and WPs), accounting for _____ % of respondents.

B FINDINGS

1. When it comes to the clarity of project management rules and procedures, _____
2. When it comes to the method/style this project is being managed, _____
3. When it comes to method/style this project is managed, the following is positive:

4. When it comes to method/style this project is managed, the following should be done differently: _____
5. When it comes to distributed information and instructions in the project, _____
6. When it comes to the involvement of partner institutions in project decision making processes, _____
7. When it comes to the involvement of partner institutions, and their contribution to project activities and results, _____
8. When it comes to project management approach to resolution of conflicts, _____

C CONCLUSIONS

D RECOMMENDATIONS

TEMPLATE 5: FINAL EVALUATION OF MANAGEMENT

1. Overall, it is appropriate how the lead institution/Steering Committee manages this project.

☐☐☐☐☐

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

Comment: _____

2. The following is positive in management method/style (good practice identified): _____

3. The following should have been done differently (bad practice identified): _____

4. Finance management procedures (accounting, recording, reporting) in the project are clear and appropriate.

☐☐☐☐☐

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

Comment: _____

5. Reporting procedures and requirements in the consortium are clear and appropriate.

☐☐☐☐☐

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

Comment: _____

6. The project Steering Committee encourages good atmosphere within consortium.

☐☐☐☐☐

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

Comment: _____

7. The project Steering Committee succeeded to encourage and involve all partners in making measurable contribution to project activities and results.

☐☐☐☐☐

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

Comment: _____

8. I appreciate my institutions' involvement in and contribution to the project activities and results.

☐☐☐☐☐

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

Comment: _____

9. The project management structure successfully dealt with conflict situations.

☐☐☐☐☐

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

Comment: _____

TEMPLATE 6: REPORT TEMPLATE FORM ON MANAGEMENT FINAL EVALUATION

Date: _____

Prepared by: _____

A INTRODUCTION

The final management evaluation was carried out in the period _____. The purpose of this procedure is to examine the perception of coordinators about project management issues and identify good and bad management practices exercised in this project. By type, this evaluation is attitude survey.

The form was completed by _____ out of _____ coordinators (project, institutional and WPs), accounting for _____% of respondents.

B FINDINGS

1. The overall project management _____
2. The following was positive (good practice identified): _____
3. The following should have been done differently (bad practice identified): _____
4. When it comes to finance management, _____
5. When it comes to reporting, _____
6. When it comes to overall atmosphere in the project, _____
7. When it comes to involvement and contribution by the project partners, _____
8. When it comes to oneself involvement and contribution to the project, _____
9. The project Steering Committee coped with conflict situations _____

C CONCLUSIONS

D RECOMMENDATIONS

TEMPLATE 7: BASELINE EVALUATION OF WP

1. The WP initial meeting was held as planned.

☐

Yes

☐

No

☐

Partly

Comment: _____

2. The WP inter-institutional team has been constituted, contact details shared and tasks divided among team members.

☐

Yes

☐

No

☐

Partly

Comment: _____

3. The WP plan and method of work have been agreed.

☐

Yes

☐

No

☐

Partly

Comment: _____

4. If the previous question was answered ‘Yes’, please elaborate on method of work, plan of work and division of roles and tasks, and enclose and evidence document (plan of work, meeting minutes, etc.):

5. Risks identified at the beginning of the WP are the following (elaborate): _____

TEMPLATE 8: REPORT TEMPLATE FORM ON BASELINE EVALUATION OF WP

Date: _____

Prepared by: _____

WP number and title: _____

A INTRODUCTION

The WP baseline evaluation was carried out in the period _____. The purpose of this procedure is to examine whether preconditions for the start of implementation of the WP were met. By type, this evaluation is a fact-finding procedure.

The form was completed by WP coordinator _____.

B FACTS

1. The WP initial meeting was held _____
2. The WP inter-institutional team has been constituted, contact details shared and tasks distributed among team members _____. Please send the contact list to office.webin@gmail.com.
3. When it comes to WP plan, method of work, and division of roles and tasks, _____
4. The following evidence documents (plan of work, meeting minutes, etc.) are enclosed:
5. Identified risks at the beginning of the WP _____

C CONCLUSIONS

D RECOMMENDATIONS

TEMPLATE 9: ON WP INTERIM EVALUATION

1. The WP is being implemented according to the work plan, and envisaged distribution of roles and tasks.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment: _____

2. The WP method of work is appropriate and effective.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment: _____

3. Information distribution and instructions within WP are clear and timely.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment: _____

4. Team work is practiced in the WP implementation.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment: _____

5. I appreciate with my institutions' involvement in and contribution to the WP implementation.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment: _____

6. Partners involvement and contribution to the WP implementation is appropriate.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment: _____

7. The progress made so far in WP indicates the expected results are likely to be produced.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree

Comment: _____

TEMPLATE 10: REPORT TEMPLATE FORM ON WP INTERIM EVALUATION

Date: _____

Prepared by: _____

WP number and title: _____

A INTRODUCTION

The WP interim evaluation was carried out in the period _____. The purpose of this procedure is to examine perception of team members about WP implementation and identify issues, risks and delays need to be addressed. By type, this evaluation is attitude survey.

The form was completed by _____ out of _____ WP team members, accounting for _____% of respondents.

B FINDINGS

1. The WP is being implemented _____
2. When it comes to the WP work method, _____
3. Information distribution and instructions within WP _____
4. Team work in the WP _____
5. When it comes to oneself involvement in and contribution to the WP implementation, _____
6. When it comes to partner involvement in and contribution to the WP implementation, _____
7. The progress made so far in WP _____

C CONCLUSIONS

D RECOMMENDATIONS

TEMPLATE 11: TEMPLATE FORM FOR FINAL EVALUATION OF WP

The WP was implemented and completed in accordance with the work plan and envisaged distribution of roles and tasks.

☐ ☐ ☐ ☐ ☐
Strongly Agree Agree Neutral Disagree Strongly Disagree
Comment: _____

2. The WP work method was appropriate.

☐ ☐ ☐ ☐ ☐
Strongly Agree Agree Neutral Disagree Strongly Disagree
Comment: _____

3. The WP results were produced and project indicators reached according to the plan.

☐ ☐ ☐ ☐ ☐
Strongly Agree Agree Neutral Disagree Strongly Disagree
Comment: _____

4. Elaborate on produced results and reached indicators: _____

5. When it comes to WP implementation, the following good practice were demonstrated:

6. When we come to WP implementation, the following should have been done differently (bad practice demonstrated): _____

7. I appreciate my institution involvement in and contribution to the WP implementation.

☐ ☐ ☐ ☐ ☐
Strongly Agree Agree Neutral Disagree Strongly Disagree
Comment: _____

8. Partners involvement in and contribution to the WP implementation was appropriate.

☐ ☐ ☐ ☐ ☐
Strongly Agree Agree Neutral Disagree Strongly Disagree
Comment: _____

TEMPLATE 12: REPORT WP FINAL EVALUATION

Date: _____

Prepared by: _____

WP number and title: _____

A INTRODUCTION

The WP final evaluation was carried out in the period _____. The purpose of this procedure is to examine the perception of team members about the overall WP implementation, and to identify good and bad practices exercised in the WP. By type, this evaluation is attitude survey.

The form was completed by _____ out of _____ WP team members, accounting for _____% of respondents.

B FINDINGS

1. The WP was implemented _____

2. The WP work method was _____

3. When it comes to the WP results and indicators, _____

4. Identified good practices include _____

5. The following should have been done differently (bad practice identified): _____

6. When it comes to partners involvement in and contribution to the WP implementation, _____

C CONCLUSIONS

D RECOMMENDATIONS

TEMPLATE 13: TEMPLATE FORM ON DISCOM BASELINE EVALUATION

1. The DISCOM plan has been drafted and approved by consortium as planned.

☐ Yes ☐ No ☐ Partly

Comment: _____

2. If the previous question was answered “Yes”, please enclose and evidence document and explain who is responsible for management, administration and implementation of this plan and how: _____

3. The project website and social network accounts are in place.

☐ Yes ☐ No ☐ Partly

Comment: _____

4. If the previous question was answered “Yes”, please indicate the web addresses and explain who and how is responsible for maintenance of website and social network accounts: _____

5. Partner institutions have carried out internal dissemination events.

☐ Yes ☐ No ☐ Partly

Comment: _____

6. If the previous question was answered “Yes”, please indicate when and where, and the total number of participants: _____

7. Please complete the table with DISCOM indicators:

Domain	M/E subject	Indicator number and title	Target value	Current value (insert)
WP.1	1.3 Web portal	i21 1 web portal	1 portal	
WP.1	1.4 Introduction conference;	i22 1 Conference /50 participants	1 Conference / 50 participants	
WP.7	7.1 Web portal updates;	i46 36 insertions	36 insertions	
WP.7	7.2 Project partners institutions acquainted with the project;	i47 17 internal small-scale dissemination events/170 participants	17 events/ 170 participants	
WP.7	7.4 Promoted project results;	i49 1 Conference/60 participants	1 Conference/ 60 participants	

TEMPLATE 14: REPORT DISCOM BASELINE EVALUATION

Date: _____

Prepared by: _____

A INTRODUCTION

The DISCOM baseline evaluation was carried out in the period _____. The purpose of this procedure is to examine whether the preconditions for the start of the implementation of communication and dissemination activities have been met in the preparatory phase. By type, this evaluation is fact-finding procedure.

The form was completed by WP.7 coordinator _____.

B FACTS

1. When it comes to DISCOM plan, _____
2. Website and social networks _____
3. When it comes to internal dissemination activities, _____
4. When it comes to achieving DISCOM indicators, _____

Domain	M/E subject	Indicator number and title	Target value	Current value (insert)
WP.1	1.3 Web portal	i21 1 web portal	1 portal	
WP.1	1.4 Introduction conference;	i22 1 Conference /50 participants	1 Conference / 50 participants	
WP.7	7.1 Web portal updates;	i46 36 insertions	36 insertions	
WP.7	7.2 Project partners institutions acquainted with the project;	i47 17 internal small-scale dissemination events/170 participants	17 events/ 170 participants	
WP.7	7.4 Promoted project results;	i49 1 Conference/60 participants	1 Conference/ 60 participants	

C CONCLUSIONS

D RECOMMENDATIONS

TEMPLATE 15: TEMPLATE FORM ON DISCOM INTERIM EVALUATION

Institution: _____

1. The DISCOM plan has been implemented as planned

☐

Yes

☐

No

☐

Partly

Comment: _____

2. Indicate available figures

Web page updates over the reporting period: _____

Facebook followers: _____

LinkedIn followers: _____

Other social network followers: _____

TV and radio appearances: _____

Press articles: _____

3. List the latest relevant links to media mentions of the project ensured by your institutions: _____

Media	Link

4. List the latest external stakeholders (administration, universities, businesses, etc.) your institution established communication/cooperation with in the framework of this project:

Pn	Cooperation/ communication established with	Domain of cooperation/ communication	Result or relevance of cooperation/ communication (for your institution, staff members and your students)	Explain how is this cooperation sustainable (institutional and financial)

Comment: _____

5. Indicate any risk related to communication and dissemination, requiring greater attention of project team:

TEMPLATE 16: REPORT DISCOM INTERIM EVALUATION

Date: _____

Prepared by: _____

A INTRODUCTION

The DISCOM interim evaluation was carried out in the period _____. The form was completed by _____ out of _____ WP team members, accounting for _____% of respondents.

B FACTS & FINDINGS

1. When it comes to implementation of DISCOM plan, _____

2. When it comes to visibility figures, _____

Web page updates over the reporting period: _____

Facebook followers: _____

LinkedIn followers: _____

Other social network followers: _____

TV and radio appearances: _____

Press articles: _____

3. The relevant links to media mentions of the project _____

Media	Link

4. List the latest external stakeholders (administration, universities, businesses, etc.) your institution established communication/cooperation with in the framework of this project:

Pn	Cooperation/ communication established with	Domain of cooperation/ communication	Result or relevance of cooperation/ communication (for your institution, staff members and your students)	Explain how is this cooperation sustainable (institutional and financial)

6. When it comes to the communication and dissemination risks, _____

7. When it comes to achieving DISCOM indicators, _____

Domain	M/E subject	Indicator number and title	Target value	Current value (insert)
WP.1	1.3 Web portal	i21 1 web portal	1 portal	
WP.1	1.4 Introduction conference;	i22 1 Conference /50 participants	1 Conference / 50 participants	
WP.7	7.1 Web portal updates;	i46 36 insertions	36 insertions	
WP.7	7.2 Project partners institutions acquainted with the project;	i47 17 internal small-scale dissemination events/170 participants	17 events/ 170 participants	
WP.7	7.4 Promoted project results;	i49 1 Conference/60 participants	1 Conference/ 60 participants	

C CONCLUSIONS

D RECOMMENDATIONS

TEMPLATE 17: TEMPLATE FORM ON DISCOM FINAL EVALUATION

Institution: _____

1. The DISCOM plan has been implemented according to the work plan.

☐

Yes

☐

No

☐

Partly

Comment: _____

2. Indicate available figures

Web page updates over the reporting period: _____

Facebook followers: _____

LinkedIn followers: _____

Other social network followers: _____

TV and radio appearances: _____

Press articles: _____

3. List the latest relevant links to media mentions of the project ensured by your institutions: _____

Media	Link

4. List the latest external stakeholders (administration, universities, businesses, etc.) your institution established communication/cooperation with in the framework of this project:

Pn	Cooperation/ communication established with	Domain of cooperation/ communication	Result or relevance of cooperation/ communication (for your institution, staff members and your students)	Explain how is this cooperation sustainable (institutional and financial)

Comment: _____

TEMPLATE 18: REPORT TEMPLATE FORM ON DISCOM FINAL EVALUATION

Date: _____

Prepared by: _____

A INTRODUCTION

The DISCOM final evaluation was carried out in the period _____. The form was completed by _____ out of _____ institutions, accounting for _____% of consortium members.

The instrument was completed by WP.7 team members on behalf of their institutions.

B FACTS & FINDINGS

1. When it comes to the implementation DISCOM plan, _____

2. When it comes to the figures, _____

Web page updates over the reporting period: _____

Facebook followers: _____

LinkedIn followers: _____

Other social network followers: _____

TV and radio appearances: _____

Press articles: _____

3. The relevant links to media mentions of the project _____

Media	Link

4. When it comes to the external stakeholders (administration, business, etc.) the project established communication/cooperation with _____ stakeholders.

Pn	Cooperation/ communication established with	Domain of cooperation/ communication	Result or relevance of cooperation/ communication (for your institution, staff members and your students)	Explain how is this cooperation sustainable (institutional and financial)

5. When it comes to the achievement of DISCOM indicators, _____

Domain	M/E subject	Indicator number and title	Target value	Current value (<u>insert</u>)

WP.1	1.3 Web portal	i21 1 web portal	1 portal	
WP.1	1.4 Introduction conference;	i22 1 Conference /50 participants	1 Conference / 50 participants	
WP.7	7.1 Web portal updates;	i46 36 insertions	36 insertions	
WP.7	7.2 Project partners institutions acquainted with the project;	i47 17 internal small-scale dissemination events/170 participants	17 events/ 170 participants	
WP.7	7.4 Promoted project results;	i49 1 Conference/60 participants	1 Conference/ 60 participants	

C CONCLUSIONS

D RECOMMENDATIONS

TEMPLATE 19: TEMPLATE FORM FOR EVALUATION OF SEMINAR/TRAINING/WORKSHOP

(Seminar/training/workshop title, date and place)

1. Participant category Teaching staff

Non-teaching staff

Student

Other: _____

2. Sex

Male

Female

3. Country

Bosnia and Herzegovina

Montenegro

Other: _____

4. The seminar/training/workshop content was useful and relevant.

☐

Strongly Agree

☐

Agree

☐

Neutral

☐

Disagree

☐

Strongly Disagree

Justify your choice: _____

5. The facilitator/trainer/lecturer was well prepared and knowledgeable about the topics.

☐

Strongly Agree

☐

Agree

☐

Neutral

☐

Disagree

☐

Strongly Disagree

Comment: _____

6. The facilitator/trainer/lecturer approach was appropriate.

☐

Strongly Agree

☐

Agree

☐

Neutral

☐

Disagree

☐

Strongly Disagree

Comment: _____

7. The seminar/training/workshop duration was appropriate to produce new/expected learning outcomes.

☐

Strongly Agree

☐

Agree

☐

Neutral

☐

Disagree

☐

Strongly Disagree

Comment: _____

8. The seminar/training/workshop space and conditions were appropriate.

☐

Strongly Agree

☐

Agree

☐

Neutral

☐

Disagree

☐

Strongly Disagree

Comment: _____

9. What I liked the most about the seminar/training/workshop was:

Comment: _____

10. What I liked the least about the seminar/training/workshop was:

Comment: _____

11. The seminar/training/workshop fulfilled my expectations.

☐

Strongly Agree

☐

Agree

☐

Neutral

☐

Disagree

☐

Strongly Disagree

TEMPLATE 20: REPORT TEMPLATE FORM ON EVALUATION OF SEMINAR/TR/WS

Seminar/training /workshop title, date and venue: _____

Date: _____

Prepared by: _____

A INTRODUCTION

The seminar/training/workshop _____ evaluation was carried out using the PQA instrument for seminar/training /workshop evaluation. The purpose of this procedure is to examine the quality of seminar/training /workshop and learning. By type, this procedure is an attitude survey.

The instrument was completed by _____ out of _____ respondents, accounting for _____% of respondents.

B FINDINGS

1. Participant category distribution Number of teaching staff:

Number of non-teaching staff:

Number of students:

Number and type of other participants: _____

2. Sex distribution % Male:

% Female:

3. Country distribution Bosnia and Herzegovina:

Montenegro:

Other: _____

4. The seminar/training/workshop content was _____

5. The facilitator/trainer/lecturer was _____

6. The facilitator/trainer/lecturer approach was _____

7. The seminar/training /workshop duration was _____

8. The seminar/training /workshop space and conditions were _____

9. What participants liked the most about the seminar/training /workshop was _____

10. What participants liked the least about the seminar/training /workshop was _____

11. The event fulfilled participant expectations _____

C CONCLUSIONS

D RECOMMENDATIONS

TEMPLATE 21: TEMPLATE FORM FOR EVALUATION OF STUDENT COMPETITION

(Student competition title, date and place)

1. Student scientific field

Agriculture

IT and electroengineering

Other: _____

2. Study cycle

Bachelor

Master

Doctoral

2. Sex Male

Female

3. Country

Bosnia and Herzegovina

Montenegro

Other: _____

4. The competition was relevant for my professional carrier.

☐

Strongly Agree

☐

Agree

☐

Neutral

☐

Disagree

☐

Strongly Disagree

Comment: _____

5. The competition enabled gaining new experience, and improving knowledge and skills.

☐

Strongly Agree

☐

Agree

☐

Neutral

☐

Disagree

☐

Strongly Disagree

Comment: _____

6. The competition working method was appropriate.

☐

Strongly Agree

☐

Agree

☐

Neutral

☐

Disagree

☐

Strongly Disagree

Comment: _____

7. The competition venue and conditions were appropriate.

☐

Strongly Agree

☐

Agree

☐

Neutral

☐

Disagree

☐

Strongly Disagree

Comment: _____

8. What I liked the most about the competition was: _____

9. What I liked the least about the competition was: _____

10. The competition fulfilled my expectations and I would recommend it to other students.

☐

Strongly Agree

☐

Agree

☐

Neutral

☐

Disagree

☐

Strongly Disagree

TEMPLATE 22: REPORT TEMPLATE FOR ON STUDENT COMPETITION EVALUATION

Student competition title, date and venue: _____

Date: _____

Prepared by: _____

A INTRODUCTION

The student competition evaluation was carried out in the period _____. The purpose of this procedure is to examine the quality of student competition and learning. By type, this procedure is an attitude survey.

The instrument was completed by _____ out of _____ respondents, accounting for _____% of respondents.

B FINDINGS

1. Student scientific field

Agriculture

IT and engineering

Other: _____

2. Study cycle

Bachelor

Master

Doctoral

2. Sex

Male

Female

3. Country

Bosnia and Herzegovina

Montenegro

Other: _____

4. The competition relevance for professional carrier is assessed as _____

5. The competition enabled gaining new experience, and improving knowledge and skills _____

6. The competition working method was _____

7. The competition venue and conditions were _____

8. The most liked about the competition is _____

9. The least liked about the competition is _____



10. The competition fulfilled expectations _____

C CONCLUSIONS

D RECOMMENDATIONS

TEMPLATE 23: TEMPLATE FORM FOR EVALUATION OF RESULT QUALITY #1

Date: _____

Completed by: _____

Result number and title: _____

A INTRODUCTION

In accordance with the PQA guidelines, the results evaluation was carried out in the period _____ using the forms for results evaluation #1 and #2. The purpose of this procedure is to examine the quality, relevance and completion of the result in concern. By type, this evaluation combines fact-finding and descriptive assessment methods.

The form #1 was completed by PQT evaluator, while form #2 was completed by _____ out of _____ project team members, accounting for _____% of respondents.

B FACTS & FINDINGS

1. When it comes to the fulfillment of the result-related indicator, _____ *(Please elaborate on the state of the art of the fulfillment of this indicator)*

Domain	M/E subject	Indicator number and title	Target value	Current value (insert)
WP.1	1.1 Comparative analysis report with recommendations;	i19 1 comparative analysis report	1 report	xx

2. Short description of the produced/achieved result: _____

3. List sources of verification (links, websites, interview with..., etc.): _____

4. When it comes to the relevance of the result for project target groups, _____
(Please present herein the survey results based on the instrument (2))

5. Strong points of this result are _____
(Please present herein the survey results based on the instrument (2))

6. Weak points of this result are _____
(Please present herein the survey results based on the instrument (2))

C CONCLUSIONS

D RECOMMENDATIONS

TEMPLATE 24: TEMPLATE FORM FOR EVALUATION OF RESULT QUALITY #2

(Result number and title) _____

1. The result has relevant quality that meet the needs of specific target groups.

☐ ☐ ☐ ☐ ☐
Strongly Agree Agree Neutral Disagree Strongly Disagree

Justify your choice: _____

2. The visibility rules were applied on result in appropriate way.

☐ ☐ ☐
Yes No N/A

Comment: _____

3. Strong points of this result are _____

4. Weak points of this result are _____

TEMPLATE 25: REPORT TEMPLATE FORM FOR EVALUATION OF RESULT QUALITY

Date: _____
Report prepared by: _____
Result number and title: _____

A INTRODUCTION

Evaluation of this result has been carried out in the period _____ using the evaluation forms #1 and #2 for assessment of the quality of results. The purpose of this procedure is to examine the quality, relevance and level of completion of the project results. By nature, this evaluation combines fact-finding and descriptive assessment approaches.

The form #2 was completed by _____ out of _____ team members, accounting for _____% of respondents.

B FACTS & FINDINGS

1. When it comes to the fulfillment of the result-related indicator, _____
(Please elaborate on the state of the art of the fulfillment of this indicator)

Domain (insert)	M/E subject (insert)	Indicator number and title (insert)	Target value (insert)	Current value (insert)
xx	xx	xx	xx	xx

2. Short description of the produced/achieved result: _____

3. List sources of verification (links, websites, interview with..., etc.): _____

4. When it comes to the relevance of result for the needs of target groups, _____
(Please present herein the survey results based on the form #2)

5. Strong about this result is _____
(Please present herein the survey results based on the form #2)

6. Weak about this result is (that should be improved) _____
(Please present herein the survey results based on the form #2)

C CONCLUSIONS

D RECOMMENDATIONS