

EXTERNAL MONITORING REPORT

Jean Monnet Module
Developing Green Skills for Entrepreneurship and Business Based on the EU Experience



A Päivi Korhonen
PDGE Project Development Group Europe



CONTENTS

- 1. Description of the Assignment.....
- 2. Monitoring Findings and recommendations

Annexes; Project Descriptions

1. Introduction

This is the report of the external monitoring conducted of the following project:

Jean Monnet Module “Developing Green Skills for Entrepreneurship and Business Based on the EU Experience ”

The monitoring exercise was carried out during April 2019, and it was assigned by the Nizhnevartovsk State University.

The objective of the external monitoring was to serve the function of evaluation of the projects and to produce analytical information about the projects' implementation and progress as well as to recognize such deviations from the planned which might endanger the project's capability to reach the set objectives with the chosen methodology and the allocated resources.

The monitoring was conducted against the project documentation and the information presented in the workshop held at NVSU on April 18, 2019. This merely quantitative information was enriched by the quantitative information generated in the free discussion with the project co-ordinators during the workshop. The project co-ordinators and the staff of the Jean Monnet office also received direct feedback and recommendations for future improvement during the session.

The monitoring information presented in this report acts also as a basis for future development and evaluation, giving recommendations for further development. The purpose is also to support the maintenance of project results and further development of central activities.

The monitoring process was co-ordinated by the Jean Monnet office at NVSU, Nizhnevartovsk. I would like to take this opportunity to thank the Jean Monnet office at NVSU of this monitoring process for their valuable input.

Helsinki, April 23, 2019

Päivi Korhonen
MA, Company owner

PDGE Project Development Group Europe
paivi.korhonen@pdge.eu
tel. +358 50 3030 229

2. Monitoring findings

Jean Monnet Module Developing Green Skills for Entrepreneurship and Business Based on the EU Experience

Scale:

- 1 - Fully developed/performing
- 2- In progress to be fully developed/performing
- 3. Not developed/not performing

IMPLEMENTATION		
Scale	<i>General aspects</i>	
1	Activities implemented / outputs achieved	As compared to the original work programme, progress made in the implementation of activities and the production of project deliverables completed successfully.
1	Quality assurance measures	Very well developed and clear composition and role of the internal and external QA. Procedure in place for feedback and for implementing remedial measures.
1	Publicity, Visibility & exploitation obligations (Grant Agreement)	Presentation of the website (content, visits monitoring, maintenance/update procedure, etc.) and respect of the EU visibility and disclaimer requirements on the project website / outputs are in place.
1	Budget used	Level of project budget used so far is in line with the work plan and feasible. Project team knowledge of the financial rules is sufficient.
2	Introducing Jean Monnet Projects into Curriculum	<p>Sufficient evidence on well developed institutional commitment and implementation of activities available on key issues introducing Jean Monnet Modules/Projects into the curriculum (methodology, learning outcomes, reflection of the Bologna tools, student-centred approaches, etc.)</p> <p>Results achieved are all in line as compared to work programme)</p> <p>Internal Peer review is in place, external peer review need to be developed further, as well as methodology and</p>

		activities implemented for testing/assessing the new courses/material by internal (i.e. HEI staff and/or students) and/or external (/non HEI) stakeholders. Feedback mechanisms need to be further developed..
1	Training/mobility activities	Clear description of the mobilities implemented (timing, place, topic of study visits, target groups involved, etc.) as compared to original application.

IMPACT AND SUSTAINABILITY

I	<i>General aspects</i>	
1	General questions	Very strong impact on the individual and institutional level, impact on the national level. Very strong potential for expected usage of the project results at the respected HEI and beyond.
II	<i>Impact at individual level</i>	
1	Impact on the enrolment rate and/or career development	Some impact of the project on students' enrolment rate / performance / employability (explain, justify, quantify) Strong contribution of the project outputs to the career development of HEI's staff
1	Skills acquired	Clearly documented evidence on the skills acquired as expected.
1	Change of behaviour	Strong evidence on the change of behaviour of students, HEI staff, and key stakeholders.
	<i>Impact at institutional level</i>	
1	New working modalities / cooperation activities in the partner Country HEIs	Evidence for very strong impact of the project on HEIs internal learning/teaching/management procedures. The project also contributes heavily to internationalisation strategy of the institution. The project has managed to generate new national and international cooperation activities. and to increase the visibility, competitiveness and attractiveness of the HEI locally and internationally.
IV	<i>Impact on the HE Sector</i>	
1	Contribution to new or updated national or regional policies in	Project contribution to new HE policies/regulations in the partner country(/ies).

	HE	
1	Contribution to the establishment or further development of external bodies	Strong evidence on project's contribution in creating new bodies or regulatory frameworks/guidelines/expert recommendations.
1	Innovative character of the results	The project results and outputs are of innovative character in their own context and they contribute to the strengthening of the links between your HEI and its socio-economic environment.
V	<i>Impact on the society as a whole</i>	
1	Attention to least developed regions	Evidently well in focus of the project.
1	New cooperation modalities with employers and other stakeholders (e.g. NGOs, associations etc.)	Well documented new relations with other stakeholders on local regional & national level,
	Contribution to improving lifelong learning approaches in your country	Not relevant.
VI	<i>Sustainability</i>	
1	Adequacy of the HEIs institutional support for maintaining the project results	Very strong institutional commitment, human and institutional capacity put in place and given to the project at institutional level.
	Sources of financial and logistic support to sustain the project results	Not relevant.

PARTNERSHIP AND COOPERATION		
C. Organisation of Project teams		
1	Project management	Project management bodies and tools in place Share of responsibilities between project team members and their role clear and well working.
2	Student participation	Involvement of students in project implementation (management bodies, quality assurance, piloting, etc) recommended to be further strengthened.
	Participation of non-educational stakeholders	Not relevant.
RELEVANCE		
R. Extent to which the project activities contribute to fulfilling the wider and specific objectives of the project		
1	Relevance of project objective to needs of the partner countries and target groups	Very strong relevance of the activities implemented for achieving the project objectives and confirmed relevance of the project to respond to national needs and address national strategies and policy development
1	Promotion of the EU horizontal policies (e.g. Bologna)	The project is well in line with the EU policy objectives and the project contributes well to the transversal / cross-cutting priority of sustainable development. and employability

In general, the projects have proceeded well according to the project plan. The project monitoring and evaluation processes would benefit from further systemisation as well as from sharing the findings and lessons learned regularly between the different projects, especially those receiving funding from the same instrument. This also facilitates institutional learning and builds capacity to perform.

In the workshops it became evident that the projects have supported the institution and individuals on developing

- *New ways of cooperation*
- *Competencie, capabilities and new working methodds*
- *Project management competences*
- *Monitoring and evaluation skills*
- *Learning of other systems and practisies*
- *Exchange of best practices*
- *Mobility*
- *Updated competencies of faculty and students*

The project administration is well functioning and transparent.
The projects have strong institutional impact and support.

As a whole, the projects under monitoring are good examples of well-managed and well implemented projects. Also, the starting point of the project's content are very well-grounded and the projects clearly meet the needs of the direct target groups and beneficiareis.

The projects act as catalysts for development and improvement in the institutional and wider context. There is also strong evidence for projects relevance in broader perspectives.

The projects have met or are likely to meet the set objectives with the chosen methods and allocated resources. The expected outcomes and deliverables have been mainly achieved as planned. However, the projects have not set clear qualitative indicators for the quality of working processes, results and deliverables. Quantity mainly meets the expected targets as indicated in the work plan.

Project management has been transparent and clear during the whole project cycle. The positive working methods leading to success in project management could be further analyzed and documented and shared to be used in future projects.

The information provided by the monitoring system should be more systematically converted into evaluation information through use of a participatory, mixed- method approach involving the various projects actors into a mutual learning process.

Connecting students and giving them mandate and shared ownership in all phases of the project cycle would be beneficial for relevance and impact of the project. The student's contribution could be in place in idea and scoping phase of the project, in project planninnig, implementation of the work-plan and content development, as well as in monitoring and evaluation. The skills generated in these roles are well needed and respected on the labor market.

There is often confusion between monitoring and evaluation data. Monitoring is the systematic and routine collection of information from projects for having internal and external accountability of the

resources used and the results obtained. Monitoring is a periodically recurring task, allowing results and processes to be documented and used as a basis to steer decision-making and learning processes. Monitoring is checking progress against plans.

The data acquired through monitoring is used for evaluation. *Evaluation uses the monitoring outcomes in order to learn from experiences to improve practices and activities in the future; take informed decisions on the future.*

The projects would benefit from shared, systematic use of Logical Framework Matrix as a shared tool for monitoring, evaluation, project management and communication. The Logical Framework Matrix is an analytical tool used to plan, manage, monitor and evaluate projects. It derives its name from the logical linkages set out by the planner(s) to connect a project's means with its ends. The Matrix has the power to communicate a project's objectives clearly and simply on a single page.