inbas

Institut für berufliche Bildung, Arbeitsmarkt- und Sozialpolitik

COMPLETE

Birgit Voigt

Interim Evaluation Report

Results of the Analysis of Online Survey Data

Berlin, February 2017

Impressum

This interim evaluation report was elaborated within the ERASMUS+ Project: »Establishment of Centers of Competence and Employability Development (CCED)« (COMPLETE) (561603-EPP-1-2015-1-DE-EPPKA2_CBHE-JP.

As Work Package Leader, the INBAS GmbH is responsible for Evaluation and Quality Management.

Table of Contents

Co-funded by the
Erasmus+ Programme
of the European Union

Project Summary

Project "COMPLETE"

Against the background depicted in the analysis of partner countries (PC) Kazakhstan and Russia, the term "employability" is not listed in official documentation such as legal regulations, reforms etc., not formulated as a strategic goal of the universities, not framed as a concept including a set of competences, skills and attitudes necessary to be employable . There are no practical instructions or recommendations on how to implement it. Universities in KZ and RU are obliged to include certain key competence modules into the study programs which are predefined by the Ministries of Education, but normally do not pursue a holistic competence model integrated into the educational program and "running as a common thread" through the university. Additionally, there is no internal document about understanding what employability is and how it can be developed inside the Higher Education Institution (HEI), taking into account all the variety of the disciplines and peculiarities of the university.

Following the findings of the problem analysis, the aims of the project were compiled as follows:

- Development of an individual competence model and definition of employability in every PC HEI taking into account country specifics (economic, social/cultural and labour market) and institutional peculiarities identified in the analysis

- Conceptualization and establishment of Centers for Competence and Employment Development (CCED) at PC HEI with offerings to different internal and external target groups

- Provision of tested trainings, modules, tools and instruments oriented to different target groups

- Promotion of the CCED as well as the competence and employability approach inside and outside the universities.

1 Objectives, Design and Procedure

Objectives of the Online Survey

After one year of intensive work, an interim evaluation should be started. The objective of this evaluation is to get feedback from all project partners regarding the results of the first project phase (Work Package I), the communication and cooperation structures established within the COMPLETE project, as well as an overall assessment. Furthermore, suggestions of the respondents on how the cooperation within the project could be improved and which lessons the project members have learned in the past stages of the project should be collected. Finally, recommendations for further project tuning will be derived from the results of the interim evaluation.

Research questions:

- How do the project members assess the results of Work Package (WP) I?

- To what extent are they satisfied with the cooperation and communication structure and practice within the project?

- How could the work be improved?

The results of the interim evaluation could be compared with the results of the EU monitoring sessions in Rostov and Almaty (16 resp. 27 May 2016), and the recommendations given by EU stakeholders.

Design

The online survey was designed using the free and open source software LimeSurvey which is a web server-based survey tool.

Primarily, the questionnaire bases on the project proposal and the evaluation plan regarding WP I. In addition, the results of the EU monitoring sessions were considered. The online questionnaire contains 26 questions which can be assigned to five different clusters reflecting following aspects:

Graph 1: Structure of the Online Questionnaire

Project phase I: Analysis	Cooperation	Communication	Overall assessment	Personal data

The online questionnaire includes both closed and open ended questions (see annex B).

The draft version of the online survey was compiled by INBAS in October 2016 and tested by the project coordination (pre-test) in November. The recommendations of the colleagues of the

Fachhochschule des Mittelstands (FHM, Germany) were considered during designing the final version of the questionnaire. Furthermore, the members of the EQM group had the opportunity to give their feedback regarding the questionnaire.

Procedure

Since the evaluation targets a candid feedback from all project members, the online survey was compiled as an anonymous survey. That means that there is no electronic trace by which the evaluator could link the survey participants' responses to their identifying information. In view of the small number of cases, all questions regarding personal data were set as questions which could be answered voluntarily. Nevertheless, the small sample size and the opportunity to combine specific items delimitate the anonymous character of the survey.

The invitation for taking part in the survey was sent via e-mail using the current distribution list which includes 22 addresses. The project partners were asked to include the project administrators into the survey and forward them the e-mail including the link. The evaluator presumed that answering the questions will take approximately 20 minutes.

The time for answering the questionnaire was quite short (first week in December 2016) and coincided with a very busy working phase in the universities. Because of the limited response of 13 replies, the deadline for answering the online questionnaire was prolonged from 26th of January until the 5th of February, 2017.

The automatically (online) collated data were downloaded as a spreadsheet. Based on this, the data sets have been tested by INBAS regarding their completeness and plausibility. From 22 available data sets, 5 datasets were uncompleted. So, 17 data sets were taken as basis for the analysis whereupon the evaluator acted on the assumption that the analysis can rely on 33 data sets[1]. Considering this main unit the response rate constitutes approximately 50%. To display the data there were set up tables and graphs.

The respondents' group can be described considering the country they come from, their gender and role within the project (see annex, Q23-Q26) as follows:

Table 1: Composition of respondents group at different stages

| Category		Number of respondents	
		Date: 08.12.2016	Date 06.02.2017
Country	Russian Federation (RU)	4	6
	Kazakhstan (KZ)	4	4
	European Union (EU)	3	4
	not stated	2	3

---

[1] Two members of the academic staff and one representative of the administrative staff per university (2+1) x 8 plus European project members (academic staff) plus one representative of the administrative staff per each European partner.

		13	17
	total	13	17
Gender	female	8	10
	male	3	4
	not stated	2	3
	total	13	17
Role	WP Leader	2	2
	Project manager	4	4
	Project coordinator	3	3
	Academic staff	1	4
	Project administrator	0	0
	other	1	1
	not stated	2	3
	total	13	17

It is not clear to what extent the perspective of the administration staff is reflected in the survey. Considering that 3 persons stated that they did not take part in transnational meetings and other 3 persons not answered this question, the participation of some representatives of administration staff could be assumed. However, at the current stage, this hypothesis could not be verified.

Graph 2: Number of respondents having taken part in transnational meetings, trainings and monitoring sessions
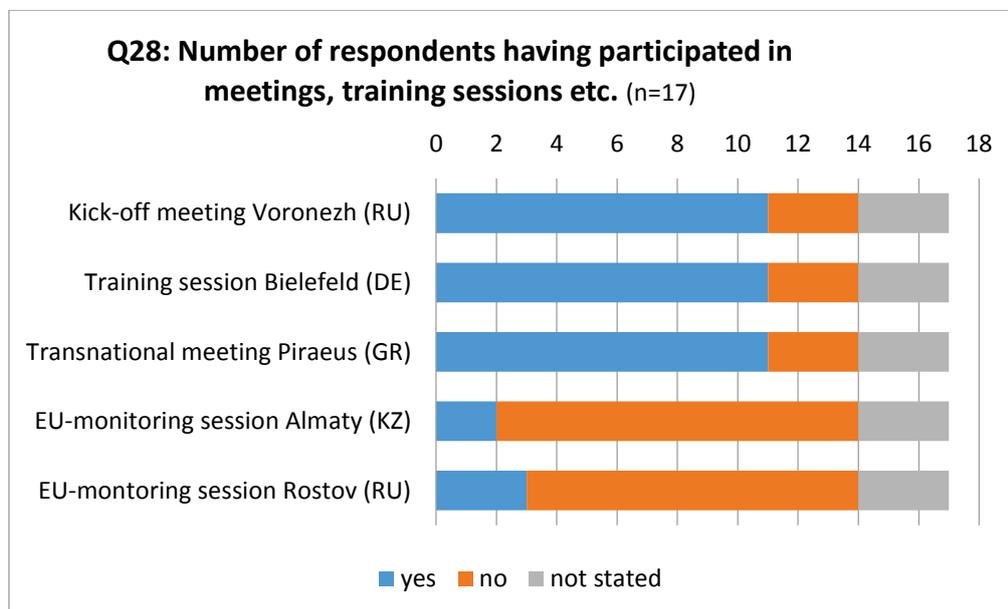
As expected, there are only a few respondents who took part in the EU monitoring sessions.

## 2   Results of the Analysis of Online Survey Data

Below, the results are described in accordance with the thematic clusters of the survey.

2.1   Work Package I: Analysis

According to the proposal and project logical frame, Work Package I was targeted at following outcomes: two National reports describing the specific conditions in the Russian Federation (RU) and the Republic of Kazakhstan (KZ), eight institutional reports analyzing the background and peculiarities at every university, and a description of selected good practice examples.

All of the participants stated to be very satisfied or satisfied with the results of WP I.

Graph 3: Level of satisfaction with the results of WP I

Q1: In general, to what extent are you satisfied or dissatisfied with the results of WP I? (n=17)
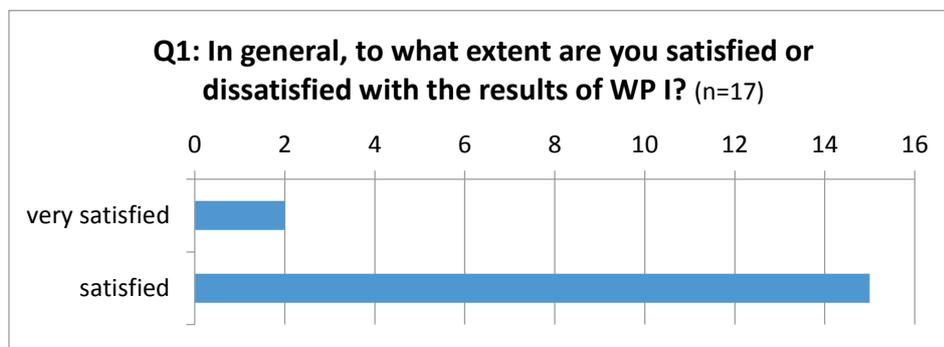
The respondents agreed that national reports as well as institutional reports were helpful because of the description of the specific conditions and peculiarities of every country respectively each Higher Education Institution (HEI). Furthermore in their opinion, the criteria for assessing the quality of the reports were mostly transparent.

Graph 4: Assessment of the quality of the reports

Q2: Quality of the reports (n=17)
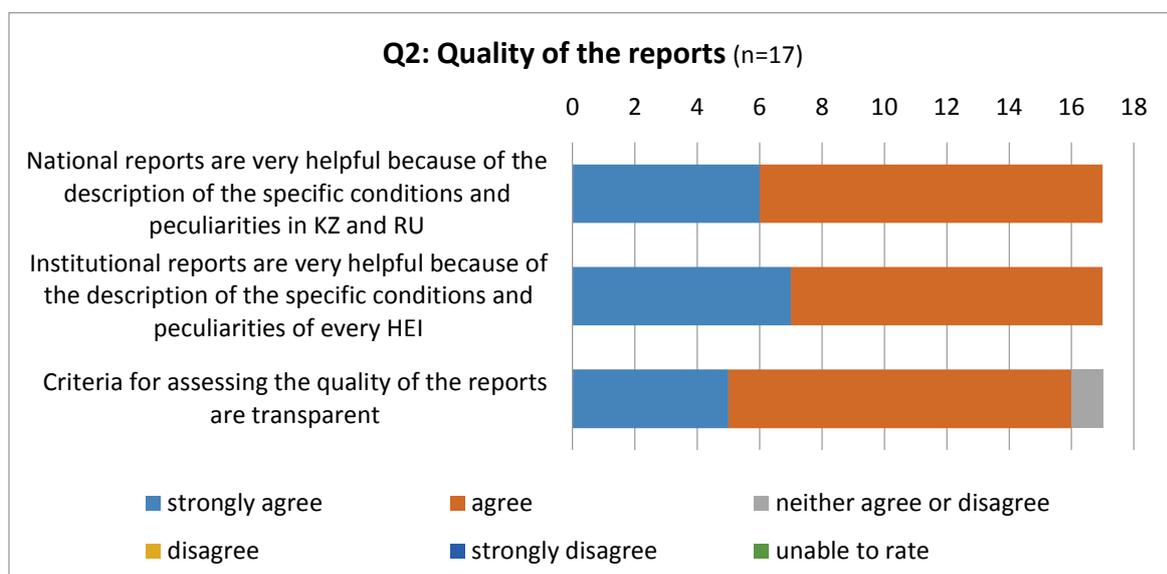
Due to the proposal, all universities were obliged to conduct as minimum five interviews with employers and consider the results in their institutional reports. Therefore, the respondents have been asked for their feedback regarding the benefit of this analysis.

Graph 5: Assessment of the benefit of the interviews with employers

Q3: We got an additional benefit from conducting and analyzing interviews with employers (n=17)
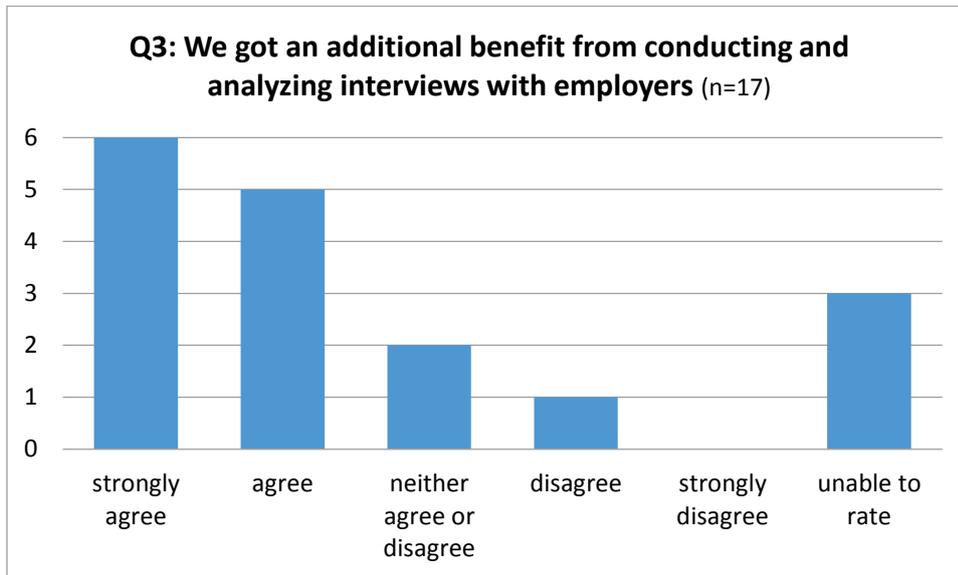
While the majority of respondents seem to be convinced of the benefit from interviews conducted with employers, some members of the project cast doubts on it.

The respondents highlighted the results of Work Package I as an important contribution to further project development.

Graph 6: Assessment of the results of WP I
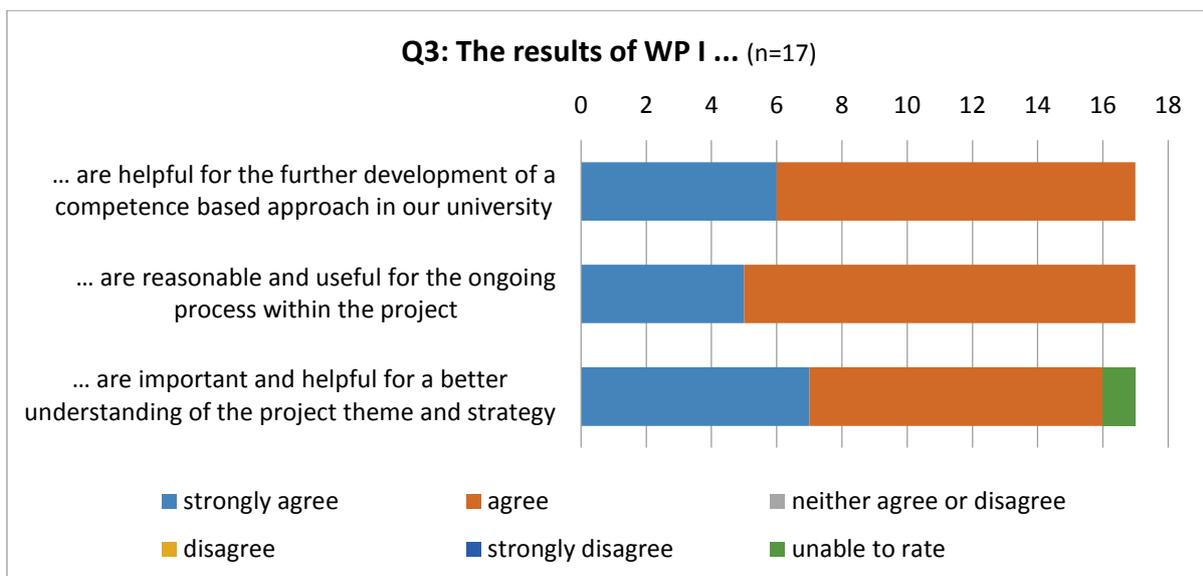
**Q3: The results of WP I ...** (n=17)

Furthermore, there is a clear agreement between the respondents that they are familiarized with EU practices and some best practice models: 9 respondents strongly agreed, and 4 participants agreed with this statement (Q2).

The benefit of the analysis phase was assessed by the respondents in the following way:

Graph 7: Asssessment of the analysis phase
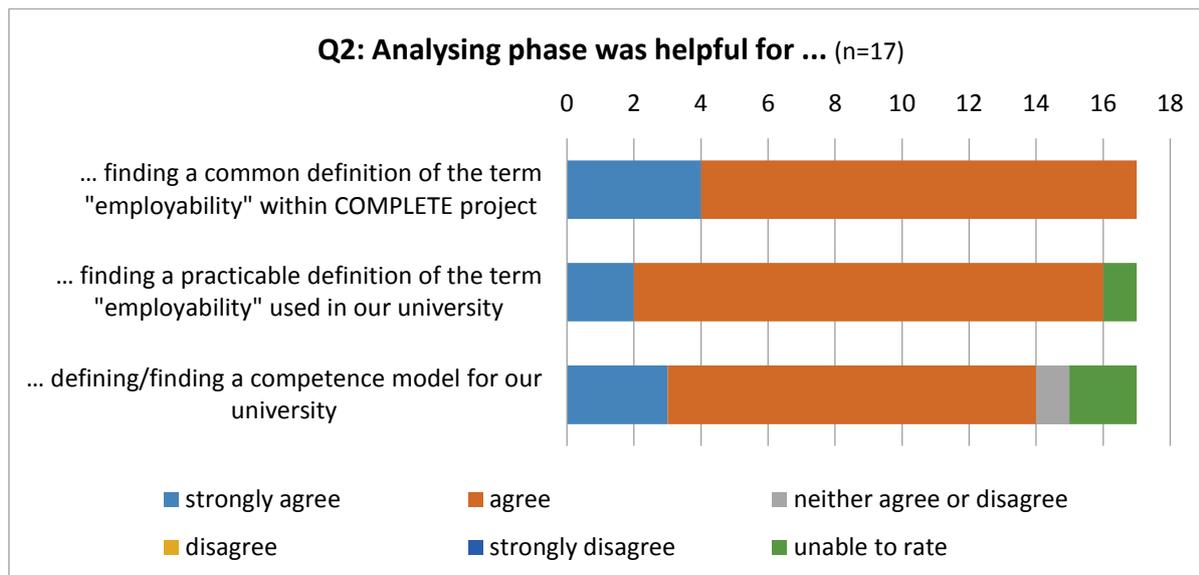
It is interesting that the analyzing phase was assessed as more helpful for finding a common definition in a transnational academic context than within the framework of a university.

Some differences can be stated regarding the contribution of different project partners regarding WP I: The contributions of Russian, Kazakh and German partners have been assessed higher than the contributions made by the partners from Greece and Slovenia.[2]

---

[2] It should be considered that there is only a small number of project members from Greece and Slovenia which are involved in the COMPLETE project.

Graph 8: Assessment of the contribution of different partners regarding Work Package I

Q5: Contribution of the partners regarding WP I (n=17)

	0	2	4	6	8	10	12	14	16	18

Contribution of the Russian WP Leader

Contribution of the Kazakh WP Leader

Contribution of FHM (Germany)

Contribution of INBAS (Germany)

Contribution of TEI (Greece)

Contribution of Maribor University (Slovenia)

■ very good   ■ good   ■ neither good or poor   ■ poor   ■ very poor   ■ unable to rate
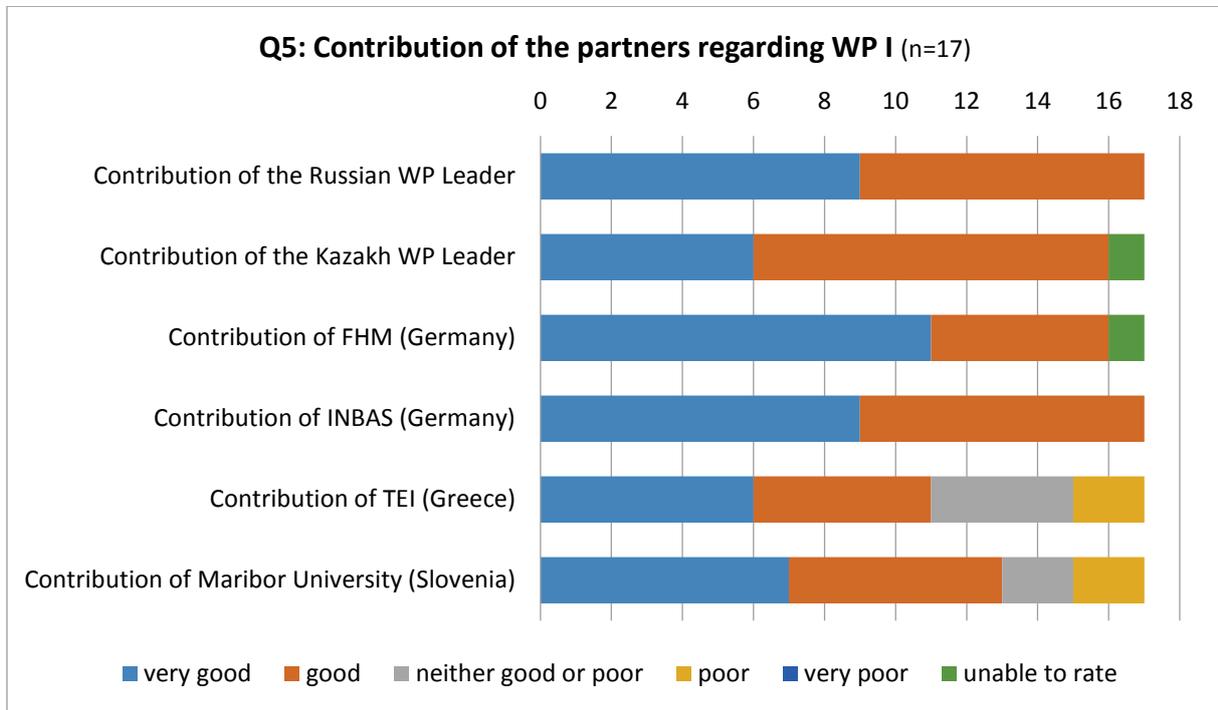
Further comments and recommendations regarding WP I

When asked for additional comments regarding the results of WP I (Q4), the respondents emphasized both positive and critical aspects:

On the one hand, the results "have also contributed to the enrichment of … teaching experience" and were "very useful" for individual teaching activities. In case that the results of WP I overlap with the results of other Erasmus+ and Tempus projects managed by a university, "it gives synergy" between the projects.

On the other hand, there were given critical remarks that the target groups for national and university reports were not clearly defined and the scientific standards like citation and the identification of sources "are not really respected". In some respects, the necessity of English and Russian versions of the analytical materials seems to be "a complicated question". Moreover, a lack of a clear basis for comparing the HEIs' reports on employability was mentioned, which arises from the situation differing from one faculty/ field of studies/ study programme to another.

Additionally, the recommendation to publish the results of WP I was given.

2.2 Cooperation

All respondents stated a high level of satisfaction with the cooperation within the COMPLETE project: While 9 persons were satisfied; two persons were very satisfied with the status quo of cooperation.

Looking specifically at different groups of stakeholders, the quality of cooperation between Russian universities was mostly higher assessed as the cooperation between Kazakh partners and as the cooperation between the projects members of both countries, the latter particularly with regard to its constructive spirit.
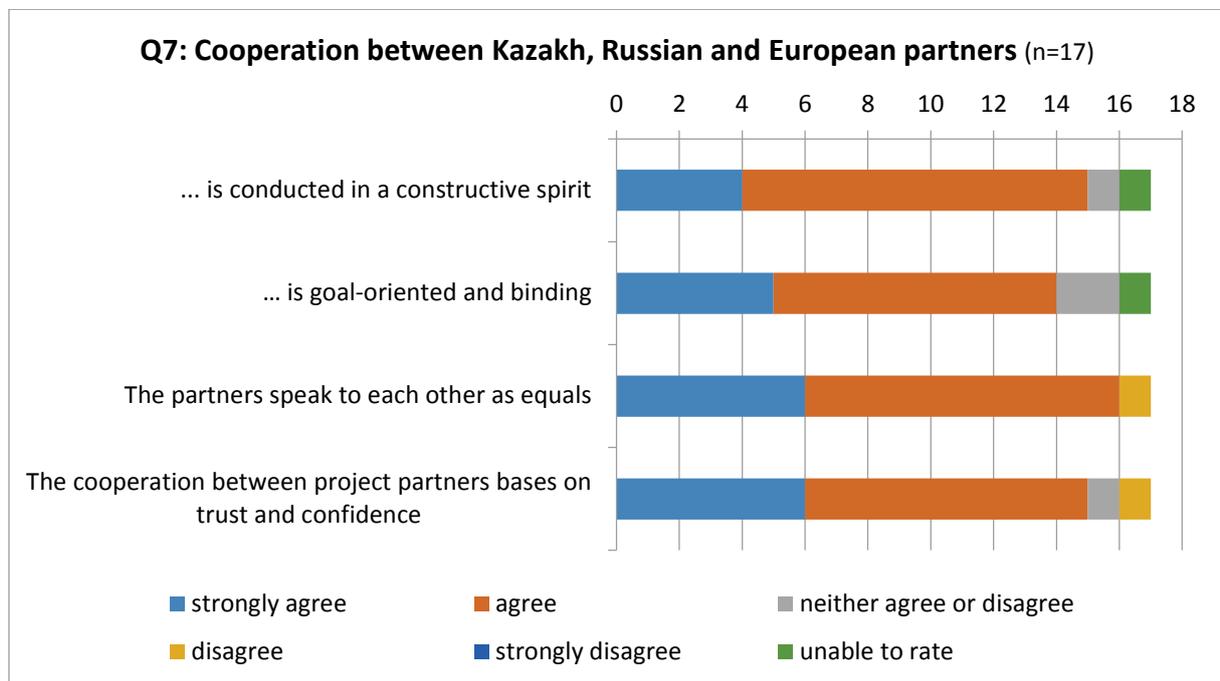
Graph 9: Assessment of the cooperation within and between the partner countries RU and KZ
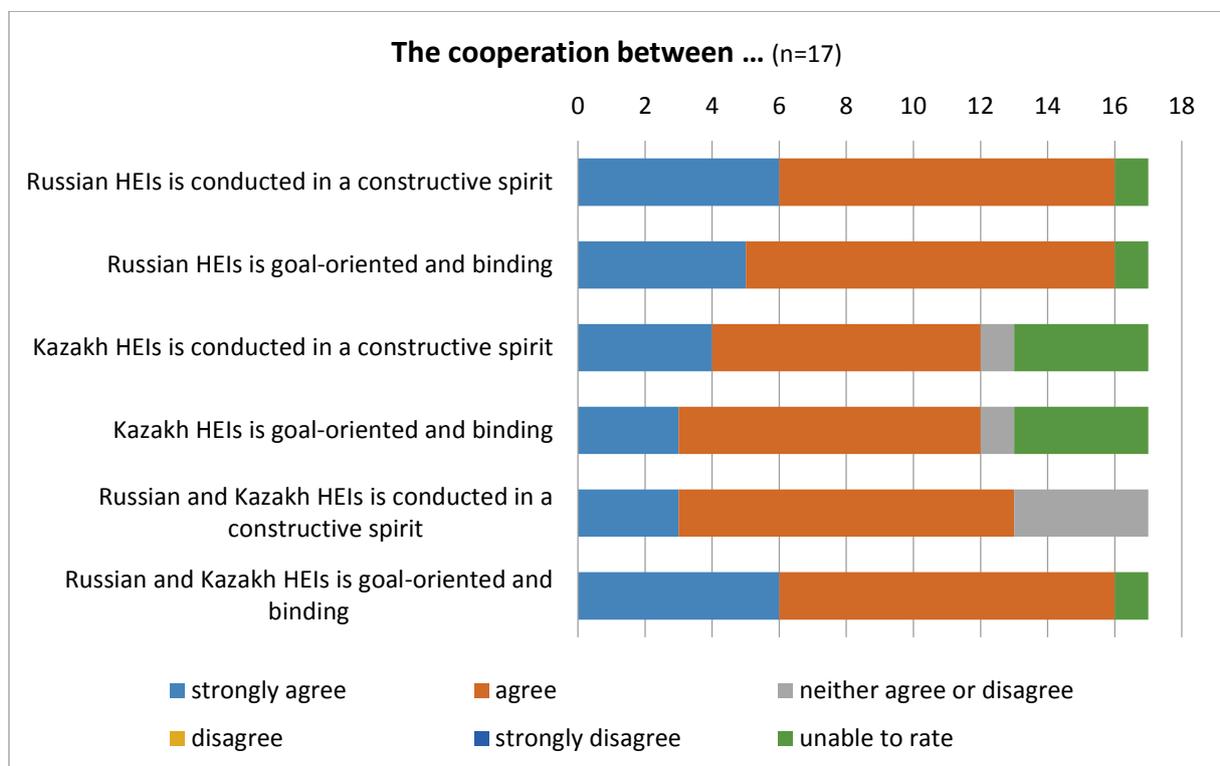
The transnational cooperation between Russian, Kazakh and European partners was described by the majority of respondents as constructive, goal-oriented, binding and trustful whereby partners have equal rights.

Graph 10: Assessment of the cooperation between Kazakh, Russian and European partners

Q7: Cooperation between Kazakh, Russian and European partners (n=17)

Legend: strongly agree, agree, neither agree or disagree, disagree, strongly disagree, unable to rate

Merely in a single case, an obvious critical reply was given which could be caused by an unsolved concrete conflict, a special individual perspective or other unknown reasons.

Suggestions on how the cooperation could be improved in the future (Q8)

The suggestions given by respondents refer to mostly organizational and motivational aspects:

- Additional meetings (at transnational or/and national levels) could offer more opportunities for exchanging information and experience. However, independent from the frequency of meetings, there seems to be a need for discussion on certain controversial issues; as the economic situation and trends in the development of higher education in both countries may lead to slightly different approaches for the realization of the projects goals in Russia and Kazakhstan.

- To "develop links between the partner universities" (twice mentioned) and to "use a common language" could enhance the cooperation, as well as a stronger involvement of and input from the partners from Greece and Slovenia.

- The project team "should follow the settled mechanism and try to be more constructive in fixing the outcomes". At the same time, it seems important "not to overload ourselves with additional bureaucratic requirements".

2.3 Communication

Within the project, a wide range of communication and information channels are used. While most of them were already defined in the project planning phase (see proposal), others were developed during the implementation phase as perhaps the instrument of Expert Circles. The majority of the respondents appreciate direct meetings as well as an information exchange via e-mail, online meetings and other web based instruments.

Graph 11: Assessment of the usefulness of communication and information channels used in the project

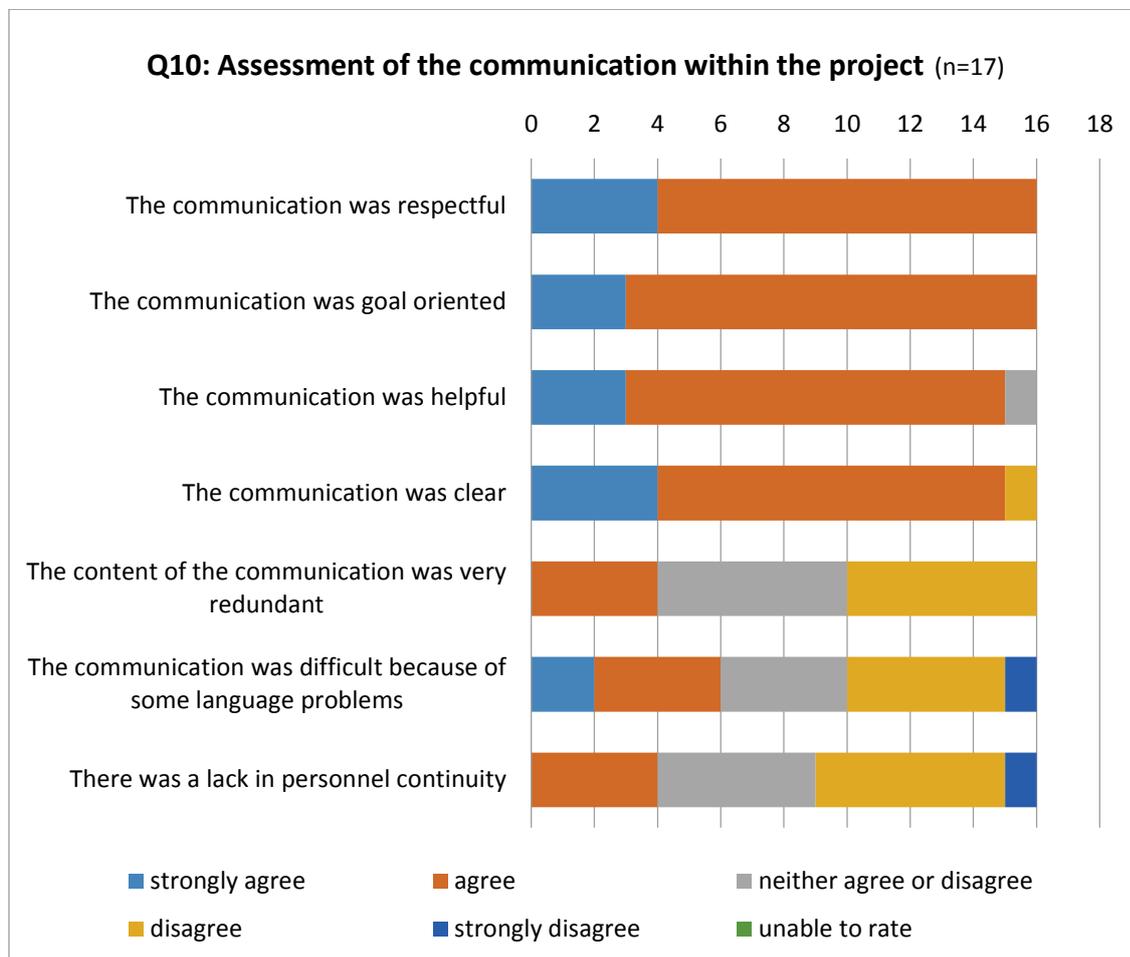Q9: Communication and information channels used in COMPLETE project (n=17)
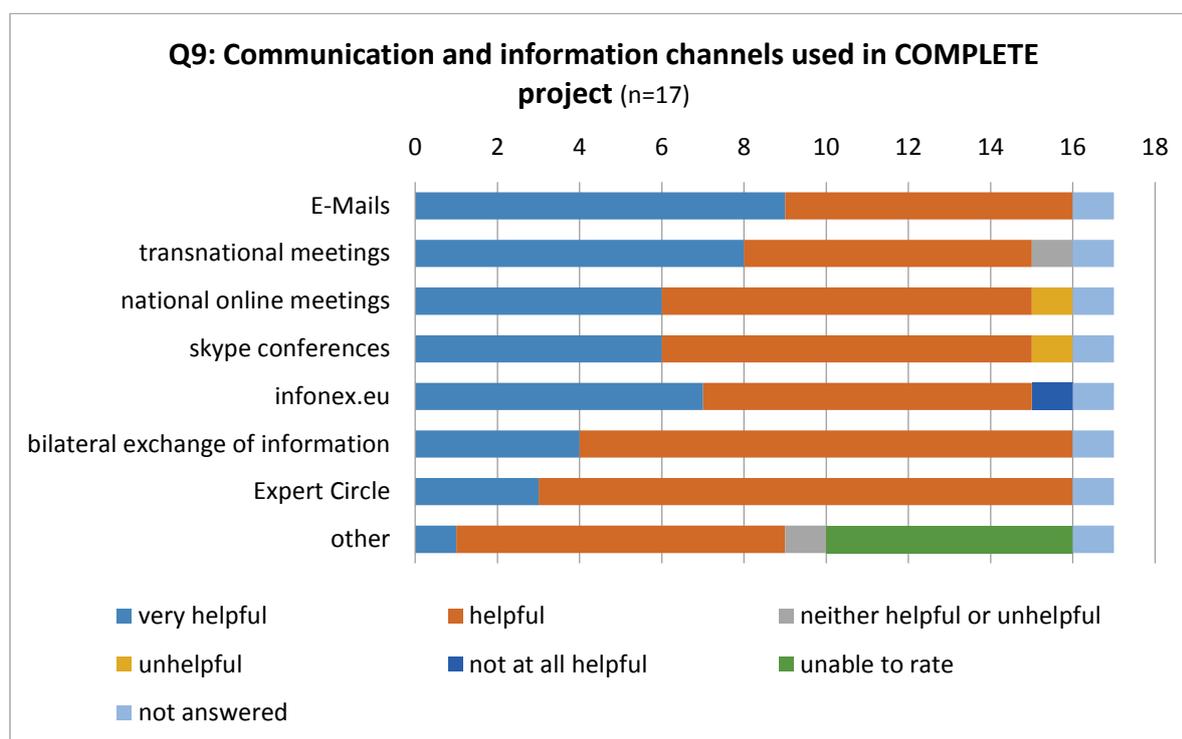
Additionally, there were highlighted personal communication (twice mentioned), Google Apps (Docs, Surveys), and communication using WhatsApp messenger.

The communication within the project was appreciated by the respondents as respectful, goal oriented, helpful and mostly clear.

Graph 12: Assessment of the communication within the project

Q10: Assessment of the communication within the project (n=17)

Legend:
- ■ strongly agree
- ■ agree
- ■ neither agree or disagree
- ■ disagree
- ■ strongly disagree
- ■ unable to rate

In the opinion of some project members, some redundancy in communication, some language problems and a lack in personnel continuity formed some obstacles during the project implementation.

Furthermore, the respondents made some proposals on how to improve communication:

- to "adhere to the rules" and to "always comply with the regulations"

- to "go on with the settled practice of general consortium experts online meetings, but in a more constructive way"

- to "use personal messengers" too (e.g. the communication in Kazakhstan improved when the colleagues started to use WhatsApp application, and they could chat in group, share their opinions and make arrangements faster).

2.4 Overall Assessment

It seems that there is a high level of consensus between the respondents regarding the progress made towards the achievement of project goals.

Graph 13: Assessment of the progress made towards the achievement of project objectives

Q18: Level of progress made towards the achievement of project objectives (n=17)
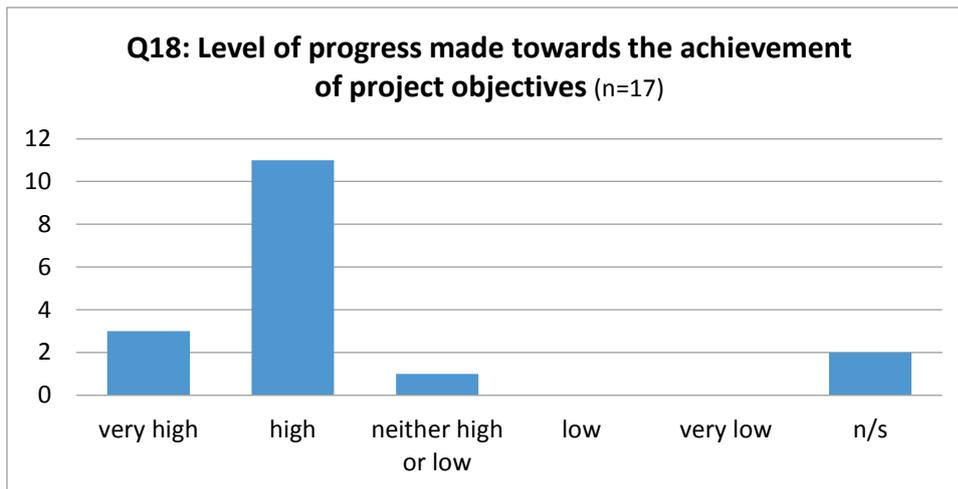
In order to get a clear picture of the most relevant aspects for achieving the project goals, all respondents were asked to assess the importance of some aspects selected by the evaluator, and if needed to add the list of criteria.

Graph 14: Importance of selected aspects for achieving project goals

Q20: How important are the following aspects for achieving project goals? (n=17)
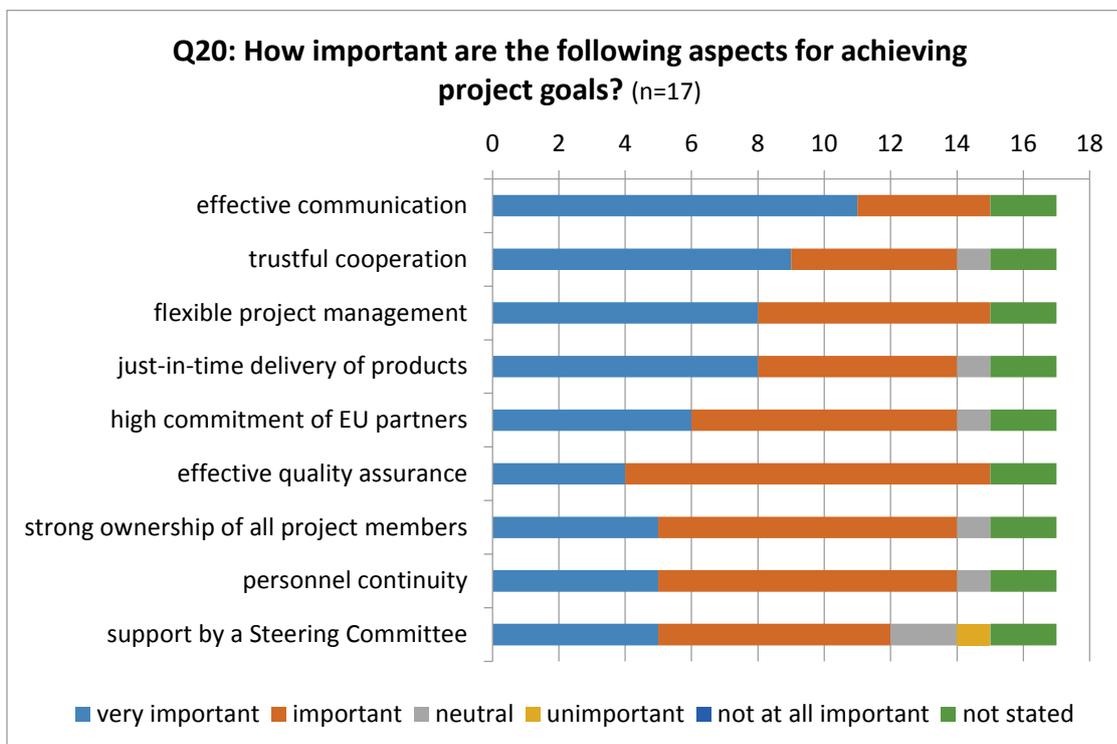
As the most important aspects, the respondents highlighted effective communication and trustful cooperation as well as flexible project management.

Two aspects were mentioned additionally: the personal responsibility of each member of the project (which corresponds with the item "strong ownership of all project members"), and clear delegation of tasks among all HEIs.

Project coordination and management

Within Erasmus + projects, the institutions responsible for the project coordination and management play an important role like the FHM (Germany) within the framework of the COMPLETE project.

Graph 15: Assessment of the Project Management

Q17: Assessment of the Project Management (n=17)
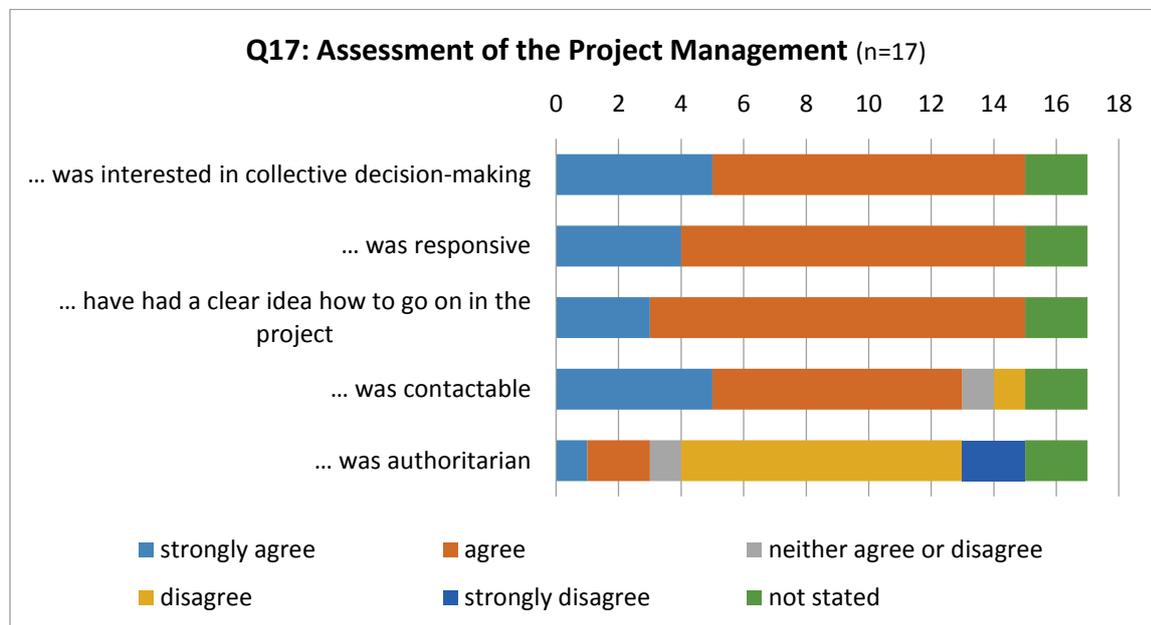
The majority of the respondents highly appreciated the way of working taken by the project management and described it as interested in decision-making, responsive, contactable and having a clear idea how to go on in the project.

In order to prove some critical results of the EU monitoring in Rostov, the respondents were asked to assess to which extent the project management operated authoritarian. While 11 persons disagreed with this statement, 3 persons agreed with it[3]. Comparing the answers with the answers given on the question to what extent the project management is interested in collective-decision making, it is noticeable that there is a lack of an equivalent provided that an authoritarian approach to decision-making could not be consensus-based at the same time.

---

[3] The persons who have not answered these questions are the same two persons.

Project experience and Lessons learnt

For one person, it is the first project experience so "everything is new and interesting". Other respondents emphasized the "very rewarding" experience too. In their opinion, the project "helped to understand new perspectives for our university", gave "an idea about improvement of the educational system in our university", and "encourages" the project member "for ongoing research activities in the sphere of competence assessment and career building". "The achieved results are valuable" despite the fact that "the analytical phase was a bit long" and "too much democracy leads us to constant discussions". In any case, the project "helps to rethink some of the current university activities with respect to the employability issue".

Some project members stated that they have learnt a lot about the concept of employability, the competence based approach and project management issues. One of the lessons learnt is the finding that "the approaches towards employability are quite different in EU and Russia".

Suggestions on how the work could be improved in the future

Suggestions made by the respondents target on different groups of stakeholders.

- <u>To all project members</u>: to organize an International Conference on a theme relevant to the contents of the project; to "be more realistic regarding our plans and expectations towards the project outcomes"; to "increase my involvement into the project".

- <u>To EU partners</u>: to be more involved in the current activities; a more active involvement of the EU partners at all stages.

- <u>To the project management</u>: to offer special online meetings on financial management.

- <u>To the project management and the host for a transnational meeting</u>: to include in the agenda of the meeting the acquaintance with the university, which holds a meeting.

3   Findings and Recommendations

This chapter includes a summary of the main findings based on the online survey data analysis as well as recommendations derived by the evaluator from research results.

Evaluation

While the perspective of the academic staff is clearly reflected in the survey, it is uncertain whether the administration staffs` point of view could be considered adequately.

➔ Recommendation 1: In future, it seems to be useful to compile separate questionnaires for the academic staff on the one hand and the administration staff on the other hand in which a strong focus on the relevant issues for every group should be considered.

The interim evaluation bases on 17 proved data sets. Project members from all countries involved in the project took part in the survey. Nevertheless, not all project partners played an active role in this evaluation phase.

➔ Recommendation 2: In order to raise the response rate, the FHM as the project manager and INAS as the WPI Leader should pay more attention to measures on how to enhance the awareness of all project members to the role and benefit of the evaluation for project optimization.

➔ Recommendation 3: In preparation of future surveys, it could be helpful to get a clear picture of the project structure developed by every project partner regarding the current staff as well as the number, role and function of each project member.

➔ Recommendation 4: Furthermore, the evaluator should prove to what extent it could be helpful and efficient to generate individual codes for all project members which should be included in a future online survey.

Assessment of the analysis phase (Work Package I)

As the starting phase, the analysis phase played an important role in the project. It helped to develop a common understanding of the project theme and strategy, and to find practicable definitions for project keywords as for example employability.

The respondents stated a high level of satisfaction with the results of work package I, which contributed to the further development of the project, the enrichment of teaching experience and some synergy between Erasmus+ and Tempus projects.

It is noticeable that the contributions of Russian, Kazakh and German partners have been assessed higher than the contributions made by the partners from Greece and Slovenia.

➔ Recommendation 5: It should be guaranteed by the project management that all partners are actively involved in the project work and perform their specific tasks meeting fixed deadlines. The

results of their work should be measurable (e.g. in form of drafts, reports, handouts, presentations or a meeting organized at institutional, national or transnational level).

Furthermore, there is a clear agreement between the respondents that they are familiarized with EU practices and some best practice models. This can be an indicator for the high quality of the training session in Bielefeld (Germany). Training sessions seem to be accepted by the participants and to have a sustainable effect.

➜ Recommendation 6: The concept of training sessions should be used within the project as often as possible and as appropriate.

Assessment of the cooperation within the project

After analyzing relevant data, a high level of satisfaction with the cooperation within COMPLETE project can be stated. First of all, the transnational cooperation between Russian, Kazakh and European partners was described by the majority of respondents as constructive, goal-oriented, binding and trustful whereby partners have equal rights.

In a single case, there are clearly critical remarks regarding trust, confidence and the feeling as equal partners. This leads to the question how conflicts between different partners can be solved promptly and in a constructive way in the future.

➜ Recommendation 7: As mentioned in the project proposal, there is the opportunity to involve a mediator in the case that bilateral conflict-solving activities have failed. Involving a mediator is a very strong intervention so it would be helpful to discuss the different ways of conflict solving within COMPLETE project considering different de-escalation levels and measures.

The respondents have given some suggestions on how to improve the cooperation in future such as organizing additional meetings at national and/or transnational level (see p. 13).

➜ Recommendation 8: These suggestions should be discussed with all project members as soon as possible after the distribution of the evaluation report.

Assessment of the communication structure and practice

The communication within the project is respectful, goal oriented, helpful and mostly clear. In addition to conventional communication and information channels, the project members use some new instruments like Expert Circle, Google Apps and WhatsApp messenger.

Some redundancy in communication, lack in personnel continuity and certain language problems can be prejudicial to the project implementation.

The respondents have given some suggestions how to improve the communication (see p. 15).

➔ Recommendation 9: Assuming that there is a common understanding of their practical background, these suggestions should be discussed among the projec t members.

Overall assessment

The level of progress made toward the achievement of project goals was assessed as high. According to the survey results, an effective communication, trustful cooperation and flexible project management are the most important aspects for achieving project goals followed by just-in time delivery of products, high commitment of EU partners as well as an effective quality assurance. A high ownership of all project partners means a clear delegation of tasks among all of them.

There is a high satisfaction with the working style of the project management and coordination conducted by FHM (Germany). The result of the EU monitoring session in Rostov that the project coordination operates in an authoritarian manner was verified as single statements but not as the opinion of the majority of project members.

➔ Recommendation 10: In the future, more attention should be paid to a well-balanced composition of the panel which will take part in EU monitorings in order to avoid biased results.

It seems that the project has already enhanced individual learning processes, the information exchange at institutional, national and transnational levels, and the development of new perspectives for the universities.

The respondents have given some suggestions how to improve the project work in future like the organization of an international conference and of special online meetings on financial management.

➔ Recommendation 11: The suggestions (see p. 18) should be discussed with all project members as soon as possible after the distribution of the evaluation report.

Annex

A.   Online Survey Cover Letter

Dear partners,

As you already know our institute INBAS is responsible for WP 4 "Quality Management and Evaluation" within the COMPLETE project. The work which should be done in WP I finished, two transnational meetings were conducted (Voronezh, Piraeus), a training session (Bielefeld) and EU monitorings took place (Almaty, KZ; Rostov, RU).

Now we would like to start an interim evaluation and ask all of you for your support by infilling the following online questionnaire. The objective of the interim evaluation is to get your feedback regarding the results of WP I, the communication and cooperation structures within the COMPLETE project as well as an overall assessment. Furthermore, we look forward to your suggestions for improvement of the cooperation within the project and a description which lessons you have learned in the project past. From the results of the interim evaluation recommendations for the further project tuning will be derived.

It will take approximately 20 minutes to complete this questionnaire.

Please answer the questions until December, 6th, 2016.

If you have any questions don't hesitate to contact me:

Birgit Voigt voigt@inbas.com Tel: 0049 30 3940 553-03

B. Online Questionnaire

Analysis (Work Package I)

Q1: In general, to what extent are you satisfied or dissatisfied with the results of WP I?

Q2: To what extent do you agree or disagree with the following statements?
- The national reports are very helpful because of the description of the specific conditions and peculiarities in KZ and RU.
- The institutional reports are very helpful because of the description of the specific conditions and peculiarities of every HEI.
- Analysis phase was helpful for finding a common definition of the term "employability" within COMPLETE project.
- Analysis phase was helpful for finding a practicable definition of the term "employability" used in our university.
- Criteria for assessing the quality of the reports are transparent.
- Analysis phase was helpful for defining/finding a competence model for our university.
- I am familiarized with EU practices and some best practice models.

Q3: To what extent do you agree or disagree with the following statements?
- [The results of WP I are helpful for the further development of a competence based approach in our university.
- The results of WP I are reasonable and useful for the ongoing process within the project.
- The results of WP I are important and helpful for a better understanding of the project theme and strategy.
- We got an additional benefit from conducting and analyzing interviews with employers.

Q4: **Do you have additional comments regarding the results of WP I?**

Q5: **Please rate the contribution of different project partners regarding WP I:**
- Contribution of the Russian WP I Leader
- Contribution of the Kazakh WP I Leader
- Contribution of FHM (Germany)
- Contribution of INBAS (Germany)
- Contribution of TEI (Greece)
- Contribution of the University of Maribor (Slovenia)

II. Cooperation

Q6: In general, to what extent are you satisfied or dissatisfied with the cooperation within COMPLETE project?
Please explicate shortly why do you think so.

Q7: **To what extent do you agree or disagree with the following statements?**
- The cooperation between Russian HEIs is conducted in a constructive spirit.
- The cooperation between Russian HEIs is goal-oriented and binding.

- The cooperation between Kazakh HEIs is conducted in a constructive spirit.
- The cooperation between Kazakh HEIs is goal-oriented and binding.
- The cooperation between Russian and Kazakh HEIs is conducted in a constructive spirit.
- The cooperation between Russian and Kazakh HEIs is goal-oriented and binding
- The cooperation between Russian, Kazakh and European partners is conducted in a constructive spirit.
- The cooperation between Russian, Kazakh and European partners is goal-oriented and binding.
- The partners speak to each other as equals.
- The cooperation between project partners bases on trust and confidence.

Q8:   **Do you have any suggestions how the cooperation could be improved in future?**

III. Communication

Q9:   **Please rate how helpful are the following communication and information channels used in COMPLETE project.**
- transnational meetings
- skype conferences
- national online meetings
- Expert Circle
- bilateral exchange of information
- E-mails
- other: What kind of communication or information channel do you have in mind?

Q10:   Please rate the level of your agreement with following statements.
- The communication was respectful.
- The communication was goal oriented.
- The communication was helpful.
- The content of the communication was very redundant.
- The communication was difficult because of some language problems.
- The communication was clear.
- There was a lack in personal continuity.

Q11:   To what extent do you agree or disagree with the following statements?
- The communication between project partners is carried out regularly.
- The communication between project partners is constructive.
- I am actively involved in the process of coordination and coming to an agreement.
- My opinion and my suggestions have been considered by the partners.
- In general, the partners answered my questions promptly.
- In general, I answered the questions of the other partners promptly.
- The communication structures within the project are transparent.

Q12:   To what extent do you agree or disagree with the following statements?
- I am well informed about the next steps
- I am well informed about the deadlines
- I know my individual tasks very well
- I know the project aims and strategy very well
- I am familiar with the dissemination strategy.
- I am familiar with the evaluation plan and evaluation instruments regarding WP I.

Q13:   Do you have any suggestions how to improve the communication within COMPLETE project?

IV. Overall Assessment

Q14:   How concerned are you about the successful finishing of the project?

Please explicate shortly why you think so.

Q15:   Please rate your own contribution to project implementation.

Q16:   In general, how satisfied or dissatisfied are you with the project management?

Please explicate shortly why you think so.

Q17:   Please rate your level of agreement with the following statements regarding the project management.
- PM was responsive.
- PM was authoritarian.
- PM was contactable.
- PM have had a clear idea how to go on in the project.
- PM was interested in collective decision-making.

Q18:   How would you rate the level of progress made towards the achievement of the project objectives?

Q19:   Which lessons have you learned in the project until now?

Q20:   How important are the following factors for achieving the project goals?
- Effective communication
- Strong ownership of all project members
- Just-in-time delivery of products
- Flexible project management
- Effective quality assurance
- High commitment of EU partners
- Trustful cooperation
- Support by a Steering Committee
- Personal continuity
- other: Please specify what other factor(s) are you thinking about.

Q21:   Do you have any other suggestions how the work could be improved in future?

Q22:   Do you have any additional comments about your project experience?

V. Personal Data

Q23:   I am from:
- Kazakhstan
- Russia
- one of the European partner countries (Germany, Greece, Slovenia)

Q24:   Your gender
- female
- male

Q25:   In the past project period, I have taken part in the following events:
- the kick-off meeting in Voronezh (RU)
- the EU monitoring session in Almaty (KZ)
- the training session in Bielefeld (DE)
- the EU monitoring session in Rostov (RU)
- the transnational meeting in Piraeus (GR)

Q26:   Which role do you play within the project COMPLETE?
- Work Package leader
- Project manager
- Project coordinator
- Academic (researcher etc.)
- Project administrator
- other: …?

Co-funded by the
Erasmus+ Programme
of the European Union

C.   Abbreviations and Acronyms

CCED   - Centers of Competence and Employability Development
DE   - Deutschland (Germany)
EU   - European Union
FHM   - Fachhochschule des Mittelstands
GR   - Greece
HEI   - Higher Education Institution
KZ   - Kazakhstan
n   - number of mentions
n/a   - not answered
n/s   - not stated
resp.   - respectively
PC   - partner country / partner countries
RU   - Russian Federation
SI   - Slovenia
Q   - Question
WP   - Work Package

D.   List of Tables

E.   List of Graphs