

## How to prepare competitive project proposals in Tempus IV

Project Cycle Management: Identification and Formulation of Projects

This handbook has been prepared by:

© Monika Botz

Advisor for European Funds

EduTrain: Preparation of Project Proposals for European Higher Education Programmes

[info@edu-train.eu](mailto:info@edu-train.eu)

## Contents

I. Introduction.....	4
II. Evaluation of Project Proposals in Tempus IV.....	5
III. Project Cycle Management.....	10
IV. Project Preparation.....	17
V. Identification Phase.....	20
- Stakeholder Analysis.....	21
- Problem Analysis.....	24
- Objective Analysis.....	26
- From Objective Analysis to the Project Strategy.....	27
VI. Project Planning/ Formulation Phase.....	29
- Logical Framework Matrix.....	30
- Scheduling of Activities.....	41
- Dissemination.....	45
- Sustainability.....	49
- Quality Control & Monitoring.....	52
- Project Management.....	56
- Project Budget.....	60
Additional Information/ References.....	67

## I. Introduction

The quality of a project design determines not only the fact whether the project will successfully pass the competitive Tempus evaluation and selection process but also its potential success or failure during the project implementation. The capacity of applicants to plan and design sound projects as well as their familiarity with the concepts of the Project Cycle Management and the relevant project terminology is crucial for the implementation of effective interventions.

To facilitate this capacity building a training seminar was held during the Joint Meeting of Representatives from the National Contact Points in EU Member States and National Tempus Offices in the Partner Countries in October 2009, in Brussels.

The aim of the one-day seminar was to provide participants with a solid foundation concerning the main steps and techniques to be applied during two project cycles „Identification“ and „Formulation“. This handbook is intended as an accompaniment and post-course support to the aforementioned course and reflects the objectives of the seminar itself.

### What is the handbook about?

The handbook has been designed to support and mainstream best practices in the preparation of sound and feasible Tempus projects. The handbook further reflects the main problems faced by the applicants in the project design and incorporates the knowledge from the past Tempus IV evaluation rounds.

In particular the handbook provides the readers with an overview of:

- The main principles of the Project Cycle Management and the Logical Framework Approach;
- Steps to be undertaken in the framework of the project-cycle stages: Identification and Formulation;
- The project terminology related to the main constituent parts of a Tempus project as well as requirements to be taken into account in the design of individual parts of a Tempus proposal;
- General practical aspects related to the project preparation.

Although the handbook is based on the Project Cycle Management, it does not represent a procedures manual nor does it replace existing PCM guidelines. The focus of the handbook is on practical instructions for project preparation in the framework of the Tempus IV programme.

## **II. Evaluation of Project Proposals in Tempus IV**

**Evaluation Process**

**Project's Eligibility – Critical Aspects**

**Evaluators` point of view**

## II. Evaluation of Project Proposals in Tempus IV

### Evaluation Process - Overview

Proposals submitted in the framework of the Tempus IV programme are subject to a two-step evaluation procedure<sup>1</sup>:

#### I. Eligibility Check

Eligibility check constitutes the first step in the evaluation of project proposals and is conducted by the Education, Audiovisual and Culture Executive Agency (EACEA).

Eligibility Check involves verification of:

- Conformity of original supporting documents with formal requirements, templates & instructions and against the data provided in the application;
- Compliance with other eligibility criteria set in the Call for Proposal (e.g. composition of the partnership, national & regional priorities, budget related thresholds).



#### Note

Proposals which do not pass eligibility check will not undergo further assessment. In other terms only proposals which fulfil all eligibility criteria will be passed to the subsequent evaluation stage.

#### II. Academic, Technical and Financial Evaluation

The second step of the evaluation process involves evaluation of the academic, technical and financial quality of the project proposals. Each proposals is evaluated by two independent (external) experts according to predefined criteria, including<sup>2</sup>:

- Relevance;
- Quality of the project partnership;
- Methodology;
- Sustainability;
- Budget Effectiveness.

---

<sup>1</sup> This handbook focuses on the evaluation of the project proposals and does not cover subsequent steps of the selection and award procedure. For more information on the latter it should be referred to the information provided in the individual Calls for Proposals.

<sup>2</sup> The criteria listed above refer to the evaluation criteria applied in the second Call for Tempus IV Proposals (2009).

## Critical Aspects related to projects' eligibility

One of the main reasons for the rejection of project proposals constitutes the non-fulfilment of eligibility criteria specified in individual Tempus calls. It is therefore crucial that before submitting the project proposal the applicants familiarise themselves with rules concerning projects feasibility and verify the compliance of their proposals with individual eligibility criteria.

The main **critical aspects** to which attention should be paid while verifying project's eligibility include:

### 1. Original supporting documents:

- **Consistency of the information**

The information provided in the application form and in the supporting documents should be consistent. (e.g. the same partners names, the same project title, the same project objectives stated in partners endorsement letters and in the application form, etc.).

- **Conformity with formal requirements & instructions**, including:

- Templates & Forms to be used;
- Stamps & Dates;
- Persons authorized to sign the documents;
- Completeness (all required documents must be provided).

### 2. Eligibility of the project partnership

- **Minimum requirements for the composition of the project partnership**

The Tempus call clearly specifies the minimum requirements to be respected in relation to the number and origin (EU vs. Partner Country) as well as the status of institutions to be involved in the project consortia;

- **Involvement of individual experts**

The Tempus programme offers the possibility of involvement of individual experts in the project. Nevertheless, such experts can or should be involved in the project partnership only if their know-how/profile is complementary to the expertise of the institutional partners. Furthermore, the individual experts must not be employed by any of the institutions included in the project consortium.

### 3. National & Regional Thematic Priorities:

- The project objectives must be in line with the thematic priorities for national & multi-country projects specified in the Annexes to the Tempus call;

#### 4. Adherence to the Financial Requirements:

- The Tempus call clearly specifies the minimum requirements concerning the budget thresholds that should be strictly respected in the project proposal (e.g. co-financing: min. 10% of the total eligible project costs, requirements on the minimum and maximum amounts of the Tempus grant).

#### 5. The project focus & activities should be within the scope of the Tempus programme:

- Tempus is Higher Education COOPERATION and not a research or a technological development programme – proposals that are entirely focused on pure research are ineligible.

#### 6. “Copied” proposals

- Proposals, which are obviously „copied“, entirely or partly, will not be accepted!



#### **Note:**

It does not matter how well the project has been designed if it does not fulfil the minimum eligibility criteria. The non-compliance with only **one** of the eligibility requirements will lead to the rejection of the proposal.

### **Evaluators` Point of View**

During the second stage of the evaluation procedure the quality of the proposals is assessed by individual evaluators, including the assessment of academic and technical quality as well as the soundness of the financial aspects of the project.

In particular, external evaluators look at:

- **Compliance with each individual assessment criteria;**  
Award and assessment criteria are defined in each year's Tempus call and should be acknowledged by the applicants - They are useful indications to which aspects attention should be paid during the proposal preparation.
- **Coherence among different sections of the project proposal;**  
Evaluators check the consistency of the information provided in the application, both in relation to the narrative content of the proposal and the project costs.
- **Relevance of the supporting information.**  
Supporting documents are used as an additional source of information on, e.g.:
  - Capacities & competences of the main project actors;
  - Verification of the consistency between the content of the application and objectives endorsed by the individual project partners.



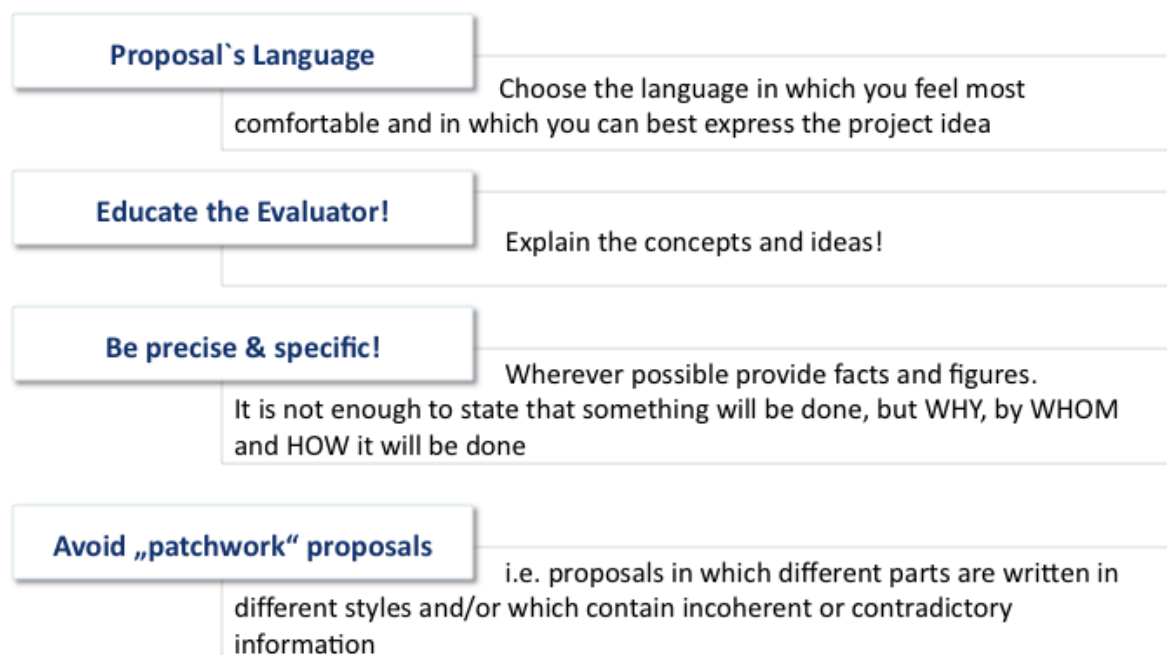
## Quality of the Language & Clarity of Information – Underestimated Success Factors!

One of the commonly underestimated factors, which can substantially influence the success of a project proposal in the evaluation process, is the quality of the language and the quality of information provided in the application.

In general it does not matter in which of the official eligible Tempus languages the proposal is submitted. What matters is:

- the **quality of the language** (clarity & conciseness of the style writing);
- the **quality** (preciseness) **of the information** provided in the application;

Considering the significance of these two aspects following recommendation can be formulated for potential project applicants:



### **Note:**

Proposals which cannot be understood by external experts or in which information is unclear risk lower grades during the selection process. If information is missing the only grade evaluators can give is zero!

## **III. Project Cycle Management**

**Project Cycle Management – Key Principles & Phases**

**Logical Framework Approach**

## III. Project Cycle Management

### Project Cycle Management and its Key Principles

Project Cycle Management is an instrument that has been applied by the European Commission in 1993 for planning and managing the EC's external assistance projects.

The PCM describes the way and the sequence in which projects are planned and implemented.

It is based on five progressive cycles (operational phases) of a project including:

- Programming;
- Identification;
- Formulation;
- Implementation; and
- Evaluation.

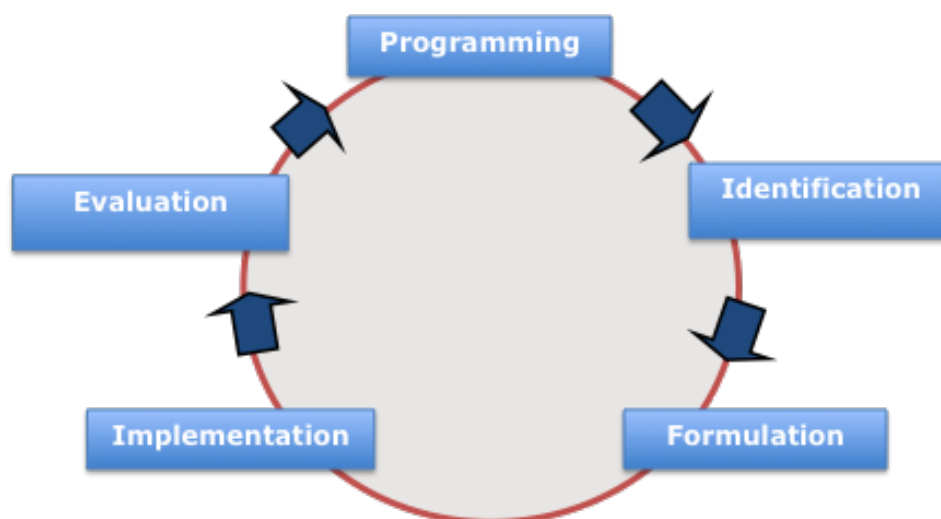
For each life cycle of a project PCM defines the management activities and decision-making procedures to be used, including key tasks, roles and responsibilities, key documents and decision options.

The **key principles** of the PCM include the following:

- **The Logical Framework Approach as a central planning concept;**  
PCM uses the Logical Framework Approach as its central analytical tool to support a number of key analyses, work out suitable solutions, incorporate them into the project design and successfully implement the project.
- **Good Quality Documents;**  
PCM requires the production of good-quality key documents in each phase to support well-informed decision-making.
- **Quality Assessment;**  
Each stage of the project cycle incorporates key quality assessment criteria.
- **Stakeholders Participation and Local Ownership.**  
PCM presupposes active participation of project stakeholders in order to promote and ensure local ownership of the project. In other terms, the main project stakeholders should be involved in the project and consulted as much as possible, i.e. not only during the implementation of the project intervention but also in the project design and evaluation of the project results.

## Phases of the Project Cycle Management

While the generic Project Cycle Management applied within EC external aid programmes has five phases, in practice the duration and importance of each phase of the cycle will vary for different projects, according to their scale, scope and depending on the specific operating modalities under which they are set up.



### Programming

Programming phase is usually multi-annual and indicative. It involves the analysis of the situation at national and sectoral level, identification of problems, constraints and opportunities, which the planned programme could address. The goal of programming is to identify the main objectives and sectoral priorities for co-operation, and to provide a feasible programming framework within which projects can be identified and planned. During this phase the overall and specific objectives and modalities of the Tempus programme are prepared at the level of the European institutions and in consultation with national authorities of the beneficiary countries.

### Identification

At the project level the identification phase should be carried out by prospective project partners (implementing partners) and in consultation with the main project (local) stakeholders in order to ensure local ownership of the project. Identification phase should comprise identification of initial project idea, identification of the potential stakeholders, analysis of problems and constraints faced by the project stakeholders as well as identification of options to address those problems.

It is important that the project ideas should be drawn from the priorities and targets identified in the relevant programme documentation (in particular: the Tempus call).

## Formulation

During the formulation phase initially identified project ideas and objectives are developed into more detailed and operational plans. At the project level during the formulation stage potential implementing partners and project stakeholders participate in the detailed specification of the project idea that is then assessed for its feasibility (whether it is likely to succeed) and sustainability. This phase includes the preparation of a detailed project design and of the project proposal.

## Implementation<sup>3</sup>

Once the project proposal has passed the selection procedure and the project is recommended for funding, it can be executed by the implementing partners.

## Evaluation

During the evaluation phase the project is assessed in terms of its quality. The purpose of this stage is to identify what has been achieved, and to identify lessons that have been learned. Evaluation findings are used to improve the design of future projects or programmes. Although in the classical Project Cycle Management theory the evaluation phase comes after implementation, at the project level quality control and evaluation take place during the project's implementation in order to identify lessons or potential improvements that can be applied and taken into account during the project lifetime.

# The Logical Framework Approach

## Background & Definition

The Logical Framework Approach was developed in the early 1960s by the US Agency of International Development to improve its project planning and evaluation system. In the meantime the LFA has been adopted and used as a project planning and management tool by most multilateral and bi-lateral development agencies.

Since 1993 the EC has required the use of LFA as part of its Project Cycle Management system.

The Logical Framework Approach is an **analytical process** that aids project planning and management. It also provides a core set of tools by which the assessment of the project quality is being undertaken.



### Note:

The LFA should not be confused with the LFM (Logical Framework Matrix). While the LFA describes the process and a set of concepts supporting structured and systematic analysis of a project idea, the LFM is a matrix and a documented product of the LFA.

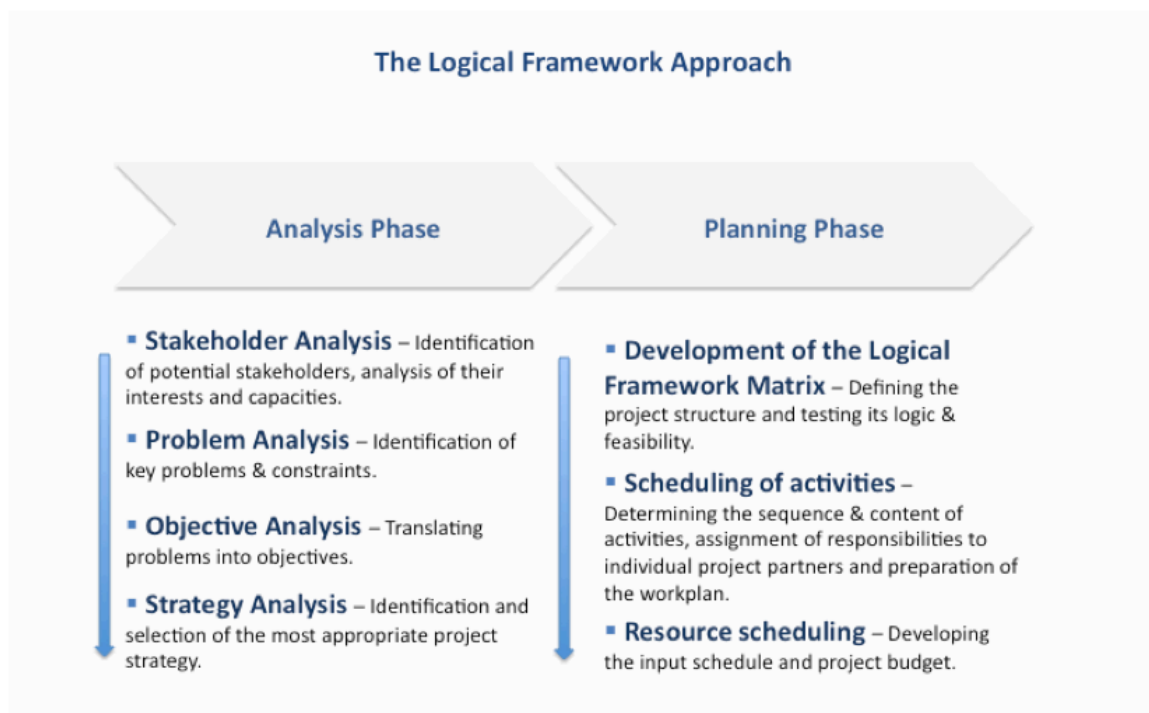
---

<sup>3</sup> Note: This handbook focuses on the PCM stages Identification and Formulation and does not cover details related to the implementation and evaluation phases. More information on the individual phases of the PCM can be found in the Project Cycle Management Guidelines, EuropeAid Cooperation Office, March 2004.

## The stages of the LFA

The Logical Framework Approach provides a set of iterative concepts that allow analysing and structuring project relevant information.

The main stages of the LFA include Analysis and Planning, which are carried out progressively during the Identification and Formulation phases of the project cycle. It is important to keep in mind that although the individual phases are progressive, they do not represent a set of linear steps, i.e. facts identified in each phase of the process should be continuously reviewed and revised as new information comes to light.



The **Analysis Phase** includes the following four steps:

- **Stakeholder Analysis**

During the stakeholder analysis the situation and needs of potential project stakeholders should be analysed. This phase may also include an identification of potential project partners as well as initial institutional capacity assessment or gender analysis.

- **Problem Analysis**

Problem analysis involves identifying of the profile of the main problems to be addressed by the project as well as developing their cause and effect relationships.

- **Objective Analysis**

Based on the identified problems the project partners and stakeholders analyse potential project objectives and develop an image of an improved situation in the future.

- **Strategy Analysis**

Strategy analysis includes comparison of different options to address given situation and the selection of the most appropriate project strategy.

The Planning stage builds on results from the Analysis phase. During this phase the information identified in previous stages is transformed into operational plans that will be ready to be implemented. This phase may also include the preparation of a detailed project proposal.

The main elements of the **Planning phase** include:

- **Preparation of the LFM**

The preparation of the LFM should not be limited to simple “filling-in” of the matrix boxes. This phase involves further analysis and refinement of the project ideas as well as the definition of potential risks that may influence the project success.

- **Scheduling of activities**

Scheduling of activities involves the definition of the sequence, content and timing of the project activities. It further includes the allocation of responsibilities to the members of the project team as well as preparation of the project workplan.

- **Resource scheduling**

Once project activities have been defined in sufficient detail, the necessary resources (inputs) that are needed for the implementation of the project can be determined. Thus, resource scheduling involves the preparation of the project budget.

## Why should the Project Cycle Management and the Logical Framework Approach be applied?

The Logical Framework Approach has been designed and introduced into the Project Cycle Management system to address the following main concerns that often negatively affected the success of projects and programmes:

- Vague planning without clearly identified objectives and/or poor linkages between the objectives and project activities;
- Inadequate opportunities for project stakeholders/beneficiaries to participate in the project design;
- Insufficient attention to the external environment and inadequate account of the socio-economic context of the operating environment that affect project's sustainability;
- Poor management with unclear management responsibilities and weak financial management;
- Inadequate monitoring and evaluation during the project's implementation;

The main idea behind the PCM and the Logical Framework Approach is to provide a set of tools and practices that help avoid the aforementioned constraints and incorporate the main quality criteria into the project design. In particular, the PCM and LFA provide a structure to ensure that the project stakeholders are consulted and relevant information is available and generated in each phase of the cycle.

Incorporating the principles and recommendations of the PCM and LFA into the process of project design should help generate feasible and **Good Quality Project**, i.e. project that are:

### **Relevant:**

- i.e. is supportive to the overarching policy objectives of the EC (Tempus Programme) and of the participating partners; and
- based on real needs & problems of target groups & beneficiaries;

### **Feasible:**

- The project objectives can be realistically achieved within the constraints of the operating environment and capacities of the implementing partners;

### **Sustainable:**

- Benefits generated by the project are likely to be continued once the programme funding comes to an end.



## **IV. Project Preparation**

**When to start?**

**Where to start? – Preparatory Analysis**

## Project Preparation

### When to start?

Project planning is a complex process that requires several months of intensive work. While there is no rule concerning when exactly the preparation of the project should be commenced, ensuring that adequate time and resources are committed to project identification and formulation is critical to supporting the design and effective implementation of relevant and feasible projects.

Therefore, some basic and simple recommendations for potential project applicants may include the following:

- Start as early as possible;
- Set a realistic time-frame for the project preparation;
- Establish methodology for the project elaboration including how individual project partners will contribute;
- Decide upon communication strategy;
- Do not wait with the submission of the proposal for the last moment!
- Take into account potential technical problems that may occur during the submission process;
- If the official deadline (date or time) for the submission of the proposal will be missed the project will not be accepted!



#### **Note:**

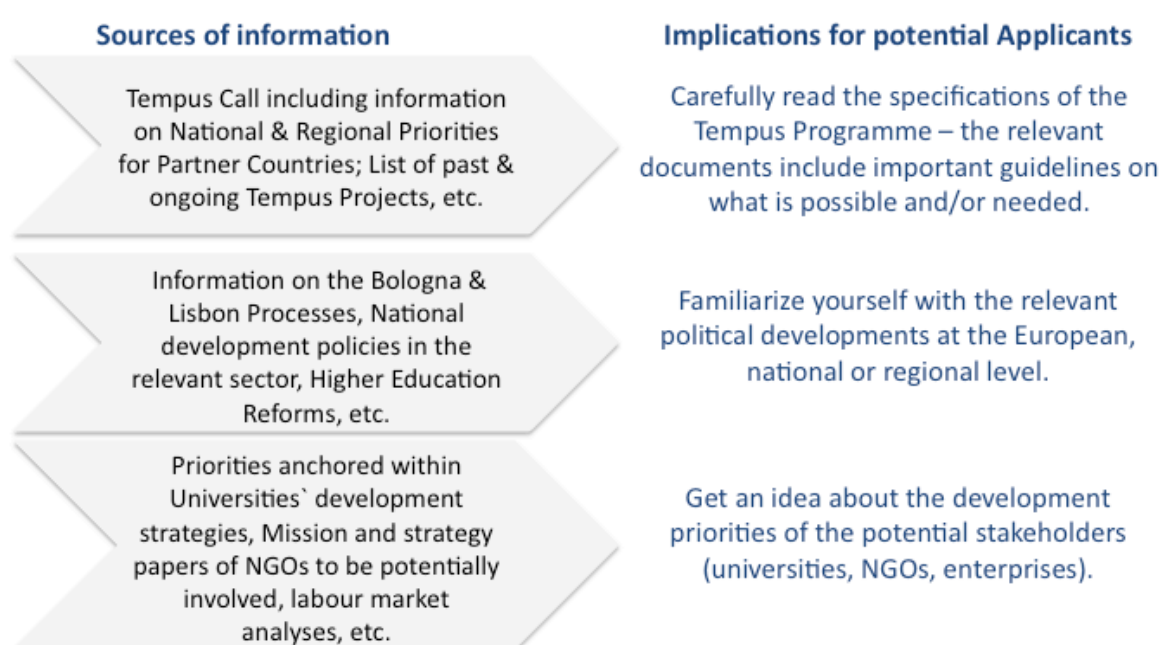
From the third Tempus Call a new electronic Application Form will be launched. As the new application introduces changes in the format of the required information, the applicants should familiarize themselves with the new form and with the relevant instructions as early as possible.

## Where to start?

### Preparatory analysis

The first step in the preparation of a project should involve the analysis of relevant information that is effectively available and accessible. This step, often called Pre-Analysis provides useful tool to generate basic information about **what is possible and/or needed** within the framework of the Tempus programme and within the external environment in which the project will operate.

Given the characteristics and objectives of the Tempus programme, the potential **information sources** to be taken into account within the pre-analysis include:



The preparatory analysis should help:

- Generate information on existing problems and constraints in the targeted sector and ideally broadly identify the general development problems and opportunities for the project;
- Ensure that the project idea will be in line with the European, institutional, national, regional development priorities as well as with the priorities of the Tempus Programme;
- Ensure that the project will not duplicate efforts undertaken within other Tempus projects in the region. Ideally it helps identify potential synergies with other initiatives



Last but not least, pre-analysis provides useful arguments/data to which explicit reference should be made in the project proposal while describing the relevance of the project in the regional/ country context.

## **V. Identification Phase**

**Stakeholder Analysis**

**Problem Analysis**

**Objective Analysis**

**From Objective Analysis  
to the Project Strategy**

## V. Identification Phase

### Stakeholder Analysis

#### Purpose and steps

Stakeholders can be defined as individuals, groups of people, institutions or enterprises that might have significant interest in the success or failure of a project (either as project partners, facilitators, beneficiaries or adversaries).

These groups have different interest and concerns that need to be properly understood and recognized in the process of problem identification, objective analysis as well as within the selection of the project strategy. Therefore, the main goal of the stakeholder analysis is to investigate those interests in order to help maximize the institutional, social and economic benefits of the project to target groups and ultimate beneficiaries, and at the same time minimise the potential negative impacts (e.g. stakeholder conflicts).

The main questions to be addressed during the stakeholder analysis are:

- Who might have potential interest in the project?
- What is the situation of potential stakeholders and what are potential benefits they may receive from the project intervention?
- Whom to directly involve in or exclude from the project?
- Who should be addressed and by which means/activities?
- Do the stakeholders have the necessary resources to participate in the project?

The main **steps** involved in stakeholder analysis involve<sup>4</sup>:

1. Broadly identify **general problem** to be addressed by the project;
2. **Identify groups** that might have interest in the potential project;
3. Investigate their respective **roles**, different **interests, relative power & capacity** to participate (strengths & weaknesses);
4. Investigate potential **conflict** in the relationships between stakeholders;
5. **Interpret the findings** (decide about which groups should be directly involved or addressed by the project and by which means).

---

<sup>4</sup> There are a variety of tools that may support stakeholder analysis (e.g. SWOT analysis, stakeholder analysis matrix, or Venn and spider diagrams). For more information the readers can refer to "Project Cycle Management Guidelines", EuropeAid Cooperation Office, March 2004

## Who are the project stakeholders?

To properly reflect stakeholders' interest in the project design, it is necessary to understand the difference between different types of the project stakeholders. The categorization of stakeholders helps identify means by which they should be addressed within the project.

In general stakeholders can be divided into **three main categories**:

### 1. Primary or main (direct) target groups:

- Groups or institutions whose interest lies at the centre of the project,
- Beneficiaries who experience the problem and/or usually users of the services to be developed within the project (e.g. universities, students, teachers, enterprises)



The primary target groups that benefit directly from the implementation of the project should be **directly involved and addressed by project activities**.

### 2. Those who will “indirectly” or in a longer term benefit from the project:

- This category includes groups of people or institutions that may benefit from the project in the long term at the level of the sector or a society at large. They may include policy makers, enterprises, universities not involved in the project or other organizations working in the same sector.



Indirect beneficiaries do not have to be directly involved in the project, but may be important in supporting project's sustainability. These groups may also be addressed by dissemination activities.

### 3. Potential Project Partners

- Those who's direct support and involvement will be needed for the achievement of the project's objectives;



Institutions that have the capacity to participate in and contribute to the implementation of the project and which should be directly involved in the project consortium.

## Identifying Project Partnership

Stakeholder Analysis provides useful instrument for the initial identification of the project partners.

The evaluation of options for partnership should take into account the relevant criteria of the Tempus programme, which include:

### Expertise:

Institutional partners that will form the project partnership should have:

- Specific (complementary) expertise in the area the project is going to address;
- Ideally also experience in the field.

### Regional Dimension & Diversity:

- The partnership should involve representative number of Higher Education Institutions from participating partner countries covering broad geographical area, i.e. involvement of both partners (universities) from large, centrally located cities as well as from marginal, peripheral areas should be taken into consideration.
- Wherever appropriate non-academic members should be involved in the partnership.

### Grant Applicant:

While choosing the grant applicant institution, the project partners should investigate and ensure that the respective institution has the capacity to manage and implement the project over the entire duration of the project intervention.

The main criteria to be taken into account in relation to the grant applicant institution are:

- Sufficient resources (human, financial, infrastructure);
- Institutional support;
- Experience in management of international projects.



### Note:

The quality of the project partnership constitutes an important quality criterion that will be assessed during the evaluation process. Particular attention is paid to the fulfilment of the criteria listed above.

## Problem Analysis

### Purpose

Problem analysis involves identification of major and real problems to which stakeholders attach high priority and wish to overcome. It is therefore important that the analysis is conducted in a participatory approach, i.e. it involves consultation of the main project stakeholders.

The aim of the problem analysis is to identify the negative aspects of an existing situation and to establish the 'cause and effect' relationships between the identified problems.

The problem analysis provides the basis for the identification of project objectives - it helps ensure that the project objectives and outputs will provide **relevant** solutions for **existing** and **real** problems faced by the project stakeholders. Thus, a thorough problem analysis provides a sound foundation on which to develop a set of relevant project objectives.

## Development of a Problem Tree

Useful instrument for the analysis of existing problems and bottlenecks provides the development of a so-called problem tree.<sup>5</sup>

Problem tree is a diagram that illustrates the hierarchy of problems and helps analyse and clarify cause-effect relationships.

Following **steps** should be considered while developing the problem tree:

1. Open discussion or brainstorming of problems, which stakeholders consider being a priority (What is/are the problem(s)? Whose problem(s) it is/are?);
2. Selection of the "starter" or "core" problem;  
From the problems identified through the brainstorming exercise an individual main problem should be selected.
3. Establishment of a hierarchy of problems related to the „core problem“ in a diagram;  
The problems related to the „core“ problem should be identified applying the „cause and effect“ principle. i.e.:
  - Problems which are directly causing the starter problem are put below it;
  - Problems which are direct effects of the starter problem are put above it;
  - Problems which are neither an effect nor cause are put at the same level.
4. Reviewing the diagram and verification of its validity and completeness.  
(Are there are there important problems that have not been taken into account?)

---

<sup>5</sup> Note: Creating a problem tree should ideally take place in a participatory group event, e.g. workshop. As this is not always possible for practical reasons, the project partners should in any case seek for other ways to ensure that the views of the main project stakeholders are taken into account within the problems and objective analysis.





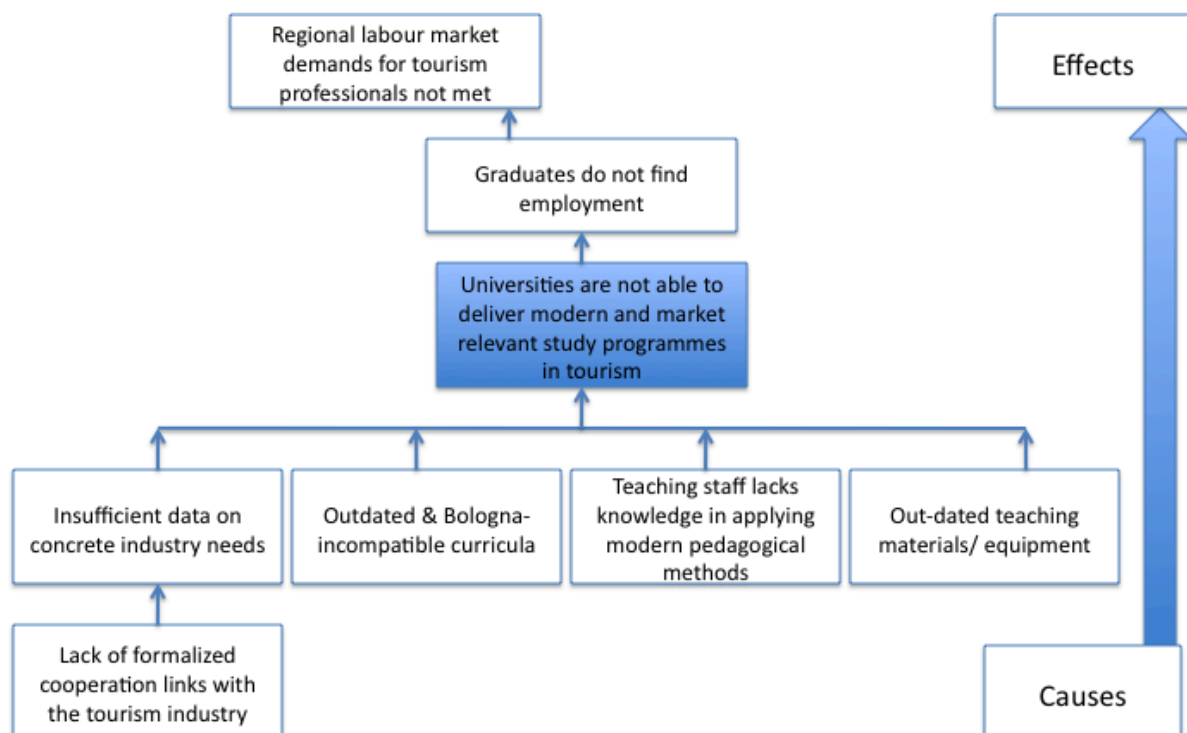
### Note:

Once complete, the problem tree represents a summary picture of the existing negative situation. It should provide a clear but simplified version of reality. If it is too complicated, it is likely to be less useful in providing direction to subsequent steps in the analysis. Therefore the problem tree should be kept as simple as possible and should not explain the complexities of every identifiable cause-effect relationship.

### Problem Tree: Simplified example

The following diagram provides a simplified example of a problem tree. The tree illustrates a picture of a negative situation in which the main problem that has been identified as a “core” problem is the incapacity of universities to deliver modern and market relevant study programmes in tourism. One of the potential causes for this problem might be “Insufficient data on concrete industry needs” which results from the “Lack of formalised cooperation links with the tourism industry”. Both problems are “causes” of the “core” problem, they are therefore put below it.

The effect of the fact that universities do not offer market relevant study programmes might be that “Graduates do not find employment”. If graduates do not find employment another effect (problem) is produced, namely, that “Regional labour market demands for tourism professionals are not met”. Both problems constitute effects of the core problem, and are thus put above the “starter” problem.



## Objective analysis

### Purpose

Analysis of objectives is a methodological approach that involves:

- Description of the situation in the future once identified problems have been solved;
- Verification of the hierarchy of objectives; and
- Visualisation of the means-ends (in contrast to causes-effects) relationships in a diagram.

The analysis of objectives continues on from the problem analysis and should be conducted with the same participants. The exercise involves definition of objectives that are in direct relationship with the identified problems.

### Development of an objective tree

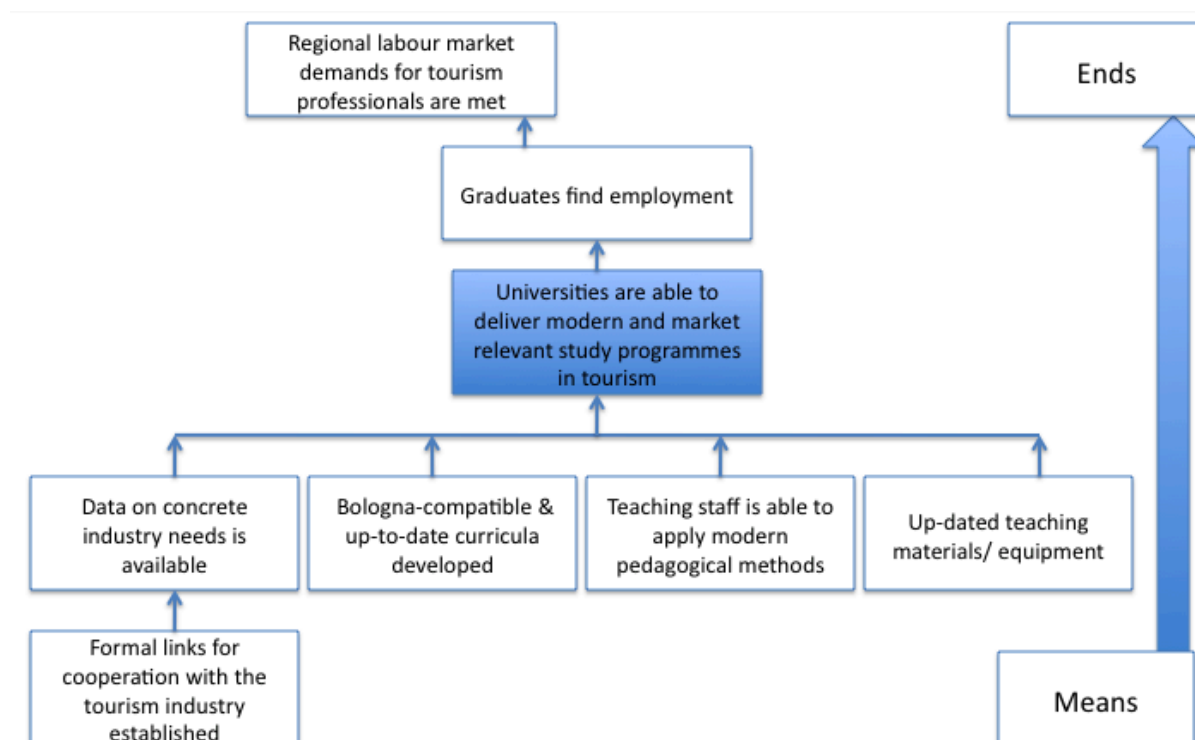
During the objective analysis the “negative situations” of the problem tree are converted into solutions or ‘positive situations’. For example, the identified problem “insufficient data on concrete industry needs” is converted into “data on concrete industry needs is available”. These positive achievements represent situations or in fact objectives, that should result from the successful realization of the planned project. In order to provide clear but simple picture of the desired future situation, accordingly to the problem tree, the objectives are presented in a diagram (objective tree).

The main steps for the development of an objective tree are as follows:

1. Reformulate all negative situations (problems) into positive situations that are:
  - Desirable;
  - Realistically achievable;
2. Analyse the means-ends relationships to ensure their validity and completeness;
3. If necessary: revise statements, add new objectives or delete objectives that do not seem suitable or necessary.

Once complete, the objective tree provides a simplified picture of the desired future situation, including the indicative means by which ends can be achieved.

## Objective Tree – Simplified Example



## From Objective Analysis to the Project Strategy

The final phase of the identification/analysis phase includes:

- I. **Selection of the strategy (ies)** that will be used in the project to achieve the desired objectives. During the strategy selection the project partners should identify which objectives should be included **IN** the project and which objectives should be left **OUT**;

Depending on the thematic focus and scope of the project there may be many problems and thus many objectives. While choosing the project strategy the project partners should prioritise the objectives and select those to which stakeholders may attach highest priority.

In any case the selected project objectives should be relevant for the Tempus programme and in line with the national and regional priorities of the partner countries involved.

The selection of the project strategy may be supported by the development of set of criteria against which the project partners assess the merits of the planned project intervention. Those criteria could include:

- Expected contribution of the project to key policy and/or programme objectives;
- Compliance of the project objectives with the institutional policies of the involved partner institutions/universities;
- Eligibility criteria set in the Tempus call – choose objectives that are among the priorities (national or regional) of the partner countries involved;
- Benefits to target groups and potential project impact;
- Complementarity with other ongoing or planned projects;
- Cost implications, financial & economic cost-benefit;
- Technical feasibility

## **II. Decision on what will be the wider and specific project objectives, output and/or outcomes**

Once agreement has been reached on what will be the project objectives, the selected strategy can be used to formulate the first column of the Logical Framework Matrix, particularly identifying the project Wider and Specific Project Objectives, Outputs and Outcomes.

In relation to this, the following rules can be applied:

- While defining the Wider Project Objective look at the problems/objectives identified above the “starter” or “core” problem;
- Identify the Specific Project Objective(s) taking into account the problems/objectives identified at the level of the “starter” or “core” problem.
- To define Outputs and Outcomes look at the lower level of causes (below the “starter” problem) in the problem assessment and reflect the respective objectives from the objective analysis.

## **VI. Project Planning / Formulation**

**Logical Framework Matrix**

**Scheduling of Activities**

**Dissemination**

**Sustainability**

**Quality Control and Monitoring**

**Project Management**

**Project Budget**

# Logical Framework Matrix

## Purpose

Provides a coherent picture of the project

The Logical Framework Matrix:

- brings together all key components of the project in one place;
- exposes the logic of how the project is expected to work;
- should provide a concise, realistic and coherent picture of the entire project intervention;
- LFM is often used as the main reference document of the project.

Important planning tool

- The matrix is an important planning tool that helps test the logic of the identified strategy options and thus ensure project's feasibility;
- It clarifies the relationships which underlie judgments about the likely efficiency and effectiveness of the project and identifies the main factors related to its success;
- The matrix should be prepared at the beginning of the project's formulation phase.

Management, monitoring & evaluation tool

- During project's implementation the matrix should be kept under regular review & up-dated whenever the project changes course;
- It provides the framework for monitoring and evaluation, i.e.:
  - The Indicators and Sources for their Measurement provide the basis for Quality Control & Monitoring Plan to be designed and implemented by project managers;
  - Outputs, Indicators and Sources for their Measurement (+ activities, resource and costs) provide the framework for preparing monitoring reports.



### Note:

The LFM constitutes a central management tool that will be used during the remaining project cycle management stages. It therefore requires thorough and careful preparation.

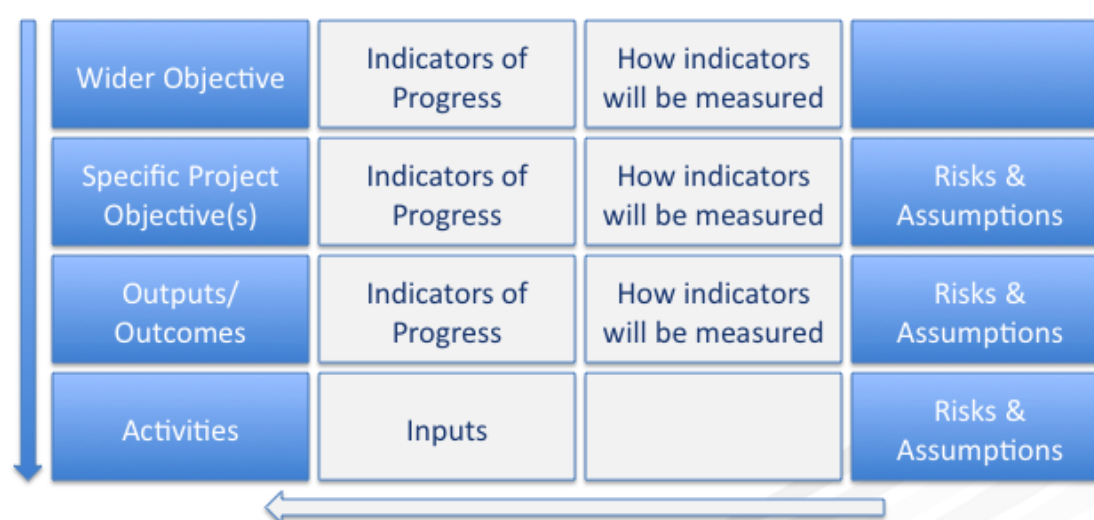
## LFM – The Logic

The LFM is a four columns and four rows matrix that provides the framework for the basic project structure. The main headings of the matrix are:

- **The project structure** in terms of wider and specific project objectives, outputs/outcomes and activities;
- **Targets** defined for the main elements of the project structure, known as Indicators of Progress;
- **Sources of Information**, which provide the basis for measuring or verifying the progress towards achieving the targets (How indicators will be measured);
- **Risks/Assumptions**, which identify external factors beyond the control of the project that may affect the project's implementation and its sustainability.

In other terms, the matrix exposes the logic of the entire project intervention:

- **Vertical logic** presents what the project intends to achieve, determines causal relationship between its strategic elements and identifies assumptions and risks that may influence the success or failure of the project;
- **Horizontal logic** refers to the effects of the project. It presents the resources needed for project's implementation and identifies key progress indicators as well as means by which the progress will be measured.



The LFM helps test the soundness of the project design by checking the logical linkages between the main elements of the project structure (known as the “if-then” causality”) For example, if the objective hierarchy is read from the bottom up, the “if-then-causality” can be expressed in following terms:

- IF inputs are provided and certain assumption hold true THEN activities can be undertaken;
- IF the activities are undertaken, THEN outputs and outcomes can be produced;
- IF outputs/outcomes are produced, THEN the specific project objective(s) can be realized;
- IF the specific project objective is achieved, THEN this should contribute towards the wider project objective.

### Preparation of the LFM

The Logical Framework Matrix is the product of the Logical Framework Approach. Thus, the results of the stakeholder, problem, objective and strategy analysis should be used as the basis for preparing the LFM.

During the preparation of the LFM the project partners have the opportunity to discuss different implications of the project and revise or change the project structure wherever necessary.

The general sequence for preparing the matrix is as follows:

1. Once the project partners and stakeholders have reached an agreement on what should be the project purpose, then the objectives that lie within the scope of the project can be transposed from the objective tree into the matrix.
2. The Objective column is filled in first by working top down (i.e. specifying the overall objective, specific objectives, outputs and outcomes, and then activities).
3. The Assumption column is filled in second, working from the bottom to the top. The relationships between the objectives and the assumptions define the level of risks associated with the project and their determination helps test the project’s feasibility.
4. Subsequently, Indicators of Progress and Sources for their Measurement should be filled in (working across). They will establish the basis for measuring the effectiveness of the project objectives, outputs and outcomes.
5. After the project team has agreed on the project’s main elements, Activities can be revised and boxes related to “Inputs” filled in. It should be noted that Inputs should or can be initially indicated only in very general manner. More information concerning the necessary resources will be generated from resource scheduling/ budget preparation at the later stage of the project planning.



### Wider & Specific Project Objectives

#### Wider Project Objective:

- Represents a “global” result or a broader development objective to which the project will contribute; i.e. it will not be achieved by the project alone but it might require the impact from other interventions, programmes, or policies;
- It may also represent a longer term impact of the project, the realization of which often goes beyond the project lifetime;
- The overall or wider project objective should refer to the priorities, specific objectives or themes of the Tempus programme.

#### Specific Project Objective(s):

- Represents the intermediate or direct result of the proposed project. Specific project objectives refer to the benefits that will be achieved at the end of the project’s successful implementation as a result of utilizing programme’s resources;
- Should be realistic, accurate and time-bound;
- Specific project objectives should be in line with the priorities and themes of the Tempus programme and in particular with the national and/or regional priorities of the involved Partner Countries.

### Examples

#### Wider Project Objective:

*„Improved students employability & strengthened capacity of Central Asian Universities in meeting regional labour market demands for tourism professionals“*

#### Specific Project Objective:

*„Modernized study programmes through the development of a Master and Bachelor Programmes in Tourism at five Central Asian Universities according to the market needs by 20XX“*

## Outputs & Outcomes

Outputs and outcomes represent the results of the planned/implemented activities and their realisation should logically lead to the achievement of the specific project objective(s). Both, outputs and outcomes should be expressed in the past tense as having been received/achieved. The main difference between the two categories lies in the fact that outputs represent “tangible” or outcomes “intangible” results of the project.

### Outputs (tangible):

- Represent services, capital goods or facilities that the project will deliver;
- If possible, outputs should be expressed in measurable terms i.e. include quantitative dimensions.

### Outcomes (intangible):

- Represent the likely or achieved short-term or medium-term intangible effect of a project;
- Usually refer to new skills, methods, practices or capacities acquired within the project.



#### **Note:**

In Tempus IV: Specific outputs/outcomes related to Dissemination, Sustainability, Quality Control & Monitoring and Management should be planned and included in the LFM.

## Examples

### Outputs (tangible):

*X new teaching courses developed and X courses modernised for a Master programme in Sustainable Tourism.*

*Technology Transfer Units at X Universities established;*

### Outcomes (intangible):

*New pedagogical skills and methodologies acquired by the teaching staff of X Universities*

*Enhanced managerial and administrative staff capacity in implementation of internal quality assurance (or assessment techniques).*

## Activities & Inputs

### Activities:

- Are actions or tasks that need to be carried out in order to deliver planned results (i.e. outcomes/outputs);
- Activities should be planned and presented in the LFM in a chronological order.

### Example

#### Outputs & Activities:

##### **Output:**

*1.New Bachelor Programme in Sustainable Tourism developed & implemented*

##### **Activities:**

*1.1.Establishment of pedagogical teams;*

*1.2.Development of curricula*

*1.3.Development of X new and modernization of X existing Bachelor courses;*

*1.4.Development of teaching materials;*

*1.5. (Pilot) implementation of the new Bachelor programme at X partner country*



### **Note:**

Assignment of reference numbers to each output and related activities will increase the readability of the LFM – the same reference numbers should be used for the preparation of the workplan.

### Inputs:

Inputs are financial and human resources, equipment used for the implementation of project activities. While detailed indications concerning the costs of the project should be presented in the financial section of the project proposal, the LFM should include only a rough estimation of the necessary resources according to the costs categories established in Tempus (i.e. staff & equipment costs, travel & costs of stay, indirect & other costs).

## Risks & Assumptions

Every Tempus project is affected or influenced by external conditions or factors that might represent a risk to its successful implementation. These factors may have particular impact not only at the performance of the project but also on its sustainability.

The probability and significance of these factors or conditions to be met is part of assessing the feasibility or „riskiness“ of the project. Thus, the formulation of Risks & Assumptions should not be limited to filling-in the fourth column of the Logical Framework Matrix, but should be conducted within a thorough analysis that will allow identifying means and measures to limit or counteract potential risks.

### Assumptions:

- External factors that have the potential to influence or determine the success of a project, but lie outside the direct control of the project managers;
- The way of formulating an assumption reflects a **desired (positive) situation**, e.g. „*Continuing political support to improve financial situation in Higher Education Institutions*“,

### Risks:

- A negative way of describing an assumption;
- Risks reflect a negative situation, e.g.:  
„*Lack of political support*“  
„*Accreditation of a new curriculum delayed*“,



### Note:

- There are no Risks & Assumptions against the Wider Project Objective;
- Particularly important are Risks & Assumptions related to Outcomes/Outputs as well as to the Specific Project Objectives, as they may influence the feasibility of the entire project intervention;
- Not all Outputs/Outcomes may have Risks or Assumptions attached and some may have more than one Risk/Assumption.
- One individual external factor should be defined in the LFM either as a Risk or as an Assumption.<sup>6</sup>

---

<sup>6</sup> Note: The classical Project Cycle Management operates mainly with the term “Assumption”, due to the fact that assumptions reflect an uncertain situation, which already includes some level of risk (e.g. that the assumption will not hold true). Within the Tempus programme, both terms Assumptions and Risks are used. It is recommended that external factors, which are “more risky” and are associated with more negative impacts should be defined as Risks, more “positive” situations, should be defined as Assumptions.

## Measures counteracting risks:

It is not enough to formulate Risks & Assumptions in the Logical Framework Matrix. The success of the project will depend on the managers' ability to identify conditions that should be met in order to limit the impact of risks or reduce the project's reliance on external factors.

Therefore:

- The project structure should reflect efforts to limit the impact of potential risks;
- Wherever possible counteracting measures should be specified in the LFM and reflected in project activities.

## Risks and Potential Counteracting Measures – Examples

Risks	Potential Counteracting Measures and/or Activities
Difficult legal and/or fiscal environment for imports (equipment)	<ul style="list-style-type: none"><li>▪ Wherever possible equipment will be purchased from local markets</li></ul>
Lack of a suitable candidate for the post of a manager of the planned International Relation Office	<ul style="list-style-type: none"><li>▪ Recruitment procedure will be carefully planned &amp; implemented from early stages in the project lifetime</li></ul>
Accreditation not granted or delayed	<ul style="list-style-type: none"><li>▪ Steps to ensure official recognition of the new study programme will be addressed from the very beginning of the project;</li><li>▪ Active involvement of relevant ministries (accreditation bodies) in project activities.</li></ul>
Potential language barriers: e.g. Limited language skills of university teaching staff that will participate in trainings abroad	<ul style="list-style-type: none"><li>▪ Organization of language courses at the beginning of the project implementation</li><li>▪ Use of translation services whenever necessary</li></ul>

## Assessment of Risks & Assumptions

After risks & assumptions have been identified and assigned to the respective activities, outputs and specific objectives, they should be assessed for their significance and potential effects on the project. The assessment of risks & assumptions helps assess the project's feasibility and elaborate conditions, which should be met to achieve the project objectives.

### Steps and guiding questions for Risks/Assumption Analysis:

- Is the stated risk/assumption **important**?  
Assumptions or risks that are not important for the project or assumptions that are certain to occur do not have to be included in the matrix.
- What is the **likelihood** that an assumption will hold true or a risk will be realized?  
Positive situations (assumptions) that are important but not certain to occur should be considered within the project and monitored during the project implementation. Accordingly important risks (negative situation) that are likely to be realized should be included in the matrix. Such risks or assumptions require special attention. If not noticed during the project-planning phase or counteracted by specific activities these external factors may lead to the failure of the project. In such a case they are known as “killing” risks or assumptions.
- Can the project structure be **modified** in a way that the assumption/risk is no longer needed or the **impact of a risk can be reduced**?  
Assumptions that are central to the success of the project but are not certain to hold true or risks that are probable to occur during the project implementation require the project structure to be redesigned.



**Note:** If it is not possible to eliminate or reduce the impact of a risk that has been assessed as important and probable, through redesigning the project structure or potential counteracting measures – **the project might be not feasible and should be rejected at this stage.**

### Risks and Assumptions related to project's sustainability

During the risks and assumption analysis particular attention should be paid to a number of factors that are critical for the project's sustainability. Those factors should be assessed in terms of their likely impact on the success of the project, and if relevant reflected in the project design.

The main factors influencing the longer-term impact of the project include:

- Political support;
- Commitment of partners/stakeholders to the project;
- Physical conditions/ availability of appropriate resources/technology;
- Institutional/ organizational capacity of beneficiaries to continue delivering of project services beyond the Tempus support;
- Economic and financial viability (can the project services be financed in a long term?)
- Socio-cultural and gender issues (have issues to ensure equal access and use of the services to be developed been considered?)

## **Indicators of Progress & Sources for their Measurement:**

### **Indicators of Progress**

- Indicator of progress is a variable (quantitative or qualitative) that provides the basis for the measurement of the project achievements and its performance;
- Indicators should be specific & measurable and include ambitious but realistic targets<sup>7</sup>;
- Indicators may include a measure of quantity, quality, time, target groups, and sometimes location. While quantitative indicators set targets by defining quantitative dimensions (e.g. the size of the target group to be addressed), qualitative indicators may refer to information indicating views, perceptions and or/experiences (e.g. quality of a new training programme perceived by its direct beneficiaries);
- Indicators should be objectively verifiable, i.e. different persons that will use the indicators will obtain the same measurements.

### **How indicators will be measured**

The third column of the LFM refers to the sources of information and means of their collection. This column should indicate where the information on the achievement of the project targets can be found or how it will be collected.

Sources for the measurement of indicators may include:

- Sources of information that are already available, e.g. publications, official statistics and available documents and reports; but also
- Sources of information that will be produced during the project implementation, including methods for the collection of information, e.g. monitoring reports, questionnaires, interviews, surveys.

---

<sup>7</sup> Newly revised concepts of the Logical Framework Approach indicate that indicators of progress specified in the LFM should not include any targets (see e.g. "Guidance on using the revised Logical Framework", DFDI, February 2009). Nevertheless, according to the classical LFA concept, indicators of progress should be SMART, i.e. specific, measurable, accurate and time-bound. This practice is also followed in the Tempus programme.



The Progress Indicators and Sources for their Measurement set the basis for quality control and evaluation, regular review of the project progress during the project's implementation as well as for the preparation & verification of monitoring reports. Therefore identifying adequate, clear and measurable indicators is an important part of establishing an effective monitoring system.

During the definition of progress indicators particular attention should be paid to the costs related to the data collection and analysis to be conducted during the project's implementation.

The general rule is that the production of information and its collection should be at acceptable costs. Before establishing new information system the project partners should investigate whether it is possible to build on already existing sources.

In any case the sources of information, in particular those outside of the project, should be assessed for their relevance, reliability and accessibility.

## Indicators of Progress and sources for their measurement

### Simplified Examples

Output	Indicators of progress	Sources of measurement
New Bachelor Programme developed	X courses developed until X project month; New Programme accredited until X project month.	Course documentation; Accreditation documents.
Staff training	X teaching staff accomplished targeted teacher training until X month  80% of the total number of training participants satisfied with the quality of the training (e.g. they evaluate the quality of the training at least as good or very good)	Records on published training materials; List of training participants; Feedback questionnaires

Quantity of deliverables;  
Milestone (deadline) for the completion of a task.

Size of an audience/ beneficiaries and deadline for the realisation of the output

Qualitative targets



## Scheduling of Activities

### Definition

Scheduling of activities is a **method** that:

- Involves identifying the logical sequence and dependencies, location and content of activities;
- Provides a basis for allocating responsibilities to individual project partners;
- Includes the development of a project workplan.

The activity plan provides a basis for further specification of resources and scheduling of costs. Both the activity plan and resource schedule should be clearly linked to the delivery of project outputs (as specified in the LFM).

### Steps for the preparation of an activity plan

Once the LFM has been completed, it is then possible to use the identified Activities to further analyse aspects of their timing, dependency and related responsibilities using a graphical activity-scheduling format <sup>8</sup>.

The preparation of a detail activity schedule may be conducted by applying the following step-by-step approach:

- **List main project Activities (from the LFM) for each outcome/output;**
- **Break Activities down into manageable tasks;**

The aim of breaking Activities down into sub-activities or tasks is to define their content and make them sufficiently simple to be organised. It will further help identify the necessary expertise and assign the tasks to project partners at a later stage.

- **Clarify the sequence and dependencies of Activities;**

To determine the logical distribution of Activities within the workplan they must be related to each other in order to identify:

- The **sequence** of activities - In what order Activities should be undertaken?
- **Dependencies** of activities – Is an Activity dependent on the start-up or completion of any other Activity?

---

<sup>8</sup> Specific format that may be used for the development of an activity plan is the so-called Gantt chart (similar to the workplan form used within the Tempus programme).

- **Estimate start-up, duration and the deadline for the completion of activities;**

This step involves making a realistic estimate of the duration of each task, and then building it into the Activity Schedule to establish likely start-up and completion dates for each Activity. While specifying the timing of Activities the time for the realization of each tasks should not be underestimated.

- **Define expertise needed for the completion of each activity;**

When the tasks for each Activity have been identified, it is possible to specify the type of expertise required for their completion. Even if the available expertise is often known in advance, this step provides a good opportunity to verify whether the action plan is feasible given the expertise available within the project partnership.

- **Allocate tasks among the project team taking into account capability, expertise & experience of each member of the project team** (i.e. consortium members who will carry out activities);

As the allocation of tasks is associated with the responsibility for the completion of individual Activities, this step also defines each team member's accountability. It is therefore important that the project partners are aware of and understand what is required of them.

- **Define target groups for individual project activities;**

The Tempus programme requires from applicants a clear definition of target groups to be addressed by project activities. This step should ensure that the project partners take into account this requirement and identify in sufficient detail the respective target groups as well as the level of their involvement in the project.

- **Prepare the project workplan.**

Once Activities have been scheduled in sufficient detail the generated activity plan should be transferred into the project workplan.

## Presentation of Outcome and Activities in the project proposal – Frequent mistakes

While planning and describing outputs and activities in the project proposal following frequent mistakes should be avoided:

- **Unclear methodology for the implementation of outputs/activities**

Lack of detail or insufficient presentation of the content of project activities and working methods for their implementation (what, when, where and how will be done);

- **Lack or limited involvement of students throughout the project cycle;**

Tempus programme is a Higher Education cooperation programme in which students constitute one of the most important target groups to be addressed by the project. Therefore, students' involvement in project activities should be considered as much as possible.

- **Insufficient specification of target groups or measures to ensure their active participation in the project;**

For example: lack of quantitative targets or the inclusion of only very general statements like „all students“, „all enterprises“.

- **Unbalanced distribution of tasks among the project partners or missing information about their involvement;**

Tempus project should be characterised by an adequate and possibly balanced distribution of tasks among the project partners. Thus, the distribution of responsibilities strongly biased towards e.g. European partners with partners from partner countries having insignificant roles should be avoided.

Furthermore, all partners involved in the project partnership should contribute to the realization of the project objectives and need to have defined specific responsibilities. Partners without a clear role in the project (so called „sleeping partners“) should not be included in the project consortium.

- **Lack of coherence between activities listed in the Outcome tables, LFM and in the Workplan**

Different activities listed in different parts of the application or incomplete indications in the LFM, workplan, outcome tables should be avoided.



**Note:**

The abovementioned examples refer to frequent mistakes encountered in the past Tempus IV calls. As from subsequent calls the new format of the project application to be introduced and changes in the format of the required information should be taken into account.

## **Tips for the preparation of the workplan**

While preparing the project workplan particular attention should be paid to:

### **The logic of the annual and multi-annual distribution of activities**

- The workplan should reflect:
  - Short preparatory or inception phase (at the beginning of the project);
  - Development and (pilot) implementation of the main project outputs; as well as;
  - Evaluation of the quality of the delivered results;
- The pilot implementation/or teaching of new or updated courses in the partner country(ies) has to start during the lifetime of the project and take place during at least one third of the project duration;
- The sequence of activities in the workplan should be progressive (i.e. demonstrate the progress of activities);
- Excessive periods of inactivity, unjustified breaks or “empty” workplans should be avoided.

### **The rationale behind the location and dependencies of activities**

- E.g. Study visits or trainings of partner country teaching staff in the EU should not be planned/organized during the implementation of the new study programme in the partner country;
- Purchase and instalment of necessary equipment should be planned as early as possible to ensure that it can be used during the project lifetime and that it will support the realization of the project objectives.

### **Plan sufficient time for the implementation of individual activities but avoid:**

- Overloaded workplans;
- Long periods of initial and basic analysis (the situation in the partner countries should be analysed prior to the submission of the project proposal as it provides the basis for the project design).

## Dissemination

### Purpose

Dissemination is:

- A strategy to communicate, propagate and diffuse the information about the project and its results;
- An important instrument that supports project's sustainability.

Dissemination should help ensure or facilitate:

- **Project's Visibility**

Beneficiaries of European programmes are legally obliged to take the necessary steps to ensure that the financial contribution of the EU is given adequate publicity.

- **Potential multiplier effects**

Information about the project should be made accessible to groups of people or institutions not directly involved in the project in order to share the results, best-practices, lessons learned and possibly contribute to the solution of similar issues in a broader institutional, regional and national context.

- **Support from political decision-makers**

Information towards decision makers is crucial to facilitate necessary political support and generate potential positive decisions concerning project's sustainability.

- **Acceptance and interest of the direct users/target groups for the delivered services**

Intensive communication about the attractiveness of the planned project results/services towards their direct users will determine their willingness to use the services and/or potentially support the project's sustainability

### Dissemination - Who should be addressed?

The success of dissemination is conditional upon a clear definition concerning its target groups. While in practice, target groups to be addressed by dissemination activities depend upon the type of information or results to be disseminated and vary from project to project, it is essential that the dissemination strategy takes into account different categories of target groups.

The main questions to be addressed while defining the audiences for dissemination actions are:

- Which individuals, groups of people or institutions (involved or not involved in the project) have the interest in the success of the project intervention and/or its particular results?";
- Whose support is necessary for the project to succeed? Who should be informed or addressed by lobbying activities to facilitate positive decisions supporting project's sustainability?

The following graph illustrates possible target groups to be considered as a direct audience for dissemination activities.



Notably, the most important beneficiary group to be targeted by dissemination actions are the direct users of the services and results developed in the project (primary target group). This group may involve students as beneficiaries of the new curriculum, or enterprises, teaching staff as “target users” of specific training courses to be developed.

Another target group to be considered within dissemination are individuals, groups of people or institutions not directly involved in the project, but who might have the interest in the project results, either at the level of the institutions participating in the project or from outside of the project partnership. Those may include:

- Other teaching staff, students, faculties from institutions involved in the partnership, but not directly addressed by project activities, who may benefit from improved legislation, new equipment or experienced gained through international cooperation;

- Universities and potential stakeholders in the participating partner countries or region, which are not directly involved in the project partnership, but may be interested in project results to solve similar problems (multiplier effects through e.g. transfer of successful curricula or training materials, improved legislation).

One of the main goal of dissemination is to support and facilitate project's sustainability. In relation to this, considerations about the target groups for dissemination and lobbying activities should involve those who's direct (political) support is crucial for the long-term maintenance and/or official recognition of the project results. These groups may include:

- Political decision-makers at the regional or national level (e.g. ministries of education, accreditation bodies, regional authorities);
- Decision-makers, "leaders" at the level of the beneficiary institutions (e.g. Rectors, Chancellors, Deans of Faculties).

## How to plan dissemination strategy – Few tips

### What should be disseminated?

- Clearly identify the outputs/ project results or information that can or should be disseminated (e.g. new teaching materials, manuals, information about a new curriculum).

### Timing

- Dissemination should start early in the project implementation (from the first project year) and activities should be implemented at regular intervals throughout the entire project duration.
- Pay attention to the consistency of the planning with the timing for the implementation and delivery of the main project results (e.g. students recruitment events should be planned well in advance to the start of the new study programme);

### Whom to involve?

- Utilize the existing dissemination potential and networks of the project partners (e.g. enterprises, chambers of commerce involved in the partnership);
- Consider involvement of students' organizations, national authorities, institutional decision-makers and professional organizations in dissemination activities.
- Establish contacts with other Tempus projects, National Tempus Offices.

**Develop visual “identity”** for the project; including:

- Project logo, templates to be used in promotional materials.

### **Dissemination instruments**

Dissemination instruments should be:

- Be adequate to reach the identified target groups;
- Be varied and involve a wide range of dissemination tools.  
Plan creative and diversified means to address different target groups. Project homepage as a sole dissemination instrument is not enough!
- Foresee both passive (brochures, leaflets, publications) and active dissemination tools (periodical electronic newsletters, information or recruitment events, fairs, students competitions, media coverage).



# Sustainability

## Definition

**Sustainability** can be described as:

- The capacity to deliver project benefits in a long term, i.e. for an extended period after the European funding has been terminated;
- The longer-term impact of the project.

## What can or should be sustainable?

Sustainability may not address all issues associated with a project. In each project there are activities or results, which may or should be maintained, while others may be not necessary to be continued after the project's end.

In general it can be distinguished between two categories of aspects that should be addressed by sustainability:

- **The main project outputs/results;** such as:
  - Physical or political structures, bodies created within the project;  
For example: internal quality assurance unit, technology transfer structures or training centres established within the project; and/ or infrastructure in general;
  - Partnership or professional networks developed or initiated within the project;
  - New reforms, laws, regulations:  
For example: newly developed organizational or financial models for the implementation of doctoral studies;
  - Services/programmes for beneficiaries:  
For example: training courses for professionals, enterprises, and teachers; a new or modernized study programme; employment counselling;
- **Specific activities initiated within the project:**  
Examples:
  - Student exchanges initiated within the project;
  - Events (e.g. round tables, technology or employment fairs).

## Categories of Sustainability

In developing scenarios for long-term maintenance of the project results it is essential to take into consideration three main categories of sustainability:

- **Institutional sustainability:**

The project can be considered institutionally sustainable if the created structures and processes have the "institutional" capacity to continue to perform their functions in a long term.

Elements to be considered while anticipating institutional sustainability include:

- **Well defined and adopted laws/decision making processes** (e.g. securing official or institutional recognition of the project results);
- **Human capital** (e.g. ensuring that the staff that will be in charge of the continuation of the project results has gained the necessary skills);
- **Physical infrastructure** (securing the technology, premises, equipment necessary for the provision of the developed services or products in a long term).

- **Financial sustainability:**

- Financial sustainability is ensured if financing of the main project results will continue after the project comes to an end, i.e. it has been secured from other sources than the Tempus programme.
- Ideally, the maintenance of the project results will generate further sources of funding and thus it will support institutional sustainability.

- **Political sustainability:**

- The project is capable to generate impact on decision-makers and lead to the reflection of the area concerned in a wider context of institutional, regional or national planning and implementation.
- The impact of the project goes beyond the involved partner country institutions.

## How is project's sustainability assessed?

The potential for project's sustainability depends on a number of critical factors, external to the project (e.g. political support) as well as factors at the project level (e.g. involvement of consortium members: sense of ownership and motivation)<sup>9</sup>. The impact of those factors and their relevance for a particular project should be assessed during the assumption and risk analysis<sup>10</sup>. It is essential to take into account the most influential project and context level factors already in the project design phase. The fact whether the main sustainability factors have been properly addressed within the project structure will not only influence the project's sustainability. The quality of arrangements to ensure project's sustainability constitutes an important evaluation criterion that is taken into account during the selection procedure.

The following questions provide examples of the main aspects to which attention is paid during the assessment of the quality of arrangements to ensure project's sustainability and they may be used as guiding questions in the project design:

### Guiding questions:

- Is it evident that the project partners and major stakeholders are committed to the project objectives and have been involved not only in the preparation of the project but will also participate in the design and implementation of the project results? (**Commitment of the project partners, local ownership**);
- Are relevant capacity building measures foreseen to ensure that the partner institutions will be able to deliver the results on their own? (**Institutional sustainability**)  
For example:
  - Have sufficient and relevant trainings of partner country staff been foreseen?
  - Has the relevant technology and its long-term operation been secured?
  - Are measures for official recognition or institutional implementation of the project outputs planned?
- Is it evident that the institutional, local, regional or national decision-makers and political bodies support the project and will put in place the necessary resources and policies to facilitate project's sustainability? (**policy support**);
- Does the project include arrangements to secure long-term financing of the project results outside of the Tempus funding? Are the arguments for potential financial contribution from the service users (enterprises, students) supported by relevant quantitative demand & financial analysis? (**financial sustainability**);
- Does the project include measures to ensure that the project results will be shared with a larger community? Is there evidence that the project may lead to the solution of similar problems in a larger political, institutional or national context? (**multiplier effects, political sustainability**).

---

<sup>9</sup> More information on context and project level factors affecting project's sustainability is provided in "Handbook on the sustainability of international higher education cooperation projects", European Commission, 2006.

<sup>10</sup> See Chapter related to the Logical Framework Matrix in this handbook.

## Examples of activities supporting sustainability

### I. New study programme:

#### Possible Activity:

- Official recognition or accreditation of the new curriculum by relevant bodies (institutional and/or ministerial level, official accreditation bodies);

#### Condition:

*Concrete steps for the accreditation of the new study programme should be clearly presented in the application and addressed as early as possible within the project lifetime.*

### II. Specific Network established during the project:

#### Possible Activities:

- Development of “legal arrangements” for the network’s long-term operation (e.g. mission and strategy statement, with clear rules concerning its structure, coordination, membership policy and potential networks extension).
- Development of a financial plan for the maintenance of network’s activities (incl. investigations concerning potential funding sources, feasibility of a fee-based membership)

### III. Training courses for enterprises:

#### Possible Activities:

- Obtaining official recognition/certification of courses by professional bodies;
- Development of a business/financial plan for the commercial exploitation of courses (fee-base);
- Establishing contractual arrangements with enterprises to secure long-term demand and the potential financial support from the economic sector.

# Quality Control & Monitoring

## Definitions

### Monitoring

Monitoring is an ongoing analysis of the project progress in relation to the planned activities, budget implementation, outputs (and assumptions).

- At the project level monitoring is an internal management responsibility that takes place at all management levels;
- It involves collection, analysis, communication and use of information on the physical and financial progress of the project and on the achievement of results.
- Monitoring uses both formal reporting and informal communication.

#### Monitoring Key Principles

- Takes place on an ongoing basis;
- It is an internal management responsibility;
- It focuses on undertaken activities and delivered results, financial progress, involvement of target groups and capacity building;
- It helps detect problems and gaps between what was intended and what is actually happening in the project as well as identify solutions to potential implementation problems;
- It is a key source of data that can be used for quality control/evaluations.

### Quality Control/ Evaluation

Quality Control and Evaluation refer to periodic assessment of the quality of the project results, outcomes and outputs but also to the evaluation of the quality (efficiency, effectiveness, impact, relevance and sustainability) of the entire project intervention.

Quality Control & Evaluation presupposes:

- Involvement of experts/ professional bodies external to the project management to ensure impartiality and credibility of the evaluation findings;
- Participation of major stakeholders to ensure that different perspectives and views are taken into account.

## Quality Control/ Evaluation

### Key Principles

- Periodic activity;
- Impartiality and credibility: The evaluation process should be impartial and independent from implementation functions in order to ensure credibility of evaluation findings; e.g. through the involvement of appropriately skilled and independent experts or bodies/personnel external to the project partnership.
- Participation of project stakeholders;
- Usefulness of the evaluation findings and recommendations, through timely presentations of relevant, clear and concise information to decision-makers, rather than to managers implementing the tasks.

## Monitoring: Main Aspects to be addressed within the project

Monitoring involves not only collection of information and measurement of the project progress according to the pre-defined targets (Indicators of Progress), but should also include opportunities for project implementers to share and analyse the information and make collective decisions on potential corrective adjustments.

Therefore the main aspects to be addressed within the project include:

### I. Arrangements for reporting on the project progress:

- Define how often and by whom information on the project progress will be collected and to whom it will be made available.

For example:

*Monthly reports on the progress/implementation of individual activities prepared by project partners submitted to the project coordinator;*

*Quarterly financial and monitoring reports prepared by the project coordinator submitted to the Steering Committee.*

### II. Regular Review

- Reviews can take place at different management levels and with different frequency, but they should be regular;

For example:

*Bi-annual meetings of a monitoring/or Steering committee to review the progress & evaluation reports and take corrective actions where necessary;*

### III. Contingency Plan

What kinds of arrangements are planned for the case the project results are not achieved on time or with an insufficient quality.

## Quality Control & Evaluation – Few tips

Foresee and pay attention to:

- **Careful Planning**
  - Measures for quality control should be thoroughly planned and implemented as early as possible within the project duration in order to ensure that there is sufficient time for potential improvements.
  - Particular attention should be paid to the elaboration of clear methods to ensure quality control of the academic content of the planned results.
- **Involvement of major stakeholders (students, enterprises, professional organizations)** through, e.g.:
  - Provision of feedback on the stakeholders satisfaction concerning the quality of the delivered courses, services; (questionnaires, evaluation surveys);
  - Direct involvement of the main project stakeholders in quality control bodies.
- **External evaluation**
  - Ensure impartiality of the quality assessment through the involvement of skilled staff (e.g. external experts), or professional bodies (national or international accreditation agencies) external to the project partnership.

# Project Management

## Definition

Project management involves planning, organizing, and managing resources to ensure smooth implementation of a project and to bring about successful completion of the project goals and objectives.

Typical project management activities<sup>11</sup> include:

- Arrangements for information and formal communication;
- Reporting;
- Financial planning;
- Staff management including clearly defined roles and responsibilities of project partners as well as staff motivation.



### Note:

International consortia involving multiple partners imply strong management and coordination arrangements, well structured communication means and clearly defined roles and decision-making procedures. Nevertheless, project management activities are means supporting ongoing implementation of the project and should not become overemphasised in comparison to activities related to the realization of the actual project objectives.

## Main project management aspects to be addressed within the project proposal

### I. Clear Project Management Structure

While the project management structure will depend on the scope of the project and/or the complexity of the project consortium the main issues to be considered in this context are:

- **Balanced involvement of all project partners**  
In Tempus IV the main responsibility for activities related to coordination and project management rest with the grant applicant institution. Nevertheless, in order to ensure smooth project implementation and project coordination in the local context, the project management should reflect balanced involvement of all project partners as well as active involvement of project partners from the partner countries. Roles and responsibilities of each project partner should be defined and outlined in the project proposal.

---

<sup>11</sup> Note: Monitoring & Reporting which form an integral part of project management activities are dealt in this handbook within the section related to Monitoring.



- **Arrangements for local coordination of the project**

In order to facilitate communication with and within the partner country institutions as well as the administrative execution of the project in a local context, it is advisable to consider nomination of **local/regional coordinators** in each of the involved partner countries.

- **Who will oversee the project and make strategic decisions?**

Some project related decisions cannot or should not be made alone by project managers, in particular when the project requires changes in objectives, targets, or budget. As such decisions may have important implications on the entire project scope, a specific governing body/or a Steering Committee might be required.

Ideally such a **“governing body” or Steering Committee** should:

- Involve representatives from all project partner institutions (e.g. senior decision makers) and/or major project stakeholders (e.g. students);
- Meet periodically (e.g. annually or six-monthly) in order to review the project progress and its performance and to make the necessary decisions to keep the project running.
- Have established rules for decision-making.

## **II. Arrangements for information and formal communication**

Successful project implementation requires establishment of clear rules and channels for formal communication between the project partners. In designing the project management strategy the partners should define what is necessary in terms of formal communication as well as to whom and in which form the information should be made available or how it will be stored.

Arrangement for formal communication may include:

- Coordination meetings;
- Communication via electronic resources;
- Establishment of specific fore or electronic databases for the storage of information.

## **III. Financial planning**

Financial planning involves the definition of arrangements to ensure proper budget implementation, stock taking and potential budget adjustments. In order to guarantee the availability and proper deployment of funds during the project implementation the project partners should determine when to review expenditures and how stock taking and potential budget adjustments will be made.

#### **IV. Arrangements for decision-making**

Decision-making refers to rules or methods for taking collective decisions and is not to be confused with "communication". It may refer to e.g. specific voting rules applied within the project governing body, like e.g. the Steering Committee.

Within project management clear decision-making rules are of particular importance with regard to decisions which concern strategic direction of the project or when significant project adjustments (e.g. in the project budget) are necessary.

- **Following aspects should be taken into account while determining decision-making rules:**
  - All project partners should be given the opportunity to participate in a decision-making process;
  - Unanimous decision-making or decisions to be made by consensus are recommendable in partnerships where the project partners have already established good working and/or personal relationships (e.g. through previous cooperation).  
In other cases and where decisions concern sensitive issues with high potential for disagreement, majority voting should be considered.

#### **V. Conflict resolution strategy**

In multi-national consortia involving partners with different cultural backgrounds the potential for disagreement is high. As this aspect should be given attention while planning the project management strategy, the applicants are asked to elaborate what will be done in case of disagreement.

In order to avoid excessive disputes during the project implementation such arrangements may include specific decision-making rules that will be applied in case of disagreement (e.g. through allocation of an additional/deliberative vote to the chair of the governing body or to the grant coordinator).

## Project Management – What should be avoided

### Frequent mistakes encountered in project proposals:

- Lack of a clear management structure or missing information (e.g. on roles and the composition of the governing body/ individual teams);
- Too complex and complicated management structures and/or decision-making rules.  
Very complex project management structures and complicate decision-making procedures may hamper smooth project implementation and should be avoided in particular in large and diversified consortia involving many partners from different countries and/or regions.
- Unbalanced tasks distribution between the project partners or all management tasks assigned to only one project partner - One-Man show!
- Confusion between "communication" & "decision making"; e.g. *~~"decision making process will be via email"~~*);
- Description of project management tasks and partners roles limited to the grant applicant (Roles of each partner should be indicated);
- Unjustified "outsourcing" of project management tasks;
- Lack of information on conflict resolution mechanism;
- Inflated costs.

## Project Budget

Estimates of project costs should be based on thorough and careful planning and budgeting, as they will have considerable influence over both, the funding decision and project appraisal, as well as on the smooth implementation of the project once it has been selected for funding.

The main principles that should be taken into account within the budget preparation include:

- I. Compliance with financial requirements defined in Tempus;
- II. Involvement of project partners in budget planning;
- III. Bottom-Up approach for resource scheduling and budget preparation;
- IV. Budget effectiveness and cost-efficiency.

### Key Principles for the Preparation of the Project Budget

#### I. Compliance with financial requirements defined in Tempus

- Budget requirements and financial conditions for Tempus projects are clearly specified in the Tempus call.
- The relevant document and its annexes include rules and instructions concerning the categories and eligibility/ineligibility of costs to be respected in the project proposal (i.e. available budget, financial conditions and subcontracting, max. & minimum rates for staff and mobility costs)<sup>12</sup>.



#### **Note:**

Before commencing with the budget preparation the applicants should carefully read the instructions and familiarise themselves with budget related guidelines specified in the Tempus call.

Sound knowledge of the programme-related financial rules is the first step to ensure that the project budget will be in line with the EC/Tempus rules and shall help avoid mistakes in the budget preparation.

---

<sup>12</sup> The requirements concerning the budget thresholds and ceilings for individual cost categories to be respected in Tempus project may vary in individual Calls for Proposals. Therefore no detailed information concerning the detailed budget structure is provided in this handbook. For more information on individual cost categories and related budget thresholds the applicants should refer to the respective Tempus Call documentation.

## II. Involvement of project partners in budget planning

- The budget planning ideally involves all partners from the very beginning of the project preparation – this helps not only ensure strong partnership with clear responsibilities but shall also result in a **realistic and well-justified budget**;
- All project **partners should be aware** of their contributions and shares in the proposed project budget already in the planning phase.

## III. Budget preparation - Bottom-up approach

- The budget preparation should be started **“bottom up”**, i.e. estimating the costs of intended activities - budgeting should not be seen as a pro-forma division of the budget between the consortium partners.
- The bottom up- approach helps ensure that sufficient resources are planned for the implementation of **each project activity**.
- Once activities have been scheduled, the means (costs) necessary for their implementation should be specified. As the applicants will be required to provide aggregated and summarised cost information in the project application, the calculation of costs per each activity should be done using the established cost categories (i.e. staff, equipment, costs of stay and travel costs, publishing, other costs, etc.).
- To facilitate resource scheduling the applicants are encouraged to develop project specific spreadsheet or simple formulae that would allow to:
  - Calculate the costs per cost category for each individual activity;
  - Aggregate the costs per partner;
  - Summarize the project into "total costs", using the established cost categories (e.g. total staff costs, etc.);
  - Attention should be paid to a period in which the costs will be incurred as well the funding source (Tempus or contributions from individual project partners).



### **Note:**

Careful planning and detailed calculation of costs necessary for the implementation of individual project activities will alleviate the burden of calculation and presentation of the costs per output/workpackage and of the total project budget in the project proposal.

#### IV. Budget effectiveness and cost-efficiency

- Budget effectiveness is a significant quality criterion in Tempus projects. Therefore considerations concerning the cost-efficiency should be integral part of the planning process.
- Both the project methodology and the project budget should reflect efforts that will allow the implementation of project activities and the achievement of the project results at **lowest possible costs**.

In order to reflect take into account the cost effectiveness of the project budget, particular attention should be paid to the following aspects:

- Calculations of **reasonable** amounts of staff costs for each activity;
- Equipment purchase should be limited to **what is necessary for the implementation of the project objectives** and calculated at reasonable prices;
- **Efficient use of mobility periods**, i.e making best use of time abroad for a maximum benefit.
- Ideally the project design and its budget reflect **efforts to limit the project costs**. For example, through:
  - Combination of several activities in order to save travel costs (management/coordination meetings organised in conjunction with other content related activities); and/ or
  - Careful consideration concerning the location of activities.
- **Daily salary rates** provided in Annexes to the Tempus call should be respected and staff costs defined according to the type of task, not the status of the individual carrying out the task.



**Note:**

Indicative salary rates are reference rates. The amount requested by the applicant must be in line with the real salary policy of the institutions concerned – i.e. the applicants should not apply automatically for the maximum daily rate.

## Co-financing – General information

According to the rules for Community grants, the Tempus grant is based on the principle of co-financing, i.e. in addition to the Tempus contribution, the applicants must provide a co-financing of at least 10% of the total eligible project costs and specify from which sources this amount will be financed.

While defining the co-financing particular attention should be paid to the eligibility/non-eligibility of cost categories that may or may not form part of the co-financing. Accordingly to the Tempus contribution, costs that are specified as ineligible within Tempus IV must not be declared as part of the co-financing contribution.

- **Cost categories that can be declared as part of co-financing:**

Eligible direct project costs, such as:

- Staff costs;
- Travel and subsistence costs;
- Equipment costs;
- Printing and publishing costs;
- Other costs.

- **Cost categories that cannot be declared as part of co-financing:**

- Ineligible costs, as defined in the Tempus Call;
- Indirect costs (overheads or general administrative costs)
- Costs of premises (purchase, rent, heating, maintenance, repairs), office or classroom furniture

### Characteristic of co-financing in Tempus IV projects

Co-financing should not be understood as a specific amount of “real” money to be transferred to any institution administering the Tempus programme, but as a contribution in terms of own resources provided by the project partners, respectively additional resources from institutions external to the project consortium, to the realisation of the project objectives.

- **Who or which institutions can provide co-financing**

- The co-financing or the “own” contribution to the realisation of the project can be declared by any, or all institutions involved in the project consortium. Although there is no specific “written” rule on how many or which partners of the consortium should declare the provision of co-financing, it should be considered that the willingness to contribute own resources to the project can also demonstrate the interest and commitment of the consortium partners to the project’s objectives. Therefore, the consortium should carefully evaluate the possibility of the provision of co-financing by more than a single project partner.
- The co-financing may involve financial contribution from local, regional, national or private institutions and organisations, which are external to the project partnership. In any case, the rules concerning the eligibility of costs to be declared remain the same.

## Project Budget: Typical mistakes/ What should be avoided

### I. Improbable calculations or inflated budget

Examples:

- 10.000 working days for two persons (academic staff) in a framework of a two-year project;
- Inflated project management costs e.g. constituting 80% of the total project budget.

### II. Missing justification or lack of considerations concerning the cost-efficiency

Examples:

- **Extensive travel and accommodation costs**  
E.g.: Costs for 40 partner country university teachers for a one-day mobility to a European partner institution without further explanation concerning the purpose of the stay.  
Lack of explanation concerning the need for this kind of mobility may raise doubts about its **cost-efficiency** (is it necessary that a considerable group of university teachers is travelling for only one day to a European partner institution?)
- **Missing justification for requested equipment**  
In Tempus IV equipment can be purchased only if it is essential for the achievement of the project objectives. If no justification concerning the need for the requested equipment or information about its use during the project implementation is provided in the proposal, equipment costs may be classified as excessive or requested equipment as not necessary for the achievement of the project objectives.

### III. Ineligible expenses

Examples:

- Inclusion of cost categories in the project budget that are specified as **ineligible** in the Tempus call (e.g. exchange losses);
- **Costs that exceed the maximum rates or amounts indicated in the Tempus call** (e.g. staff costs exceeding the maximum indicative salary rates per country; travel and costs of stay for students mobility can be considered ineligible if the mobility is shorter than two weeks or longer than three months);
- Costs for equipment requested for partners from EU Members States.



#### **IV. Unbalanced and/or unjustified budget distribution between the partners**

Example:

- 70% of the project budget foreseen for the grant applicant;
- **Note:** Projects or budgets clearly benefiting only one individual partner or mainly project partners from EU Member States should be avoided.

#### **IV. Non-compliance with budget related thresholds defined in Tempus,**

Examples:

- Equipment costs exceeding the max. of 30%, or indirect costs exceeding the max. of 7% of the total eligible direct project costs;
- Indicated co-financing below the ceiling of 10% of the total project costs.

#### **V. Expenses calculated under wrong budget heading**

Examples:

- Costs related to travel/health insurance and visa should be calculated under "travel and costs of stay" not under "other costs";
- Costs related to language courses or translation provided by the staff employed by a consortium member should be calculated under "staff costs" (only if these services are provided by institutions external to the project partnership - the costs classify as "other costs");

#### **VI. Calculation errors and inconsistencies in figures provided in different parts of the application**

Example:

- Staff costs indicated in the outcome and activity tables equals € 350.000, while the financial table in the budget summary indicates total project staff costs amounting to only € 280.000.

#### **VII. Missing information**

Examples:

- Tables partly or entirely left blank;
- Inconsistent amounts indicated in different parts of the application;
- Insufficient degree of detail concerning applied salary rates or travel and accommodation costs.



**Note:**

Any adjustments of the project budget that might be required due to deduction of ineligible costs or elimination of calculation errors may lead to:

- A negative decision concerning the feasibility of the project to be implemented with a reduced budget;
- Non-compliance of the budget with the ceilings and thresholds, such as for e.g. co-financing or the min. grant size; which constitute eligibility requirements;

In consequence the project may have to be rejected!

Therefore:

**Potential applicants should pay particular attention to careful budgeting and precise calculations.**

## Additional information/ References

### Bologna Process

- **The Official Bologna Process Website:**  
<http://www.ond.vlaanderen.be/hogeronderwijs/bologna/>

#### **Relevant Documents:**

- European Association for Quality Assurance in Higher Education; „Standards and Guidelines for Quality Assurance in the European Higher Education Area“, Helsinki, 2005;
- The framework of qualifications for the European Higher Education Area – adopted by Ministers in May 2005;
- European Higher Education in a Global Setting. A Strategy for the External Dimension of the Bologna Process. – adopted by Ministers in 2007;
- Bologna Work Programme 2007-2009;

#### **General reports prepared for Ministerial Conferences:**

Stock Taking Reports:

- Report from working groups appointed by the Bologna Follow-up Group to the Ministerial Conference in Leuven/Louvain-la-Neuve 28-29 April 2009;
- National Reports, available at  
<http://www.ond.vlaanderen.be/hogeronderwijs/bologna/documents/>
- Online Glossary on the Bologna Process:  
<http://bologna.owwz.de/home.html?&L=1>

### EC's Communications

- Communication from the Commission - Mobilising the brainpower of Europe: enabling universities to make their full contribution to the Lisbon Strategy {SEC(2005) 518} COM(2005) 152 final;
- Communication from the Commission to the Council and the European Parliament - Delivering on the modernisation agenda for universities - Education, research and innovation COM(2006) 208 final

### Quality Assurance:

- European Association for Quality Assurance in Higher Education (ENQUA):  
<http://www.enqa.eu/>
- Quality assurance in VET : ENQUAVET:  
[http://www.trainingvillage.gr/etv/Projects\\_Networks/quality/](http://www.trainingvillage.gr/etv/Projects_Networks/quality/)

## Project Cycle Management & Logical Framework Approach

- Project Cycle Management Guidelines, EuropeAid Cooperation Office, 2004; available at:  
[http://ec.europa.eu/europeaid/multimedia/publications/documents/tools/europeaid\\_adm\\_pcm\\_guidelines\\_2004\\_en.pdf](http://ec.europa.eu/europeaid/multimedia/publications/documents/tools/europeaid_adm_pcm_guidelines_2004_en.pdf)
- Project Cycle Management Handbook, EuropeAid Cooperation Office, 2002; available at:  
[http://www.stgm.org.tr/docs/1123450143PCM\\_Train\\_Handbook\\_EN-March2002.pdf](http://www.stgm.org.tr/docs/1123450143PCM_Train_Handbook_EN-March2002.pdf)
- Project Cycle Management Technical Guide, Food and Agriculture Organization of the United Nations; 2001; Available at: <http://www.fao.org/sd/Seaga/downloads/En/projecten.pdf>
- The Logframe Handbook, World Bank, 2005; Available at: [http://www-wds.worldbank.org/external/default/WDSPContentServer/WDSP/IB/2005/06/07/000160016\\_20050607122225/Rendered/PDF/31240b0LFhandbook.pdf](http://www-wds.worldbank.org/external/default/WDSPContentServer/WDSP/IB/2005/06/07/000160016_20050607122225/Rendered/PDF/31240b0LFhandbook.pdf)
- Guidance on using the revised Logical Framework, A DFID Practice Paper, DFID February 2009.

## Tempus Programme:

### **The Education, Audiovisual and Culture Executive Agency (EACEA)**

- [http://eacea.ec.europa.eu/tempus/index\\_en.php](http://eacea.ec.europa.eu/tempus/index_en.php)

### **Tempus-relevant publications:**

- Handbook on Sustainability of international cooperation projects in the field of higher education and vocational training, European Commission, 2006; Available at: <http://eacea.ec.europa.eu/tempus/doc/sustainhandbook.pdf>
- Other Tempus-related publications available at [http://eacea.ec.europa.eu/tempus/tools/publications\\_en.php](http://eacea.ec.europa.eu/tempus/tools/publications_en.php)

### **List of National Tempus Offices**

Available at:

[http://eacea.ec.europa.eu/tempus/tools/contacts\\_national\\_tempus\\_offices\\_en.php](http://eacea.ec.europa.eu/tempus/tools/contacts_national_tempus_offices_en.php)