ROMÂNIA
MINISTERUL EDUCAŢIEI NAŢIONALE
UNIVERSITATEA „OVIDIUS" din CONSTANŢA
B-dul Mamaia 124, 900527 Constanţa
Tel./Fax: 40-241- 606467, 511512, 618372, 0723151222
E-mail: rectorat2@univ-ovidius.ro
Webpage: www.univ-ovidius.ro

Title of the project: **"Innovative vocational training concept for promoting renewable energy sources in rural areas in Europe" – acronym TRAIN – RES**
Contract no. **LLP-LdV-ToI-2012-RO-016 / 2012-1-RO1-LEO05-21099**

QUALITY HANDBOOK

Contents

ORGANIZATION STRUCTURE 3
1.1 Goal 5
1.2 Organization Chart of the Project Management 5
1.3 Human resources 6
1.4 Annexes List 7
STAFF 8
2.1 Goal 10
2.2 Staff Skills According to Roles 10
2.3 Information Activities Program 10
2.4 Annexes List 10
DOCUMENTS MANAGEMENT 12
3.1 Goal 14
3.2 General Notes 14
3.3 Documents Identification and Format 14
3.4 Documents Issue and Revision 14
3.5 Documents Distribution and Filing 15
3.6 Communication Management 15
PLAN OF THE PROJECT ACTIVITIES 16
4.1 Goal 18
4.2 Phases description and activities implementation 18
4.2.1 Phase 1 19
4.2.2 Phase 2 19
4.2.3 Phase 3 20
4.2.4 Phase 4 20
4.2.5 Phase 5 20
4.2.6 Phase 6 20
4.2.7 Phase 7 21
4.2.8 Phase 8 21
MONITORING AND EVALUATION 22
5.1 General Observations 24
5.2 Section Goal 24
5.3 Monitoring and Evaluation of the TRAIN RES project 24
5.4 Yearly Revision of the Monitoring and Evaluation Plan 26

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Section 1:

ORGANIZATION STRUCTURE

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Section Index

1.1 Goal;
1.2 Organization Structure
1.2.1 Promoter
1.2.2 Coordinator
1.2.3 Project Committee
1.2.4 Project Staff
1.2.5 Evaluation Team
1.3 Human Resources
1.3 Annexes Index

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1.1 Goal

This section portrays the organization structure of the TRAIN RES project management necessary to assure a correct implementation of the foreseen activities.

The organization structure of the project consists of:

-Communication and hierarchic lines among the different organizational profiles

-Definition of tasks and responsibilities of the organization profiles who manage, carry out and test the activities that influence the quality of the given service

Moreover this section highlights the criteria and responsibilities for the implementation of the quality system revision activities

1.2 Organization Chart of the Project Management

The organization structure is sketched in the organization chart. The organization chart outlines the organization structure, the hierarchic and functional relationships of the different management profiles that implement, test and manage the activities; these activities will have direct or indirect influence on the quality of the given services.

Moreover the chart outlines the relationships among the different project partners.

1.2.1 Beneficiary / Applicant - University Ovidius of Constanta

The Applicant has the following tasks:

- Manage the TRAIN RES project at a high level
- Guarantee that the rules and procedures described in this Manual will be respected
- Plan the project structure and program the different phases of the activity
- Express its opinion on the decision that are taken;
- Train and sensitise the people involved in the quality project.

1.2.2 Coordinator - Avram Elena -Rita

The coordinator has the following tasks:

- Coordinate the work of the different project staffs
- File the documentation produced throughout the project

1.2.3 Responsible Project Committee project manager from each partner organization:

- P0 – OUC - Elena- Rita Avram;
- P1 - GAL - Livadariu Constantin;
- P3 - IRMA SL – P. Julio Santín Fernández;

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- P4 - MCMYO - Nafiz Kahraman;
- P5 - IRPOG - Siegfried Schönbauer

Responsible Project Committee - project manager from each partner organization has the following tasks:

- Manages the project activities in his country/region/etc
- Plans and programmes each phase of the project.
- Takes operative decisions as regards to the different project phases.
- Prepared the intermediate and final reports.
-

1.2.4 Project Staff (in conformity with application form)

The Project staff has the following duties:

Gather information about the outcomes of the activities and file it
- Gather data and information useful for monitoring and evaluation.
- Manage the procedure – it is responsible for- at an operative level

1.2.5 Project Steering Committee:

- Elena- Rita Avram form P0 – OUC
- Juan Antonio Sánchez Rodríguez from P3 - IRMA
- Nafiz Kahraman from P4 - MCMYO
- Siegfried Schönbauer from P5 - IRPOG
- Matthias Zawichowski from P5 – IRPOG
- Livadariu Constantin from P6 - GAL.

The Project Steering Committee has the following tasks

- Supervise the activities' implementation (in special the quality of transfer, adaptation the educational materials on the national specificity, dissemination and exploitation of results, etc)
- Express an opinion on the project performance during each phase of activity
- Carry out the internal inspection activities

1.3 Human resources

The TRAIN RES project has technical and financial means to carry out the foreseen activities throughout the different project phases. Its means are adequate to the required outcomes. The staff recruited for the implementation of the various activities described in the organization chart should meet minimum requirements. These requirements have been clearly defined.

As regards to quality internal inspections the project has recruited qualified personnel

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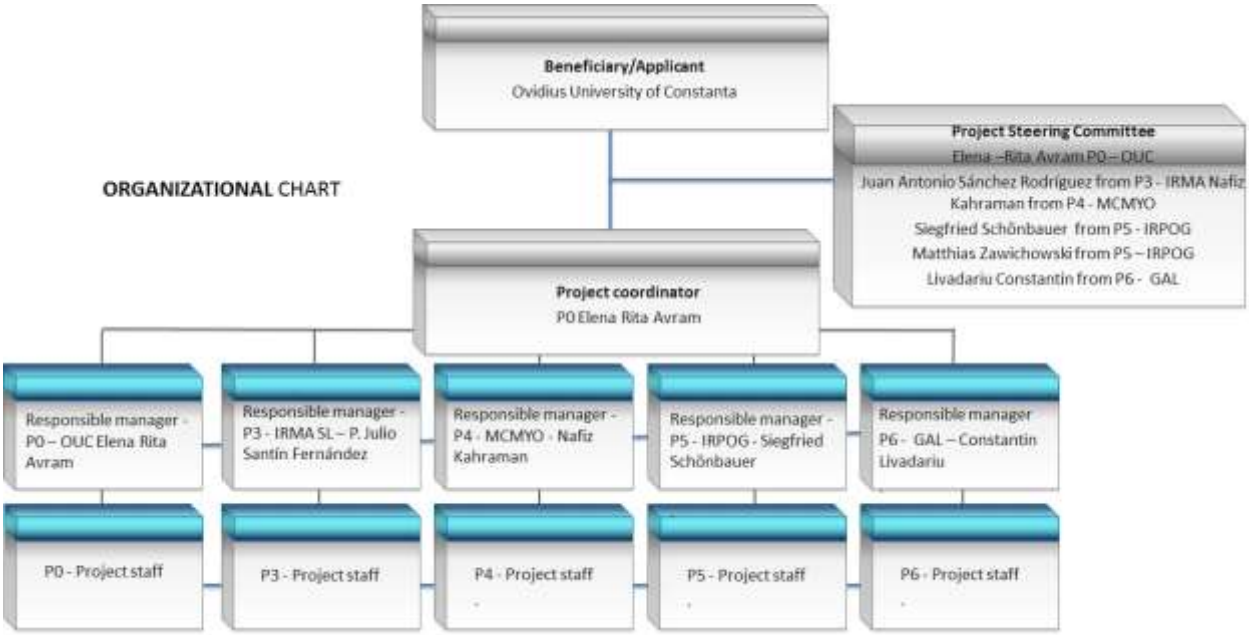
1.4 Annexes List

Organization Chart



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Section 2:

STAFF

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Section Index

2.1 Goal
2.2 Staff Skills according to Roles
2.3 Training Activities Programme
2.4 Staff Training
2.5 Annexes List

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2.1 Goal

This section has the aim of describing the responsibilities, the operative management procedures and the activity charts of the TRAIN RES project so that the project staff acquires the know-how and experience necessary for the correct implementation of the activities.

2.2 Staff Skills According to Roles

The project staff carries out the activities taking into consideration the accepted procedures on the basis of personal tasks and responsibilities. The staff members competences are related to the following requirements:

- Education level
  Competences
- Training
- Specific experiences

The personal CV (European CV) testify that the requested requirements for each member are satisfied

The coordinator for each partner keeps the CV in its archives. Since the information of the CV is confidential distribution is not foreseen.

2.3 Information Activities Program

All project partners should foresee an information activity as regards to the explanation and use of the current quality Handbook and the procedures it refers to.

Each responsible manager is responsible for organizing the information activities on Quality Handbook.

2.4 Annexes List

Annex: Schedule of activities

First training session:
Responsible persons:

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- P0 – OUC - Elena- Rita Avram;
- P6 - GAL - Livadariu Constantin;
- P3 - IRMA SL – P. Julio Santín Fernández;
- P4 - MCMYO - Nafiz Kahraman;
- P5 - IRPOG - Matthias Zawichowski

Romania: 27th – 30th of May, 2013
Turkey: 21st – 24rd of May, 2013
Spain: 11th – 13th of June, 2013

The second training session:
Romania: 17th – 19th of September, 2013
Turkey: 3rd – 5th of December, 2013
Spain: 24th – 26th of September, 2013

Third session of training of trainers «Theoretical and practical training session accompanied» by 2 experts from P5:

- 14th – 16th January 2014 -3 days seminars in TR
- 04th – 06th March 2014 -3 days seminars in ES –
- 18th – 20th February 2014 - 3 days seminars in RO

Training session for testing and validation of the innovative educational materials, as follows:

- 24 -30 of September 2014 -5 days seminars in RO,
- 07-11 of July 2014 -5 days seminars in in ES
- 23-28 of June 2014 -5 days seminars in TR

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Section 3:

DOCUMENTS MANAGEMENT

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Section Index

3.1 Goal
3.2 General notes
3.3 Documents Identification and Format
3.4 Documents Issue and Revision
3.5 Documents Distribution and Filing
3.6 Communication Management

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3.1 Goal

This section aims at describing the operative procedures and the criteria of document management. This should be taken into account throughout the implementation of the TRAIN RES project and to guarantee that:

- Documents are issued, identified and distributed in a proper way.
- Documents are available if needed for work needs.
- Documents are updated on the basis of the real exigencies.

3.2 General Notes

During the implementation of the activities each responsible manager is in charge for the following documents:

a) Documents necessary to describe the tools and procedures used for the scheduled activities as regards to each project phase.
b) Documents that describe the activities results as regards to each project phase.
c) Communication management.

The Project staff handles the following documents:

a) Documents that illustrate the results of its activities throughout the project phases
b) Communication documents.

3.3 Documents Identification and Format

Documents drafted throughout the project are identified according to the category they belong to. Will be proposed a code for identifies the document. The code is based on the document title or its abbreviation followed for example by a progressive number or a date, or something else that allow the identification of the very document within its category.

3.4 Documents Issue and Revision

Generally documents issued throughout the project are drafted (and as far as category is concerned they are given an identification code). Documents are not only drafted by also controlled and approved (the technical and formal contents of the documents are revised testing the predetermined requirements).

Other documents are not drafted but filled in. This procedure consists of the filling in of

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information and/or proper data in prepared forms.

Each responsible manager is in charge for compliance and the management of the Quality Handbook and the correct implementation of the criteria it describes.

Each partner project team is responsible for updating Quality Handbook whenever activities guidelines are revised. The handbook thus describes the real implementation of the adopted quality system.

The procedure is a document that describes the conditions, procedures and responsibilities to be carried out during the implementation of the technical and management activities. Each partner project team drafts the procedure that is then approved according the same approval procedure of the Quality Handbook.

The procedure describes the responsibilities of the organization staff, the content and timetable of the activities.

3.5 Documents Distribution and Filing

The Quality Handbook and the procedures are distributed in a controlled way so that the old copies of the documents are thrown away.

The original copy of the old documents is identified and filed in the each partner organization archives.

The Coordinator, project responsible managers and the project staff (according to their competences in each project phase) will distribute and fill the documents containing the final results of the activities (carried out throughout the different project phases).

3.6 Communication Management

The Coordinator, project responsible managers and the project staff of the different partners are in charge of the correspondence (according to their competences in each phase of the project).

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SECTION 4:

PLAN OF THE PROJECT ACTIVITIES

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Section Index

4.1 Goal
4.2 Phases Description and Activities' Programme
4.2.1 Phase 1
4.2.2 Phase 2
4.2.3 Phase 3
4.2.4 Phase 4
4.2.5 Phase 5
4.2.6 Phase 6

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4.1 Goal

This section addresses to the definition of the different phases of the TRAIN RES project and of the scheduled activities.

The aim of the Project is to transfer the innovative technical materials and evaluation tools for solid biomass, gas fuel, liquid biofuel, solar energy, wind energy and geothermal resources realized by RECORA project in 2007, to partners from Austria to Romania, Turkey and Spain.

The Project main outcome is updating the intervention means in rural economy by introduction the different system of renewable energy, this means new jobs opportunity and the new orientation of economic live in rural areas.

The project will support the training of promoters from Spanish, Romanian, and Turkish rural areas with the following skills:

Cross-skills: know-how in RES, economic knowledge for designing business plans, promotion of local development and social dialogue within an European development policy, and background information concerning climate change and resource management.

Counselling and advising techniques: analysis of the competences of trainees that have to be counselled as regards to vocational training courses, analysis of the training needs, personalized counselling techniques.

Renewable energy and agricultural field specific skills: analysis of the competences as regards to rural jobs, analysis of training needs, personalized counselling techniques, sharing ideas about future and visions of the quality of living in rural areas.

The partnership of TRAIN RES Project allows:

- Cooperation
- Exchange of best practices
- Know how exchange
- Strong European integration of the partners throughout the different project phases.
- Establishment of partnerships at a local level in concert with the output the project products
- Dissemination of the projects products and testing of the vocational course.

4.2 Phases description and activities implementation

The activity of the project will be put into practice in seven operative phases:

Phase 1: Project planning and outline of the thematic and methodological charts

Phase 2: Information transfer to the national transfer groups from each partner.

Phase 3: Dissemination of the outcomes and results of the project.

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Phase 4: Elaboration of training materials.
Phase 5: Testing and validation of training materials.
Phase 6: Quality monitoring and evaluation.
Phase 7: Setting up the RESCEVET.
Phase 8: The final distribution of the projects results and dissemination of the project products

4.2.1 Phase 1

Implementation of phase 1 implies: project planning, outline of methodological and thematic chart. The activity is divided into two phases:

- Proposals and work methodology discussion
- Appointment of the Project Committee and final decisions formalization.

At the end of the scheduled activities the following documents will be drafted:

- Activity plan
- Outline of the criteria used to target and recruit local actors to be involved in focus groups
- Description of the characteristics of the products
- Operative tasks and timetable
- Project Committee meeting report

.

An activity management procedure was drafted to favour the output of the above-mentioned documents. The procedure describes the operative procedures and the charts useful for the implementation of the focus groups. Therefore each partner country will carry out the activity at the same time and with the same operative. This procedure is a fundamental part of the Quality Handbook. The Quality Handbook describes the general criteria and guidelines for the quality goals achievement.

The Quality Handbook addresses to the definition of the internal responsibilities and defines the tasks of the different project actors. The handbook is for the staff an operative instrument useful for the implementation of the activities it is responsible for together with the more detailed management and operative documents adopted for the implementation of the adopted Quality System

4.2.2 Phase 2

Information transfer to the national transfer groups from each partner

The following activities are scheduled:

- Selection of national transfer groups from each partner.
- Setting up the e-learning platform
- Organization of the training sessions in each country

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4.2.3 Phase 3

Dissemination of the outcomes and results of the project
The following activities are scheduled:

- Organization of the dissemination seminars in each partner country.
- Cooperation with the local press and media

4.2.4 Phase 4

Elaboration of training materials
The following activities are scheduled:

.

- Designing and elaboration of training materials, including the business plans
- New educational materials translated and evaluated in each county;
- Prepared an national transfer group of trainers/experts minim 12 person/country

At the end of the scheduled activities the following documents will be issued:

- Document translated materials
- Project Committee meeting report

4.2.5 Phase 5

Testing and validation of training materials.
The following activities are scheduled:

- Organization of a training session for 20 people/partner from rural areas
- Adapt and validation of the training materials

At the end of the scheduled activities the following products will be issued

20 people trained/partner from rural areas
Validated training materials

4.2.6 Phase 6

Quality monitoring and evaluation.

The following activities are scheduled:

- Draft and Issue of the Handbook

At the end of the scheduled activities the following products will be issued

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- Quality Handbook

4.2.7 Phase 7

Setting up the RESCEVET.

The following activities are scheduled:

Preparing the documents

4.2.8 Phase 8

The final distribution of the projects results and dissemination of the project products

The following activities are scheduled:

- Monitoring and evaluation procedures draft
- Output of a detailed plan for quality management
- Output of the final products evaluation charts
- Issue of monitoring interim and final reports
- Partners draft their interim and final self-evaluation reports
- Issue of the Interim and Final Reports
- Processing of Management and administrative data
- Implementation of the project web site and the partner web sites.
- Transnational Project meetings

At the end of the scheduled activities the following documents will be issued:

- Monitoring and evaluation procedures document
- Detailed plan on quality management
- Final products evaluation forms
- Intermediate and final monitoring reports
- Interim and final self-evaluation reports for each partner
- Implementation of the project web site and the partner web sites. Administration and updated the project website for 5 years after the end of the project.

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Section 5:

MONITORING AND EVALUATION

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Section Index

5.1 General Observations

5.2 Section Goal

5.3 Monitoring and Evaluation of the Trade On Line Project

5.4 Yearly Revision of the Monitoring and Evaluation Plan

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5.1 General Observations

Since the 1993 reform Community regulations have underlined the importance of the monitoring and evaluation activities as well as the projects' capacity to achieve the set objectives and the estimated outcomes. Therefore the monitoring and evaluation procedures - to be applied throughout the development of the Leonardo da Vinci –TRAIN RES project - have to be laid down. Generally speaking the procedure outlined by the Community regulations is divided into the following three phases:

- **Ex ante *Evaluation*** *that concerns the project programme and project design actions and quantifies the specific objectives for each proposed phase/action.*

- ***Supervising*** *aims at assuring the real implementation of the scheduled tasks as regards to the objectives. It allows, if necessary, a change in the activities direction on the basis of the necessities arisen throughout the development of the project.*

The performance of this action involves two main activities:

a) ***Monitoring*** *of the project phases*
b) ***Evaluation***

- ***Evaluation*** **Ex post** *refers to the control of the achieved results as regards to the objectives set during the programming phase.*

Supervising and evaluation *ex post* have two priority goals**:**

- *Test the real implementation of the phases and the results achieved during the supervising and evaluation activities.*
- *Assessment of the socio-economic impact of the project implementation as regards to the achieved objectives.*

5.2 Section Goal

This section describes the supervising and evaluation criteria as well as the operative procedures adopted -for the implementation of the TRAIN RES project- to carry out the monitoring and evaluation actions. It moreover defines the project staff tasks and responsibilities.

5.3 Monitoring and Evaluation of the TRAIN RES project

Project Monitoring

Project monitoring is the activity carried out to gather data and information that are useful to supervise the project performance. It represents the starting point to plan the evaluation activity that allows an analysis of the project problems and the validity of the objectives.

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Project monitoring main aim is information; it focuses on the implementation status of a project describing the carried out activities and how their performance mirrors the expected outcomes.
Operative procedures: The project monitoring action starts at the beginning of the first project implementation phase and ends with the end of the last phase. Therefore the project monitoring starts together with the beginning of the activities; it is carried out throughout the project development and ends with the end of the activities.
It foresees the implementation of two main actions:

- Gather and analyse the information.
- Draft the monitoring report.

Information gathering is a continuous process that starts with the beginning of the activities and proceeds together with the progressive performance of the foreseen implementation phases.
Means: project monitoring implementation means are:

- The interview
- The questionnaire

A specific procedure is used to programme the monitoring activities.

Project Evaluation

Project monitoring is a continuous, systematic test of the activities performance that is carried out periodically during the project/programme implementation whereas evaluation is a precise event carried out in an exact and definite moment of the project/programme life.

A correct evaluation of the project performance phases – with the aim of foreseeing its complete implementation- implies a particular attention to the real problems' complexity taking into consideration the plurality of elements that characterize it.

When expressing a merits judgment on a project or on one of its phases the following aspects have to be taken into consideration:

- Subjectivity of judgment is limited, for the person expressing the evaluation has clearly expressed the parameters used and has explained the process that lead to the formulation of a merits classification.
- The used mean has to be rational, in that logic parameters and assessment rules that can be shared by the entire partnership actors are used. It is often to respect these criteria that decisions as regards to adopted parameters are participatory.
- The used mean has to be flexible because it has to be adapted to the complexity of the wished assessment.
- Finally the used mean has to be transparent i.e. it can be run through again. Assessments, points of view and achieved evaluations should give the possibility of expressing judgments as regards to the adopted methodology and have to be expressed in a clear way.

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The project uses a specific procedure for the evaluation activity.

Operative procedures: multidimensional analyses are used to investigate the implementation of the evaluation methodology. These analyses highlight the project performance in each project phase as regards to an excellent estimated performance level.

Multi-criteria analyses permit the expression of a judgment on the phases/actions comparing the implementation status of each phase with specific assessment criteria and reference parameters. Each criteria/parameter is significant for the formulation of the final judgment.

A multi-criteria analysis implies the following actions:

1. ***Determine evaluation parameters that allow the expression for each phase/action, of a feasibility judgment in a rational, as objective as possible way.***
2. Determine a specific evaluation/forecast methodology that can lead to the calculation of a synthesis index as regards the performance of every single action.

5.4 Yearly Revision of the Monitoring and Evaluation Plan

The aim of the periodic revision of the monitoring and assessment activities and of the Monitoring and Assessment Programme outcome is assuring their adequacy and efficiency. They should satisfy both the general project objective, the performance procedures and the quality objectives that the partner project team has laid out.

Due to this reason the partner project team carries out - at the end of each project phase and whenever necessary - the evaluation activities, the critical analysis and the Monitoring and Evaluation programme test.

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PROJECT "TRAIN RES"
EVALUATION TOOL FOR the MEETING

NAME:
ORGANISATION:
DATE:

Please give a score between 1 and 5; additional comments supporting the score would be very useful. The definition of the scores is as follows:

UNSATISFACTORY	FAIR	GOOD	VERY GOOD	EXCELLENT
1	2	3	4	5

1. To what extent did the Meeting reach your **expectations**? ☐

……
……

……
……

2. Evaluate the **way** in which **information** was **shared,** the **methods** that were **used** e.g. ☐
presentation; group work; discussion.

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……

……
……

3. Evaluate the **general organisation and administration** of the meeting ☐
(**information sent in advance**; **venue; hotel accommodation** etc)?

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4. Evaluate the **quality** and **availability of supporting documentation** ☐

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……

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.....

5. Did this meeting **contribute** in a substantial way to the planned **progress** of the project ☐

.....
.....

.....
.....

6. After this meeting, evaluate the **clarity of the tasks of your organisation** for the upcoming period. ☐

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.....

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.....

7. How do you evaluate the **project management** so far? ☐

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.....

8. How do you evaluate the **cooperation** among the partners? ☐

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.....

9. What was the **strongest** element of the project so far?

.....
.....

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……
……

10. What was the **weakest** element of the project so far?

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……

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……

11. What is your opinion on the adherence on the work plan so far?

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……

……
……

12. What **comments/suggestions** do you have to improve our future partner meetings and the **project in** general?

……
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……
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……
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……
……

Thank you!

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Item	Rationale (explain your assessment result)	Points/Item
I Relevance **1:** Is there a current/future demand for the project contents/results in Europe?		
I Relevance **2:** Other target groups can benefit from the project´s output?		
II Results/ sustainability /dissemination **1:** Materials still use- and available		
II Results/ sustainability /dissemination **2:** Results are being exploited after its lifecycle		
II Results/ sustainability /dissemination **3:** Can the results be used to transform systems and practices?		
II Results/ sustainability /dissemination **4:** Are the materials produced in a professional design and can be used by learners?		
II Results/ sustainability /dissemination		

5: Are the materials available in different languages?		
II Results/ sustainability /dissemination **6:** innovative character of the outputs		
II Results/ sustainability /dissemination **7:** Was the project and its results disseminated to key actors? (stakeholders, authorities, professionals, learners)		
II Results/ sustainability /dissemination **8:** Is/was the project represented in media to boost dissemination?		
II Results/ sustainability /dissemination **9:** Is the project homepage including all information necessary to observe the results, was it continuously updated?		
III Target group / **simple usability /** **social awareness** **1:** Is the target group clearly identified?		
III Target group / **simple usability /** **social awareness** **2:** Was the project, the selected tools and channels designed/chosen to fit the needs of the target group and their characteristics?		
III Target group / **simple usability /** **social awareness**		

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3: Are different didactical tools (media, methods) combined and used to incorporate different learning needs?		
III Target group / simple usability / social awareness **5:** Is the politically correct terminology used in the projects´ publications (homepage, material, etc.)?		
III Target group / simple usability / social awareness **6:** Is social awareness distinguishable?		
IV: Certification/ recognition/ valorization **1:** Have the developed courses/ trainings been accredited?		
IV: Certification/ recognition/ valorization **2:** Are there certifications available for the learners?		
V Project Partnership **1:** Is the consortium still committing itself after the lifecycle of the project (e.g. in social networks, project homepage) to make further use of the project and its results? E.g. implementing the results in their offers		
SCORING RESULT		**52**

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ITEM	0 points	1 point	2 points	3 points
I Relevance **1:** Is there a current/future demand for the project contents/results in Europe?	Even with actualization the target group will not be interested and not benefit from the project and its outcomes	With considerable revision there is potential distinguishable for the needs of the target group	With some revision there is serious potential for the needs of the target group	Outcomes can be used 1:1 for the target group today and the future
I Relevance **2:** Other target groups can benefit from the project´s output	Highly specialized offer for a small target group (not migrants or low-skilled persons)	The project could theoretically reach other target groups, has to be adapted with considerable efforts	With few adaptations other target groups could benefit from the project	Offer can be used for more than one different target group
II Results/ sustainability /dissemination **1:** Materials still use- and available	No materials available	Materials hard to find, content has to be revised	Materials easily available, need to be revised	Usable materials easily available
II Results/ sustainability /dissemination **2:** Results are being exploited after its lifecycle	No materials available	Materials available, no information on being used after the end of the project	Some exploitation activities can be identified	Clearly exploited results: included in regular training/counseling offers or

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				programme, new follow-up projects
II Results/ sustainability /dissemination 3: Can the results be used to transform systems and practices?	Not applicable	Potential, but considerably revision and effort needed	Can be used with some revision and effort	Highly applicable, (changes distinguishable?)
II Results/ sustainability /dissemination 4: Are the materials produced in a professional design and can be used by learners?	No materials available	Weak presentation, has to be revised	Attractive presentation with some flaws	Excellent materials, can be used 1:1, clear conception in all materials
ITEM	**0 points**	**1 point**	**2 points**	**3 points**
II Results/ sustainability /dissemination 5: Are the materials available in different languages?	No materials available	Only English	Materials available in at least two languages	Materials available in all partner languages
II Results/ sustainability /dissemination 6: innovative character of the outputs	No innovative character distinguishable	Some ideas / innovative design visible	Giving ideas for new approaches/innovation	State-of-the-art: highly innovative results
II Results/ sustainability /dissemination 7: Was the project and its results disseminated to key actors? (stakeholders,	No dissemination activities can be identified	Minimal dissemination activities, only to few key actors	Efforts are clearly visible to disseminate the results to several key actors	Wide range of dissemination activities among key actors

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authorities, professionals, learners)				
II Results/ sustainability /dissemination **8:** Is/was the project represented in media to boost dissemination?	No dissemination activities can be identified	Media/dissemination activities in one partner country	Media/dissemination activities in two or more partner countries	Media/dissemination presence in all partner countries
II Results/ sustainability /dissemination **9:** Is the project homepage including all information necessary to observe the results, was it continuously updated?	Not applicable	Homepage includes minimal relevant information	Homepages includes some relevant information and products	Yes the project homepage includes all necessary information. Yes it has been updated

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ITEM	0 points	1 point	2 points	3 points
III Target group / simple usability / social awareness **1:** Is the target group clearly identified?	No information on target group	The target group is vague	Clearly identified with restraints	Clearly comprehensible target group
III Target group / simple usability / social awareness **2:** Was the project, the selected tools and channels designed/chosen to fit the needs of the target group and their characteristics?	Not applicable	Questionable adequate tools and channels are used	With restraints selected tools and channels fit the needs of the target group	tools and channels are very specific for the needs of the target group
III Target group / simple usability / social awareness **3:** Are different didactical tools (media, methods) combined and used to incorporate different learning needs?	Not applicable	Only one-dimensional tools and channels can be identified	Some diverse tools and channels can be identified	Wide range of tools and channels distinguishable
III Target group / simple usability / social awareness **5:** Is the politically correct terminology used in the projects´ publications	Not applicable	Inconsistent use of terminology	In the relevant parts correct terminology was used	Throughout all project publications correct terminology was used

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(homepage, material, etc.)?				
IV: Certification/ recognition/ valorisation 1: Have the developed courses/ trainings been accredited?	No	Courses /training has been implemented but cannot be accredited	Could be accredited with revision and effort	Yes full accreditation has taken place
IV: Certification/ recognition/ valorisation 2: Are there certifications available for the learners?	No	-	Informal certificate	Formal certificate
V Project Partnership 1: Is the consortium still committing itself after the lifecycle of the project (e.g. in social networks, project homepage) to make further use of the project and its results? E.g. implementing the results in their offers	Not applicable	few activities after the project lifecycle can be identified	Some activities after the project lifecycle can be identified	Strong commitment can be identified (e.g. follow-up project based on the project assessed)

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