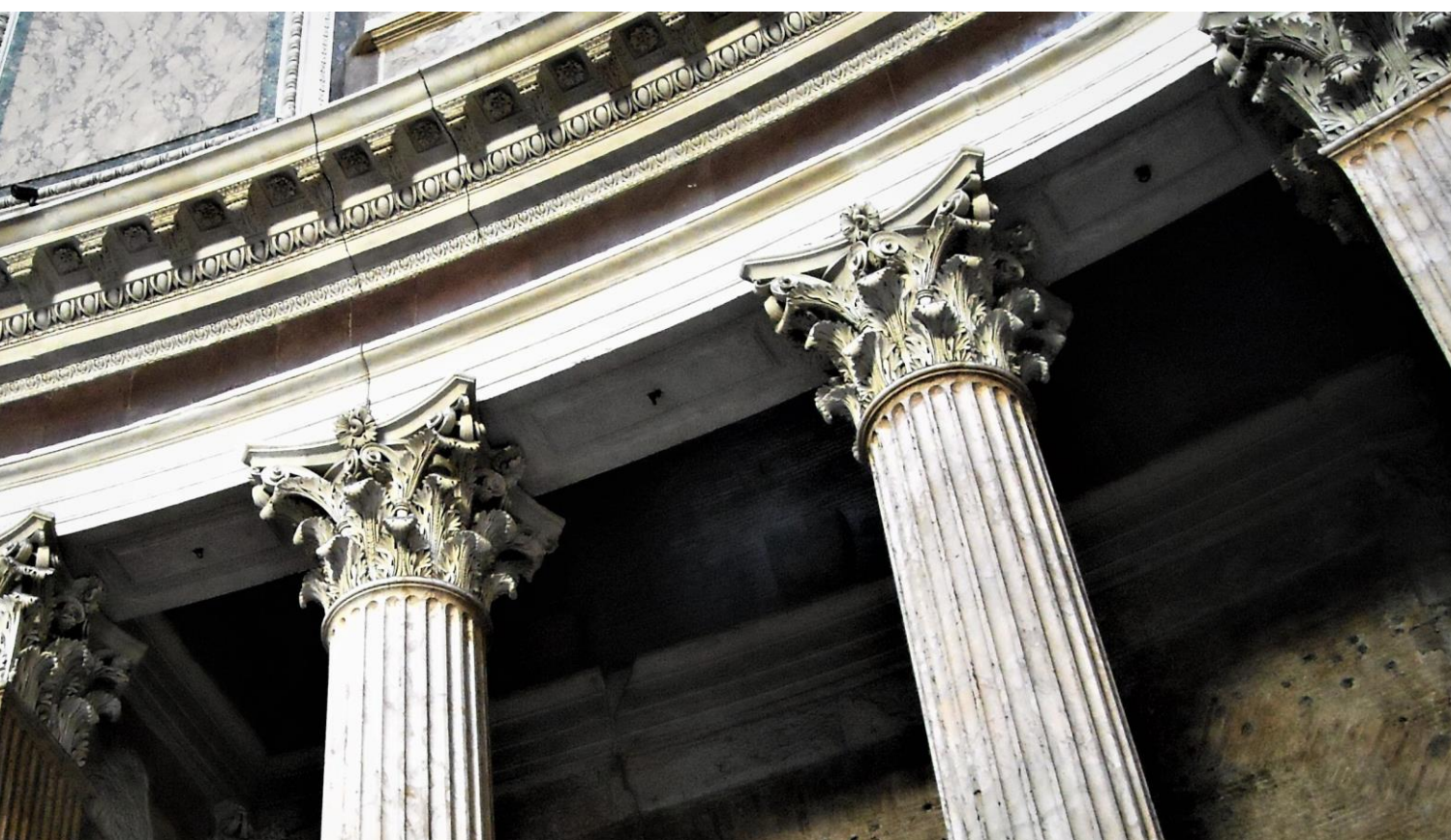2019

PROJECT QUALITY ARCHITECTURE GUIDE

PROJEKAT: KEEP EDUCATING YOURSELF
(KEY)
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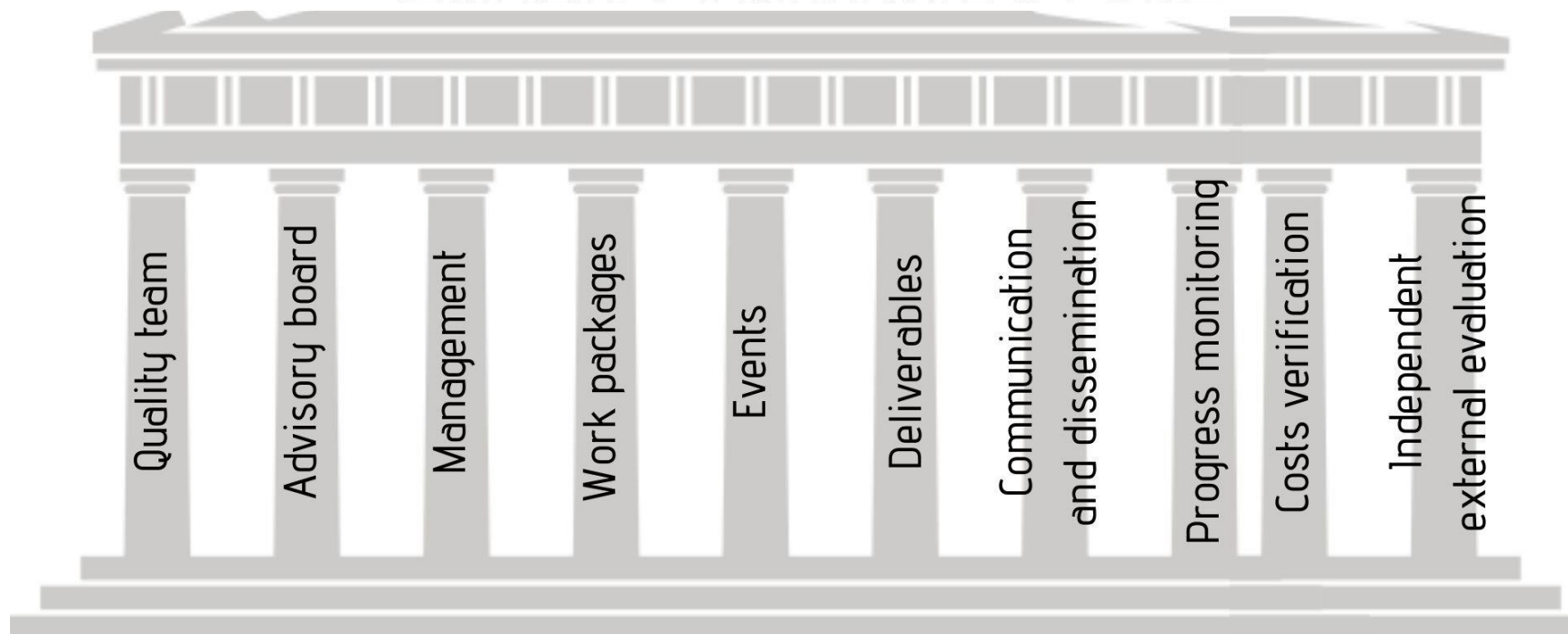
INTRODUCTION This guide is a part of the implementation package for the Keep Educating Yourselves (hereinafter referred to as the KEY)project. The purpose of the guide is to introduce the rules and procedures in the quality assurance process, point out the instruments to be used, as well as to allocate the roles and the responsibilities of the project teams, collaborators, and partner institutions. Project quality architecture is based on the following pillars:

KEY PROJECT QUALITY ARCHITECTURE

Quality team | Advisory board | Management | Work packages | Events | Deliverables | Communication and dissemination | Progress monitoring | Costs verification | Independent external evaluation

THE QUALITY TEAM

MEETINGS

It meets quarterly (3 times a year).

PARTNERS TEAM

The quality team is made up of representatives of all partner Institutions

RESPONSIBILITY

it is responsible for monitoring and evaluating the quality of the Project

MONITORING AND EVALUATION

It is responsible for monitoring and evaluating the quality of the Project

M P R M/E

TASKS

QA TOOLS	ANALYZE	RECOMMENDATIONS	INFORMS	PROJECT PROGRESS
Creates and improves QA tools (e.g. evaluation questionnaires, interview frames, etc.)	Analyzes reports from meetings and events, evaluates the quality of results and work packages, as well as the quality of communication and dissemination	Makes conclusions and formulates recommendations on improving the implementation of the project in the following period	Informs the Project Steering Committee and the public about their findings, conclusions and recommendations through the reports and/or briefs;	Prepares the project progress report

INSTRUMENTS

| Management evaluation form | Event evaluation form | Results evaluation form | Work package evaluation form | Communication and dissemination evaluation form |

RISKS

RISKS MANAGEMENT

| The quality team does not meet on regular basis | The team does not determine the way of work and division of tasks among team members clearly | Changing the members of the Quality team | The Project Coordinator and the members of the Project Steering Committe eexperienced in QA, direct the work of the Quality Team to the point where it is assessed that the Quality Team is acting smoothly and applying the procedures |

Advisory boards

are formed at the local partner community and the national level.

LOCAL

stakeholders (e.g. municipality, city, kindergarten, school, parents' association, an association of psychologists, educators, etc.)

NATIONAL

stakeholders (ministries, institutes, national councils, national parents associations, psychologists, educators, etc.);

Local meeting

Advisory Boards meet locally, as appropriate, at the initiative of the loca partner, and on which the project partner institution draws up a report

National meeting

National Advisory Boards may meet when holding a project event in the capital or by organizing a special meeting with the National Advisory Board

Inputs

They contribute to better implementation and guidance of the project with its inputs - comments, opinions andsuggestions;

Communication

Communication with Advisory Boards is two-way, i.e. the partners inform Advisory Boards on the current affairs on the project, and the Advisory Boards give opinions on current issues relevant to the project

TASKS

INFORMS

Informs about the project status

RECOMEND

Gives opinions and recommendations regarding the implementation of the project, the circumstances, and any relevant sectors matters of importance to the overall project implementation

CONTRIBUTION

Contributes to the implementation of the project in another appropriate way

INSTRUMENTS

| Participation in project events | Meetings | Mailing inputs such as insights, opinions and comments |

RISKS

RISKS MANAGEMENT

Some members of Advisory Boardsare irresponsive to the project calls	When identifying potential Board members, two individuals from an institution will be asked to join Boards

QUALITY OF MANAGEMENT

EVALUATION
Evaluation of the management quality should provide information about the satisfaction of partners and participants in the project with the way the project is managed

FORM
Management quality is evaluated through the Management Quality Form

FILLING FORM
The form is filled out by members of all project teams between the two Project Steering Committee meetings

A MIX OF BOTH
Evaluation of the quality of management is led by the Quality team which draws up a report and submits it to the Project Steering Committee for consideration at its first subsequent meeting

Elements of the Quality Management Form

SCALE 1-5 + COMMENT

To what extent are you satisfied with the overall way in which the KEY project is managed?

OPEN ENDED, DESCRIPTIVE

What are you particularly satisfied
with and what wouldyou like to highlight?

SCALE 1-5 + COMMENT

To what extent are you satisfied with the degree of your involvement in the project?

SCALE 1-5 + COMMENT

Evaluate to what extent you consider that the information and instructions which you receive from the Project Steering Committee and coordinators are clear and precise?

OPEN ENDED, DESCRIPTIVE

What risks can you identifying the continuation
of the project?

SCALE 1-5 + COMMENT

To what extent are you satisfied with a way the finances are being managed on the project (e.g. payment of travel expenses and fees, filling in forms, etc.)?

1-5 SCALE + COMMENT

To what extent are you satisfied with the Project Steering Committee approach to conflict and crisis management?

OPEN ENDED, DESCRIPTIVE

What would you like to improve?

Risks

Risks management

| Project Steering Committee does not meet on regular basis | The Quality Team informs the Project Coordinator, and asks about a proper change in the first instance. If no changes are introduced, the Quality Team informs the representatives of the partner institutions and requests that they, within their institutions examine the operations issues of the Project Steering Board |

| Project Steering Committee has not identified a way to resolve conflicts, manage risks, manage delays with activities and results, etc | The Quality team notifies the project coordinator of any deficiencies identified and proposes concrete remedies to be introduced in the operations of the Project Steering Committee |

| Some partners are rated low on their involvement in information on the Project Steering Committee operations and/or the overall project management | The Quality team contacts partners so they can better understand reasons for low scores, and then suggests the remedies to be applied. The Project Steering Committee introduces the concrete intervention measures which should remove reasons for the low scores |

QUALITY OF WORK PACKAGES

SUCCESS IN DELIVERY

Quality assessment of work packages should provide information about partner and participant satisfaction with and perception of the overall success in work packages delivery

FORM

The quality of the work package is evaluated by the work package coordinator in cooperation with the Quality Team through the Work Package Quality Form

FILLING FORM

The form is completed halfway through the implementation of the work package and at its end

WORK PACKAGE COORDINATOR

The evaluation of the work package quality is led by the work package coordinator in collaboration with the Quality Team, who draws up a report and submits it to the Quality Team and the Project Steering Committee for consideration at the first subsequent meeting

Elements of the Work Package Quality Form

SCALE 1-5 + COMMENT

To what extent are you satisfied with the overall way and how the activities in the work package are managed?

DESCRIPTIVE

What are you particularly happy about and what would you like to highlight?

SCALE 1-5 + COMMENT

To what extent are you satisfied with the results of the work package?

SCALE 1-5 + COMMENT

To what extent are you satisfied with the degree of involvement of other partners in the work package activities?

OPEN ENDED, DESCRIPTIVE

What risks can you identifying the continuation of the work package?

SCALE 1-5 + COMMENT

Evaluate the extent to which you feel that the information and instructions you receive from the Work Package Coordinator are clear and precise?

SCALE 1-5 + COMMENT

To what extent are you satisfied with the extent of your involvement in work package activities?

OPEN ENDED, DESCRIPTIVE

What would you like to improve?

Risks

Risks management

The work package coordinator does not undertake the work package evaluation on regular basis

→

The quality team reminds
the work package coordinator of the obligation to realize interimand final
evaluation of the work package progress/status

The work package coordinator does not approach the analysis of the response and the preparation of the evaluation report

→

The Quality Team is
involved in the work package evaluation process

QUALITY OF EVENT

1

SATISFACTION WITH CONTENT

Evaluation of the event quality (i.e. meeting, workshop, training, conference,etc.) provides information about the satisfaction of events participants with content, lecturers and the conditions in which the events were realized

2

EVENT EVALUATION FORM

The Quality of the event is assessed through the Event Evaluation Form

3

FORM

The form is filled out by the participants of the event as per its ending.

4

EVENT REPORT

Event evaluation is carried out by the partners or team which organizes the event, it forms part of the event report that is to be submitted to the Project Steering Committee and the Quality Team

Elements of the Event Evaluation Form

SCALE 1-5 + COMMENT

To what extent hasthe event fulfilled your expectations?

SCALE 1-5 + COMMENT

To what extent has the event been useful and relevant?

OPEN ENDED, DESCRIPTIVE

What did you like mostly about the event?

OPEN ENDED, DESCRIPTIVE

What did you enjoy the least about the event?

SCALE 1-5 + COMMENT

Evaluate the facilitator/trainer/lecturer of the event, his/her understanding of the topic and approach to the participants and the event?

SCALE 1-5 + COMMENT

Evaluate the space and conditions in which the event took place?

Risks

Event planning has not started on time, participants and guests are not informed on time, materials and invitation to the media are prepared late
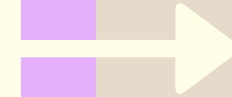
All events are jointly planned and organized by at least 2 partner institutions to ensure greater attention to deadlines and the involvement of more staff and associates

The content of the event is irrelevant, not well-planed and/or is not well presented

The events are planned so that they do not coincide with the national and religious holidays, other important dateswhen similar competing events take place. For each event mapping of potential participants and proper promotion channels will take place. When possible participants will be invited by phone and askedfor written confirmation of attendance.

Low interest for the event

QUALITY OF RESULTS

TANGIBLE RESULTS (PRODUCTS)

are evaluated based on the (pre)final version of the product submitted by the activity coordinator or the coordinator of the work package to the Quality Team for the evaluation.

The team submits its evaluation and recommendations back to the activity coordinator or the coordinator of the work package, as well as to the project coordinator and the Project Steering Committee

INTANGIBLE RESULTS (OUTCOMES)

are evaluated based on reports and/or written information provided by the activity coordinator or work package coordinator submitted to the Quality Team for the evaluation.

Ratings and/orthe team recommendations are submittedback to the activity coordinator or coordinator of the work package, as well as the project coordinator and the Project Steering Committee

EVALUATION OF QUALITY

The quality of the results is evaluated by the Quality Team throughout the project duration

LFM

Evaluation of the quality of the results should provide the information to what extent are the results and the products achieved in accordance with the initial plan outlined in the Logical Matrix (LFM)

Starting point for assessment of results is logical matrix presented in Attachment 1

Form for reporting about quality of specific results has been attached in Attachment 2

Elements of the Event Evaluation Form

SCALE 1-5 + COMMENT

To what extent hasthe event fulfilled your expectations?

SCALE 1-5 + COMMENT

To what extent has the event been useful and relevant?

OPEN ENDED, DESCRIPTIVE

What did you like mostly about the event?

OPEN ENDED, DESCRIPTIVE

What did you enjoy the least about the event?

SCALE 1-5 + COMMENT

Evaluate the facilitator/trainer/lecturer of the event, his/her understanding of the topic and approach to the participants and the event?

SCALE 1-5 + COMMENT

Evaluate the space and conditions in which the event took place?

Risks

Risks management

Inadequate/insufficiently detailed or clear inputs on the results by the activity coordinator or work package coordinator, which is why the Quality Team cannot evaluate the quality of a particular result

QA team informsthe coordinator of the activity and/or work package on the matter, explains why the input obtained is inappropriate, and asks for better input enabling proper evaluation of the quality of the results.

QUALITY OF COMMUNICATION AND DISSEMINATION

Quality of communication is evaluated by the Quality Team at its regular meetings, based on a communication plan, and analysis of its fulfillment. Sources of information about communication activities include reports from the events available on the project website, project news, interviews with activity coordinators and events participants, analysis of media content and press clipping, etc

Assessment of the quality of communication and dissemination should provide information on how well the project has been communicating with internal and external actors and as well to secure implementation of visibility guidelines in project. Assessment of implementation of visibility guideline is carried out by Quality Team during assessment of management of project through analysing all published materials in elapsed time.

Risks

Risks management

Project team members
do not
pay attention to
external
communication

Each event is to include
checklist for planning of external
communication and the preparation of
materials for external communication

Project news and events reports do not
describe in sufficient detail and clear
aspects external communication process
and do not provide an adequate basis for
evaluating the quality of communication
and dissemination

Project teams attends
communication training as part of the
inception phase of the project

DIGITAL D
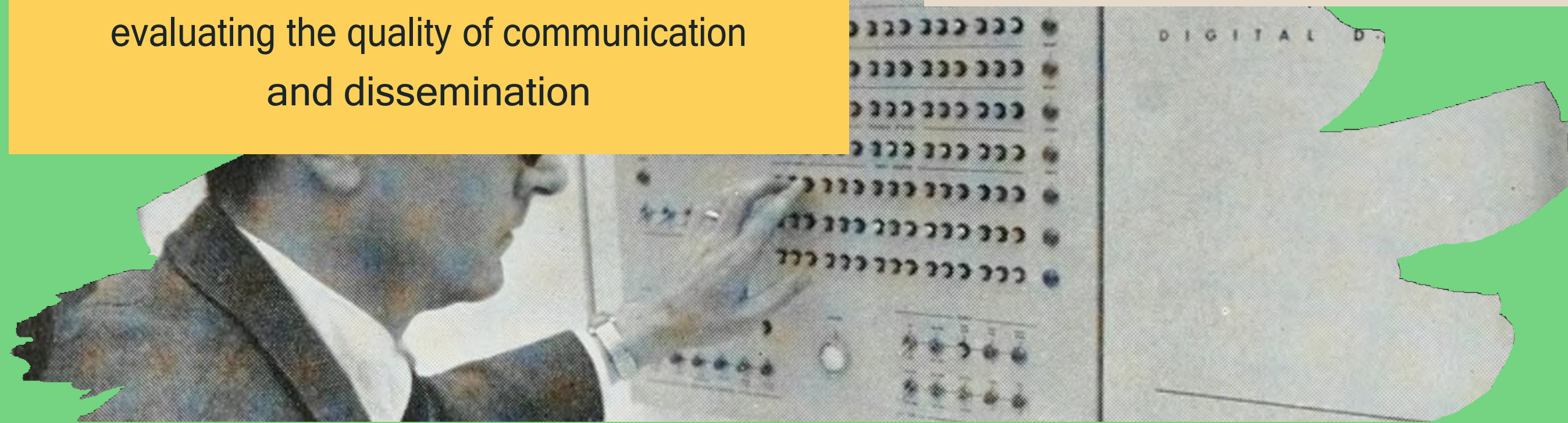
PROGRESS IN PROJECT IMPLEMENTA TION

Form for evaluation of progress has been attached in Attachment 3

- Evaluation of progress in project implementation is carried out by the members of the Quality Team after the first and second project year;
- It gauges the scope and success with which the project was implemented during the first and second year, in accordance with the logical matrix and plan outlined in the project application;
- The report should include a fact-finding section and a recommendation section;
- The approach and evaluation plan will be defined by the members of the Quality Team. The evaluation report will be published on the project website and submitted to the Project Steering Committee;

Risks

The members of the Quality Team do not agree on a sufficiently clear approach, steps and timeframe and do not share the responsibilities within the team

Risks management

Consultations are to be carried out with the management to avoid any ambiguity in compiling the report(access, steps, timeline, and division of responsibilities)
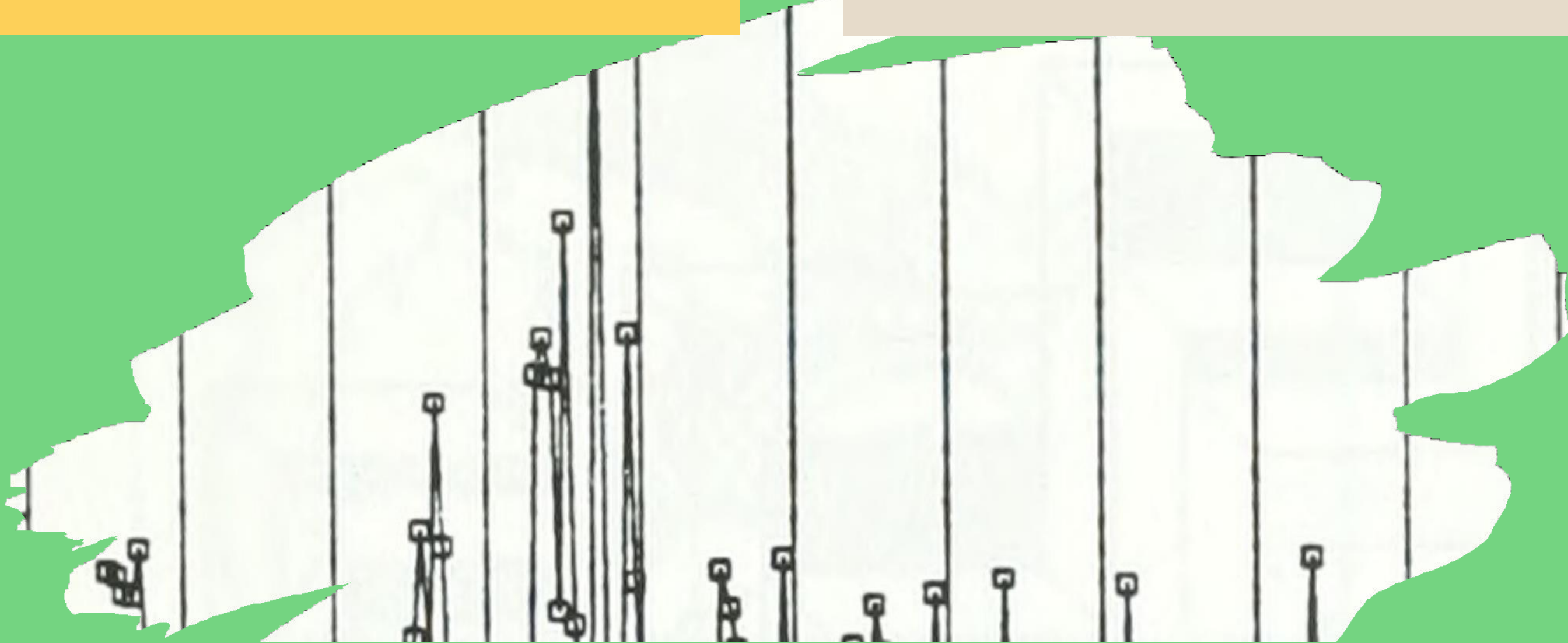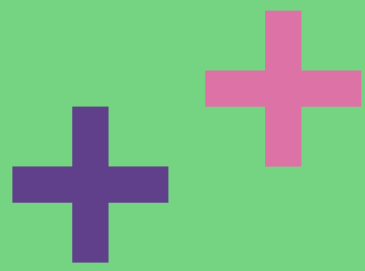
INDEPENDENT EXTERNAL EVALUATION

An independent evaluation will be carried out by an engaged consultant upon completion of the project. Independent evaluation should evaluate the **degree to which the project has been realized and the results achieved** in accordance with the plan outlined in the project application.

The approach and evaluation plan will be agreed by the consultant in consultation with the Quality Team. The external evaluation report will be published on the project website and submitted to the Project Steering Committee
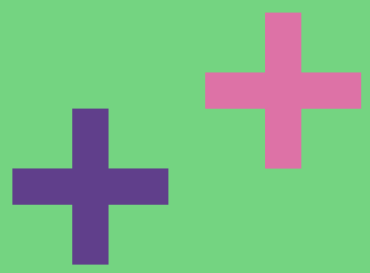
VERIFICATION OF COSTS

independent verification of costs will be carried out by an external auditor during and upon the completion of the project. The verification should assess to **what extent are incurred costs in compliance with the program financial rules.**

Contracted auditor should conduct cost verification in accordance with the program guide for auditors. Verification dynamics will be agreed with the auditor upon contract signature. The cost verification report will be delivered to the Project Steering Committee

Attachment 1

ANNEX1: LOGICAL MATRIX

Overall objective: The wider objective of KEY project is to strengthen the role of teacher training HEIs in continuous preschool professional development (CPD) system in Serbia and Montenegro	Indicators • Increased role of ECEC Learning Hubs in preschool CPD • Strengthened and diversified preschool teacher CPD systems in RS and ME • Professional discussion initiated regarding the CPD standards	Verification sources ECEC Learning Hubs annual reports, independent surveys, official state/regional reports, media reports	
Specific objectives • SO.1 To establish ECEC Learning Hubs with different fields of specialization at 6 HEIs in RS and ME • SO.2 To build capacity across CPD sector for monitoring, evaluation and quality assurance	Indicators • 6 ECEC Learning Hubs established • 20 Courses created, min. 50% in Moodle • 140 preschool teachers and associates and 20 staff members of regulatory bodies trained in CPD QA and monitoring; • Accreditation standrads model presented to stakeholders, initiated professional discussion;	Verification sources • Websites, sets of ECEC Learning Hubs founding documents, project report • Course catalogues, Moodle courses • Training designs, reports, attendance lists, evaluation questionnaires • Model document, press releases, policy briefs, project report, media	Assumptions and risks • Preschool teachers and institutions are interested to strengthen their ties with academia and raise the quality of CPD • Low quality CPD providers have opposite interest - not to raise the quality of CPD

		reports, etc.	
Outputs and outcomes	Indicators	Verification sources	ASSUMPTIONS:
• WP.1 – INCEPTION	• 1.1 6 countries examined, 200 hardcopies	• 1.1 Comparative analysis report, website	• Preschool teachers and institutions highly interested to strengthen professional cooperation and interact more in the field of CPD with teacher training HEIs
• 1.1. Comparative analysis report			
• 1.2. Implementation manuals	• 1.2 positive feedback	• 1.2 Manual	• Academic and non-academic staff at at 6 WB partner HEIs recognize significant knowledge sharing benefit from establishing ECEC Learning Hubs
• 1.3. Policy recommendations	• 1.3 stakeholder specific	• 1.3 Recommendation dociument, website	
• 1.4. Project advisory board with external stakeholders	• 1.4 10 members		• HEIs possess appropriate room to dedicate for ECEC Learning Hub
	• 1.5 80 participants	• 1.4 Website, project report	• Relevant stakeholders will actively take part in WP activities
• 1.5. Increased interest of targeted public for the topic	• 2.1 1 seminar, 24 teachers trained, great satisfaction with seminar	• 1.5 Media reports	• Project partners have sufficient knowledge and experience in project management and implementation.
• WP.2 – ESTABLISHING OF ECEC LEARNING HUBS		• 2.1 Agenda, attendance list	
• 2.1. Improved teachers competences in ECEC CPD	• 2.2 2 workshops, 6 sets of founding docs.	• 2.2 Agenda &attendance lists, training report, website	• Member institutions cherish team work and task division among staff members
• 2.2. Sets of founding documents	• 2.3 6 Permisis designated		• Relevant stakeholders taking part in project activities
• 2.3. Provided space, inventory and administrative staff	• 2.4 6 sets of equipment	• 2.3 Project report, inventory list, partner annual reports	• Stakeholders targeted well
			• All partner institutions participate in creation and implementation of M&E and QA manual
• 2.4.Equipment purchased and installed in ECEC Learning hubs	• 2.5 6 strategies upgraded	• 2.4 Tender dossier, inventory lists project reports	• Data and respondents are available for progress and internal evaluation analyzes
	• 3.1 1 seminar, 24 teachers trained, great satisfaction with seminar		• HEI teachers recognize significant benefit from Moodle courses as it is perceived as innovative approach in CPD
• 2.5. Upgraded CPD strategies of PC HEIs		• 2.5 Partner CPD strategies, websites	
• WP.3 – INTRODUCTION OF ECEC CPD COURSES IN MOODLE	• 3.2 2 workshops, 24 CPD courses created, 12 in Moodle, 24 sets of course materials	• 3.1 Agenda, attendance list	• Necessary technical preconditions for Moodle will be met by 6 beneficiary HEIs
			RISKS:
• 3.1. Improved knowledge in Moodle courses	• 3.3 24 CPD courses accredited	• 3.2 Hardcopy and Moodle catalogues and courses materials	• Limited participation of preschool teachers in project activities due to their professional commitments
	• 3.4 120 preschool teachers trained, great		• Changes in consortium HEIs governing bodies that may cause alternations within project times and thereby postpone delivering of project results and outputs
		• 3.3 Accreditation	

• 3.2. Created CPD and crash courses and materials • 3.3. Accredited CPD courses • 3.4. Improved competences of preschool teachers in the local communities • WP.4 – QA CAPACITY BUILDING IN CPD • 4.1. Improved teachers competences in provision of training on QA,M&E in CPD • 4.2. Published (1) Manual on QA,M&E in CPD, (2) Teacher Self-Guide to CPD toolkit • 4.3. Improved competences of regulatry staff and CPD providers in CPD QA,M&E • WP.5 – DEVELOPMENT OF ECEC CPD MODEL OF ACCREDITATION STANDARDS • 5.1. Improved teacher competences in policy making/advocacy • 5.2. CPD model of accreditation standards • WP.6 - QA&MONITORING • 6.1. Ensured high quality	satisfaction with training • 4.1 2 ToT sessions held, 24 teachers trained, great satisfaction with training • 4.2 2x8 contributors, 2x500 hardcopies • 4.3 4 sessions, min. 20 regulators & 30 CPD providers trained, great satisfaction with training • 5.1 2 seminars, 24 teachers trained, great satisfaction with training • 5.2. 2 model documents, 600 hardcopies • 6.1 QAMC constituted, held 4 mtngs, each activity has evaluation report, positive feedback • 6.2 3 sessions with advisory board • 6.3 2 reports • 6.4 External evaluation report • 6.5 Auditing report • 7.1 Increasing number of website	certificates • 3.4 Agendas &attendance lists, training reports • 4.1 Agenda and attendance list, training report • 4.2 Manual and Toolkit • 4.3 Agendas &attendance lists, training reports, photos • 5.1 Agendas &attendance lists, training reports, phoots • 5.2 Model documents, website, project report, media reports • 6.1 Attendance lists &meeting reports • 6.2 Meeting reports, photos • 6.3 Progress reports • 6.4 Evaluation report • 6.5 Auditing report • 7.1 Google analytics report, project report • 7.2 Photos, project report • 7.3 Agenda, media reports	• Low level of usage of ICT in teaching by Serbian/Montenegrin teachers • Changes in consortium HEIs governing bodies that may cause alternations within project times and thereby postpone delivering of project results and outputs • Limited participation of teachers in project activities due to their professional commitments • Changes in consortium HEIs governing bodies that may cause alternations within project times and thereby postpone delivering of project results and outputs • Early parliamentary elections that may interrupt or delay implementation of this work package • Lack of motivation and commitment of staff to participate in WP activities

implementation & results	visits, min. 5 web updates/month	• 7.4 Decisins on constitution of working groups and appointing the members, positive feedbacks	
• 6.2. QA comments from external stakeholders	• 7.2 17 internal dissemination events		
• 6.3. Progress evaluation reports	• 7.3 Dissemination conference held, 80 participants, 10 videos/articles	• 8.1 Agenda, attendance list, meeting report, photos	
• 6.4. External evaluation report		• 8.2 Agenda and attendance list, training report, photos	
• 6.5. Audit report	• 7.4 2 country expert working groups		
• WP.7 - DISSEMINATION		• 8.3 Meeting minutes, photos	
• &EXPLOITATION	• 8.1 20 kick-off participants		
• 7.1. Project website	• 8.2 1 training, 15 admin staff trained, positive feedback		
• 7.2. Internal institutional dissemination carried out			
• 7.3. Project results disseminated	8.3 6 SC meetings, reporting and delivery of documents every 4 months, positive atmosphere among SC members		
• 7.4. Increased interest of decision makers for ECEC CPD model of accreditation standards			
• WP.8 - MANAGEMENT			
• 8.1. Project kick off meeting held, project teams constituted, rules and procedures agreed			
• 8.2. Enhanced competences of admin. staff to manage EU grants			
8.3. Smooth project management, administration and reporting ensured			

Activities	Inputs		Assumptions, risks and preconditions
• WP.1 – INCEPTION	• WP.1 – INCEPTION		• Preschool teachers and institutions highly interested to strengthen professional cooperation and interact more in the field of CPD with teacher training HEIs
• 1.1. Comparative analysis of ECEC CPD in RS,ME,RO,SI,HU&UK	• 227 staff days, 39 mobility flows, subcontracting (design, conference materials and bags, publications 1, 2)		• Academic and non-academic staff at at 6 WB partner HEIs recognize significant knowledge sharing benefit from establishing ECEC Learning Hubs
• 1.2. Preparing of project implementation, finance management and project quality instructions			• HEIs possess appropriate room to dedicate for ECEC Learning Hub
• 1.3. Preparing of position paper on ECEC CPD	• WP.2 - ESTABLISHING OF ECEC LEARNING HUBS		• Project partners have sufficient knowledge and experience in project management and implementation.
• 1.4. Constitution of project advisory board	• 510 staff days, 69 mobility flows, equipment (value: 260,000.00 EUR)		Member institutions cherish team work and task division among staff members
• 1.5. Introduction conference			
• WP.2 – ESTABLISHING OF ECEC LEARNING HUBS	• WP.3 - INTRODUCTION OF ECEC CPD COURSES IN MOODLE		
• 2.1. Seminar on strengthening of the role of HEIs in ECEC CPD	• 587 staff days, 45 mobility flows		
• 2.2. Development of ECEC Learning Hubs	• WP.4 - QA CAPACITY BUILDING IN CPD		
• 2.3. Provision of space, inventory and administrative staff	• 621 staff days, 71 mobility flows, subcontracting (publications 3, 4)		
• 2.4. Purchasing of equipment			
• 2.5. Revising and upgrading of CPD strategies of PC HEIs	• WP.5 - DEVELOPMENT OF ECEC CPD MODEL OF ACCREDITATION STANDARDS		
• WP.3 - INTRODUCTION OF ECEC CPD COURSES IN MOODLE	• 444 staff days,		
• 3.1. Seminar on			

Moodle courses • 3.2. Development of CPD courses, crash courses and materials • 3.3. Accreditation of CPD courses • 3.4. Implementation of crash courses in the local communities • WP.4 - QA CAPACITY BUILDING IN CPD • 4.1. ToT on QA,M&E • 4.2. Development of (1) Manual on QA,M&E in CPD, (2) Teacher self-guide to CPD toolkit • 4.3. ToT on QA,M&E for regulation bodies and CPD providers • 4.4. ToT on QA,M&E for preschool teachers • WP.5 – DEVELOPMENT OF ECEC CPD MODEL OF ACCREDITATION STANDARDS • 5.1. Policy making&advocacy training • 5.2. Development of CPD model of accreditation standards • WP.6 - QA&MONITORING • 6.1. QA Committee meetings • 6.2. Consultative meetings with	82 mobility flows, subcontracting (publication 5) • WP.6 - QA&MONITORING • 143 staff days, 37 mobility flows, subcontracting (auditing) • WP.7 - DISSEMINATION • &EXPLOITATION • 150 staff days, 29 mobility flows, subcontracting (website, CPD dissemination materials for preschool teachers) • WP.8 - MANAGEMENT 529 staff days, 24 mobility flows		

Advisory Board • 6.3. Progress evaluations • 6.4. External evaluation • 6.5. Auditing • WP.7 - DISSEMINATION &EXPLOITATION • 7.1. Website programming &dissemination • 7.2. Internal institutional dissemination • 7.3. Media promotion&newsletter • 7.4. Dissemination conference • 7.5. Distribution of ECEC CPD model of accreditation standards to decision makers • WP.8 - MANAGEMENT • 8.1. Kick off meeting • 8.2. Training for project managers and finance departments • 8.3. Steering Committee meetings 8.4. Daily project management and administration			

Attachment 2

ANEX 2: FORM FOR REPORTING ABOUT QUALITY OF SPECIFIC RESULTS

NAME OF RESULT	ASSESMENT OF QUALITY OF RESULTS WITH %	HIGH QUALITY	%
		DECENT QUALITY	%
		INSUFFICIENT QUALITY	%

EXPLANATION:

RECOMENDATION:

Attachment 3

ANNEX 3: FORM FOR THE PREPARATION OF THE PROGRESS/QUARTERLY REPORT

A   FACTS

<u>Project activities</u>

Work package 1	ACTIVITY	STATUS	FINDING
	….	REALIZED	….
	….	ON-GOING	….
	….	NOT STARTED	….
	….		….
Work package 2	ACTIVITY	STATUS	FINDING
	….		….
	….		….
	….		….
	….		….
	….		….
Worj package 3	ACTIVITY	STATUS	FINDING

- *Conclusions*

<u>Work packages</u>

WORK PACKAGE #	NAME OF THE WORK PACKAGE	FINDINGS
WP.1		
WP.2		
WP.3		
…		
…		
…		
…		

- *Conclusions*

Project results

RESULTS	ACHIEVEMENTS RELATING TO INDICATORS FROM LFM PLANNED/ACHIEVED	

Communication & dissemination

- Findings
- *Conclusions*

Project management

- Findings
- *Conclusions*

B   RECOMENDATIONS