



Boosting Agricultural Studies in Sub-Saharan Africa

PROJECT QUALITY ARCHITECTURE GUIDELINES



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Project Quality Architecture Guidelines

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CONTENT

1. PART: INTRODUCTION	1
Generic understanding of quality assurance of social projects	1
Project Quality Architecture – An holistic approach applied in social projects	2
2. PART: STRUCTURE	4
PQA TEAM	5
MANAGEMENT QUALITY	9
QUALITY OF WORK PACKAGES	12
QUALITY OF RESULTS	16
QUALITY OF EVENTS	23
QUALITY OF DISSEMINATION AND COMMUNICATION	27
PROGRESS QUALITY EVALUATIONS	30
INDEPENDENT EXTERNAL EVALUATION	34
VERIFICATION OF COSTS	35
3. PART: ACTING ALGORITHM	36
Preparation	36
Initial steps	36
Technical operations	37
ANNEX 1: TEMPLATE FORM FOR BASELINE EVALUATION OF MANAGEMENT	38
ANNEX 2: REPORT TEMPLATE FORM ON BASELINE EVALUATION OF MANAGEMENT	39
ANNEX 3: INTERIM EVALUATION OF MANAGEMENT	40
ANNEX 4: REPORT TEMPLATE FORM ON INTERIM EVALUATION OF MANAGEMENT N.	41
ANNEX 5: FINAL EVALUATION OF MANAGEMENT	42
ANNEX 6: REPORT TEMPLATE FORM ON MANAGEMENT FINAL EVALUATION	43
ANNEX7: BASELINE EVALUATION OF WP	44
ANNEX 8: REPORT TEMPLATE FORM ON BASELINE EVALUATION OF WP	45
ANNEX 9 : TEMPLATE FORM ON ACTIVITIES	46
ANNEX 10: TEMPLATE FORM ON WP INTERIM EVALUATION	47
ANNEX 11: REPORT TEMPLATE FORM ON WP INTERIM EVALUATION N.	48
ANNEX 12: TEMPLATE FORM FOR FINAL EVALUATION OF WP	49
ANNEX 13: REPORT WP FINAL EVALUATION	50
ANNEX 14: TEMPLATE FORM ON DISCOM BASELINE EVALUATION	51
ANNEX 15: REPORT DISCOM BASELINE EVALUATION	52



ANNEX 16: TEMPLATE FORM ON DISCOM INTERIM EVALUATION N.	53
ANNEX 17: REPORT DISCOM INTERIM EVALUATION	54
ANNEX 18: TEMPLATE FORM ON DISCOM FINAL EVALUATION	55
ANNEX 19: REPORT TEMPLATE FORM ON DISCOM FINAL EVALUATION	56
ANNEX 20: TEMPLATE FORM FOR EVALUATION OF SEMINAR/TR./WORKSHOP	57
ANNEX 21: REPORT TEMPLATE FORM ON EVALUATION OF SEMINAR/TR./WORKSHOP	58
ANNEX 22: TEMPLATE FORM FOR EVALUATION OF STUDENT COMPETITION	59
ANNEX 23: REPORT TEMPLATE FOR ON STUDENT COMPETITION EVALUATION	60
ANNEX 24: TEMPLATE FORM FOR EVALUATION OF RESULT QUALITY #1	61
ANNEX 25: TEMPLATE FORM FOR EVALUATION OF RESULT QUALITY #2	62
ANNEX 26: REPORT TEMPLATE FORM FOR EVALUATION OF RESULT QUALITY	63
ANNEX 27: PARTICIPANTS FEEDBACK form(attendees)	64



1. PART: INTRODUCTION

This Guide is part of BASIS project implementation package. The purpose of the Guide is to:

- a) **present the PQA methodology** on monitoring and evaluation of social projects,
- b) **acquaint evaluator with procedures and instruments** to be used in the process of monitoring and evaluation of social project,
- c) **provide information needed for distribution of tasks** and organization of work of evaluators;

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 Project Quality Architecture. The third part is dedicated to the actions and steps towards setting the methodology and initiating team activities. The fourth part are attachments that consist of matrix and template forms.

Generic understanding of quality assurance of social projects

#qualityassurance

Quality assurance is an indispensable factor of every project. It provides us with **information on the extent to which project activities and results are achieved in the envisaged (expected) form and in accordance with the indicators** set out in the project application.

#indicators

Indicators are measurable data indicating the achieved progress or accomplished activities and achieved results. They can be set as **numerical (quantitative) indicators** and as **descriptive (qualitative) indicators**. Indicators are normally set for both, the general and specific goals of the project (so-called **impact indicators**) and should indicate the extent to which the expected impact of the project is achieved. Unlike indicators set for activities and results, that are to be achieved and measures during the life-time of the project, impact indicators are most often likely to be achieved (and measured) after the end of the project. Thus, impact indicators are difficult to measure during the project. However, donors are giving more and more attention to measuring impact indicators in comparison with indicators of activities and results, justifying that with messages such as: "it is not important whether we implemented the activity in the project as in the work plan, but whether we achieved the planned impact." This issue remains controversial and challenging, because the very definition of **impact refers to a change that is achieved in the medium or long term**, in contrast to the definition of **results** that are **immediate change** appearing within the life-time of the project.



Indicators and their values are initially being set by the authors of the project (although in practice, more and more often happen cases in which program indicators are pre-set by the donor, while perspective individual projects are expected to be designed/developed in such a way, as to contribute to the fulfillment of these indicators). In the project approval process, the indicators proposed by a project may be adjusted according to the recommendations of the donor or evaluator, so that they are more measurable, more specific and relevant, or in order to be more in line with the goals and indicators set of the donors. When a project is approved for funding, the indicators as part of the approved project become an integral part of the project financing agreement and the basis for monitoring progress and assessing the success of project implementation. In this way, quality assurance becomes a mechanism for assessing the justification for spending donor (public) resources that will be used in the project to achieve the expected results.

In some project financing schemes (eg Erasmus + CBHE), quality assurance is a compulsory work package that cannot be left out of project design. In some other schemes, project authors are expected to devise QA mechanisms themselves to integrate them into project design. It is not uncommon for a donor to define at the level of the entire funding program a mechanism and instruments for monitoring and quality assurance that beneficiaries (grantees) must follow in their projects.

Project Quality Architecture – An holistic approach applied in social projects

Project Quality Architecture (PQA) is a holistic methodological framework for monitoring progress and assessing the quality of socials project with a complex structure, which are considered more challenging to implement. These are usually projects with a multiple international partnership, a multi-annual duration, multiple components, work packages, activities and results, and with a cross-border effect.

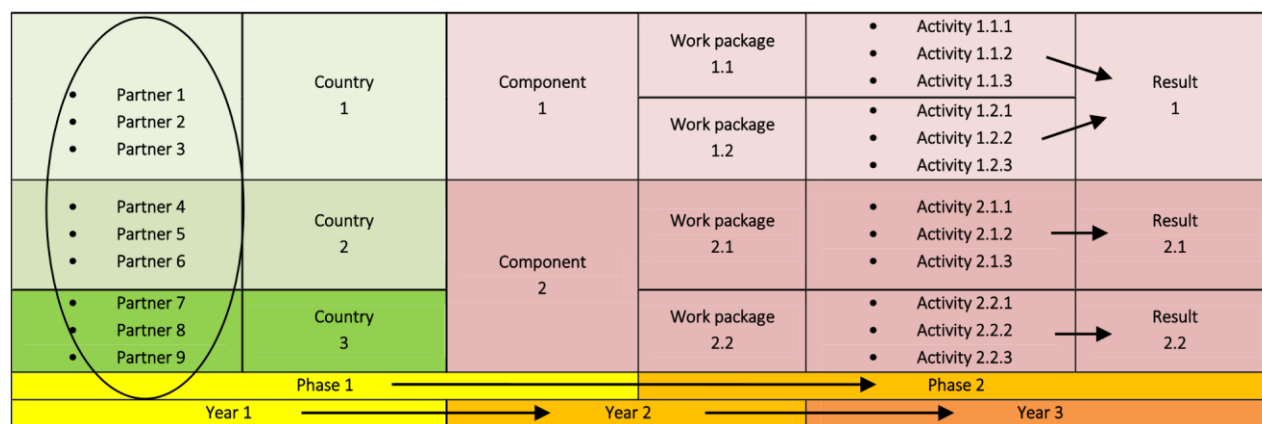


Image 1: Scheme example of a complex project structure

Since complex projects are challenging to implement or monitor their indicators, project leaders (managers/coordinators) need a tool with which they will have a timely indication that something in the project does not work as intended, and that it is necessary to take appropriate corrective action / measure. This is where PQA becomes relevant.



The intrinsic quality of the PQA methodological framework lays in its **holistic approach to widely cover different segments of project implementation**, not only those monitored through indicators set in the logical matrix (eg. progress in implementation of activities, achieved results, etc.), but also those segments that are rarely monitored through indicators such as quality of project management, quality of dissemination and communication, etc.). Another intrinsic quality of this methodological framework is the fact that PQA can be used as support mechanism in the reporting and verification process. In this regard, factual data on the project can be collected through evaluation forms, and in evaluation reports these data are systematized and presented as a source of verification. In this way, evaluation reports become a useful mechanism to support project managers in donor reporting.

Thus, the PQA methodology has a dual value in the project:

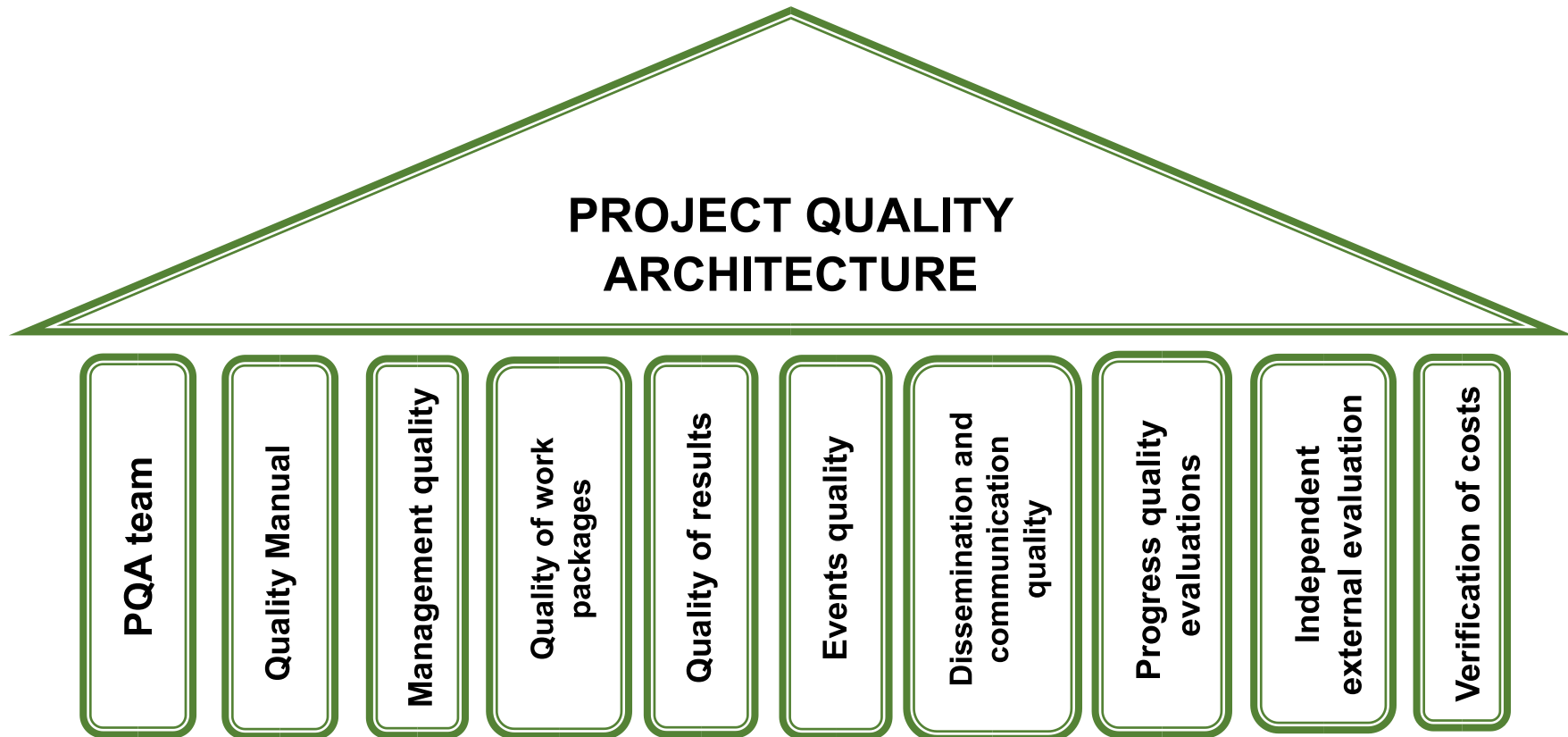
- 1) **Provides information on the quality of the process**, ie. whether the project is implemented in accordance with expectations and defined indicators
- 2) Evaluation reports and data collected this way, **form the basis for the process of reporting and verification** of implemented activities and achieved results.

PQA can also be seen as an "**open coordination methodology**" which, through regular evaluation procedures, detects delays and deviations in project implementation, and by means of recommendations directs consortium attention onto the partners responsible for such delays and deviations. This is known as "naming & shaming" approach. It is a general experience that in international projects, no one wants to risk their reputation due to non-fulfillment of commitments or delays, and be marked as the source of the problem in evaluation reports, which makes PQA methodology particularly effective.



2. PART: STRUCTURE

Architecture consists of "pillars", each of which represents a logical unit. Each "pillar" represents an organized methodological unit with a described acting algorithm and instruments.



Due to its complex structure, PQA as a methodological framework has been adapted to the needs of BASIS. A detailed presentation of the pillars of the PQA follows.



PQA TEAM



PQA team (PQAT) is the project body responsible for implementation of the PQA methodology in BASIS. The PQAT should be constituted as early as possible, during or shortly after the partner kick-off meeting and should consist of delegated representatives of partner institutions with basic knowledge in the field of monitoring and evaluation (M/E). In order to maintain non-biased approach and impartiality, it is recommended that PQAT members do not participate significantly in other project activities. The optimal number of PQAT members is up to 7 to ensure efficient communication and sub-practice within the team, but in complex projects the number of members is usually higher. Given that complex projects may involve dozens of partners, it is necessary that few of those with best knowledge in M/E be responsible for direct implementation of PQA activities, while other members be there for the adoption of evaluation reports.

The PQAT is accountable to the project managing authority (e.g. the Steering Committee). PQAT begins its life with a PQA workshop (training session) for PQAT members, prepared and implemented by the institution which is responsible for the quality segment in the project. The purpose of the training is to acquaint team members with PQA methodology and instruments, discuss and divide roles and responsibilities, create a work plan and agree on technical details (creation and use of e-forms, e-reports, circulation and storage of e-documents among team members, etc.). The outline design of the workshop is given as an Appendix. The workshop should be used to get to know the members of PQAT and to encourage group dynamics and team spirit among them. If PQAT fails to build team dynamism and ensure the equal contribution of all its members, PQA will not be able to fulfill its purpose.

How does PQAT function?

At the introductory PQA workshop, it is necessary to define the roles of PQAT members (coordinator, administrator, member) and divide the responsibilities. The **PQAT Coordinator** leads the team and team meetings, formulates conclusions and recommendations, and puts evaluation reports to the vote. The **PQAT administrator** creates evaluation e-forms and instruments, provides members with technical support in the use of e-instruments, and sends reports to recipients after PQAT adopts them. The administrator keeps minutes of PQAT meetings. Some **PQAT members** (up to 7) should be responsible for evaluation activities and drafting of reports, while all members analyze reports, participate in meetings, discuss and draw conclusions and recommendations and approve evaluation reports.



PQAT members carry out their duties independently or in pairs, in accordance with the internal team agreement and distribution of duties, and follow PQA time frame of evaluations (part of PQA matrix). They use the instruments adopted by PQAT and draft evaluation reports using the appropriate template form. Evaluation reports are sent to PQAT members for consideration, discussion on conclusions and recommendations, and approval of the report. The PQAT Coordinator (s) periodically organizes virtual team meetings to review and adopt evaluation reports. Conclusions and recommendations in the evaluation reports are formulated by the members who conducted the evaluation procedure and prepared the report. Attachments to the conclusions and recommendations may be prepared by other PQAT members and presented at the meeting during the consideration and adoption of the evaluation report. The PQAT coordinator puts the report to the vote. The report is adopted by a simple majority of votes (one vote more "for").

The PQAT meets periodically, according to the dynamics established in the PQAT time frame of activities. Meeting dates usually follow evaluation completion dates. A prerequisite for efficient and effective work of PQAT is that there is frequent communication among team members. It is good practice for PQAT members to maintain regular contact through the virtual communication applications, and to have their common space (folder) on a virtual platform in which they will store working documentation and to which everyone will have access (eg Google Drive, DropBox, etc.). These and other technical details (eg regarding the creation and use of evaluation e-forms) should be discussed and agreed at the PQA workshop.

In addition to virtual communication, it is necessary for PQAT to meet face to face to address current issues, improve working methods and coordination, and strengthen team dynamics.



<p>PQAT tasks</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Creates and improves instruments for M/E (evaluation forms, interview framework, reporting forms, etc.), Analyzes and adopts evaluation reports, <input type="checkbox"/> Draws conclusions and recommendations, <input type="checkbox"/> Informs the Steering Committee and other project bodies about its findings, conclusions and recommendations, <input type="checkbox"/> Prepares the progress evaluation reports <input type="checkbox"/> Prepares a job description for an external evaluator;
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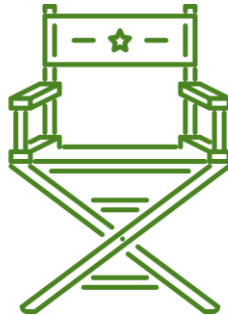
<p>Instruments</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Template form for baseline evaluation of management (Annex 1) <input type="checkbox"/> Report template form on management baseline evaluation (Annex 2) <input type="checkbox"/> Template form for interim evaluation of management (Annex 3) <input type="checkbox"/> Report template form on management interim evaluation (Annex 4) <input type="checkbox"/> Template form for final evaluation of management (Annex 5) <input type="checkbox"/> Report template form on management final evaluation (Annex 6) <input type="checkbox"/> Template form for baseline evaluation of work package (Annex 7) <input type="checkbox"/> Report template form on work package baseline evaluation (Annex 8) <input type="checkbox"/> Template form for interim evaluation of work package (Annex 9) <input type="checkbox"/> Report template form on work package interim evaluation (Annex 10) <input type="checkbox"/> Template form for final evaluation of work package (Annex 11) <input type="checkbox"/> Report template form on work package final evaluation (Annex 12) <input type="checkbox"/> Template form for DISCOM baseline evaluation (Annex 13)
	<ul style="list-style-type: none"> <input type="checkbox"/> Report template form on DISCOM baseline evaluation (Annex 14) <input type="checkbox"/> Template form for DISCOM interim evaluation (Annex 15) <input type="checkbox"/> Report template form on DISCOM interim evaluation (Annex 16) <input type="checkbox"/> Template form for DISCOM final evaluation (Annex 17) <input type="checkbox"/> Report template form on DISCOM final evaluation (Annex 18) <input type="checkbox"/> Template form for evaluation of seminar/training/workshop (Annex 19) <input type="checkbox"/> Report template form on seminar/training/workshop evaluation (Annex 20) <input type="checkbox"/> Template form for evaluation of result quality #1 (Annex 23) <input type="checkbox"/> Template form for evaluation of result quality #2 (Annex 24) <input type="checkbox"/> Report template form for evaluation of result quality (Annex 25)



Risks	Mitigation
<p>☞ <i>Team preparation and PQA workshop were not well implemented, distribution of responsibilities is not clear, PQAT does not work.</i></p> <p>☞ <i>PQAT members are inactive and do not execute their duties in accordance with the agreed dynamics and distribution of responsibilities.</i></p>	<p>☞ <i>Coordination of PQAT should be assigned to an institution with experience in M/E. In bulky consortia, it is desirable to have 2 institutions that coordinate this segment together. In the event of a poor PQAT start, the project coordinator must request a change of the person coordinating the PQAT and the partner a change of inactive PQAT members.</i></p> <p>☞ <i>In order to avoid this risk, it is necessary in the preparation of the introductory workshop to clearly communicate to the partners the future workload and desirable profile of PQAT members, as well as: that the commitment is intensive and long-term and matches the project lifetime; Members should have a basic knowledge of M/E and should not participate in other project activities in order to remain non-biased. In case of inactivity of members, the PQAT coordinator must request their replacement.</i></p>



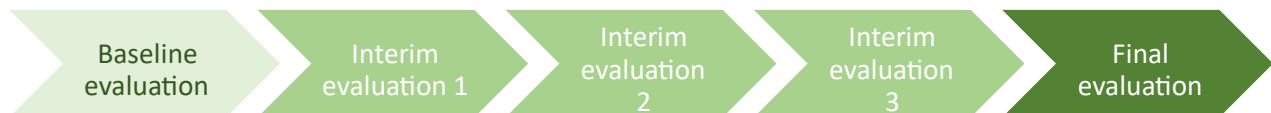
MANAGEMENT QUALITY



What do we consider management in the project? 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.

Why is the quality of management important? 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.

How to organize M/E of the quality of management?



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.) □ Other project-specific preparatory activities.

Preconditions to start the baseline evaluation are:

- PQAT formed,
- realized introductory workshop for PQAT members and
- all other preparatory actions of PQAT were carried out (developed work plan, division of responsibilities, 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 (Annex 1).

The baseline evaluation report is prepared in the template form (Annex 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 (Annex 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 (Annex 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 (Annex 5). The report template form on management final evaluation (Annex 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.

Risks	Mitigation
<p>☞ <i>The Steering Committee does not meet.</i></p> <p>☞ <i>The Steering Committee has not agreed upon the conflict solving method, managing risks, managing situations of delays in activities and results, etc.</i></p>	<p>☞ <i>PQAT alerts the project coordinator, and if this does not bring about a change, PQAT alerts the partner institutions and requests that they see why the Steering Committee does not meet.</i></p> <p>☞ <i>PQAT informs the project coordinator about the identified deficiencies and proposes a concrete measure to eliminate the deficiencies.</i></p>

Indicator matrix in the BASIS project for management

DOMAIN	M&E SUBJECT	INDICATOR NUMBER AND TITLE	TARGET VALUE
WP.1	1.1 Project kick off meeting held, enhanced competences of project teams to manage EU grants;	1.1.2: 5 project teams constituted	5 teams
	1.2 Project and financial management training	1.2.1: 12 teaching staff and 12 financial staff participated	24 staff trained
WP.7	7.1 Regular monthly coordination virtual meetings	A 7.1 Set up virtual office A 7.2 Monthly virtual meetings held A 7.2 Bi-annual reports prepared A 7.3 Bi-annual internal verification of costs A 7.3 Annual external financial verification by independent auditor	



QUALITY OF WORK PACKAGES

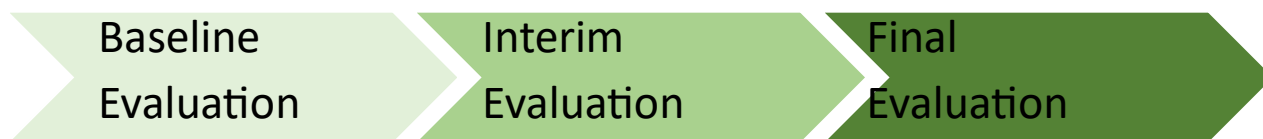


What are the work packages? Grouping project parts, activities and results into work packages is a practice in complex projects, and such practice contributes to better understanding of the logic of project intervention. Work packages are most often defined as **groups of related and interconnected activities 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.

Why to monitor the quality of work packages? 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.



How to organize the M/E of quality of work package?



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 (Annex 7).

The report on on work package baseline evaluation is prepared in the template form (Annex 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 (Annex 9). The form should 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 (Annex 10) and submitted to the project Steering Committee for consideration and adoption at the next meeting. Reports should 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 (Annex 11), and the report on the final evaluation of the quality of the work package (Annex 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.

Risks	Mitigation
<p>☞ <i>The work package team was not formed, WP preparatory activities were not executed.</i></p>	<p>☞ <i>PQAT should inform the project coordinator about the findings, and project coordinator should remind the coordinator of the work package, about the obligation to form a team and carry out other preparatory actions (setting up the contact list, plan and method of work, etc.), and give him/her a deadline to complete preparatory activities. If this measure does not work, the project coordinator should propose to the Steering Committee that someone else from the same or another institution take over the work package coordination.</i></p>



List of BASIS project work packages monitored and evaluated under this pillar

WP NUM	WP TITLE	Expected start date	Expected completion date
WP.1	INCEPTION	01.06.2023	30.01.2024
WP.2	RESHAPING OF STUDENT PRACTICE AND INTRODUCTION OF PLACEMENTS	01.02.2024	30.05.2026
WP.3	CAPACITY BUILDING IN FARM DATA MANAGEMENT	01.09.2023	30.05.2026
WP.4	SUPPORT TO INCLUSIVE EDUCATION	01.03.2024	30.08.2024
WP.5	QUALITY ASSURANCE	01.06.2023	30.05.2026
WP.6	DISSEMINATION	01.06.2023	30.05.2026
WP.7	MANAGEMENT	01.06.2023	30.05.2026



QUALITY OF RESULTS



Why to M/E the quality of the 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.

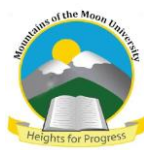
The results appear in 2 forms (types):

- 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 through 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 BASIS 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 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.



How do we assess the quality of results under this pillar? 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 (Annex 23) which should be completed by the PQAT member in charge of that specific result,
- 2) Template form for evaluation of result quality #2 (Annex 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 (Annex 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.

The most important **preconditions for the evaluation of results** are:

- a) that the work package coordinators are aware of their task to inform the project coordinator and the PQAT member upon the results,
- b) that appropriate instruments have been prepared for each individual outcome and that PQAT has access to those instruments;

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.



Risks	Mitigation
<p>☞ <i>The work package coordinator did not inform the PQAT and the project coordinator that the result had been prepared and could be evaluated.</i></p> <p>☞ <i>An incomplete or half result is sent for evaluation</i></p>	<p>☞ <i>Through monitoring the implementation of the DISCOM plan, PQAT can monitor the dynamics of results and possible delays, and in a timely manner prevent the possibility of not being informed about the outcome of a particular result</i></p> <p>.</p> <p>☞ <i>In such cases, if the result has changed significantly after the evaluation, the evaluation should be repeated. In case of unsatisfactory quality, PQAT in the recommendations should direct the team towards improvement and informing the project coordinator and the work package coordinator about taken corrective actions/measures.</i></p>

Matrix of indicators of expected results of the BASIS project subject to M/E under this pillar

DOMAIN	M&E SUBJECT	TYPE	DUE DATE	REQUIREMENTS
WP.1	D1.1 Kick-off meeting report with annexes	Report	M1 (06/23)	English
WP.1	D1.2 Project implementation and financial management training and evaluation report	Report	M2 (07/23)	
WP.1	D1.3 Feasibility study report	Report	M6 (11/23)	E-Document in English and French
WP.1	D1.4 Analysis report of gaps and access barriers to disadvantaged students	Report	M6 (11/23)	E-Document in English and French



WP.2	D2.1 Student practice & placements training and evaluation report	Report	M7 (12/23)	E-document in English, distributed to institutional coordinators
WP.2	D2.2 Curricula accreditation certificate	Report	M21 (02/25)	
WP.2	D2.3 Teacher guidelines on farm-oriented competence-based practice & placements	Report	M15 (08/24)	E-document in English and French. Expected number of pages: 80
WP.2	D2.4 Pools of cooperating farms	DATA	M21 (02/25)	6 Databases available in local languages
WP.2	D2.5 Farms cooperation training and evaluation report	Report	M17(10/24)	E-document in English, distributed to institutional coordinators.
WP.2	D2.6 Farm management training and evaluation reports	Report	M18 (11/24)	6 Reports. E-document in English, distributed to institutional coordinators.
WP.2	D2.7 300 students completed practice and 150 students completed placements	DEM	M36 (05/26)	300 students completed practice module. 150 students completed placement program.
WP.2	D2.8 Student practice & placements evaluation reports with recommendations	Report	M36 (05/36)	6 Annual evaluation reports. The e-documents will be available in local languages and will be distributed to HEIs
WP.2	D2.9 Description of each new or updated course in any existing degree	DATA	M18 (11/24)	Described in English and French
WP.2	D2.10 Start of the pilot courses	Report	M21 (02/24)	
WP.3	D3.1 Six sets of new equipment	OTHER	M12 (05/24)	Computers, office equipment, and specific equipment to be used at student practice.
WP.3	D3.2 Farm data management training and evaluation report	Report	M11 (04/24)	E-document in English, distributed to institutional coordinators.



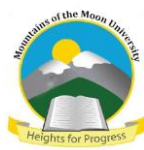
WP.3	D3.3 Data management tool training and evaluation report	Report	M12 (05/24)	E-document in English, distributed to institutional coordinators.
WP.3	D3.4 Data management protocols training and evaluation report	Report	M18 (11/24)	E-document in English, distributed to institutional coordinators.
WP.3	D3.5 Teacher training toolkit consisting of e-manual and video lectures on farm data management	Report, DEC	M18 (11/24)	One e-manual and 4 video presentations. 60 pages, available in English and French. 4 videos in English with subtitles in English and French. As open access resource on partner HEI websites.
WP.3	D3.6 Six partner HEIs staff supported to implement farm data management protocols	DEM	M28 (09/25)	
WP.3	D3.7 Farm data management webinar and evaluation report	Report	M36 (05/26)	Six reports as E-documents in English, distributed to institutional coordinators.
WP.3	D3.8 Farm data training and evaluation report	Report	M20 (01/25)	E-document in English, distributed to institutional coordinators.
WP.4	D4.1 Training and evaluation report from inclusive, diverse, equitable and accessible higher education training	Report	M12 (05/24)	E-document in English, distributed to institutional coordinators.
WP.4	D4.2 Inclusion, diversity, equity and accessibility policies at 6 HEIs	Report	M24 (05/25)	
WP.4	D4.3 Six training and evaluation reports from holistic support to disadvantaged students local training sessions	Report	M25 (06/25)	Six reports as E-documents in English, distributed to institutional coordinators.



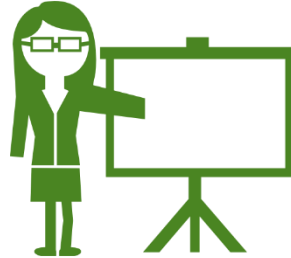
WP.5	D5.1 Evaluation reports on activities, results and events quality	Report	M7 (12/23) M13 (06/24) M19 (12/24) M25 (06/25) M31 (12/25) M36 (05/26)	Published bi-annually
WP.5	D5.2 External evaluation report	Report	M36 (05/26)	Electronic report containing min. 80 pages. E-document in English, distributed to inst. coordinators and management of HEIs.
WP.5	D5.3 QA plan and instruments	Report	M2 (07/23)	
WP.6	D6.1 Six Internal diss. Events reports	Report	M12 (05/24)	6 reports E-documents in English.
WP.6	D6.2 Three newsletters	Report	M12 (05/24) M24 (05/25) M36 (05/26)	E-documents. 3-7 pages per newsletter.
WP.6	D6.3 Website and social media analytics report	Report	M36 (05/26)	English and/or French.
WP.6	D6.4 Cooperation agreements	DEM	M24 (05/25)	
WP.6	D6.5 Three dissemination conferences reports	Report	M36 (05/26)	English
WP.6	D6.6 Dissemination plan	Report	M3 (08/23)	
WP.6	D6.7 Sustainability plan	Report	M3 (08/23)	
WP.6	D6.8 Report on measurement of KPI in LFM (quantitative and qualitative)	Report	M36 (05/26)	
WP.7	D7.1 Project coordination reports	Report	M7 (12/23) M13 (06/24) M19 (12/24) M25 (06/25) M31 (12/25) M36 (05/36)	Every six months. E-document in English, distributed to institutional coordinators.



WP.7	D7.2 Internal verification reports	Report	M6 (11/23) M12 (05/24) M18 (11/24) M24 (05/25) M30 (11/25) M36 (05/26)	E-document in English, distributed to institutional coordinators.
WP.7	D7.3 Partnership agreement signed by all partners	DEM	M5 (10/23)	
WP.7	D7.4 Project management handbook	DOC	M3 (08/23)	English and French. Distributed and used by each partner university.
WP.7	D7.5 Reports from partnership meetings	Report	M6 (11/23) M12 (05/24) M18 (11/24) M24 (05/25) M30 (11/25) M36 (05/26)	E-documents in English.
WP.7	D7.6 Tools for management	DOC	M3 (08/23)	



QUALITY OF EVENTS



Why do we monitor and evaluate the quality 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.

Who and how? The quality of the event should be assessed using the template form for evaluation of seminar/training/workshop (Annex 19), or the template form for evaluation of student competitions (Annex 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 (Annex 20), and Report template form on student competitions evaluation (Annex 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.



Risks	Mitigation
<ul style="list-style-type: none"> ☞ <i>Event planning was not started on time, participants and guests were not notified on time, materials and media invitations were prepared late.</i> ☞ <i>The content of the event is not relevant, not well planned or not well presented.</i> ☞ <i>Insufficient interest in the event.</i> 	<ul style="list-style-type: none"> ☞ <i>It is necessary to include the work package coordinator and the project coordinator in the event planning.</i> ☞ <i>Plan the event on dates that do not coincide with national and religious holidays and other important dates and times when other similar competitive events are held.</i>

Indicative list of expected events in the BASIS project that are subject of M/E

DOMAIN	M&E SUBJECT	DURATION AND FORM	SCHEDULED TIME	TARGET VALUE
WP.1	E 1.1 Kick-off meeting	2 days virtual meeting	M1 (06/23)	TOTAL: 24 Attendees (3 UK, 3 MMU, 3 UMU, 3 USSEIN, 3 UGB, 3 UCAO-UUT, 3 HSWT, 3 VUB)
WP.1	E 1.2 Project and Financial management training	2 days virtual training	M2 (07/23)	TOTAL: 22 Attendees (3 UK, 3 MMU, 3 UMU, 3 USSEIN, 3 UGB, 3 UCAO-UUT, 2 VUB 2 HSWT)
WP.2	E 2.1 Introduction training on farm oriented and competence-based practice & placements	2 days virtual training	M7 (12/23)	TOTAL: 38 Attendees (6 UK, 6 MMU, 6 UMU, 6 USSEIN, 6 UGB, 6 UCAO-UUT, 2 HSWT)
WP.2	E 2.2 Farm-oriented and competence-based practice & development workshop #1	2 days virtual workshop	M9 (02/24)	TOTAL: 38 Attendees (6 UK, 6 MMU, 6 UMU, 6 USSEIN, 6 UGB, 6 UCAO-UUT, 2 HSWT)
WP.2	E 2.2 Farm-oriented and competence-based practice & development workshop #2	5 days study visit & workshop in Freising, DE	M12 (05/24)	TOTAL: 18 Attendees (3 UK, 3 MMU, 3 UMU, 3 USSEIN, 3 UGB, 3 UCAO-UUT)
WP.2	E 2.2 Farm-oriented and competence-based practice & development workshop #3	2 days virtual workshop	M14 (07/24)	TOTAL: 38 Attendees (6 UK, 6 MMU, 6 UMU, 6 USSEIN, 6 UGB, 6 UCAO-UUT, 2 HSWT)



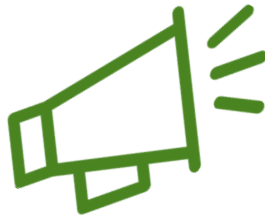
WP.2	E 2.6 Training of partner teaching and non-teaching staff on implementation of the protocols	2 days virtual training	M17 (10/24)	TOTAL: 26 Attendees (3 UK, 3 MMU, 3 UMU, 3 USSEIN, 3 UGB, 3 UCAO-UUT, 2 HSWT)
WP.2	E 2.7 Training of farm managers on hosting the student practice & placements	1 day training at partner HEIs	M18 (11/24)	TOTAL: 90 Attendees
WP.3	E 3.2 Farm data collection and management training for partner HEI staff	2 days virtual workshop	M11 (04/24)	TOTAL: 38 Attendees (6 UK, 6 MMU, 6 UMU, 6 USSEIN, 6 UGB, 6 UCAO-UUT, 2 HSWT)
WP.3	E 3.3 Training of partner HEI staff on digitalization of farm data The total of 36 teaching staff from 6 partner HEIs (25% of women)	2 days virtual workshop	M12 (05/24)	TOTAL: 36 Attendees
WP.3	E 3.4 Workshops #1 on the development of farm data management protocols at partner HEIs	3 * 2 days virtual workshop	M13 (06/24)	TOTAL: 26 Attendees (4 UK, 4 MMU, 4 UMU, 4 USSEIN, 4 UGB, 4 UCAO-UUT, 1 VUB, 1 HSWT)
WP.3	E 3.7 Webinar for partner HEIs students on farm data management	2 days virtual webinars	M18 (11/24)	TOTAL: 150 Attendees
WP.3	E 3.8 Training sessions for partner HEIs staff on the use of farm data in teaching and research	1 day virtual training	M20 (01/25)	TOTAL: 52 Attendees (8 UK, 8 MMU, 8 UMU, 8 USSEIN, 8 UGB, 8 UCAO-UUT, 2 VUB, 2 HSWT)
WP.4	E 4.1 Introduction training on social inclusion, diversity, equity and accessibility of higher education	2 days virtual training	M12 (05/24)	TOTAL: 50 Attendees (8 UK, 8 MMU, 8 UMU, 8 USSEIN, 8 UGB, 8 UCAO-UUT, 2 VUB)
WP.4	E 4.2 Development workshop #1: needs analysis	2 days virtual workshop	M14 (07/24)	TOTAL: 20 Attendees (3 UK, 3 MMU, 3 UMU, 3 USSEIN, 3 UGB, 3 UCAO-UUT, 2 VUB)
WP.4	E 4.2 Development workshop #2: EU practices in the provision of holistic support to students	4 days study visit & workshop in Brussels, BE	M17 (10/24)	TOTAL: 20 Attendees (3 UK, 3 MMU, 3 UMU, 3 USSEIN, 3 UGB, 3 UCAO-UUT, 2 VUB)



WP.4	E 4.2 Development workshop #3: finalization of the policy	2 days virtual workshop	M19 (12/24)	TOTAL: 20 Attendees (3 UK, 3 MMU, 3 UMU, 3 USSEIN, 3 UGB, 3 UCAO-UUT, 2 VUB)
WP.4	E 4.3 Six local training sessions on holistic support to disadvantaged students	1 day training at partner HEIs	M24 (05/25) M25 (06/25)	TOTAL: 72 Attendees (12 UK, 3 MMU, 12 UMU, 12 USSEIN, 12 UGB, 12 UCAO-UUT)
WP.5	E 5.1 Training of team members about QA plan and use of instruments	1 day virtual training	M2 (07/23)	
WP.6	E 6.1 Six Internal dissemination events	1 day internal dissemination event at Partner HEIs	M1-M12 (06/23-05/24)	TOTAL: 600 Attendees
WP.6	E 6.5 Three National dissemination conferences	1 day conference (UK, MMU, UGB)		TOTAL: 480 Attendees
WP.7	E 7.2 Monthly coordination virtual meetings			Bi-annually, the UK and HSWT will prepare 6-month project implementation reports in English



QUALITY OF DISSEMINATION AND COMMUNICATION



Why to evaluate the quality 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.

Who and how? 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 (Annex 13)

Report on DISCOM baseline evaluation is prepared in the template form (Annex 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 (Annex 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 (Annex 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 (Annex 17). The Report on DISCOM final evaluation (Annex 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.



Risks	Mitigation
☞ <i>Members of project teams do not pay enough attention to dissemination and communication.</i>	☞ <i>Enclose specific recommendations for each partner on dissemination and communication activities, and if necessary request the replacement of team members of the work package 7.</i>
☞ <i>The DISCOM plan is not precise enough and is not updated regularly;</i>	☞ <i>PQAT will make concrete proposals to the coordinator to reshape/upgrade the DISCOM plan;</i>

Matrix of project indicators on communication and dissemination in the BASIS project

DOMAIN	M&E SUBJECT	Location	SCHEDULED TIME	TARGET VALUE
WP.6	A 6.1 Internal dissemination events	At every partner HEI		600 students and teaching staff expected
WP.6	A 6.2 Creation of annual e-newsletter		M12 (05/24) M24 (05/25) M36 (05/26)	3-7 pages in English and French and will be distributed electronically.
WP.6	A 6.3 Regular updates of partner websites and social networks	Every HEI creates an account / webpage.		Every month a number (on average 3) of information will be posted at project website, partner institution websites and social media profiles in English and/or French.
WP.6	A 6.5 National dissemination conferences in TG, UG and SN	Hosts: UK, MMU, UGB		Each conference min 80 participants at HEI, and 80 more participants virtually. TOTAL: 480



PROGRESS QUALITY EVALUATIONS



Evaluations of progress in project implementation are carried out by PQAT members after the first and second project years.

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.

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



Matrix of project indicators particularly relevant for the interim annual and independent external evaluation of the BASIS project

DOMAIN	M&E SUBJECT	INDICATOR NUMBER AND TITLE	TARGET VALUE
Wider objective	To support partner HEIs in Africa in improving the relevance and inclusiveness of higher education	Gin1.1) Farm-oriented competence-based practice and placements introduced in partner HEIs curricula, by 2024	Gin1) Curricula at 6 partner HEIs, external evaluation report
Wider objective	To support partner HEIs in Africa in improving the relevance and inclusiveness of higher education	Gin1.2) 450 students Togo, Uganda and Senegal completed student practice and placement programs by 2025	450 student completed practice
Wider objective	To support partner HEIs in Africa in improving the relevance and inclusiveness of higher education	Gin1.3) Number of published scientific papers informed by farm data analysis by 2025	
Wider objective	To support partner HEIs in Africa in improving the relevance and inclusiveness of higher education	Gin1.4) Number of research reports testifying to improvement of farming practices as a result of applied findings	
Wider objective	To support partner HEIs in Africa in improving the relevance and inclusiveness of higher education	Gin2.1) Increased participation of female students in agriculture curricula to 25%, by 2025	Gin2) Self-evaluation reports and annual report of 6 partner HEIs, external evaluation report
Wider objective	To support partner HEIs in Africa in improving the relevance and inclusiveness of higher education	Gin2.2) Better satisfaction of students with fewer opportunities (women, students in poverty, etc.) expressed through regular student evaluation of the education process	



Wider objective	To support partner HEIs in Africa in improving the relevance and inclusiveness of higher education	Gin2.3) Increased number of graduates among students with fewer opportunities (at least by 60% by 2030)	at least 60% increased by 2030
Wider objective	To support partner HEIs in Africa in improving the relevance and inclusiveness of higher education	Gin2.4) Increased engagement of students with fewer opportunities in various education processes and activities (project participation, event organization and planning, research opportunities, practice placement) (at least by 60% by 2030).	at least 60% increased by 2030
Specific objective 1	To reshape student practice and shift it from teaching to competence-based practical work, and introduce farm placements to enhance student employability	Pin1.1) 6 partner HEIs reaccredited their curricula containing farm-oriented competence-based practice modules and placement programs by 2024	Accreditation certificates
Specific objective 1	To reshape student practice and shift it from teaching to competence-based practical work, and introduce farm placements to enhance student employability	Pin1.2) 90 farms in 6 countries capacitated to host student practice and placements by 2024	Evidence of cooperating farms at 6 partner HEIs
Specific objective 1	To reshape student practice and shift it from teaching to competence-based practical work, and introduce farm placements to enhance student employability	Pin1.3) 450 students at partner HEIs completed practice and placements by 2025	Evidences of 6 partner HEIs about students attending practice and placements
Specific objective 1	To reshape student practice and shift it from teaching to competence-based practical work, and introduce farm placements to enhance student employability	Pin1.4) Resources of 6 partner HEIs upgraded with farm data management software by 2023	Inventory lists of equipment at 6 partner HEIs, photos



Specific objective 1	To reshape student practice and shift it from teaching to competence-based practical work, and introduce farm placements to enhance student employability	Pin1.5) 36 teaching staff developed competence to process and apply farm data	Training reports
Specific objective 2	To build capacities and strengthen policies of partner HEIs to promote social inclusion, diversity, equity and accessibility of agricultural education	Pin2.1) 60 staff (teaching and non-teaching) from 6 partner HEIs improved competences needed to create inclusive, diverse, equitable and accessible higher education, by 2025	Training reports, project reports, photos
Specific objective 2	To build capacities and strengthen policies of partner HEIs to promote social inclusion, diversity, equity and accessibility of agricultural education	Pin2.2) 6 partner HEIs supported to develop inclusion, diversity, equity and accessible HE policies, by 2025	Decisions of the councils on inclusion policies of 6 partner HEIs



INDEPENDENT EXTERNAL EVALUATION



An independent external evaluation should be carried out by an independent consultant upon the completion of the project. An independent evaluation should assess the scope of intervention, level of completion of activities, results and objectives, in accordance with the plan set out in the project application and logical framework matrix. The evaluation approach and work plan should be co-prepared by the consultant and the PQAT. The external evaluation report will be published on the project website and delivered to the project Steering Committee, project and institutional coordinators and work package coordinators, as well as to the donor.



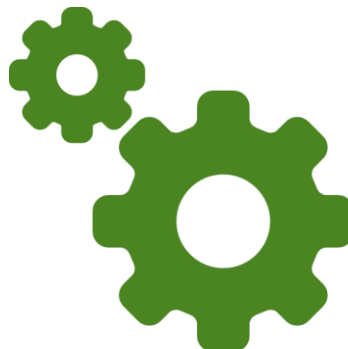
VERIFICATION OF COSTS



Independent external verification of costs should be performed by an independent external auditor, during and/or upon the completion of the project implementation. Independent auditing should identify the level of compliance of project costs with (contractual) rules of the donor. The independent auditor should perform the verification in accordance with the program guide for cost verification. The dynamics of the auditing process should be agreed between the auditor and project coordinator during the contracting process. The audit report should be delivered to the project coordinator and Steering Committee.



3. PART: ACTING ALGORITHM



Preparation

The most important step in setting up a PQA is the preparation, which is recommended to be done in the period before the kick-off meeting of the partners. The institution responsible for the PQA segment in the project is expected to acquaint the project coordinator with the PQA methodology, the provisional roles of the partners in PQA, the preconditions necessary to meet before the start of M/E, and what are the first steps to be taken after the kick-off meeting. The project coordinator is expected to ensure that during the kick-off meeting, the partners are provided with clear and concise instructions regarding PQA, so that they can prepare for conducting their responsibilities.

The institution coordinating the PQA segment in the project should prepare the **constitution of the PQA team (PQAT)**, adapt a **guide** and **instruments**.

When it comes to constituting a team, it is recommended that representatives of partner institutions with basic knowledge in the field of monitoring and evaluation (M / E) participate in PQAT with concrete responsibilities, while other members be responsible for participating in PQAT meetings, analyzing the draft reports and participate in approving the evaluation reports prepared. Regardless of the profile and experience of PQAT members, it is essential that all members receive introductory training about the PQA methodology.

Initial steps

1) The first step in the preparation of the PQA is to **acquaint the coordinator with the steps that will be taken in setting up the methodology, as well as with the preconditions that need to be met** before and after the partner kick-off meeting. The coordinator should be made aware of expectations from him/her during the preparation period, as well as of preconditions the coordinator has to ensure for the PQA to function, e.g. to inform all partners that they should delegate one person to PQAT, to include PQA as a topic in the agenda of the kick-off meeting, etc.



2) Next, **the preparation of the PQA guide and the adaptation of the instruments should be approached** (evaluation forms, reporting forms, draft PQA matrix, etc.). The sources to be consulted when preparing PQA guide and instruments are the logical matrix (LFM) with indicators and compulsory reporting templates stipulated in the grant agreement by the contracting authority. In addition, a draft PQA matrix document (consisting of evaluation timeframe, task allocation matrix and a contact list of PQAT members) should be prepared.

3) After the preparation of the material, a **workshop/training for PQAT members should be prepared**. The workshop serves to introduce team members to the methodology and application of instruments, agree on task distribution and method of work, and how will the team members communicate and exchange materials among themselves, using a certain virtual platform. It is recommended that the workshop be held within the partner kick-off meeting, or shortly after it, as soon as the necessary preconditions are met.

4) At the workshop, it is necessary **to train PQAT members** on the application of methodology in the project, **define the time frame of evaluations and share roles and responsibilities** among team members. The framework design of the workshop is given as Appendix 1. The matrix for defining the time frame of evaluation is given as Appendix 2. Part of this matrix is chart for distribution of assignments. In this chart, PQAT members are listed on one axis, while the PQA pillars with concrete tasks should be listed on another axis. The workshop facilitator should facilitate the task distribution session and complete the chart.

Technical operations

At the workshop, it is necessary to determine who will provide technical support to PQAT members in relation with the creation and use of e-forms, and give them concise instructions on the technical aspects. It is good practice for the person appointed to be the PQAT administrator to prepare all questionnaires in e-format (Google forms) shortly after the workshop and distribute them to the PQAT members. It is up to the PQAT members to use the appropriate questionnaires to the interviewees in a timely manner, in accordance with the agreed time frame for evaluations.

4. PART: ANNEXES

The following appendices contain suggestions and proposals for various evaluations and related reports. All appendices are drafts and can be adapted to suit individual situations. The surveys will be carried out online and some changes may be necessary.

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

☐

Yes

☐

No

☐

Partly

Comment: _____

6. 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: _____



ANNEX 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	

C CONCLUSIONS

D RECOMMENDATIONS

ANNEX 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: _____



ANNEX 4: REPORT TEMPLATE FORM ON INTERIM EVALUATION OF MANAGEMENT N.

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

ANNEX 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: _____



ANNEX 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

ANNEX7: BASELINE EVALUATION OF WP

(WP number and title)



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. The WP activities have been planned and agreed.

☐

Yes

☐

No

☐

Partly

Comment: _____

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



ANNEX 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.

(after the work plan description, include a table with identification, description and responsibilities)

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 and their impact on the project unwinding

C CONCLUSIONS

D RECOMMENDATIONS

ANNEX 9 : TEMPLATE FORM ON ACTIVITIES



Date: _____

WP number and title: _____

Activity title : _____

1. The activity is being unrolled according to the WP work plan.
☐ ☐ ☐ ☐ ☐
Strongly Agree Agree Neutral Disagree Strongly Disagree

Comment: _____

2. Communication and informations about the activity are clear and timely.
☐ ☐ ☐ ☐ ☐
Strongly Agree Agree Neutral Disagree Strongly Disagree

Comment: _____

3. Involvement in and contribution to the activity unwinding of the institution and other partners are appropriate.
☐ ☐ ☐ ☐ ☐
Strongly Agree Agree Neutral Disagree Strongly Disagree

Comment: _____

4. The activity is executed under the conditions provided by the project.
☐ ☐ ☐ ☐ ☐
Strongly Agree Agree Neutral Disagree Strongly Disagree

Comment: _____

5. The activity carried out contribute to the achievement of the WP results.
☐ ☐ ☐ ☐ ☐
Strongly Agree Agree Neutral Disagree Strongly Disagree

Comment: _____

ANNEX 10: TEMPLATE FORM ON WP INTERIM EVALUATION

(WP number and title)



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: _____



ANNEX 11: REPORT TEMPLATE FORM ON WP INTERIM EVALUATION N.

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

ANNEX 12: TEMPLATE FORM FOR FINAL EVALUATION OF WP

(WP number and title)



1. 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: _____



ANNEX 13: 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

ANNEX 14: TEMPLATE FORM ON DISCOM BASELINE EVALUATION



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

☐

Yes

☐

No

☐

Partly

Comment: _____

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

☐

Yes

☐

No

☐

Partly

Comment: _____

4. Partner institutions have carried out internal dissemination events.

☐

Yes

☐

No

☐

Partly

Comment: _____



ANNEX 15: 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, _____

C CONCLUSIONS

D RECOMMENDATIONS

ANNEX 16: TEMPLATE FORM ON DISCOM INTERIM EVALUATION N.



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:



ANNEX 17: 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, _____

C CONCLUSIONS

D RECOMMENDATIONS

ANNEX 18: 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: _____



ANNEX 19: 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)

C CONCLUSIONS

D RECOMMENDATIONS

ANNEX 20: TEMPLATE FORM FOR EVALUATION OF SEMINAR/TR./WORKSHOP

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



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

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

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

12. Free comment on the overall progress of the seminar/training/workshop:

13. Seminar/training/workshop proposals



ANNEX 21: REPORT TEMPLATE FORM ON EVALUATION OF SEMINAR/TR./WORKSHOP

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. The seminar/training/workshop content was _____

4. The facilitator/trainer/lecturer was _____

5. The facilitator/trainer/lecturer approach was _____

6. The seminar/training /workshop duration was _____

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

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

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

10. The event fulfilled participant expectations _____

C CONCLUSIONS

D RECOMMENDATIONS

ANNEX 22: 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. 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



ANNEX 23: 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 _____

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



ANNEX 24: 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 <u>(insert)</u>
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

ANNEX 25: 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 _____



ANNEX 26: 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

ANNEX 27: PARTICIPANTS FEEDBACK form(attendees)

Item	Most satisfied	satisfied	Moderately satisfied	Rather dissatisfied	Not at all satisfied
The event administration					
The structure of the program					
The venue and facilities					
The presentations					
The discussions					

Item	Strongly agree	agree	neutral	Disagree	Strongly disagree
The information was useful					
This event covered the topics I have expected.					
I enjoyed the cooperation and interaction with the other participants.					
The My expectations about this event were met or exceeded.					
The materials distributed are useful and informative.					
The discussions were relevant for the participants.					
The overall organization was professional.					
Good time management					
I would recommend this kind of event to my colleagues.					

Do you have prior experiences in similar events?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
---	-------------------------------------	------------------------------------

Strengths and limitations of the event: please include comments received

What are the main strengths of the event	•
What were the major limitations of the event	•