

Tempus field monitoring

LIST OF QUESTIONS

RELEVANCE AND QUALITY OF DESIGN

Potential questions¹

- Have changes occurred in the project environment since project start (e.g. regulations/laws/ labour market needs) that have positively or negatively affected the relevance of the project? How is the project addressing these external changes and is this reflected in the project design?
- To what extent have the needs of the partner country/partner country institutions developed since the project started? How does the project intend to address the new needs of the partner country institutions?
- Does the project still respond to the needs of the target groups?
- To what extent are the expected results and activities, assumptions and overall objectives still valid?
- Have any factors resulted in a delay in time schedule? If yes, how does the consortium address this delay (in terms of work plan and activities)?
- Is an updated work plan available for each project year with detailed activities, share of responsibilities, target groups, location and timing and the required resources? Are all project partners aware of it?
- Are planned resources (human, time, equipment, mobility) still adequate to complete the planned scope of work? Have there been difficulties affecting the implementation of the project with regards to the initial plan (lack of available staff, language skills, administrative problems, communication problems, lack of available expertise, etc.)? How are they affecting implementation? How does the project suggest addressing these difficulties?
- What lessons has the consortium learnt from implementation to date (on the level of objectives, expected results, methodology)? (on the level of objectives; on)?
- Are project objectives clearly understood by all consortium partners?

EFFICIENCY OF IMPLEMENTATION TO DATE

Potential questions

- Have all partners been involved in the activities to-date? Has the management structure been appropriate to ensure participative and active involvement of the partner country institution? Individual or institutionally oriented involvement?
 - . Has a Project Management Board been set up and is it meeting regularly? Minutes of meetings, who attended, what papers were prepared, timetable established?
 - . In cases of large networks, how has the networking been managed? Has it proven difficult? What has been the added value of a large network?
 - . In cases of small networks, has there been sufficient expertise available to the project?

¹ Questions can be directly raised with the project partners or, in some cases, partially answered by the monitor on the basis of his/her own evaluation.

. In cases of structural measures projects, how is the Ministry actively involved in all steps of project implementation?

- Is the communication between the responsible person in the partner country and the project management satisfactory? Any contact with the EC Delegation?

- Are timely and appropriate decisions being made to support effective implementation and problem resolution?

- Are project partners mobilising their resources as foreseen, including the planned co-financing?

- Has disbursement of funds been regular? How is the disbursement organised and monitored? What additional resources have been made available to the project to support activities?

- How are staff development activities, both abroad and internally, planned and organised? What is the proportion of “young” and “older” staff?

- Are there difficulties with the development and introduction of new courses? Are the syllabi of courses available? Have the syllabi been reviewed and evaluated? Have the teaching materials been developed and introduced as planned? How many, by whom and when were they developed?

- How are new methodologies perceived by students? Are students participating in the reform process?

- Are there problems with the organisation of staff mobility flows? If yes, what kind and what measures have been adopted to address them? What has been the average length of staff development placements/stays? Has the length of the stay been sufficient to ensure that the aim of the mobility is achieved? How do you assess results?

- How is student mobility planned and organised? How many student mobility flows have taken place? Are there problems with the organisation of student mobility flows? If yes, what kind and what measures have been adopted to address them? How do you assess results?

- What material conditions (study materials, welcome pack, practical support) and preparation have been foreseen for the student study periods and placements abroad? Have grants been sufficient? Have arrangements been made for accommodation? Have there been major administrative difficulties? Are the students mentored before or during their stay? Have students provided feedback on their return? How is this feedback taken into account?

- Have students received recognition of their study period? What type of recognition is foreseen for practical placements?

- Are there difficulties in the restructuring of university services? (Development of strategic plans, adaptations of procedures, establishment of structures or services); If yes, why and what measures have been adopted to address them?

- Is equipment available to staff and students? How is the new equipment contributing to teaching methods? Have security measures been foreseen? Has any equipment been damaged or stolen? Was the equipment purchased locally? What maintenance arrangements have been made? What training measures have been implemented? Was the tender arranged according to the procedures of the grant agreement ?

- Is an internal monitoring system in place, allowing cost-effective implementation of activities?

Summary/Conclusions:

- To what extent are activities implemented on schedule? If there are delays how can they be rectified?

- Which of the major activities have been implemented and which not, and why?

- What is the quantity and quality of the Outputs produced so far in comparison to the plans? Have all planned Outputs been delivered to date? Are the indicators verifiable?

EFFECTIVENESS TO-DATE

Potential questions

- Have all planned outcomes (as defined in the logical framework included in the proposal) been achieved to date? What is the quality of the outcomes/services available? How assessment is done?

- Which inputs / activities and to what extend have contributed to results?

- What is the level of achievement of the project objectives to date? What are the prospects for achieving the project objectives by the end of the Tempus financing?

- Has the target group benefited from the results? (e.g.: staff retrained, students following updated courses, agreements signed with companies and training provided, etc). Are there any factors which prevent target groups accessing the results/services?

- Are there any unplanned positive / negative effects on the target groups?

- What is the level of stakeholder participation in the definition of needs / management / implementation of the project and of local ownership?

- How good is communication with the beneficiaries and stakeholders? Do the stakeholders have access to the results of the project (formal arrangements, cooperation)?

. In the case of projects promoting links with labour market, how has industry/enterprise participated in the achievement of outcomes? Have training activities been carried out by the University for industry/enterprise staff? Has this

been successful? Have they contributed to defining the contents of the initial training course? Have they defined adaptations that would require initial training in order to match needs? Are financial contributions foreseen?

. In the case of projects promoting governance reforms, have staff at all levels participated in the process of reform? How are these reforms affecting daily work? To what extent are the project indicators being achieved? Have the beneficiaries benefited from the results? What spin-off (secondary) effects has the project had? How are these secondary effects contributing to the overall objectives of the project and of the institution? Are additional activities being developed as a result? How are they being financed?

IMPACT TO DATE

Potential questions

The monitor should consider the level of impact at

. Department level

- Has the project resulted in changes in terms of department management, individual behaviour, course content, teaching/learning process and has it brought benefits to managers, teachers, students, inspectors?

. Faculty level

- Does the project meet more than just staff and student requirements and does it disseminate new educational approaches which have an effect on restructuring?

. University level

- Has the project been identified by the institution as promoting the university as a “centre of excellence” in a given field; has the project resulted in the university being integrated into a permanent European or international network?

. Higher education level

- Does the project serve as a model for the implementation of national reforms in the field of national Education? Has there been any influence on (further) introduction of the Bologna principles in the country?

- Is the project contributing to the wider objectives set out in the original application? Are the wider planned effects being or are likely to be achieved? Are unplanned effects negative (did the project management take timely measures?) or positive (consider the effects at the various levels: national/sector level; institutions; final beneficiaries)?

- To what extent have teaching/ learning processes and curricula been upgraded and have they enhanced student qualifications?

- What opportunities are being created for the project beyond the specific objectives in particular in fields related to graduate employability and enhanced university / enterprise cooperation?

- Are the project results adequately promoted for creating a wider positive impact?

- Is the project adapting well to external factors and coordinating well with other projects and donors?
- What opportunities have been created for the project beyond the specific objectives?
- How far are the indicators at the level of the overall objectives being reached?

SUSTAINABILITY

Potential questions

- What support to the project has been provided by national, educational and budgetary policies (special programmes, legal regulations)? How much support is there for the project (Faculty and University level, political, public and private)? Is there a need for an official recognition of project outcomes at policy level? Is it likely to be obtained?
- Has the new curriculum been approved? Have staff to implement the new activities been identified and trained and will they be available? Have other sources of funding been identified? Have agreements been signed?
- Which of the planned outputs/outcomes will require further financial and economic support at the completion of the project?
- How are long-term needs for support being addressed (maintenance of equipment, continued retraining of staff, continuity of staff and financing)? Are the arrangements among the project partners adequate to ensure financial sustainability of the relevant outcomes (e.g.: maintenance costs of software systems)?
- How are changes in higher education policies affecting the project and how well is the project adapting? Is there a process of continuously reviewing and addressing needs?
- What is the current level of ownership over the project outcomes by the various consortium partners?
- What is the likelihood that target groups will continue to make use of relevant results? Are there good relations with new or existing institutions and are there plans to continue with some or all of the project activities?
- To what degree did the project intervention contribute to enhancing the institutional and management capacities of project partner institutions? Is the current institutional set-up adequate to continue project generated services?