

Monitoring System of the Implementation of Projects and Programmes
of External Co-operation financed by the EU – ENPI

Result-Oriented Monitoring (ROM) for European Neighbourhood Countries

Synthesis Report from the monitoring of 10 Tempus III JEPs (February – May 2009)

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Table of content

1. Scope and Rationale.....	3
2. The monitoring exercise.....	7
3. Programme Synopsis.....	8
3.1. Project Types	8
3.2. From Tempus III to Tempus IV: a challenge to Programme Management.	9
3.3. Complementarity of M&E Instruments: Impact Survey of 2008 and ROM..	9
4. Projects performance by monitoring criterion	11
4.1. Relevance and Quality of Design.....	11
4.2. Efficiency.....	13
4.3. Effectiveness	14
4.4. Impact prospects	15
4.5. Potential Sustainability.....	16
5. Statistical Analysis.....	18
6. Lessons Learned and Recommendations	21
6.1. Lessons Learned	21
6.2 Recommendations.....	22
7. Annexes	24
Annexe 1 – List of Tempus projects monitored, 2004 - 2008.....	25
Annexe 2 – Internal Guidelines	28
Annexe 3 – De-briefing note template	41
Annexe 4 – Summary of strong and weak points	43
Annexe 5 – Report List	47

1. Scope and Rationale

Over 90 Tempus projects (III & IV) are currently ongoing in the Russian Federation. This synthesis report covers the monitoring of only 10 Joint European Projects (JEPs) funded from Tempus III (2000-2006) last call for proposal. The sample of projects was selected in February 2009 by the then responsible Unit in DG EAC in Brussels, in close cooperation with the EC Delegation in Moscow and the National Tempus Office (NTO). It may seem small, however, it allows robust conclusions and recommendations – and it comes at a crucial moment:

- It coincides with the start of the new Tempus IV programme (2007-2013), the first projects of which were launched in early 2009;
- These are characterized by larger consortia and a bigger budget, many of them above € 1 mio;
- They are now funded under the new European Neighborhood and Partnership Instrument (ENPI), urging for a harmonized approach in this region.

The report and its *timing* are equally important for the following reasons:

- The Tempus Unit at ETF (European Training Foundation) in Turin was dismantled in the second part of 2008.
- On the other hand, a new Tempus Unit in the Executive Agency for Audiovisual, Education and Culture (EACEA), now fully operational (1 April 2009), had still to be set up.
- There was a critical vacuum of performance monitoring while many responsibilities with respect to the internal follow-up of the Tempus portfolio remained with the NTO.

Also with regard to *monitoring*, 2009 signals a significant change:

- EACEA reports directly to AIDCO, hence its monitoring system should ideally be fully compatible and in line with AIDCO's ROM system applied worldwide
- With a larger budget, most of the new Tempus IV projects will be compulsory part of the regular ROM monitoring mandate¹.
- The ROM contract for ENPI is now in one hand (the INTEGRATION consortium, which is also consortium partner in ROM Central Asia and IPA/Western Balkans) This allows easy comparisons between countries and sub-regions².

Therefore, if required and deemed useful, EACEA will have the opportunity to benefit from the ROM instrument and its well-established methodology - at least till the moment it has developed its separate and specific monitoring system. In our view, this system should however, be compatible with the EC's own ROM system (see above).

¹ The ROM Terms of Reference cover the monitoring of all EC-funded projects implemented in the ENPI countries, including Russia, with a budget above 1 M€ plus a representative sample of projects with a smaller budget or upon special request from the EC Services.

² A complete overview of these is provided in Annex 1.

The following report should, hence, also prove the usefulness of the ROM monitoring system for Tempus. It complements other instruments such as internal monitoring or the Impact Survey of 2008.

ROM has a forceful “corrective power”, since it concentrates on the single project and its operational components such as design, efficiency and results achieved so far as well as on impact *prospects* and *expected* sustainability. Corrective action can be taken quickly and still during project implementation. The Synthesis Report at hand, hence, is a “by-product” of 10 individual monitorings looking at the same projects from the ROM perspective as further explained in the report.

List of 10 Tempus III JEPs monitored in February – May 2009

Project number	Title	Short-title	Grant Holder	Grant Coordinator	Other partners
JEP_27137	Establishing Baltic-MICE Tourism Training Centre	Baltic-MICE	Baltic International Academy, Daugavpils (LV)	Bonch-Bruevich Saint-Petersburg State University of Telecommunications;	Storstroem Business School and Technical College (DK); Russian Union of Travel Industry, St. Petersburg
JEP_27043	Formation continue dans le domaine des droits de l'homme et du droit international pénal à l'Université d'Etat Lobatchevski de Nijni Novgorod au profit des professionnels du droit et création d'un établissement mixte paritaire pour le développement de ces cycles	FORCHONDO	Université Pierre Mendès France Grenoble II (FR)	none	Starsbourg and Amsterdam University; Lobachevskii State University, Attorney General (Prokuratura), Regional Court, Bar, Notary Chamber, Judiciary and the Penitentiary Service, Nizhni Novgorod
JEP_27144	Post Graduate Course – MBA "Health Care Management	MBA Health Management	Fachhochschule fuer Wirtschaft Berlin (DE)	BBJ Consult Ag With Moscow Branch Office (Moscow)	London, South Bank University; Peoples Friendship University, Moscow
JEP_27281	New Language Curriculum for Professional Communication"	Language for Communication	Heriot-Watt University (UK)	Siberian State Aerospace University "M.F.Reshetnev", Krasnoyarsk,	Granada University (ES)
JEP_27119	Innovative Language Curricula in Technical Universities	Innovative Language	Universitaet Klagenfurt (AT)	Moscow Automobile & Road Construction Institute (MADI)	Linkoping University, SE; Tambov State Techn. University; Moscow, State Agro-Engineering University

EU Results-Oriented Monitoring Programme for European Neighbourhood and Partnership Countries –
Synthesis Report from the monitoring of 10 Tempus III JEPs, July 2009

JEP_27036	Einführung von Entrepreneurship Education in der RF	Entrepreneurship Education	Wirtschaftsuniversität Wien (AT)	Akademie für Weiterbildung der Lehrkräfte (Moscow)	Universität Paderborn; Tomsk University; University of National and World Economy, Sofia; TU Nizhny Novgorod.
JEP_27202	Model Project of Curriculum Development at MGUS	General Management	International Business School (Budapest, HU)	Moscow State University of Services (Moscow region, Cherkizovo)	Oxford Brookes University, UK; Ministry of Education of Russia, Moscow
JEP_27301	Arbeitsprozessorientierte Lehrplanentwicklung für den Bausektor	Professional training	University of Bremen (DE)	none	Rostov State University of Civil Engineering; Rostov Strassenbau College; Association "International Corporate Technical University", Bauunternehmen Zao "Don-KPD", etc.
JEP_27150	Masterkurs "Waste Management" an den Technischen Universitäten der Baikalsee-Region	Waste Management	Technische Universität Dresden (DE)	TU Dresden, Institut für Abfallwirtschaft (DE)	Universität für Bodenkultur, Wien; East-Siberian State University of Technology (Ulan Ude); Irkutsk State Technical University; Siberian state technological University (Krasnojarsk), etc.
JEP_27061	Developing MSc Curriculum in Forest Policy and Economics	Forest Policy	Swedish University of Agricultural Sciences (SW)	none	St. Petersburg Forest State Technical Academy; TU Dresden, Germany; Estonian University of Life Sciences, Tartu.

2. The monitoring exercise

The monitoring visits to the 10 Tempus III JEPs took place during the period February – May 2009, at a time when most of the projects had just entered their second year of implementation and were getting ready to submit their Interim Report (IR2). Recommendations from the monitors would thus be taken into account to substantiate the feedback letter from the EC Services to the projects' Grant Holders.

A team of 6 monitors (4 EU and 2 national experts) was assigned to the missions. The entire exercise was coordinated from Moscow regional office, with support from Brussels Central Office, which collected and disseminated project documentation to the monitors and kept regular contacts with the Tempus staff in DG EAC/EACEA.

Given the specific nature of Tempus' contracting procedures and implementing structure, the monitoring team developed tailored **internal guidelines** to support the monitors in their work. Guiding sub-questions adapted to Tempus peculiarities were developed to be read alongside the standard Background Conclusion Sheet (BCS). The Tempus Check-list provided by DG EAC/EACEA staff was also incorporated in the monitors' tool-kit and utilized alongside the BCS. The internal guidelines are attached in Annexe 2.

At the completion of each monitoring visit and prior to finalization of the monitoring report, individual de-briefing notes were sent electronically to the responsible Task Manager in DG EAC/EACEA. The **de-briefing note**, summarizing the project's main strengths and weaknesses, aimed at ensuring a timely feedback in case of dissent around the monitoring findings. DG EAC/EACEA staff indicated its preference for this solution rather than the usual ROM practice of holding individual de-briefing meetings or phone calls at mission end. The debriefing note template is included in Annex 3. A summary of the projects' main strong and weak points is presented in Annexe 4.

Within 10 days, all reports were officially distributed to the EC Services and simultaneously uploaded to the ROM-CRIS database, as well as to MONIS (Monitoring Information System).

MONIS is a "one stop shop" where all monitoring information produced in the former Tacis region, now ENPI, since 2003 are stored and regularly updated. This offers the clear advantage of inserting the Tempus programme within a wider context (for instance, at country or sector level; or for all sub-regions of the new ENPI) and drawing broader conclusions thanks to the statistical analysis tool which MONIS offers (see chapter 5).

On 27 March 2009, during a meeting held at the newly established Tempus Unit at ECAEA, it was agreed to produce a Synthesis Report of the main findings from the 10 monitored JEPs and a set of lesson learned to be used for the following stages of the Tempus implementation. The present report is the result of that endeavor.

3. Programme Synopsis

Tempus III (2000–2006) is only one of the stages of development of a Community programme which, first launched in 1990, has been successfully contributing over the years to the modernisation of Higher Education Institutions (HEIs) in the partner countries. These include the Western Balkans, Central Asia and the former Tacis and Meda regions, now better known as the EU Eastern and Southern Neighbourhoods.

3.1. Project Types

Under Tempus III, 3 main **project types** are distinguished:

1. Joint European Projects (JEPs). Within it, three main priority areas exist:
 - a. Curriculum Development
 - b. Institution Building
 - c. University Management
2. Structural and Complementary Measures (SCM)
3. Individual Mobility Grants (IMG)

JEPs are by far the most popular type among applicants, with a duration of two to three years and a budget of €300.000 to €500.000. All projects monitored in 2009 belong to this group. Within it, the Curriculum Development priority area is the one most frequently funded. It is calculated that out of 150 JEPs selected from the 2006 call, 100 (or 66.7%) belong to the Curriculum Development priority area³. The selection of the 2009 ROM portfolio reflects this distribution.

Similarly, out of 60 JEPs funded from the 2006 call in the former Tacis region, 33 concern Russia. This disproportion is not only linked to the huge size of Russian territory and the many HEIs active on it. Even more, it is due to the particular proactiveness of local HEIs and the ‘appetite’ of Russian authorities for the kind of cooperation brought about by Tempus-like programmes. Several Federal laws were passed in the years 2006-2007⁴ to bring Russian legislation in line with the requirement of the Bologna process, which Russia joined in 2003.

The Bologna Action Lines, offering the framework within which Tempus operates and towards which it is striving for, in coordination with other EU-sponsored initiatives, can be summarized as follows:

- Adoption of a system of easily readable and comparable degrees
- Adoption of a system essentially based on two cycles (BA/MA)
- Establishment of a system of credits (ECTS)
- Promotion of mobility
- Promotion of European cooperation in quality assurance
- Promotion of a European dimension in Higher Education
- Promotion of Lifelong learning
- Involvement of HEIs and students in the development of the Bologna Process
- Promote the European Higher Education Area and European Research Area

³ <http://ec.europa.eu/education/programmes/tempus/statistics/jepfund06.pdf>

⁴ One of the most relevant is Federal Law n. 232 (24.10.2007) establishing the two-cycle system. It stipulates that all educational programs, except those specified by special regulations, should transfer to the two-cycle system as of 1 September 2009.

3.2. From Tempus III to Tempus IV: a challenge to Programme Management

These same priorities shaped the development of Tempus IV (2007-2013) programme, launched in January 2007 and now at its second call for proposal.

The most visible change introduced concerns first of all the considerable budget increase (up to 1.500.000€), which – as mentioned before - makes Tempus IV projects immediately subject to ROM according to the ROM Terms of References.

Illustrating the full range of variations from Tempus III to Tempus IV goes beyond the scope of the present report. However, further differences are likely to represent an important -though positive- challenge to the overall programme management and to the absorption capacities of the partners' institutions. These are identified as the following:

- the increase number of consortium partners;
- the introduction of a regional dimension through multi-country projects based on programme-wide priorities;
- the possibility for the local partner Universities to act as Grant Holder;
- the possibility for teachers and students organizations to be involved as partners or applicants;
- the reinforced complementarity with other EU programmes in Higher Education, such as the Erasmus Mundus programme.

Tempus IV maintains the same geographical coverage as Tempus III, with funds allocated respectively by the IPA (Instrument for Pre-Accession) in the Western Balkans, the ENPI in the Neighborhood and the DCI (Development Cooperation Instrument) in Central Asia.

In the first Tempus IV call in 2008 the preference for JEPs and Curriculum Reform was confirmed. The activism of Russian applicants is proved once again by the award of 20 grants, some of them involving as many as 25 Russian partners.

3.3. Complementarity of M&E Instruments: Impact Survey⁵ of 2008 and ROM

The above underlines the increasing importance of closely monitoring the results, the prospects for impact and the long-term sustainability of measures initiated by TEMPUS. Much has been done in recent years to improve DG EAC/ETF monitoring methodology and streamline it along the Commission's ROM system. Nonetheless, it remained mainly an *internal* endeavor, undertaken by stakeholders.

Even though this ROM study mainly confirms the very positive findings of the above Impact Review, this does not exclude the relevance that an *external* / independent monitoring could play – on the contrary: The more positive appear 'internal' monitoring results, the more important is to substantiate this through an independent view.

As to the complementarity, *ROM* concentrates on individual projects, on concrete issues like shortcomings in design or deficiencies in implementation and gives respective

⁵ Impact Study of TEMPUS III, <http://ec.europa.eu/education/programmes/tempus/doc/impact.pdf>

recommendations on how quickly to resolve them. In addition, ROM assesses project performance on the basis of the commonly recognized DAC criteria *Relevance/Design, Efficiency, Effectiveness, Impact prospects and expected Sustainability*.

Reviews or evaluations, in turn, look at the overall impact on an aggregated sector or country level. They are of a more generic nature and provide more strategic recommendations rather than concrete project-related feedback. The Impact Review, for example, concentrates on the five key areas of TEMPUS and what impact can be seen to date.

As such, ROM findings perfectly complement such endeavours. They could give answers on e.g.:

- *How well is the modernisation process for University X designed?*
- *How efficient is university-enterprise cooperation managed? or*
- *What is the likelihood of a sustainable curriculum development and subsequent implementation?*

On the other hand, the Review questions on the (5) key areas could and should be better taken up also by ROM monitoring. The Background Conclusion Sheet which goes along with the main Monitoring Report, for example, should be adapted to the specific particularities of TEMPUS – an endeavor INTEGRATION is presently undertaking in collaboration with the EACEA.

4. Projects performance by monitoring criterion

Out of the 10 JEPs included in the present round of monitoring, 8 belong to the Curriculum Development priority area, while 2 pertain to the one of Institution Building. Among the 8 Curriculum Development projects, one has to distinguish between those targeting the introduction of concrete specialties/ courses (i.e. FOREST POLICY, WASTE MANAGEMENT) and those more generally aiming at improving the approaches/ capacities of partner institutions (i.e. GENERAL MANAGEMENT, PROFESSIONAL TRAINING)

In particular:

- FORCHONDO is developing a MBA course in Health Care management;
- LANGUAGE FOR COMMUNICATION and INNOVATIVE LANGUAGE aim at introducing foreign language courses within existing curricula to foster cooperation and establishment of international networks;
- GENERAL MANAGEMENT assists in introducing a two-cycle system with focus on the Bachelor level.
- FOREST POLICY and WASTE MANAGEMENT target the development of innovative Master/Bachelors curricula in line with the Bologna process;
- ENTREPRENEURSHIP EDUCATION aims at introducing entrepreneurship education in Russia via secondary schools and training firms
- PROFESSIONAL TRAINING wishes to improve the qualification of university teachers for the development of core curricula in the construction engineering direction;
- BALTIC-MICE is building up a new institution in the tourism sector;
- MBA HEALTH MANAGEMENT aims at setting up an institute for the retraining of professionals active in the field of human rights and international law;

Looking at the projects through this lens, some findings specific of the two main areas can be identified (mainly under the criteria of Impact and Sustainability), whilst some general conclusions valid for all JEPs can also be pointed out.

4.1. Relevance and Quality of Design

The scope of the first monitoring criterion is twofold, namely (i) assessing the **Relevance** of the intervention at various levels but (ii) also different aspects of quality of **Design**.

The monitoring missions found the interventions as having a high *Relevance* to the priorities set by the beneficiary country, as well as to the development needs of Russian higher education institutions and of the educational sector at large. The only exception identified is GENERAL MANAGEMENT, where the subject appears rather outdated. The high Relevance is clearly reflected in the good level of support ensured in almost all cases by the Universities' top management (Rectors and Vice-rectors) and by the relevant Ministries, in the first place the Ministry of Education and Science (MoES). Likewise, all project plans are in line with the objectives of the Bologna Process and with its long-term goal of establishing a European Area for Higher Education.

As for projects' *Design* it can be highlighted that, in most cases, the overall idea is the product of the joint efforts of EU Grant Holder and a Russian Partner or Grant Coordinator. This aspect represents an immediate strength for the project, favoring its smooth implementation. The most remarkable example is FORCHONDO, whose Grantholder (Pierre Mendes University, Grenoble) and Grant Coordinator (Lobatchevski State University, Nizhniy Novgorod) have built over the years a solid cooperation which already resulted in the award of 4 Tempus grants between 1997 and today.

Concerning the quality of design, a weakness frequently spotted is the partial confusion between different levels of the intervention logic, namely between Wider and Specific Objectives and between these and the intended Results. In particular, the intention of applicants to formulate too many Specific Objectives (between 2 and 6) for the sake of covering various intended results creates confusion. Furthermore, the differentiation between Outcomes and Outputs does not seem to have been systematically understood by applicants.

The majority of projects are a product of joint planning at consortium level. As a consequence, flaws in the logframe and in the application forms do not necessarily hamper project implementation. This seems to occur only in cases when an EU and a main Russian partner cooperate for the very first time and expectations have not been sufficiently clarified (i.e. BALTIC-MICE) or when the same EU partner fulfils both roles of Grant Holder and Coordinator. In such cases, the transfer of knowledge regarding institutional capacity building can be expected to be less significant, as is the case for ENTREPRENEURSHIP EDUCATION. Generally, the main project partners, in particular with long cooperation records, have a clear understanding about the set targets and the required activities to be implemented.

Consortium members generally show a good understanding of their individual contributions and of the internal division of roles and responsibilities, in particular where this is outlined clearly in the application form. The signature of internal partnership agreements, always encouraged by the EC, proves a good way to ensure that partners' rights and obligations, including in the financial sphere, are well defined. On the other hand, the follow-up of co-financing contributions from consortium partners' against the initial plan is not yet mandatory.

Concerning the response to the recommendation letters on project design received from DG EAC/EACEA prior to project start, the reactions and actions of Grant Holders vary. Almost half of Grant Holders start acting immediately, while others seem unsure about the action to be undertaken, since the grant has been awarded without pre-conditions (i.e. PROFESSIONAL TRAINING). In some cases, a follow-up on recommendations in the project reports as requested can not even be found. A more careful analysis of Risks and Assumptions could be usefully recommended at design stage of future applications.

Involvement or consultation with representatives from the relevant private business community (health, forestry) during project design is insufficient. Even more, HEIs often look at the private sector more as a threat than as an opportunity (as appeared extremely evident in MBA HEALTH MANAGEMENT), thus inhibiting the development of positive synergies between the two spheres.

4.2. Efficiency

With almost no exceptions, all projects face implementation delays. This is mainly due either to a late project's start/ late signature of the grant agreement or to delays in the transfer of payments (first pre-financing instalment to Grant Holder/ transfer to Russian partners). In particular for Russian partners, the EU requirements of opening a foreign bank account and obtaining a bank guarantee combined with boundaries placed by the Russian legislation are substantial and time consuming hurdles. In Russia the opening of a bank account in foreign currency is restricted for public administrations and institutions, like universities. In the case of PROFESSIONAL TRAINING, the bilateral agreement signed between the Grant Holder and the Russian partner was not accepted by the Russian bank. Furthermore, the bank charges for obtaining a guarantee are exorbitant and thus not affordable by many universities.

Given the above, resource utilisation is generally slightly behind schedule, more remarkably under the budget line human resources and equipment. This is due to the fact that in a few cases the participation of the envisaged external experts is not taking place as initially planned. Likewise, purchase of equipment is postponed in a few cases, either because not urgently needed or because of uncertainties around the procurement procedures to be applied. In this respect, local partners still seem to need and rely on the guidance of the EU Grant Holders.

Regarding the co-financing, it is in most cases shared among all partners in relation to their involvement in the project. However, in few cases (i.e. FOREST POLICY) co-financing is mainly delivered by the Grant Holder. With the exception of WASTE MANAGEMENT, the physical provision of planned co-financing is not sufficiently traceable neither with the Grant Holder nor the Russian partners themselves. It is also noticed that some Russian institutions seem to be tempted to list their staff as project experts without actually later involving them and, in one case (PROFESSIONAL TRAINING), without even informing them. In another case (GENERAL MANAGEMENT), the Russian Coordinator is actually part of the project but did not receive the due payment from the side of the University. Therefore, there seem to be frequently lack of information within the University structure with respect to the status and expected payments of staff involved in project activities.

Against this picture stand the intense efforts performed by all consortia in catching up with the initial delays. Good flexibility in resources management can also be observed. Partner institutions proved ready in some cases, when needed, to cover expenses by their own resources and succeeded in several cases in mobilising additional funds, either from external sources (JEP_27199) or through the University's hierarchy (MBA HEALTH MANAGEMENT).

The degree of achievement of the planned outcomes, in spite of the mentioned delays, is thus satisfactory, even in those cases (BALTIC-MICE) when the Grant Holder seems to lack the necessary experience. Only activities related to quality control and monitoring are often given little priority and in some cases are even neglected. Communication among the project partners is found to be positive and efficient in most projects. Still in few cases, like PROFESSIONAL TRAINING and MBA HEALTH MANAGEMENT language barriers reduce much direct interaction and thus information transfer.

A general issue for concern is the reducing financial attractiveness of Tempus projects for European HEIs, as was stated by the Grant Holder of GENERAL MANAGEMENT. Evidence for this trend is that some institutions opt to rather outsource the Tempus administration to a consultant, like in case of PROFESSIONAL TRAINING, where the KUB charged nearly 22% of the total EC grant for administering it. This is in sharp contrast to the ‘twinning’ concept of TEMPUS and should be seen very critically

In most of the monitored projects, the positive partner contribution is identified as one of the factors contributing more evidently to the efficiency of projects results. This is even more apparent when roles and responsibility of each member are clearly outlined in the application forms at design stage. The consortiums’ internal cohesion appears a critical factor to overcome difficult situations and facilitate progress in implementation.

4.3. Effectiveness

In summary, all projects are progressing towards achieving their set outputs and thus also the Specific Objectives. However, few applicants still have the tendency to use excessive vocabulary hoping the more key words appear as project purpose the higher their chances of approval. This is the case for instance of FORCHONDO and is leading in some cases to overambitious Specific Objectives, as in ENTREPRENEURSHIP EDUCATION.

Within the group of *Curriculum Development* JEPs, it is possible to identify several elements likely to determine the success or failure of the established courses. In the first place, the practice of integrating the new courses within existing curricula has the effect of facilitating their recognition at academic level. This has been positively considered in almost all monitored projects. Nevertheless, the importance of including the MoES not only as formalistic project partner but involve their representatives in selected activities beside the Final Conference still needs to be stressed. Finally, acceptance of materials and accreditation of courses depend on the Agency underneath the MoES, like in PROFESSIONAL TRAINING.

The importance given to English/ foreign language classes is also a constructive element and could be further encouraged, as the still low level of knowledge of foreign languages by students and teaching staff in Russia is a hurdle for effective implementation, as for FOREST POLICY. Further, when an excessive amount of material need to be translated first by the Russian partners before the envisaged outcome can be produced (i.e. PROFESSIONAL TRAINING and MBA HEALTH MANAGEMENT), this tends to overburden the partners and thus slows down project implementation but also the effects.

Selection procedures for prospective students are often based on unclear rules, mainly related to the hierarchical structure of the institutions involved. With few exceptions, students of the new courses are selected within the participating institutions and often “appointed” with a rather top-down approach, while little efforts are dedicated to identify external or individual applicants.

It is also noted that interaction with companies or entrepreneurs during project implementation is usually weaker than was foreseen in the plans, like in the case of

GENERAL MANAGEMENT. In this direction the Russian Universities still need to broaden their mind and recognise the importance of close interaction with the potential employers of the students that they prepare.

For those JEPs active in the *Institution Building* field, a key precondition for their progress is the preparation and signature of a Statute, outlining structure and functioning of the newly established bodies. In the case of FORCHONDO, this was done at the very start, setting the basis for the positive achievement of the following stages. In the case of BALTIC-MICE instead, such document is planned to be signed only during the closing event. As a result, the internal communication flow and the overall distribution of responsibilities so far appear somehow distorted.

4.4. Impact prospects

All projects monitored have a good potential to contribute through their results to the set Wider Objectives. The effects of project interventions are always good at institutional level (WASTE MANAGEMENT, FOREST POLICY) and the potential impact is satisfactory at sectoral level (PROFESSIONAL TRAINING, ENTREPRENEURSHIP EDUCATION). In some cases, prospects to widen the impact to regional or national level are also given (GENERAL MANAGEMENT), while in one case insufficient provision is made for a wider replication (FOREST POLICY). However, the actual regional or national impact is rather a longer-term target and thus fairly beyond a single project duration.

For JEPs belonging to the *Curriculum Development* area, a smart practice is that of including the developed courses as variants or modules within already existing curricula, in order to ease the accreditation process from the MoES and their institutionalisation within the partner Universities. In these cases, impact on the beneficiary groups involved in the project's activities or belonging to the partner institutions is immediately evident.

The importance of including the MoES not only as formalistic project partner but involve their representatives in selected activities beside the Final Conference is stressed already above.

Very useful instruments proved to be the establishment of e-learning platforms for providing access to the modules and accompanying training materials and the offering of relevant internships during the education period (PROFESSIONAL TRAINING, FOREST POLICY).

In the case of PROFESSIONAL TRAINING, the active involvement of three private civil engineering companies as ultimate beneficiaries of project results in the formulation of curricula content is extremely useful.

Generally, there is still need for more qualified specialists in many sectors of the Russian economy. A sound training according to international standards can fill some of these gaps but at the same time provide graduates with better job opportunities. In this regard courses which offer qualification in new specialities (WASTE MANAGEMENT) or combination with new orientations (FOREST POLICY) are found particularly useful and with a high potential for a wider impact.

The ultimate aim of JEPs to increase cooperation and network-building between HEIs in the EU and in Russia is very successfully achieved by WASTE MANAGEMENT among others, through a simple but recommendable instrument: student exchange from two EU Universities to the Irkutsk Technical University for a pre-diploma practice of 6 months. Firstly, through these students the language barrier will be overcome; secondly, personal links will be established that can last for many years. Most importantly, potential projects for joint research by both partner universities can be identified and initiated. Dresden Technical University has a long record of such student exchanges and highly values the joint research projects, albeit secondary for Tempus projects but tangible benefits for the institutes involved. Moreover, also the individual students were reported to gain quickly life experience and mature in their studies as well as personally. Something comparable is noticed in FORCHONDO: the platform for Double-Degree established between Grenoble and Nizhny Novgorod University has created many of the preconditions which make this project so successful and the cooperation between the partners so smooth.

For JEPs belonging to the *Institution Building* area, the most remarkable achievement is in the first place the new dialogue and networking dimension that have been established among relevant actors within the field concerned. This is again the case of FORCHONDO, which has inaugurated a platform for dialogue between representatives of the academic and professional bodies in the field of Human Rights and International Law. Further synergies could be usefully considered between the public and the private sector, given the growing importance that the latter is assuming within the Russian context.

Generally in all projects, two aspects are not yet sufficiently taken care of: (i) the cooperation with similar Tempus projects (GENERAL MANAGEMENT, WASTE MANAGEMENT) and (ii) adequate dissemination of project results.

More importance should be dedicated at ensuring that positive results are made available to larger groups of potential beneficiaries, both inside and outside the partner institutions. The development of a dissemination strategy is included as a specific requirement within the project's application form, giving it the relevant importance. Nevertheless, the focus is often put by the partners on the organisation of a final conference with participation of high-level representatives of line Ministries and HEIs. This is true for instance for project MBA HEALTH MANAGEMENT, where the creation of links between the established MBA in Health Care Management and relevant Health Care institutions across Russia is critical to the success of the course itself.

4.5. Potential Sustainability

All monitored projects have potential for a good financial viability of the achieved outcomes. Only provisions for few additional costs are hardly made, like for maintaining web-sites, libraries or equipment (FOREST POLICY, WASTE MANAGEMENT). In the case of JEPs on *Curriculum Development*, the ideas how to attract future students and how to maintain high standards of the courses turned out to be rather vague, like with FOREST POLICY and MBA HEALTH MANAGEMENT. Also for projects that established new structural entities, like ENTREPRENEURSHIP EDUCATION, insufficient thoughts are given to develop a financial sustainability plan.

The incumbent economic crisis is often mentioned as a factor liable of jeopardizing the future sustainability of the developed courses. This holds true in particular in those cases when prospective students will be requested to pay a subscription fee by their own resources (MBA HEALTH MANAGEMENT), or when this contribution is expected to come from the same Universities or from the state funds.

The establishment of links with external, non-academic institutions relevant to the projects' sector of intervention (be it tourism, health sector or the judiciary) is critical. Its function is not only to strengthen the prospects for financial viability but also to create a right correspondence between the project's direction and the actual needs of the intended target groups. In one case (FORCHONDO), the links between the academic and non-academic institutions and the future financial responsibilities of the latter are formalised in a written agreement between the parties, which stands as a pledge for the future sustainability of the established institution and re-training courses.

Commitment of project partners and ownership over project outcomes is in all projects very high and is one of the strongest elements suggesting that the current flow of benefits will continue to be delivered. Also the selection of consortium partners is in many cases done very carefully so as to match complementary knowledge and thus enhancing capacities of the project partners who could learn from each other (FOREST POLICY or WASTE MANAGEMENT). The good cooperation that either already existed or newly developed among project partners is likely to continue. This is evidenced by several partners intending to jointly apply for another Tempus project (GENERAL MANAGEMENT, WASTE MANAGEMENT, FORCHONDO).

All projects are developing in a positive political environment with some receiving direct support from the regional level, as ENTREPRENEURSHIP EDUCATION. Moreover, according to a federal regulation, all Russian Universities must render their teaching programmes compliant with the 2-cycle system by 2009 and must redesign their curricula to allow use of the European Credit Transfer System (ECTS). Those Russian universities that are engaged in a Tempus project are usually the forerunners in this process and gained valued experience and capacities. The prevailing Russian pedagogic approach is heavily teacher-centred, with a student mainly having the role of a passive note-taker. Through the interaction established during Tempus implementation and through the mobilities in both directions (also from EU to Russia), pedagogic capacities of Russian lecturers are enhanced. These are encouraged to undertake a more student-centred approach, giving larger room to creativity, self-development, team work and other soft skills.

5. Statistical Analysis

In 2009, 10 JEPs were monitored with the ROM methodology. Although based on a limited sample, findings give the picture of a fairly successful programme.

Table 2: 10 Tempus III JEPs monitored in 2009

Summary of conclusions	Average Score
Relevance/quality of design	2.87
Efficiency of implementation to date	2.77
Effectiveness to date	2.85
Impact prospects	2.94
Potential sustainability	2.85
Average Score in Total	2.86

Source: MONIS Monitoring Information System

According to the ROM methodology, scores indicate the following:

- A (3,51-4,00): the related criterion is progressing extremely well
- B (2,51-3,50): the related criterion is progressing to plan
- C (1,51-2,50): the related criterion shows some problems; some action is needed.
- D (1,00- 1,50): the related criterion shows serious deficiencies; immediate corrective measures are required.

The table above shows a significant increase in projects performance if compared to the findings from previous year (2008), when 8 Tempus III projects in total were monitored in the Russian Federation.

Table 3: 8 Tempus III projects monitored in 2008

Summary of conclusions	Average Score
Relevance/quality of design	2.61
Efficiency of implementation to date	2.48
Effectiveness to date	2.66
Impact prospects	2.74
Potential sustainability	2.89
Average Score in Total	2.67

Source: MONIS Monitoring Information System

Two important elements however have to be taken into account. First of all, the sample monitored in 2008 included, next to 6 JEPs, also 2 concluded SCMs which were monitored ex-post. Secondly, a new BCS template was introduced by the EC Services in 2009, bringing in considerable changes (additional sub-questions or omission of these), which may have partially affected the outcomes.

The overall positive picture cannot hide the fact that if comparing the performance of the 10 Tempus III JEPs monitored in 2009 to the rest of the Russian portfolio (a total

of 26 projects so far, including Nuclear Safety, Cross-Border Cooperation, National and Thematic ones), scores for the latter are much higher. All criteria except Efficiency are above 3, the score set as internal management target by Aidco A1.

Table 4: overall results for Russia (without Tempus) 01.01.09 - 01.06.09

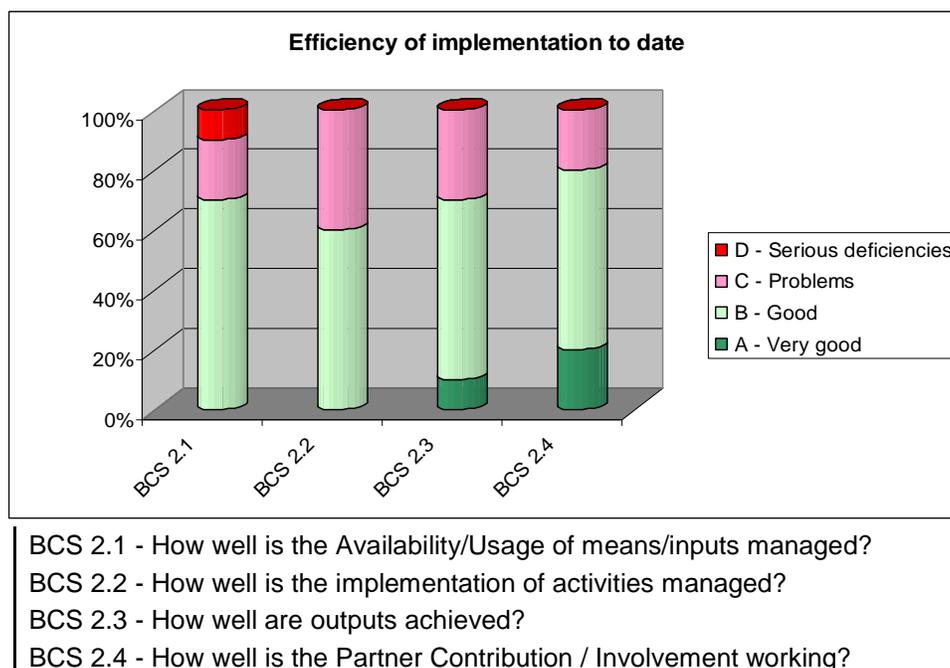
Summary of conclusions	Average Score
Relevance/quality of design	3.11
Efficiency of implementation to date	2.88
Effectiveness to date	3.08
Impact prospects	3.02
Potential sustainability	3.02
Average Score in Total	3.02

Source: MONIS Monitoring Information System

The Monitoring Information System allows a deeper and more detailed look into the assessments made. It is programmed in such a way to allow the identification of areas of concern, so as to take targeted corrective actions whenever needed. For instance, the table below shows how, under the criterion of Efficiency, the implementation of activities as such is the most critical point, whereas the level of partners' involvement and contribution is in some cases extremely satisfactory.

As such, a detailed synthesis report of individual ROM monitorings is facilitated hence easy to feed immediately into wider studies such as Reviews or Evaluations.

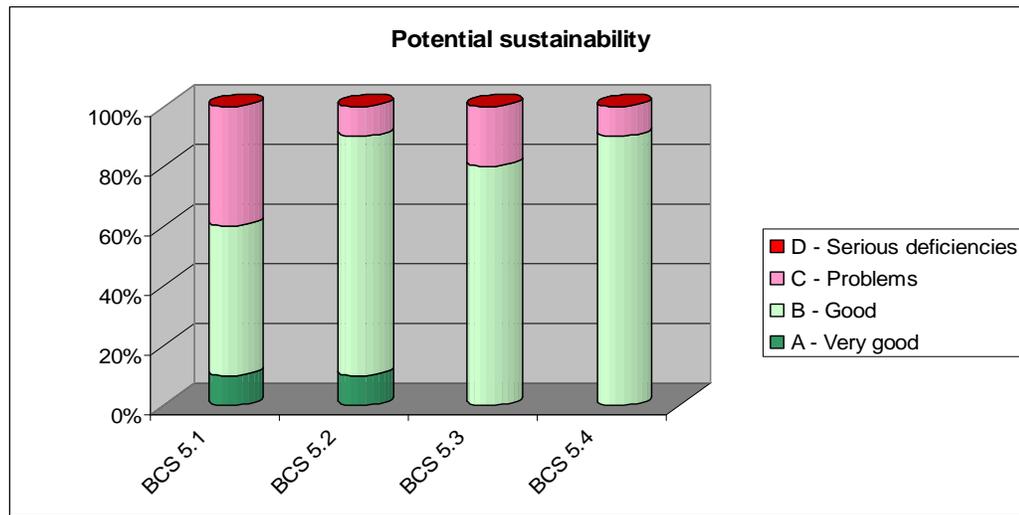
Table 5: Efficiency of implementation to date, 10 Tempus III JEPs



Source: MONIS Monitoring Information System

Similarly, if one looks at the criterion of Sustainability, it clearly emerges how the level of Ownership and Policy support and the contribution at the level of Institutional and Management capacity are satisfactory, but more could be done to ensure a sufficient level of future financial viability to the projects' results.

Table 6: Potential Sustainability, 10 Tempus III JEPs



BCS 5.1 - Financial / economic viability?

BCS 5.2 - What is the level of ownership of the project by target groups?

BCS 5.3 - What is the level of policy support provided?

BCS 5.4 - How well is the project contributing to institutional/management capacity?

Source: MONIS Monitoring Information System

The full report list and scoring analysis, with detailed scoring of criteria and sub-criteria, is attached in Annexe 5.

6. Lessons Learned and Recommendations

6.1. Lessons Learned

Quality of Design

It was indicated that in most cases the project idea was the result of a joint effort of EU Grant Holder and Russian Partner or Grant Coordinator. When this is actually the case, a higher degree of involvement of consortium partners, a stronger ownership and a better understanding of the project's objectives, reflected in the practice of day-to-day management, can be immediately noticed.

Internal partner coordination

The sometimes excellent relationship among partners encouraged them to take personal responsibilities for the project's progress, make additional efforts and eventually catch up with implementation delays. Clear understanding of the partners' individual contributions and of the internal division of roles and responsibilities plays a particular positive role in this respect. The signature of internal partnership agreements, always encouraged by the EC, proves a good way to ensure that partners' rights and obligations, including in the financial sphere, are well defined.

The EU Grant Holder

The role of the Grant Holder in clarifying ambiguities in EU procedures and acting as intermediary with the EC services is still considered extremely relevant. This issue will have to be taken carefully into account under Tempus IV, as Russian HEIs as well as teachers and students' groups will have the possibility to act as Grant Holder. According to interviews held during the last round of monitoring, many Russian partners do not yet feel sufficiently prepared to effectively follow EC requirements and regulations.

The Ministry of Education

The importance of including the MoES not only as formalistic project partner, but as an active participant in selected activities (beside the Final Conference), continues to be relevant. The increased attention dedicated to this aspect in Tempus IV and in particular through SCMs project type is very positive. It is regrettable that the popularity of SCMs is still so limited among applicants.

The accreditation of new curricula

The practice of including the developed courses as variants or modules within already existing curricula has been positively considered in almost all monitored projects. This has the effect of facilitating their accreditation process and their recognition at academic level. Thus, impact on the beneficiary groups involved in the project's activities or belonging to the partner institutions is immediately evident. International accreditation can be even considered as an option in few cases.

The change of mentality

The scope of those JEPs targeting *Curriculum Development* goes even further, aiming at the same time at a change of mentality of Russian University staff. This is a longer process and can not be expected to happen within one single Tempus project. However those HEIs that already had several projects are advanced in this respect.

The network building dimension

Network building is enhanced by both Curriculum Development and Institution building JEPs. They both show a successful track record in fostering the dialogue between actors from relevant fields i.e. representative of the academic and non-academic spheres, of the public and private sector and between students and teachers from the two sides of the EU borders.

6.2 Recommendations

- Simplification of project design would be beneficial. The Grant Holders may be recommended to focus on one single Specific Objective. In fact, the aims of most project interventions are very simple and straightforward and could be duly represented through one single Specific Objective.
- Application forms of partners cooperating for the first time need a particular careful screening in particular as long as the clarity and consistency of planned project intervention is concerned.
- Key roles of the Grant Holder and Grant Coordinator should preferably be kept separate, instead of being concentrated in one single institution as sometimes is the case. This seems to limit the potential transfer of knowledge to the local partners.
- Project applicants should be more encouraged to involve -where relevant- representatives from the private sector since design stage. The establishment of more links with external, non-academic institutions relevant to the projects' sector of intervention seems critical to enhancing the potential scope of the project. The reinforced attention given to this aspect within the new Tempus IV is very positively considered.
- There seems to be frequently a lack of information within the University structure with respect to the status and expected payments of staff involved in project activities. More transparency in this respect is needed, not least to boost motivation of experts. To that end, a kind of bookkeeping for the co-financing parts might be considered useful.
- The existence of a common language within the single consortia should be regarded during selection phase as an important precondition for the smooth cooperation among the partners. The language barrier represents a potential obstacle to good communication and entails potential loss of resources, in both financial terms and time-wise.
- More consideration should be given to improve the attractiveness of Tempus projects for the EU partners.
- Dissemination of results needs more attention since design stage. The increased attention given to this requirement within the Tempus IV application form is also appreciated.
- Wider promotion and dissemination actions should be envisaged. Monitors highlight the fact that dissemination actions should start at an earlier stage and their role should not be limited at one of awareness raising. Rather, they should

- represent the opportunity for the establishment of links with additional institutions and for the identification of further potential areas of cooperation.
- Selection procedures for prospective students could be improved, to maximize the opportunities for individual applicants. It is in the interest of the beneficiary institutions to try to reach external candidates and possibly the most motivated and qualified of them. This goal would encourage participating institutions to strive for ensuring and improving further the quality of the developed courses, to become competitive and appealing on the market.
 - A strengthened attention to the final users and the development of customized products is to be seen as pre-conditional to a gradual increase in fee level and to the possibility of widening the potential target groups of the projects.

7. Annexes

Annexe 1 – List of Tempus projects monitored, 2003 – 2008

Annexe 2 – Internal Guidelines

Annexe 3 – De-briefing note template

Annexe 4 – Summary of strong and weak points

Annexe 5 – Report List

Annexe 1 – List of Tempus projects monitored, 2004 - 2008

Results- Oriented Monitoring
Tempus Programme
(2004 - 2008)

Project No.	Country	Programme	Budget	Short Title	PM location	Start date	End date	Response Sheet	Report date	D	E/I	E	I	S
JEP-27107	RUS	Tacis	285,000	Special Training for New Market Oriented Institutions	DG EAC	17/05/2008	28/02/2010		11/25/2008	2.30	2.60	2.55	3.00	3.00
SMC-T083B06	RUS	Tacis	184,515	Double Master Degree in Studies	DG EAC	14/06/2008	14/06/2008		12/23/2008	2.00	2.00	2.00	3.00	3.00
SCM-T062B06	RUS	Tacis	149,242	Innovation Quality Assurance Technologies in International Education	DG EAC	14/06/2008	14/06/2008		12/18/2008	3.00	2.60	3.00	3.00	3.13
JEP-27131	RUS	Tacis	297,700	Advanced Master Degree Programme in Public Administration	DG EAC	28/02/2010	1/9/2010		12/12/2008	3.00	2.00	2.10	2.55	2.83
JEP-27081	RUS	Tacis	284,800	Supporting and facilitating active uptake of Information and Communication Technologies for University Management in Russian Universities	DG EAC	5/2/2008	4/2/2010		12/10/2008	3.00	3.40	3.22	3.00	3.00
JEP-27097-2006	RUS	Tacis	297,284	Developing capability in Orthotic and Prosthetic Education for the Russian Federation	DG EAC	27/01/2010	27/01/2010		11/19/2008	2.30	2.00	2.67	2.00	2.78
JEP-27114	RUS	Tacis	299,696	Russlandweite Hochschul- Unternehmenskooperation zur Implementing eines E-Learning Weiterbildungsnetzwerks	DG EAC	22/01/2008	28/02/2010		11/19/2008	3.30	2.60	3.00	3.50	3.13
JEP-27066	RUS	Tacis	299,770	Retraining courses in intercultural marketing	DG EAC	21/01/2008	28/02/2010		12/4/2008	2.00	2.60	2.78	2.00	2.25
JEP-23172-2002	UZB	Central Asia	882,45	DEVELOPMENT OF INTERNATIONAL MSc PROGRAM ON ENVIRONMENT AND WATER RESOURCES MANAGEMENT IN CENTRAL ASIA (EWASIA)	Unit B6 Directorate General for Education and Culture	09/01/03	31/01/2007		28/12/07	-	-	-	-	-
T005B05-2005	MDA	Tacis	142,115	DEVELOPMENT OF A QUALITY ASSURANCE SYSTEM WITHIN SELECTED UNIVERSITIES IN MOLDOVA	DG Education and Culture	19/07/2006	14/08/2007		10/12/07	2,70	2,80	2,55	2,00	2,50
JEP-23015-2002	BLR	Tacis	496,9	AUFBAU UND INSTITUTIONELLE ABSICHERUNG EINES WEITERBILDUNGSZENTRUMS FUR DIE TOURISMUSFACHKRAFTE IN BELARUS	DG Education and Culture	07/01/05	30/06/2008		04/12/07	3,00	3,40	3,45	2,50	3,22
T047B05-2005	MDA	Tacis	105,652	DEVELOPING STANDARDS FOR POST-GRADUATE EDUCATION AT MOLDOVAN UNIVERSITIES	DG Education and Culture	13/08/2006	10/12/07		22/10/07	2,00	2,40	2,55	2,50	3,00
JEP-25163-2004	UKR	Tacis	474,46	BRIDGING THE GAP BETWEEN UNIVERSITY AND BUSINESS	DG Education and Culture	09/01/05	31/08/2008		10/07/07	3,00	2,80	3,00	2,90	3,00
JEP-25128-2004	UKR	Tacis	291,48	AVIATION EMERGENCY TRAINING CENTRE IN UKRAINE	DG Education and Culture	15/10/2005	30/04/2008		09/07/07	2,30	2,00	2,00	2,00	2,25
SCM-T024A04-2004	UKR	Tacis	87,514	ECTS-IMPLEMENTATION AT UKRAINIAN UNIVERSITIES	DG Education and Culture	01/01/05	30/06/2007		09/07/07	3,00	3,80	3,00	3,00	3,13
JEP-25086-2004	UKR	Tacis	451,1	ESTABLISHING MECHANISMS OF COOPERATION AND INTERACTION BETWEEN UNIVERSITIES AND EMPLOYERS	DG Education and Culture	12/01/05	28/02/2009		25/06/07	2,70	2,80	2,80	3,00	3,00
TO29B04	TJK	Central Asia	105,140	FACILITATING RECOGNITION OF HIGHER EDUCATION BY HARMONISATION OF QUALIFICATION REQUIREMENTS	DG Education and Culture	15/04/2005	30/11/2006	1	11/05/07	3,00	3,00	3,00	4,00	3,13
25129	KGZ	Central Asia	294,9	EDUCATION IN GEODESY AND GEOINFORMATICS	DG Education and Culture	09/01/05	08/01/07	1	09/03/07	3,00	2,80	3,00	3,00	3,00
26219	KGZ	Central Asia	400,649	RESOURCE SHARING NETWORK OF ACADEMIC AND RESEARCH LIBRARIES OF KYRGYZSTAN	Unit B6 Directorate General for Education and Culture	09/01/06	31/08/2009	1	02/03/07	3,00	3,00	4,00	3,00	3,00
TO10A05	TJK	Central Asia	125,548	KBTUT ON THE WAY TO A CREDIT SYSTEM	Unit B6 Directorate General for Education and Culture	15/10/2005	14/04/2007	1	28/02/07	3,00	2,80	3,00	3,00	3,13

Results- Oriented Monitoring
Tempus Programme
(2004 - 2008)

Project No.	Country	Programme	Budget	Short Title	PM location	Start date	End date	Response Sheet	Report date	D	E/I	E	I	S
22042	KGZ	Central Asia	290,130	MODERNISATION OF UNIVERSITY LIBRARY IN KYRGYZ TECHNICAL UNIVERSITY	Unit B6 Directorate General for Education and Culture	04/01/02	06/01/04	1	23/02/07	3,00	4,00	3,90	3,00	3,78
25067	TAC	Central Asia	474,660	JOINT MASTER PROGRAMME IN AGRICULTURE MANAGEMENT	Unit B6 Directorate General for Education and Culture	03/01/06	31/12/2008	1	18/01/07	3,00	2,00	2,22	2,00	2,40
24167	UZB	Central Asia	299,280	IT TRAINING FOR UNIVERSITY STAFF IN UZBEKISTAN	Unit B6 Directorate General for Education and Culture	09/01/04	31/12/2006	1	18/01/07	3,00	3,00	2,78	3,00	2,86
25174	UZB	Central Asia	380,620	CENTRE OF FORMATION OF SECOND PROFESSIONAL DEGREE FOR TEACHERS	Unit B6 Directorate General for Education and Culture	15/10/2005	15/10/2008	1	18/01/07	2,00	2,20	2,00	2,00	2,86
24125	TKM	Central Asia	346,555	TOURISM AND ENVIRONMENT TRAINING CENTRE FOR TURKMENISTAN	DG Education and Culture	10/01/04	09/01/07	1	15/01/07	2,30	3,00	2,55	3,00	3,00
25064	TKM	Central Asia	500	DEVELOPMENT OF AGRICULTURAL EDUCATION IN TKM IN COOPERATION WITH EU UNIVERSITIES	DG Education and Culture	22/12/2005	09/01/08	1	15/01/07	2,30	3,00	2,55	3,00	3,00
25224	KAZ	Central Asia	498,480	RESTRUCTURING BUSINESS EDUCATION TEACHING WITH INNOVATIVE CURRICULA DEVELOPMENT IN KAZAKHSTAN	Unit B6 Directorate General for Education and Culture	27/01/2006	31/12/2008	1	10/01/07	3,00	2,40	3,00	3,00	3,00
25067	KGZ	Central Asia	474,660	JOINT MASTER PROGRAMME IN AGRICULTURE MANAGEMENT	Unit B6 Directorate General for Education and Culture	03/01/06	31/12/2008		30/12/06	-	-	-	-	-
CD_Jep21076-2000	BLR	Tacis	423,564	CREATION OF MODULES OF COURSES IN EUROPEAN STUDIES	DG Education and Culture	15/03/2001	14/03/2004		08/11/04	b	b	b	b	b
22180-2001	RUS	Tacis	458,348	TRAINING INFRASTRUCTURES FOR THE RUSSIAN BOOK INDUSTRY	DG Education and Culture	15/04/2002	14/04/2005		05/11/04	b	b	a	b	b
22066-2001	RUS	Tacis	493,136	CURRICULA FOR THE RUSSIAN DRUG AID	DG Education and Culture	05/02/02	14/04/2005		29/10/04	c	c	b	b	b
NP_21054-2000	BLR	Tacis	299,411	DEVELOPMENT OF INFORMATION AND COMMUNICATION NETWORK STUDIES	DG Education and Culture	15/03/2001	14/03/2004		21/07/04	b	c	c	b	b
CD_JEP22191-2001	UKR	Tacis	476,769	RESTRUCTURING THE B.SC. IN ECONOMICS AND MANAGEMENT	DG Education and Culture	15/04/2002	14/04/2005		20/07/04	b	b	b	b	b
M_Jep22218-2001	UKR	Tacis	485,716	TRAINING SPECIALISTS IN AGRICULTURAL MANAGEMENT FOR UKRAINE AT THE EU UNIVERSITIES	DG Education and Culture	15/04/2002	14/04/2005		17/06/04	b	b	a	a	b
CD_JEP21136-2000	UKR	Tacis	482,127	VETERINARY EDUCATION REFORMS IN KHARKOV, UKRAINE	DG Education and Culture	15/03/2001	15/03/2004		28/05/04	c	b	a	b	b
21086-2000	RUS	Tacis	465,609	SOCIAL WORK: BETTER GOVERNMENT	DG Education and Culture	30/03/2002	29/03/2005		24/05/04	b	b	b	b	b
UM_JEP22041-2001	MDA	Tacis	199,592	MODERNISING THE MANAGEMENT OF CAHUL STATE UNIVERSITY	DG Education and Culture	15/04/2002	14/04/2004		11/05/04	c	c	c	d	c
21162-2000	RUS	Tacis	474,836	SUSTAINABLE AGROBUSINESS IN BAIKAL REGION	DG Education and Culture	15/03/2001	14/04/2004		30/04/04	a	b	a	b	b
UM_JEP22211-2001	MDA	Tacis	163,993	ACCREDITATION AND QUALITY ASSESSMENT OF HIGHER EDUCATION IN MOLDOVA	DG Education and Culture	15/04/2002	14/04/2004		08/04/04	c	b	b	b	b

Annexe 2 – Internal Guidelines

BACKGROUND CONCLUSION SHEET

1. RELEVANCE AND QUALITY OF PROJECT DESIGN

Project title					
CRIS contract N°			MR reference N°		Date
CRIS decision N°			Monitor		

The appropriateness of project's objectives to the real problems, needs and priorities of its target groups/beneficiaries and the quality of the design through which these objectives are to be reached

Prime issues	Adapted Tempus BCS	PERFORMANCE CONCLUSION						
		a=4	b=3	c=2	d=1			
1.1 What is the present level of relevance of the project?		○	○	○	○	Always to be added	Weighting	30%
<p><i>Are the project purpose and overall objectives consistent with, and supportive of Partner Government policies?</i></p> <p><i>Does it support EC development and cooperation strategies in the concerned field (special consideration given to CSP/NIP, Paris declaration, EU effectiveness agenda)?</i></p> <p><i>Does the project still respond to the needs of the target groups?</i></p>	<p><i>Are the project purpose and overall objectives consistent with the Partner Government policies and with the educational sector reform?</i></p> <p><i>Does it support the objectives of the Bologna* process and the creation of a European Area for Higher Education?</i></p> <p><i>Who are the planned target groups and final beneficiaries? Does the project still respond to the needs of the target groups?</i></p> <p><i>Have changes occurred in the project environment since project start (e.g. regulations/laws) that have positively or negatively affected the relevance of the project?</i></p>	1						
1.2 As presently designed, is the intervention logic holding true?		○	○	○	○	Weighting	30%	
<p><i>Does a logframe or similar tool exist? If yes, what is its present quality (does it clearly show how activities will achieve results and impact)? If not, why not?</i></p> <p><i>Are the OO, PP and results clear and logical, and do they address clearly identified needs?</i></p> <p><i>Is the PP achievable in the project framework?</i></p> <p><i>Are there suitable and informative OVIs/ targets, e.g. are they Specific, Measurable, Achievable, Realistic and Time-bound (SMART)?</i></p> <p><i>Are the activities, outputs and outcomes planned appropriate to achieve the PP?</i></p> <p><i>Are the risks and assumptions holding true? Are risk management arrangements in place?</i></p> <p><i>Is sustainability an integral part of the design i.e. is there a phase out/hand over strategy?</i></p>	<p><i>Does a logframe exist? What is its present quality (is a set of activities identified for each planned output; will outcomes lead to achievement of project purpose; are indicators of progress identified and do they define milestones)?</i></p> <p><i>Are the Wider Objective, the Specific Objective, Outputs (tangible) and Outcomes (intangible) clearly formulated and logical, and do they address clearly identified needs?</i></p> <p><i>Are planned resources (human, time, equipment, mobility) adequate to complete the planned scope of work and achieve the PP?</i></p> <p><i>is covered above</i></p> <p><i>Are the planned outcomes appropriate to achieve the Specific Objective?</i></p> <p><i>Are there currently any risks that may affect project implementation and had these been identified in the Grant Application?</i></p> <p><i>Are the long-term perspectives, with particular reference of benefits deriving from the results after Tempus financing has ended, envisaged in the project design? Are adequate dissemination actions foreseen?</i></p>	1						

1.3 Is the current design sufficiently supported by all stakeholders?		1					Weighting	30%
<p><i>Have key stakeholders been involved in the design process?</i></p> <p><i>Are coordination, management and financing arrangements clearly defined and do they support institutional strengthening and local ownership?</i></p> <p><i>Is the sustainability strategy (handing over strategy to partners) fully understood by the partners?</i></p> <p><i>Are the OO and PP clearly understood by the project partners?</i></p> <p><i>Is the timescale and/or range of activities realistic with regard to the stakeholders capacities?</i></p> <p><i>If applicable: How well has the project design been adapted to make it more relevant? Was it straightforward to do contractually?</i></p>	<p><i>To what degree have project partners been involved in the design process? Who are the consortium members?</i></p> <p><i>Have project internal operational issues like financial arrangements between the partners or decision-making procedures been addressed in sufficient detail at design stage?</i></p> <p><i>Are adequate dissemination actions foreseen to make outcomes available to groups not directly involved in the project?</i></p> <p><i>Are project objectives clearly understood by all consortium partners?</i></p> <p><i>Is an updated work plan available for each project year with identification of detailed activities, share of responsibilities, target groups, location and timing and the required resources? Are all project partners aware of it?</i></p> <p><i>Have changes occurred in the project environment (e.g. regulations/laws) or in the project internal structure that can affect the implementation success? Have adequate adjustments been made to the project plan and officially approved in an Addendum?</i></p>							
1.4 Is the current design sufficiently taking cross-cutting issues into account?		1					Weighting	10%
<p><i>Have the relevant cross-cutting issues (environment, gender, human rights and governance, donor coordination or others) been adequately mainstreamed in the project design?</i></p>								
Note: a = very good; b = good; c = problems; d = serious deficiencies.				Overall conclusion:		1.00	d	
Key lessons learned and/or action(s) recommended, by whom in order of priority								
1.								
2.								
3.								
4.								
5.								
6.								

BACKGROUND CONCLUSION SHEET

2. EFFICIENCY OF IMPLEMENTATION TO DATE

Project title	0				
CRIS contract N°	0	MR reference N°	0	Date	1/0/1900
CRIS decision N°	0	Monitor	0		

How well means/inputs and activities were converted into results (as in "outputs")

Prime Issues	Adapted Tempus BCS	PERFORMANCE CONCLUSION				Always to be added	
		a=4	b=3	c=2	d=1	Weighting	
2.1 How well is the availability/usage of means/inputs managed?		●	○	○	●	Weighting	20%
<i>To what degree are inputs provided/available on time to implement activities from all parties involved?</i>	<i>To what degree are inputs provided on time to all consortium partners for the implementation of activities? Do project partners accordingly mobilise their resources, including the planned co-financing?</i>						
<i>To what degree are inputs provided / available at planned cost (or lower than planned), from all parties involved?</i>	<i>To what degree are inputs utilised by the end of the month preceding the monitoring visit? (according to obtained input utilisation information) Is staff time appropriately used in relation to planned activities?</i>						
<i>Are inputs monitored regularly to encourage cost-effective implementation of activities? By whom are they monitored?</i>	<i>Is an internal monitoring system in place, allowing cost-effective implementation of activities?</i>						
<i>Are project resources managed in a transparent and accountable manner?</i>	<i>Is financial management done in a transparent manner?</i>						
<i>Are all contractual procedures clearly understood and do they facilitate the implementation of the project?</i>	<i>Has the breakdown of eligible costs as indicated in the Grant Agreement been collectively agreed by the consortium partners?</i>						
2.2 How well is the implementation of activities managed?		●	○	○	●	Weighting	20%
<i>Is the logframe or similar tool used as a management tool? If not, why not?</i>	<i>Is the logframe or similar tool used as a management tool? If not, why not?</i>						
<i>Is an activity schedule (or work plan) and resource schedule available and used by the project management and other relevant parties?</i>	<i>Has the work plan as outlined in the Grant Agreement adequately been updated and is it used for project management?</i>						
<i>To what extent are activities implemented as scheduled? If there are delays how can they be rectified?</i>	<i>To what extent are activities implemented as scheduled? If there are delays how can they be rectified?</i>						
<i>Are funds committed and spent in line with the implementation timescale? If not, why not?</i>	<i>Which major activities have been implemented and which were not, and why?</i>						
<i>How well are activities monitored by the project and are corrective measures taken if required?</i>	<i>Have the consortium members agreed upon appropriate arrangements for implementation of the project activities and are they adequately applied? Is the communication and information flow conducive for successful implementation?</i>						
<i>If appropriate, how flexible is the project in adapting to changing needs?</i>	<i>If appropriate, how flexible is the project in adapting to changing needs?</i>						
<i>If appropriate how does the project co-ordinate with other similar interventions to encourage synergy and avoid overlaps?</i>	<i>If appropriate, how does the project co-ordinate with other Tempus projects or other relevant interventions in the education sector?</i>						
2.3 How well are outputs achieved?		●	○	○	●	Weighting	35%
<i>Have all planned outputs been delivered to date? And in a logic sequence?</i>	<i>Have all planned Outputs (tangible) been delivered to date? And in logic sequence?</i>						
<i>What is the quality of outputs to date?</i>	<i>What is the quantity and quality of so far produced Outputs in comparison to the plans?</i>						
<i>Are the outputs achieved likely to contribute to the intended results?</i>	<i>Are the Outputs achieved likely to contribute to the intended Outcomes?</i>						
<i>Are they correctly reflected through the OVs/targets?</i>							

2.4 How well is the Partner Contribution / Involvement working?						Weighting	25%
<p><i>Do the inter-institutional structures e.g. steering committees, monitoring systems, allow efficient project implementation?</i></p> <p><i>Have all partners been able to provide their financial and/or HR contributions?</i></p> <p><i>Is the communication between the partner country responsible, the EC Delegation and the project management satisfactory?</i></p>	<p><i>Are the inter-institutional structures adequate to allow efficient project implementation? Has a Project Management Board been set up and is it meeting regularly?</i></p> <p><i>Have all project partners provided their contributions to project implementation as anticipated?</i></p> <p><i>How good is the communication between the Grant-Holder and the EC Project Manager and between the Russian project partners and the National Tempus Office?</i></p>						
Note: a = very good; b = good; c = problems; d = serious deficiencies.				Overall Conclusion:	1.00	d	
Key lessons learned and/or action(s) recommended, by whom in order of priority							
1.							
2.							
3.							
4.							
5.							
6.							

BACKGROUND CONCLUSION SHEET

3. EFFECTIVENESS TO DATE

Project title	0				
CRIS contract N°	0	MR reference N°	0	Date	1/0/1900
CRIS decision N°	0	Monitor	0		

The contribution made by the project's results (as in "outcomes") to the achievement of the project purpose.

Prime Issues		PERFORMANCE CONCLUSION				Always to be added	
		a=4	b=3	c=2	d=1		
3.1 How well is the project achieving its planned results?		● 1	○	○	○	Weighting	50%
<i>Have the planned results to date been achieved?</i>	<i>Have all planned Outcomes (intangible) been achieved to date?</i>						
<i>Are the OVIs/targets for the PP appropriate and are they being reported against?</i>	<i>Are the OVIs/targets for the Specific Objectives appropriate and are they being reported against?</i>						
<i>What is the quality of the results/services available?</i>	<i>What is the quality of the Outcomes/services available?</i>						
<i>Have all planned target groups access to / using project results available so far?</i>	<i>Who are the planned beneficiaries? Have they access to / are they using the so far achieved Outcomes?</i>						
<i>Are there any factors which prevent target groups accessing the results/services?</i>	<i>Are there any factors which prevent target groups accessing the results/services?</i>						
3.2 As presently implemented what is the likelihood of the PP to be achieved?		● 1	○	○	○	Weighting	50%
<i>To what extent has the project adapted or is able to adapt to changing external conditions (risks and assumptions) in order to ensure benefits for the target groups?</i>	<i>What is the level of achievement of the Specific Objectives to date? What are the prospects for achieving the project Specific Objectives by the end of the Tempus financing?</i>						
<i>If any unplanned negative effects on target groups occurred, or are likely to occur through the project, to what extent did the project management take appropriate measures?</i>	<i>Is there any unplanned positive / negative effects on the target groups?</i>						
<i>To what extent are unplanned positive effects contributing to results produced / services provided?</i>	<i>To what extent are unplanned positive effects contributing to results produced / services provided?</i>						
Note: a = very good; b = good; c = problems; d = serious deficiencies.				Overall conclusion:	1.00	d	
Key lessons learned and/or action(s) recommended, by whom in order of priority							
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BACKGROUND CONCLUSION SHEET

4. IMPACT PROSPECTS

Project title	0				
CRIS contract N°	0	MR reference N°	0	Date	1/0/1900
CRIS decision N°	0	Monitor	0		

As presently implemented, the project's likely contribution to the project's Overall Objective.

Prime issues	Adapted Tempus BCS	PERFORMANCE CONCLUSION				Always to be added		
		a=4 ●	b=3 ○	c=2 ○	d=1 ○			
4.1 What are the direct impact prospects of the project at Overall Objective level?		● 1	○	○	○	Weighting	60%	
<i>What, if any impacts are already apparent?</i>	<i>What impact, if any, is already apparent?</i>							
<i>What impacts appear likely?</i>	<i>As presently implemented, what is the likelihood that the project outcomes will have a positive wider impact at the various levels: national/ sector level; intermediate institutions; final beneficiaries?</i>							
<i>Are the current OVs/targets realistic and are they likely to be met?</i>	<i>To what degree do the project's outcomes contribute to the Wider Objective of the Tempus programme action type (JEP, SCM, Mobility Grants) to which it belongs?</i>							
<i>Are any external factors likely to jeopardise the project's direct impact?</i>	<i>Is the appropriate and timely dissemination of project results adequately promoted for creating a wider positive impact?</i>							
4.2 To what extent does /will the project have any indirect positive and/or negative impacts? (i.e. social, cultural, gender and economic)		● 1	○	○	○	Weighting	40%	
<i>Have there been/ will there be any unplanned positive impacts on the planned target groups or other non-targeted communities arising from the project? How did this affect the impact?</i>	<i>As presently implemented, what are the indirect or unplanned effects of the project intervention? Consider again the effects at the various levels: national/ sector level; intermediate institutions; final beneficiaries?</i>							
<i>Did the project take timely measures for mitigating the unplanned negative impacts? What was the result?</i>	<i>Did the project management take timely measures for mitigating the unplanned negative effects? What was the result?</i>							
<i>Does donor coherence, complementarity and coordination exist and have any indirect impact on the project?</i>	<i>Are cross-cutting issues with EU-financed projects, other donors or relevant groups (e.g. business community) considered for enhancing the impact prospects?</i>							
Note: a = very good; b = good; c = problems; d = serious deficiencies.						Overall conclusion:	1.00	d

Key lessons learned and/or action(s) recommended, by whom in order of priority	
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BACKGROUND CONCLUSION SHEET

5. POTENTIAL SUSTAINABILITY

Project title	0				
CRIS contract N°	0		MR reference N°	0	Date 1/0/1900
CRIS decision N°	0		Monitor	0	

The likelihood of a continuation in the stream of benefits produced by the project after the period of external support has ended.

Prime Issues	Adapted Tempus BCS	PERFORMANCE CONCLUSION				Always to be added	
		a=4	b=3	c=2	d=1	Weighting	
5.1 Financial / economic viability?		●	○	○	○	Weighting	30%
<p><i>If the services/results have to be supported institutionally, are funds likely to be made available? If so by whom?</i></p> <p><i>Are the services/results affordable for the target groups at the completion of project?</i></p> <p><i>Can the benefits be maintained if economic factors change (e.g. commodity prices, exchange rate)?</i></p> <p><i>Are the beneficiaries and/or relevant authorities/institutions able to afford maintenance or replacement of the technologies/services introduced by the project?</i></p> <p><i>Is there a financial/economic phase-out strategy; if so how likely is it to be implemented?</i></p>	<p><i>If the services/results have to be supported institutionally, are funds likely to be made available? If so by whom?</i></p> <p><i>Which of the planned outputs/outcomes will require further financial and economic support at the completion of the project?</i></p> <p><i>Are the arrangements among the Russian partners adequate to ensure financial sustainability of the relevant outcomes (e.g. maintenance costs of software systems)</i></p> <p><i>To what degree do Russian Universities consider the outcomes from a commercial point of view (e.g. agreements between universities and private sector) in order to reduce dependence from State budget?</i></p> <p><i>Where applicable, does a financial / economic phase-out strategy exist, and how it is likely to be implemented?</i></p>	1					
5.2 What is the level of ownership of the project by target groups and will it continue after the end of external support?		●	○	○	○	Weighting	30%
<p><i>How far the project is embedded in local structures?</i></p> <p><i>To what extent have target groups and possibly other relevant interest groups / stakeholders been involved in the planning / implementation process?</i></p> <p><i>To what extent are relevant target groups actively involved in decision-making concerning project orientation and implementation?</i></p> <p><i>What is the likelihood that target groups will continue to make use of relevant results?</i></p> <p><i>Do the target groups have any plans to continue delivering the stream of benefits and if so are they likely to materialise?</i></p>	<p><i>What is the current level of ownership over the project outcomes by the various consortium partners?</i></p> <p><i>To what degree have all consortium members been involved in the planning/implementation process?</i></p> <p><i>To what extent are relevant target groups actively involved in decision-making concerning project orientation and implementation?</i></p> <p><i>What is the likelihood that target groups will continue to make use of relevant results?</i></p> <p><i>What is the likelihood that target groups will bring forward the delivered outcomes/services, when judging on the current level of commitment?</i></p>	1					
5.3 What is the level of policy support provided and the degree of interaction between project and policy level?		●	○	○	○	Weighting	20%
<p><i>What support has been provided from the relevant national, sectoral and budgetary policies?</i></p> <p><i>Do changes in policies and priorities affect the project and how well is it adapting in terms of long-term needs for support?</i></p> <p><i>Is any public and private sector policy support likely to continue after the project has finished?</i></p>	<p><i>To what degree is the relevant national, sectoral and budgetary policy (special programmes, legal regulations) supportive for the sustainability of the relevant project outcomes?</i></p> <p><i>Is there a need for an official recognition of project outcomes at policy level? Is it likely to be obtained?</i></p> <p><i>To what extent are benefits deriving from project outcomes in line with the Bologna Declaration that Russia joint in 2003?</i></p>	1					

5.4 How well is the project contributing to institutional and management capacity?		1	0	0	0	Weighting	20%
<p><i>How far is the project embedded in institutional structures that are likely to survive beyond the life of the project?</i></p> <p><i>Are project partners being properly developed (technically, financially, and managerially) for continuing to deliver the project's benefits/services?</i></p> <p><i>Will adequate levels of suitable qualified HR be available to continue to deliver the project's stream of benefits?</i></p> <p><i>Are there good relations with new or existing institutions and are there plans to continue with some or all of the project's activities?</i></p>	<p><i>How far is the project embedded in institutional structures that are likely to survive beyond the life of the project?</i></p> <p><i>To what degree did the project intervention contribute to enhancing the institutional and management capacities of project partner institutions?</i></p> <p><i>Is the current institutional set-up adequate to continue project generated services?</i></p> <p><i>Are there good relations with new or existing institutions and are there plans to continue with some or all of the project's activities?</i></p>						
Note: a = very good; b = good; c = problems; d = serious deficiencies.				Overall conclusion:		1.00	d

Key lessons learned and/or action(s) recommended, by whom in order of priority	
1.	
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BACKGROUND CONCLUSION SHEET

6. Horizontal Issues

Project title	0				
CRIS contract N°	0	MR reference N°	0	Date	1/0/1900
CRIS decision N°	0	Monitor	0		

Horizontal issues	Yes	No	N/A
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6.1) Quality Support Group (QSG) and ROM, lessons learnt

(For TEMPUS: Recommendations letters sent to the Grantholders after project approval)

<p><i>Did the comments on the formulation phase (QSG checklist) essentially hold true (provided the QSG data is available)? Please comment.</i> <i>For Tempus: have the comments been taken into account during the implementation and have the risks identified turned out to be critical issues?)</i></p>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
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<p><i>Has any monitoring or evaluation (including ROM) resulted in improvements in the project? Please comment</i></p>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
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<p><i>Please comment on lessons learnt, if any.</i></p>			
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6.2) Review of TC Quality Criteria

<p><i>Does the TC fit the context of the project? Please comment.</i> <i>For Tempus: not relevant</i></p>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
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<p><i>Is there clear commitment and adequate ownership from partners? Please comment.</i></p>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
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<p><i>Is the link between activities and expected results and outcomes clear? Please comment.</i></p>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
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<p><i>Is the TC support harmonised with that of other donors and has the sustainability of benefits been considered? Please comment.</i> <i>For Tempus: Not relevant</i></p>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
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Is the PIA appropriate? – also mention the type of PIA, integrated unit or parallel structure etc. Please comment.
For Tempus: not relevant

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Please comment on lessons learnt, if any.

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6.3) EC Visibility

Does the project contribute to promoting EC visibility (e.g. does it comply with the EC Guidelines?)
Please comment.

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Please comment on lessons learnt, if any.

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BACKGROUND CONCLUSION SHEET

7. Cross-cutting Issues

Project title	0				
CRIS contract N°	0	MR reference N°	0	Date	1/0/1900
CRIS decision N°	0	Monitor	0		

Cross-cutting Issues	Yes	No	N/A	Always to be added
7.1) Have practical and strategic gender interests been adequately considered in the project strategy?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	
<i>If so how and to what effect? If not, why not? If n/a explain. Please consider the following aspects of gender mainstreaming:</i> <ul style="list-style-type: none"> • Has the project been planned on the basis of a gender-differentiated beneficiaries' analysis? • To what extent will / could the gender sensitive approach lead to an improved impact of the project? • What is the likeliness of increased gender equality beyond project end? • According to the OECD Gender Policy Marker how would you classify this project? 				
<i>Please comment on lessons learnt, if any.</i>				
7.2) Is the project respecting environmental needs?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	
<i>If so how and to what effect? If not, why not? If n/a explain. Please consider the following aspects of mainstreaming environmental aspects:</i> <ul style="list-style-type: none"> • Has environmental damage been done or likely to be done by the project? What kind of mitigation measures has been taken? • How well does the project respect traditional, successful environmental practices? 				
<i>Please comment on lessons learnt, if any.</i>				
7.3) Has (good) governance been mainstreamed in the project?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	
<i>If so how? If not, why not? If n/a explain. Please consider the following aspects of governance:</i> <ul style="list-style-type: none"> • Does it take into consideration the differential impact of poverty by disadvantaged groups? • Is the P/P designed in such a way that it takes into account potential conflict ? • Is regular, transparent, financial reporting built into the P/P? Are its results widely circulated and understandable? • Are there effective anti-corruption monitoring tools in place? 				
<i>Please comment on lessons learnt, if any.</i>				

7.4) Does the project actively contribute to the promotion of Human Rights?						
<p><i>If so how? If not, why not? If n/a explain</i></p> <ul style="list-style-type: none"> • <i>Has there been an analysis of “winners and losers” regarding possible “discrimination” of target groups by the programme/project?</i> • <i>Will the P/P help to ensure respect for any relevant human rights and not cause them to be reduced in any way?</i> • <i>Do any interested parties and observers raise HR concerns?</i> 						
<p><i>Please comment on lessons learnt, if any.</i></p>						

Annexe 3 – De-briefing note template

Debriefing note to the EC Task Manager
For Debriefing DG EAC Headquarters (Brussels) on the Mission

Project Title			
Project Number		Tempus Grant	
Operations Manager		Cofinancing	
Project Authority		Total budget	
Monitor's Name		Start Date	
		End Date	

Preliminary Key Findings and Recommendations

Findings
Strong points:
•
Weak points:
•
Recommendations:
Important Info, Comments, Answers to specific requests of Task Manager

Annexe 4 – Summary of strong and weak points

Summary of strong and weak points and recommendations from de-briefing notes

Project Number	Strengths	Weaknesses	Recommendations
JEP 27137_2006	<ul style="list-style-type: none"> • Good cooperation between the parties. Complementary contribution on the basis of their own specificities and competences. • Ownership is high. Non-academic consortium partners also involved to meet the actual needs of the target groups. • Mutual interest to proceed with the project implementation compensated some lack of the managing experience of the Grant Holder. 	<ul style="list-style-type: none"> • Internal operational issues not properly addressed at design stage; activities not defined; work plan not updated, without milestones, deadlines or responsible persons. • Internal financial management and distorted information flow/data exchange • EU reels for equipment purchase not explained to partners by the Grant holder. • Proposals concerning the sustainability were prepared, but their affordability should be revised in the view of the current social-economic situation. 	<ul style="list-style-type: none"> • In coordination with NTO, start the equipment purchase procedure; • Improve project-internal financial mechanisms and reporting; • Revise/ update the Work plan with a detailed list of activities, milestones and deadlines; • Revise the sustainability plans; • Apply to CHTA to get the tax exemption certificate for equipment purchase; • Investigate requirements for the equipment transfer from Russia to Latvia.
JEP 27043_2006	<ul style="list-style-type: none"> • Strong commitment of the EU Grant holder and Russian Grant coordinator • Use of French as a common language eases the flow of communication • Dialogue between academic and professional bodies • Good structure put in place, based on balanced distribution of power between representatives of the academic and non-academic bodies and designed to preserve the independence of the firms ones from the judicial power • Financial responsibilities shared among all partners 	<ul style="list-style-type: none"> • Almost personalised cooperation between the EU Grant holder and the Russia Grant coordinator • Scarce knowledge of English and French among the law professionals participating in the re-training courses • Selection of students based on unclear procedures • Strong hierarchy of the academic and especially of the judicial system • Additional risks emerged during implementation. 	<ul style="list-style-type: none"> • Restructuring the course around different formats to incentivate attendance; • Move towards the provision of customised training courses; Sponsor the signature of internal agreements with individual lecturers; • Collect data on participants: role, selection modality, future goals; • Spread information on the project's innovative approach; • Consider introducing an examination at course end.
JEP_27144_2006	<ul style="list-style-type: none"> • Strong managerial skills of BBJ Consult; relationship between EU Grant holder and Grand coordinator regulated by an internal bilateral agreement; • Strong support from the University establishment, the Ministry of Education and Ministry of Health; • Scientific Directorate of the MBA fully satisfied; good quality of the teaching material prepared; • Structure of the MBA programme allows professionals to participate without giving up their jobs 	<ul style="list-style-type: none"> • Late project start caused the postponement of first MBA intake from September 2008 to February 2009. • Part of students' selection criteria initially set are dropped; • Individual expert did not participate in any of the activity; • Adaptation of the modules conducted in a rather short time; • Lack of a common language among consortium partners; • MBA participants nominated by their hierarchy; • Target groups only limitedly involved in the needs assessment. 	<ul style="list-style-type: none"> • Allow BBJ to play a strong managerial role as long as it complies with the Tempus regulation; • Clarify the future role of the external expert; • Consider the reintroduction of the original requirements for students' selection; • Formalise links with regional Health Care Departments; • Organise dissemination events in other areas of Russia; • Encourage the participation of private sector and consider opportunities for scholarships or apprenticeship schemes; • Encourage the International Accreditation; • Use the evaluation questionnaire to improve the MBA
JEP-27281_2006	<ul style="list-style-type: none"> • Overall, the project is well designed and well implemented; • Clear division of responsibilities between EU/RF partners; • All activities are well structured towards realistic Objectives and sustainable; • Communication between the partners is good. The parties are flexible and mutually supportive. 	<ul style="list-style-type: none"> • The profile of the EU/RF Universities is not in perfect match. A valuable asset could be language modules based on specific technical disciplines; • The LFM is weak, hardly a managerial tool • Weak reporting, particularly for sustainability/dissemination; • Financial aspects are potential risk factors; • Interests/benefits of EU partners are unclear. 	<ul style="list-style-type: none"> • Focus on quality of the course materials developed • To enhance sustainability, focus on internal and external dissemination; the final Conference; cooperation with other relevant Tempus projects; • In the future, promote a more balanced composition of consortium; • focus on the interests of EU partners and financial management at the local level.

Summary of strong and weak points and recommendations from de-briefing notes

<p align="center">JEP-27119-2006</p>	<ul style="list-style-type: none"> • Good cooperation between the parties, fruitful synergy. • Ownership over the newly developed courses is high: Technical universities have a vital interest in such courses. • Mutual interest to proceed with the project implementation compensated some lack of the managing experience of the Grant Holder 	<ul style="list-style-type: none"> • No clear view about a place and role of Centres of Engineering Pedagogy and Faculties of Improvement of Skills in implementing ILAN training. Business plans with ways of financing these activities have not been worked out so far. 	<ul style="list-style-type: none"> • Strengthen sustainability of project results and develop a dissemination strategy; • Develop a business plan for sustainability of the results; • Follow up the process of accreditation of the new courses; • Agree with the PM allocation of additional funds for printing • Adjust reporting intervals to be in line with actual start of activities
<p align="center">JEP_27301_2006</p>	<ul style="list-style-type: none"> • Innovative approach to curriculum development • Concept of curricula relevant for the Russian economy as a whole • Strong involvement of project partners in project design • Good cooperation between Universities and private sector; • Positive impact on the Russian labour market; • Good financial sustainability prospects. 	<ul style="list-style-type: none"> • Intervention logic poorly elaborated; • No external quality control system; outputs delayed; • No involvement of the Ministry of Education; • Payment arrangements for Russian partners problematic; • Financial implications of outsourcing administrative tasks to EU consortium partner • English and German language training abandoned; • Quality of reporting needs to be improved; • No responses to EC's clarification requests. 	<ul style="list-style-type: none"> • Establish an external quality assurance system for the remaining project duration; • Facilitate payments to Russian project staff; • Clarify KUB's involvement in the project, as to the acceptable levels of remuneration for outsourced work performed by private consulting firms; • Consider in future calls to introduce conditionality for contract award; • Ask the Grantholder to follow up more closely the project; • Mobilise sufficient resources for dissemination conference.
<p align="center">JEP_27206_2006</p>	<ul style="list-style-type: none"> • Good selection of partners and division of responsibilities; • Important involvement of the Ministry of Education; • Internal monitoring system established. • Planned accreditation of the programme and involvement of business in its evaluation; • Communication between the partners is good. Parties are flexible and mutually supportive 	<ul style="list-style-type: none"> • Outdated subject, i.e. General Management; • Accreditation of the management programme is off the agenda till 2013; • The involvement of MoE's representative in the upcoming study tour is unclear; • Outputs and outcomes are not clearly differentiated; • Internal monitoring is not activated in full scope yet; • Earlier involvement of private sector might be reasonable. • Financial arrangements are potential risk factors 	<ul style="list-style-type: none"> • Request the project partners to clarify the role of the MoE; accreditation of BA programme; • Reinforce the internal monitoring and observe timeschedule and quality. • Address the companies at the modules development stage; • Clarify the co-financing budget line; • Consider raising the attractiveness of Tempus projects for EU partners.
<p align="center">JEP_27036_2006</p>	<ul style="list-style-type: none"> • High professionalism of EU Grantholder • Good logframe with realistic risks and assumption; • Logical sequence of activities • Good internal monitoring and evaluation provisions; • Transparent management of project resources; • Unusually high co-financing rate • Good communication between partners • Strong sense ownership among partners; • Policy support from regional administrations 	<ul style="list-style-type: none"> • Logframe not used as a management tool • Shortened project duration, putting at risk quality of modules/training material due to reduced test phase • Composition of consortium lacks involvement of Ministry of Education and private business representatives • Insufficient financial resources; Some of the planned outputs will not be realised; • Unclear financial sustainability. 	<ul style="list-style-type: none"> • Account for the input provided under co-financing; • Elaborate a strategy for the training of the 600 teachers; • Elaborate a dissemination strategy for Russian project partners after the project end; • Provide a financial sustainability plan for the established training firms.

Summary of strong and weak points and recommendations from de-briefing notes

<p>JEP_27150_2006</p>	<ul style="list-style-type: none"> • High relevance for Russian context due to the deficit of environmental specialists with modern know-how • Interventions are straightforward and thus well understood by all stakeholders • Student exchange for two EU students can enhance long-lasting relations with benefits for all involved institutions 	<ul style="list-style-type: none"> • The intervention logic is inconsistent; • It is not yet ensured that the new MSc course will be fully adopted; • Laboratory facility still needs to be refurbished and the equipment to be installed adequately 	<ul style="list-style-type: none"> • Enhance mobilities of teaching staff for open lectures • Explore possibilities for further students exchange; • Speed up procurement of equipment; • Invite a representative from the MoE to the final conference; • Allocate resources to the web-site maintenance • Link activities with the other Tempus project
<p>JEP-27061-2006</p>	<ul style="list-style-type: none"> • Relevance of the subject; no such Master exist in Russia; • Flexible structures at the academic sector; • Professional project staff, good match of partners, longstanding relationship; • Efficient and effective project management; • High commitment and ownership on all levels; • Teachers are open for new learning methods; • Some connections to the private sector; • Good potential for wide dissemination of project results. 	<ul style="list-style-type: none"> • No relevant feedback from the federal level; • Dependency on good performance of individuals, results not yet enough imbedded in institutions; • Dissemination of results not organized systematically; • No quality assurance mechanisms are in place; • Candidates for the Master course have a low level of English; • Unclear when commitments to the compatibility with ECTS will be fulfilled, • No Alumni organisation planned. 	<ul style="list-style-type: none"> • Follow up of internal evaluation in respect to the Quality Assurance-mechanisms and the institutionalisation of the master programme • Consider ex-post monitoring to draw lessons learned; • Using final conference to distribute project results; • Use of network of the partners to build a joint alumni organisation and increase mobility of teaching staff; • Consider the instalment of English courses already at BA level.

Annexe 5 – Report List

