



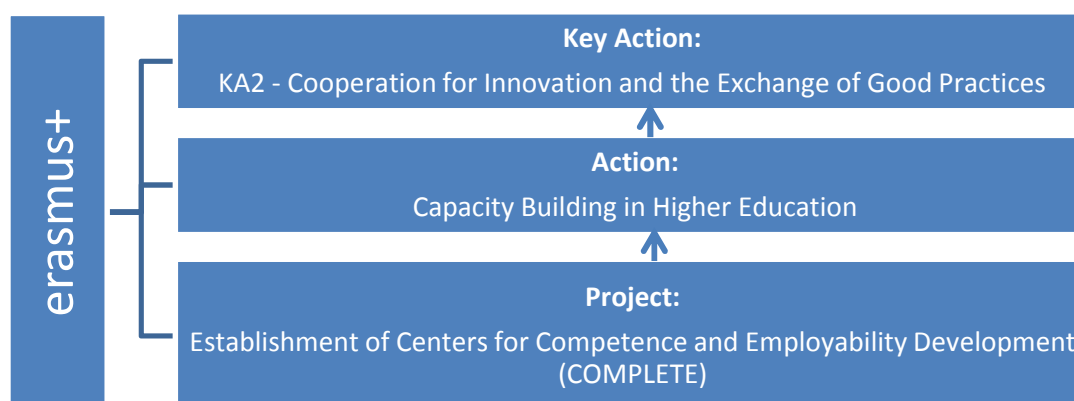
Evaluation and Quality Management Plan

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1 Design and Approach of the Project “Complete”

The project is included in ERASMUS+ Programme, categorized as a joint project and belongs to a specific key action and kind of action within this European programme.

Figure 1: Categorization of “Complete” Project within Erasmus+ Programme



1.1 Initial Status

In the Project Proposal¹ was given a first description of the Status quo in the project countries Kazakhstan and Russia: In both countries “the term “employability” is not listed in official documentation such as legal regulations etc. Employability development is not formulated as a strategic goal of the universities and not framed as a concept including a set of competences, skills and attitudes. Furthermore there is a lack of practical instruction or recommendations on how to implement it in Higher Education Institutions (HEI). Universities in Kazakhstan and Russia are obliged to include certain key competence modules into the study programmes which are predefined by the Ministries of Education, but normally do not pursue a holistic competence model integrated into the educational programme and “running as a common thread” through the university. Additionally no internal document describes the understanding what employability is and how it can be developed inside the HEI taking into account all the variety and peculiarity of the university.

As the discussions at the Kick-off meeting in Voronezh (Russia) in November 2015 has shown there is a wide range of how project partners understand the term “employability”: on the one hand in a narrower sense as “the physical and mental conditions of individuals to work” (which seems to be the official understanding in the project countries) or as a kind of “competitiveness”, and on the other hand in a broader sense as e.g. “the ability to gain initial employment, to maintain employment and to be able to move around within the labour market”.²

¹ See Proposal 2014, 33-34.

² This is the definition of the Bologna follow-up group, for further information: <http://www.ehea.info> [26.02.2016].

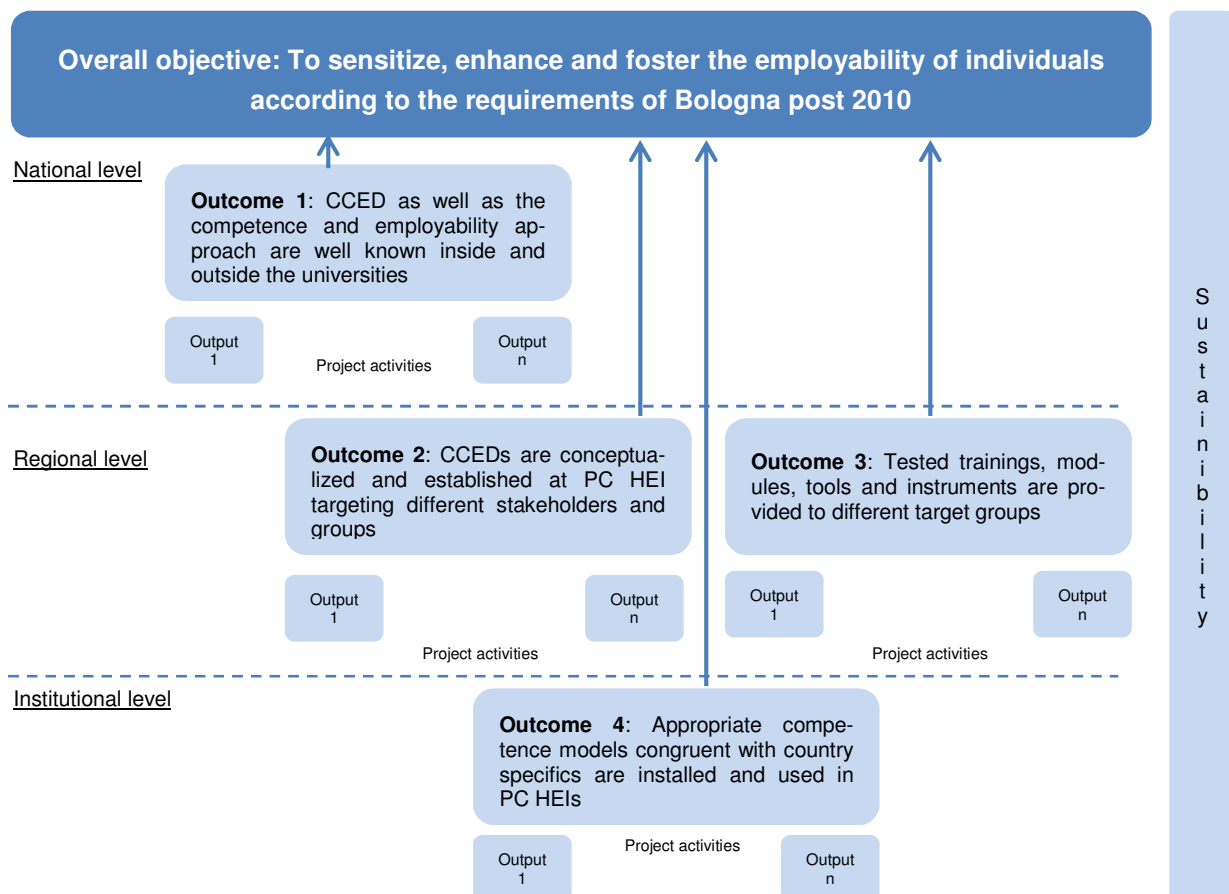
1.2 Aims of the Project

Based on the findings of a first preliminary problem analysis which should be engrossed in future the project initiators compiled four specific project objectives. The project aims are defined in the Logical Framework Matrix (LFM) as follows:

- “Installation of an appropriate competence model into PC³ HEI which is congruent with country specifics like economic, social/cultural and labour market aspects identified in the analysis
- Conceptualization and establishment of Centers for Competence and Employment Development (CCED) at PC HEI targeting different stakeholders and 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”.⁴

According to the logframe philosophy the objectives should be formulated as already reached goals and can be assigned to different levels as institutional, regional and national levels.

Figure 2: Objectives and Strategy of “Complete” Project



So the focus of the project is mainly on institutional and regional levels.

³ PC means Project countries.

⁴ See LFM, p. 50-51.

Since the outcomes 1-4 should be reached by the project within the runtime the acceptance of the competence and employability approach by PC ministries of education could be only a mid-term or long-term outcome.

1.3 The Role of INBAS within the Project

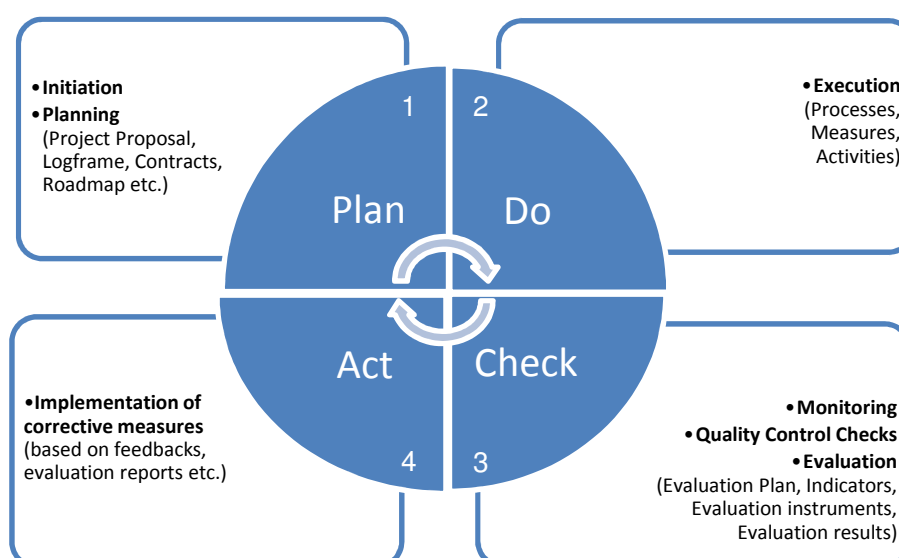
The Institute for Vocational Training, Labour Market and Social Policy GmbH (INBAS) is a multi-disciplinary corporation that provides academic services which range from applied research to planning and developing action plans or tools as well as their evaluation and optimization. Furthermore INBAS has a wealth of projects realized aiming to optimize and develop competences in different educational levels (for further information: <http://www.inbas.com>).

Within the project “COMPLETE”, INBAS is responsible for implementing work package 4 “Evaluation and Quality Management”. The main tasks of INBAS are described in the project proposal as:

- Development of an evaluation and quality plan
- Development of evaluation instruments
- Local visits in Russia and Kazakhstan (quality control)
- Conduction of measures
- Elaboration of a report and a manual with recommendations
- Project management tasks.

Regarding to the Quality Assurance Process, the evaluation and quality management tasks refer to phase 3 (Check).

Figure 3: Quality Assurance Process



2 Evaluation and Quality Management (WP 4)

2.1 Objectives and Functions of the Evaluation

The evaluation consists of two parts: a formative and a summative evaluation: Formative evaluation should intend to foster development and improvement within the ongoing project implementation process. In contrast, summative evaluation will be used to assess whether the results of the project met the objectives stated in Erasmus+ proposal and which lessons learnt by stakeholders.

Figure 4: Objective and Functions of the Evaluation

Formative Evaluation	Summative Evaluation
<p>Getting feedback from the partners from Kazakhstan and Russia related to the quality of</p> <ul style="list-style-type: none"> • competence models • CCED concepts • strategies for competence and employability development • tools and its compliance with the demand and circumstances of the country and the Bologna requirements 	<ul style="list-style-type: none"> • Lessons learnt within the project • Suggestions and recommendations for other HEIs

2.1.1 Formative Evaluation

Based on the findings the evaluator will give improvement suggestions how the project development and implementation process could be optimized. Since the basic construct is decisive to success, it is essential to support and accompany the PC HEI especially in the stage of development.

The formative evaluation should answer the following questions regarding different aspects:

Competence Models

- Which competence models were developed by the PC HEI?
- Do the competence models base on a holistic approach?
- To what extent are the developed competence models adapted to the specific national, regional and institutional conditions using good practice?
- Which criteria were considered modifying competence models?

Centers for Competence and Employment Development (CCED)

- To what extent are CCED concepts and strategies appropriate from the PC HEI perspective?
- Were all relevant stakeholders involved in the developing of CCED concepts and strategies?
- To what extent are the CCED strategies accepted by enterprises, companies and other labour market oriented stakeholders?

Tools and Instruments

- Which courses, seminars, tools and instruments for fostering competences and employment development were developed?
- How many people (internal and external target groups) participated in trainings and coaching?

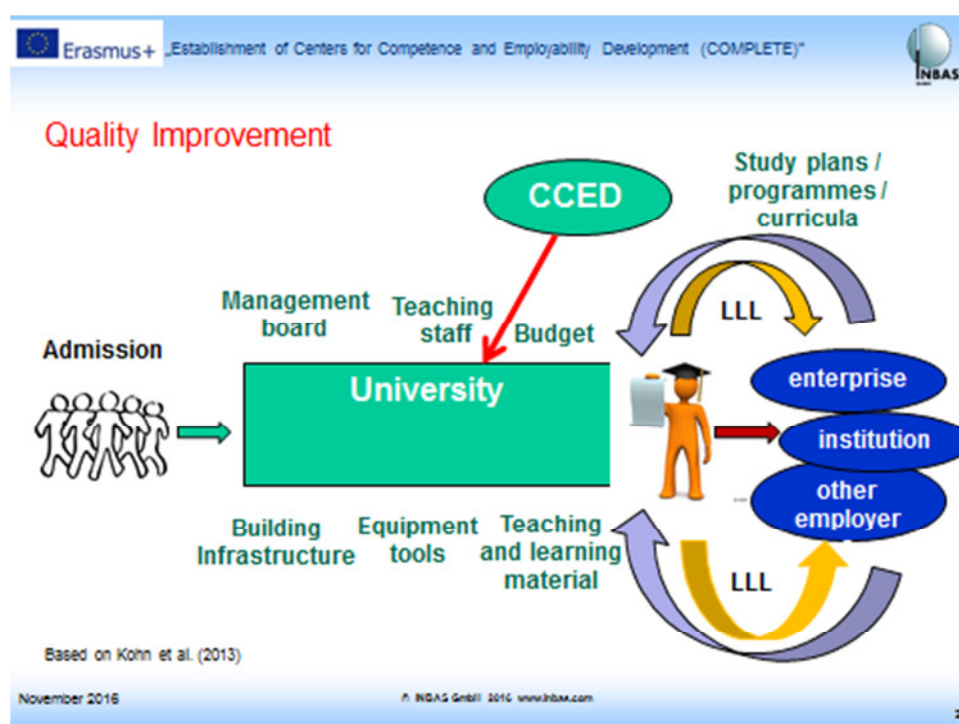
- To what extent students are satisfied with the new training modules offered by CCED?
- To what extent teaching staff uses the new material and how?
- Do the CCED offers meet the demand of enterprises and companies regarding transversal skills of graduates?

Bologna Requirements

- Do the developed concepts, strategies and instruments meet the requirements of Bologna process⁵?

Answering these questions the evaluation will support the quality assurance process within the project.

Figure 5: Aspects of Quality Assurance



2.1.2 Summative Evaluation

The summative evaluation should answer questions regarding a final assessment of project results and effects at the end of project activities. Main questions are:

- Which lessons were learnt by different stakeholders?
- What are the conducive conditions for the implementation of a competence and employment development approach in HEI and CCED?
- What would you change if you could start the project once more?
- Would you recommend other HEI to implement a competence and employment development approach by establishing CCED? Why would you give this recommendation? Why not?

⁵ Russian Federation has signed up the Bologna Accord in 2003 and Kazakhstan in 2010.

- What should HEIs interested in using this approach consider during the different phases (preliminary phase, implementation phase, dissemination phase, final phase)?
- To what extent are target groups (students, external participants, teaching staff, HEI administrations, and enterprises) satisfied with CCED offerings?
- What is the usage/benefit of the offerings?
- To what extent have the dissemination means been effective?

The results and indicators for workpackage IV are described in the project logframe as outlined in the following figure.

Figure 6: Outputs and Indicators of Evaluation and Quality Management

Outputs		Indicators of progress	How indicators will be measured
R9	Evaluation and quality plan	Evaluation plan is agreed and passed	Evaluation plan presented to and accepted by partners
R10	Evaluation instruments	Instruments are effective and target different groups	Different questionnaires, interview guidelines with different foci; Instruments collect reliable convincing and informative data
R11	Evaluation reports and manual with recommendations	Evaluation reports and manual provide useful recommendations to non-partner HEIs	Evaluation results are integrated into the report and correct deductions are done; Suggestions and recommendations for other HEIs are included

2.2 Challenges for the Evaluation and Evaluation Standards

The transnational project COMPLETE brings together partners from five countries: Kazakhstan and Russia as partner countries; Germany, Slovenia, and Greece as so called project countries. In the project there are involved eight PC HEI situated in different regions, having their own missions and strategies, offering a different range of course specializations and gaining specific experience in teaching students. The evaluation has to take into account these institutional peculiarities as well as specific national and regional conditions. Additionally the representatives of the three HEI from project countries have their own institutional background, their specific interests, needs and motives.

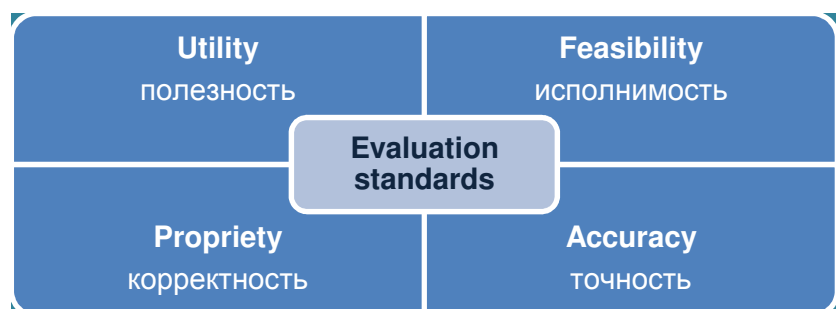
Figure 7: Partners of „COMPLETE“ Project

KZ	1	Karaganda Economic University of Kaspotrebooyuz, Karaganda	http://www.keu.kz/ru/
	2	Narxoz University Almaty, Almaty	http://narxoz.kz/en
	3	Shakarim State University of Semey, Semey	http://semgu.kz/ru/
RU	4	Don State Technical University, Rostov-on-Don	http://www.donstu.ru/en/
	5	Industrial University of Tyumen, Tyumen	http://www.tyuiu.ru/?lang=en
	6	Perm State University, Perm	http://en.psu.ru/

	7	Voronezh State University, Voronezh	https://www.vsu.ru/
	8	Moscow State University for Geodesy and Cartography, Moscow	http://www.miigaik.ru/
EU	9	FHM, Bielefeld, Germany	www.fh-mittelstand.de
	10	Technological Educational Institute of Piraeus, Athens, Greece	http://ikaros.teipir.gr/tp/TEIeng/
	11	University Maribor, Maribor, Slovenia	http://www.um.si/en/
	12	Institute for Vocational Training, Labour Market and Social Policy (INBAS), Berlin, Germany	www.inbas.com

It is the task of the evaluation to conduct and support the project work considering all these different perspectives and involving all relevant stakeholders. The INBAS evaluation approach will be based on evaluation standards developed by German Evaluation Society, DeGVal.⁶ According to these standards evaluation should feature four basic attributes:

Figure 8: Basic Evaluation Attributes



So the evaluation should

- be “guided by both the clarified purpose of the evaluation and the information needs of its intended users” (Utility);
- be “planned and conducted in a realistic, thoughtful, diplomatic, and cost-effective manner” (Feasibility);
- guarantee that “all stakeholders are treated with respect and fairness” (Propriety);
- produce and disclose valid and useful information and findings pertaining to the evaluation questions” (Accuracy).⁷

There are some assumptions and risks having an impact on evaluation process and its results: The evaluators work depends on the willingness of all partners to cooperate and to provide necessary information as requested. Furthermore an agreement on the quality indicators conformed to national and institutional parameters is needed. A beneficial condition for implementing the

⁶ INBAS is an institutional member of the DeGVal since 2006.

⁷ Short versions of the DeGVal Evaluation Standards are available in English and in Russian too. For further information: <http://www.degeval.de/publikationen/standards-fuer-evaluation/> [26.01.2016].

evaluation in an effective manner seems to be the responsibility of all partners for adhering determined standards.

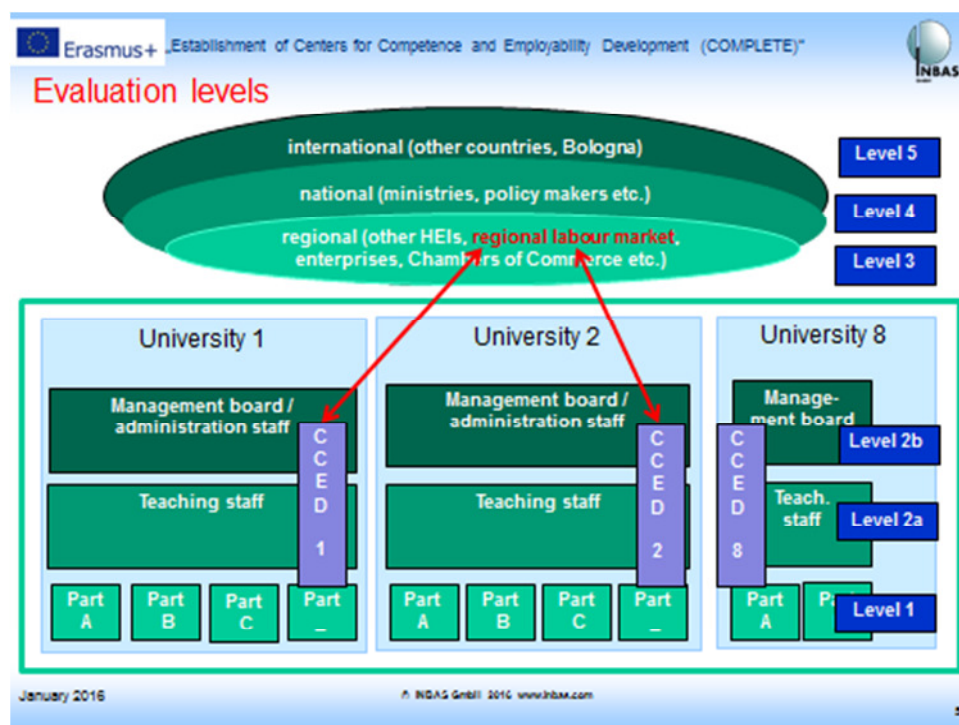
2.3 Evaluation Levels and Target Groups of Evaluation

The evaluation will consider different levels referring to the specific target groups and the aims of “Complete” project.

- **1st level:** The first evaluation level is focused on the individual level, e.g. on the students and other participants of trainings and coaching provided by the CCEDs. The beneficiaries of CCED services can be internal and external target groups. So enterprises will have the opportunity to send their employees to trainings or persons who are interested in developing their competences could ask for coaching and trainings (direct payers). It should be discussed with project partners if (and how) graduates should be included in the survey.
- **2nd level:** This level means the institutional level of HEIs including two target groups. The teaching staff will get teaching material. The Management boards at HEIs have to lead the whole process; they are responsible for the implementation of CCEDs.
- **3rd level:** The most interesting target groups on the third level are enterprises, companies and other Labour market related stakeholders as for instance the Chambers of Commerce and Industry.
- **4th level:** Ministries and policy makers are in charge of setting the legal conditions needed for developing competences and employability of students at HEIs.
- **5th level:** The project should consider the requirements related to Bologna process. And last but not least the evaluation should take into account the influence of good practice from other countries not directly involved in the project.

All evaluation levels and main target groups which are in the focus of evaluation are shown in the following chart.

Figure 9: Evaluation Levels and Target Groups



The stakeholders at level 4 and 5 will not be involved actively into the evaluation but national and international conditions and requirements should be considered by the project team as well as by the evaluator.

2.4 Evaluation / Survey Methods

Contributions to the improvement will be based on gaining and assessing needed data by using different survey instruments like e.g. questionnaires, interviews, documentary analysis, as well as site visits. So the evaluation will use both quantitative and qualitative methods of data collection in the evaluation.

2.4.1 Desk Research

Desk research includes documentary analysis like project and programme documents as well as additional information given by the representatives of project and partner countries.

Until the end of April 2016 project partners will have elaborate analysis reports for every country. From the evaluators point of view it will be useful to compare the analyses describing the status quo in KZ and RU, conditions which should be considered during developing competence models and CCED concepts. The reports should base on a common directory for making sure a comparative analysis of national conditions, reforms and peculiarities.

Based on the national analysis reports and the institutional analysis reports of the eight Kazakh and Russian HEI the evaluator will compile/test a model of hypothesis on conducive conditions for developing competences and employability by implementing CCEDs. It should be discussed with partners and agreed by them.

2.4.2 Evaluation of Project Meetings by Paper-Pencil-Questionnaire

The evaluator will take part in all transnational meetings for getting information how the implementation process is going on. Furthermore, INBAS will present intermediate evaluation results. Participants' feedback on the topics, methods, results, the working atmosphere and additional suggestions will be collected by a Paper-Pencil-Questionnaire which should be completed by participants at the end of the transnational meeting and given to the evaluator. All project partners will receive the assessment results promptly via www.infonex.eu if needed with some additional recommendations.⁸

Figure 10: Timetable for Transnational Meetings

WP	Kind of meeting/Topic	Venue	Period	Status
6	Kick-off	Voronezh (RU)	November 2015	done
2	Training of HEI staff	Bielefeld (DE)	May 2016	done
1+2	Analysis	Piraeus (GR)	September 2016	done
5	Dissemination	Karaganda (KZ)	???	planned
3	Test	Rostov (RU)	May 2017	planned
2	Process consulting ⁹	Kazan (RU)	August 2017	planned
2	Process consulting	Almaty (KZ)	August 2017	planned
4	Evaluation and QM	Maribor (SI)	September 2017	planned
5	Dissemination/Conference	Almaty (KZ)	August 2018	planned

2.4.3 Peer Reviews

An important role in the evaluation will play open peer reviews. All relevant documents and products elaborated by project participants will be revised by the other members of the COMPLETE project. Peer review method will be used to maintain standards of quality, improve performance, and enhance the credibility of the research results.

If necessary a peer review regarding the national reports can be given additionally by external specialists working in the same field.

2.4.4 Checklists for Quality Checks

For assessing the quality of reports or other products elaborated by project members there will be developed checklists including quantitative and qualitative quality criteria. These checklists can be used by the national partners in Kazakhstan and Russian Federation in their self-evaluation process. Furthermore, external evaluators can use it as a kind of guideline.

⁸ The feedback results regarding the transnational meetings in Bielefeld and Piraeus are available in infonex.eu.

⁹ Means in German: Prozessbegleitung.

2.4.5 Interim Evaluation by an Online Questionnaire

At the end of 2016 an interim evaluation will take place. All participants of transnational meetings will be asked to give a feedback regarding the results of Work package I, the communication structure and cooperation within COMPLETE project as well as an overall assessment. The online questionnaire will be elaborated by Lime Survey programme. The draft version will be tested in a pre-Test by the colleagues from the FHM and the members of EQM group. The results of the interim evaluation will be compared with the results of the external monitoring by the National Tempus Offices in Moscow and Almaty. Recommendations based on this analysis should support the project tuning and improve the performance of the COMPLETE project.

2.4.6 Group Interviews with Graduates and Alumni

According to the proposal group interviews with graduates and alumni are intended. They should report on their experience made in the transition phase to the working life, will be asked for assessing the competence equipment they have got in HEI and for appointing problems and needs in term of better preparation to get a job and being successful in working life.¹⁰

Assuming that the Kazakh and Russian HEI will organize and lead the discussions the results should be integrated in national and/or institutional reports.

The planned round tables and discussions could take place in Perm and Voronezh as there are Alumni organizations stated as associated partners of "Complete" project.¹¹ At present it is unknown whether Kazakh universities cooperate with similar alumni organizations.

2.4.7 Online Survey for Administration Board and Teaching Staff

Questionnaires are the least expensive procedure for external evaluations and can be used to collect large samples of graduate information. The questionnaires will be trialed before using to ensure the recipients understand their operation the way the designer intended (pre-test).

For assessing the HEI points of view partly standardized questionnaires will be used for both defined target groups: teachers and representatives of the Management Boards. The questionnaire will be elaborated by Lime Survey programme. The draft version will be tested in a pre-Test by the colleagues from the FHM and the members of EQM group.

2.4.8 Site Visits in Kazakhstan and Russia

Site visits conducted by the evaluator especially aim at verifying the suitability of the concepts and its adaptation to the regional and national conditions.

During the site visits

- face-to-face-interviews with representatives of HEI's Management Boards,
- group interviews with teachers,
- group interviews with students,
- guest visits (observations) in trainings or coaching

will take place.

All the interviews based on routing questions. Assuming that interview partners agree the interviews will be tape-recorded and later documented in written form.

¹⁰ See proposal, p. 29.

¹¹ Ibid.

2.4.9 Evaluation Report and Manual

The results of the summative evaluation will be described in an evaluation report. Furthermore, the evaluator will elaborate a manual with recommendations for other HEIs how to establish CCED for fostering competence and employability development.

An overview of all planned evaluation activities and instruments regarding different Work packages is included in the annex.

Annexes

A1 Abbreviations/Acronyms

CCED	- Centers for Competence and Employability Development
DeGEval	- Gesellschaft für Evaluation (German Evaluation Society)
EU	- European Union
e.V.	- eingetragener Verein (registered association)
GmbH	- private limited company
HEI	- Higher Education Institution/s
ibid.	- ibidem (lat.)
INBAS	- Institut für berufliche Bildung, Arbeitsmarkt- und Sozialpolitik (Institute for Vocational Training, Labour Market and Social Policy) GmbH
KZ	- Kazakhstan
LFM	- Logical Framework Matrix
LLL	- Lifelong Learning
OECD	- Organization for Economic Co-operation and Development
PC	- Project country/countries
RF	- Russian Federation
WP	- Work package

A2 References

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A4 Evaluation Activities WP I

Work Package 1: Analysis		Lead Organization: Voronezh State University (RU)				
WP	Activities	Output / Deliverables	Deadline	Submission date	Quality	
					Qualitative Criteria	Quantitative Criteria
1.1	Analysis of the labour market and requirements of the economic sector	National report KZ (50 pages)	30.04.2016, 01.06.2016	delayed	<ul style="list-style-type: none"> • Correct translation of employability • Common and agreed definition of employability (as basis for the analysis) • Common and agreed structure (quality loop: WP Leader and Project Coordinator, agreement among all partners) • Desk research: Usage of statistics, and reliable and current data, • Peer review: exchange of the reports between the experts from RU and KZ and evaluation of the written documents (feedback with recommendations and improvements) • Comprehensible argumentation • Positive quality check by INBAS 	<ul style="list-style-type: none"> • 2 National reports (KZ and RU) in English • National reports printed and released on the project webpage • Approx. 50 pages per report • Reports were elaborated in due time (30.04.2016)
1.2	Analysis of the labour market and requirements of the economic sector	National report RU (50 pages)	30.04.2016, 01.06.2016	delayed		
1.3	Analysis of the institution	Institutional report KZ 1	30.07.2016		<ul style="list-style-type: none"> • Common and agreed structure (quality loop: WP Leader and Project Coordinator, agreement among all partners) • Desk research: Usage of statistics, and reliable and current data • Clear description of methods regarding surveys, interviews and workshops 	<ul style="list-style-type: none"> • 8 Institutional reports in English and Russian • 8 Institutional reports printed • 5 interviews per HEI with companies/representatives of the economic sector/ labour market • Questionnaires /Guiding questions • Reports were elaborated in due time (30.06.2016)
		Institutional report KZ 2	30.07.2016			
		Institutional report KZ 3	30.07.2016			
		Institutional report RU 1	30.07.2016			
		Institutional report RU 2	30.07.2016			

1.3	Analysis of the institution	Institutional report RU 3	30.07.2016		<ul style="list-style-type: none"> • Results of interviews with students, workshops with HEI academic and administrative staff and of 5 interviews with companies are included • Comprehensible argumentation • Positive quality check by INBAS 	
		Institutional report RU 4	30.07.2016			
		Institutional report RU 5	30.07.2016			
1.4	Identification and selection of good practice	Transfer and adaptation of good practice	30.06.2016		<ul style="list-style-type: none"> • Definition of criteria for good practice • Presentation of various good practice models from partner countries Germany, Greece and Slovenia and abroad • Models of good practice are practically tested, evaluated and transferable 	Number of good practice models presented
	Shaping a frame or theoretically substantiated basic for the own model	Frame for the own model (chapter of the institutional report)	15.06.2016			

A5 Evaluation Instruments regarding Work Package I

Nr.	Reach	Method / Instrument	Title	Deadline	Topics / Indicators	n*	Responsible	Output
1.1a, 1.2a	Statistics Services, CCI	Desk research	Statistics Economy	30.04.2016 01.06.2016	Cumulated information, statistics, data about the economic sector		all HEIs	Chapter in the National reports
1.1b, 1.2b	Statistics Services	Desk research	Statistics Education	30.04.2016 01.06.2016	Cumulated information, statistics, data about the education sector: number of students, number of teachers, number of graduates		all HEIs	Chapter in the National reports
1.3a,	Companies / other representatives of the economic sector/labour market / Chambers of Commerce and Industry	Expert or group interviews based on guiding questions or Online Survey	Survey Economic sector	30.06.2016	Requirements of the labour market, Companies' expectations regarding the graduates' competences, assessment of competence equipment graduates have got in HEI regarding to employability, problems and needs in getting well qualified experts, ideas how to involve and support a competence and employability development approach	5 per HEI	all HEIs	Part of the Institutional reports
1.3b	All HEIs	Documentary analysis (for institutional reports)	Analysis of HEI structure and specifics	30.06.2016	HEI structure, hierarchy, departments and responsibilities; Study programs, transversal offerings, trainings, concepts, HEI strategy		All HEI	Institutional reports
1.3c	Students / graduates/ Alumnis / Alumni Associations	Expert or Group interviews based on guiding questions or Online Survey	Interviews students/graduates/ Alumnis /Alumni Associations	30.06.2016	Transition to the working life, assessment of competence equipment graduates have got in HEI regarding to employability, problems and needs in terms of better preparation to get a job and being successful in working life, ideas how to involve and support a competence and employability development approach		All HEIs	Part of the Institutional reports
1.3d	Academic and administrative staff	Group discussion	Staff workshop	30.06.2016	Current situation regarding employability, ideas how to involve and support a competence and employability development approach		All HEIs	Part of the Institutional reports

1.1c, 1.2c, 1.3e	HEIs KZ and RU	Documentary analysis of national and institutional reports	Quality check of reports	10/2016	Quality check based on the quality criteria agreed by all partners		INBAS	Checklists "Quality check"
Partnership	Partnership	Project progress control (Projektfortschrittskontrolle)	PFK	10/2016	Overview on previous project activities, Assessment of project progress based on the project logframe, Planning of new activities for the next 6 months		Project coordination (FHM) + INBAS	Actualized logframe

A6 Evaluation Activities WP II

Work Package 2: Development and Conceptualization of the CCEDs					Lead Organization: MIIGAIK (RU) and Kaspotrebsoyus (KZ)	
WP	Activities	Output / Deliverables	Deadline	Submission date	Quality	
					Qualitative Criteria	Quantitative Criteria
2.0a	Definition of CCED regulation (RU)	CCED regulation	done		<ul style="list-style-type: none"> definition of CCED regulation agreed by all Russian partners 	<ul style="list-style-type: none"> definition of CCED regulation (RU)
2.0b	Definition of CCED regulation (KZ)	CCED regulation	25.10.2016		<ul style="list-style-type: none"> definition of CCED regulation agreed by all Kazakh partners 	<ul style="list-style-type: none"> definition of CCED regulation (KZ)
2.1	Elaboration of individual concepts of CCEDs including the competence model	Competence model(s), Concepts of CCEDs (R4)	30.09.2018/ 15.12.2016		<ul style="list-style-type: none"> Clear description of used competence model(s) including references Structure of the individual concepts is comparable Competence model(s) met(s) the target groups' needs (students, graduates, employers, employees, other clients) Compliance with the demands of the country and the Bologna requirements Number of competence models concordant with requirements of the economic and institutional pre-conditions Comprehensible argumentation 	<ul style="list-style-type: none"> 8 individual concepts of CCEDs are available in Russian and English Individual concepts were provided by the rectorate or decision-makers inside each university 1 to max. 8 competence model(s) are described Final and optimized versions are available at the end of the project (30.09.2018)
2.2	Elaboration of Business plans for CCEDs	Business plans (R5)	31.12.2016 15.12.2016		<ul style="list-style-type: none"> Business plans for all PC HEIs containing all relevant information (aims and tasks, target groups, core offerings for various target groups, 	<ul style="list-style-type: none"> 8 Business plans in Russian Minutes of the partner meeting

					<ul style="list-style-type: none"> marketing, financial aspects etc.) • common structure of all Business plans (was provided by EU partners) • Business plans evaluated in peer-reviews and discussed in a partner meeting (in Slovenia?) 	
2.3	Development of material, modules, trainings and tools for different target groups	Material, modules, trainings and tools for different target groups (R6)	15.02.2017		<ul style="list-style-type: none"> • Contents of trainings, modules and tools were agreed • Trainings, modules and tools were tested • Trainings, modules and tools were evaluated • Trainings, modules and tools were adapted to the competence-oriented approach • Compliance with the demands of the country and the Bologna requirements 	Trainings, modules and tools are available in Russian
2.4	Elaborate a training program for staff members of PC HEI	Training program for staff members (R7)	15.10.2016		<ul style="list-style-type: none"> • Didactical concept is prepared by the CCED staff and provided to the PC HEI teaching personal • PC HEIs staff is trained (Bielefeld, May 2016???) • Compliance with the demands of the country and the Bologna requirements 	<ul style="list-style-type: none"> • Training program • Number of registrations and participants of the trainings, evaluation reports • Number of staff members and signed participants lists • Evaluation of the training? (participants' feedback?)

A7 Evaluation Instruments regarding Work Package II

Nr.	Reach	Method / Instrument	Title	Deadline	Topics / Indicators	n*	Responsible	Output
2.1	All European partners	Documentary analysis	Concept analysis		Feedback to the individual concepts of CCEDs for every PC HEI		all EU partners	Recommendations for the modification / improvement of the concepts
	All HEIs	Peer review	Peer review		Feedback to the individual concepts of CCEDs of the other HEIs		All HEIs	Recommendations for the modification / improvement of the concepts
2.2	All European partners	Documentary analysis	Concept analysis		Feedback to the Business plans of CCEDs for every PC HEI		all EU partners	Recommendations for the modification / improvement of the Business plans
	All HEIs	Peer review	Peer review		Feedback to the Business plans of CCEDs of the other HEIs		all HEIs	Recommendations for the modification / improvement of the Business plans
2.3	All HEIs	Pre-Tests of the elaborated material, modules and tools	Pre-Test Material		Target groups' needs, competence based approach		all HEIs or selected HEI	Recommendations for the modification / improvement of the elaborated material, modules and tools
	All HEIs	Self-Evaluation	Participants' Feedback		Analysis of written or online questionnaires		All HEIs	Recommendations for the modification / improvement of the elaborated material, modules and tools
	All or selected	External evaluation	Group inter-		Satisfaction of participants, administrative and		INBAS	Recommendations

	HEIs		views		teaching staff; positive and negative preconditions			for the modification / improvement of the elaborated material, modules and tools
2.4	All HEIs	Pre-Test of the training for staff members	Pre-Test Staff training		Competence based approach, needs of the target group		All or selected HEIs	Recommendations for the modification / improvement of the elaborated training program
	All HEIs	Self-Evaluation	Participants' Feedback		Analysis of written or online questionnaires, Analysis of signed participants' lists (number of participants)		All HEIs	Recommendations for the modification / improvement of the elaborated training program
	All or selected HEIs	External evaluation	Expert and group interviews (Site visits)		Satisfaction of participants, administrative and teaching staff; positive and negative preconditions		INBAS	Recommendations for the modification / improvement of the elaborated training program
	All or selected HEIs	External evaluation	Hospitation (Site visits)		Motivation and satisfaction of participants; Competence based approach		INBAS	Recommendations for the modification / improvement of the elaborated training program
2.3-2.4	All partners	External evaluation	Presentation		Presentation of the results of the site visits in RU and KZ during the meeting in 09/2017; Discussion and common interpretation of the results		INBAS	

A8 Evaluation Activities WP III

Work Package 3: Establishment and Piloting of CCEDs					Lead Organization: Don State University, Rostov-on-Don (RU)	
WP	Activities	Output / Deliverables	Deadline	Submission date	Quality	
					Qualitative Criteria	Quantitative Criteria
3.1	Institutional integration of the CCED in every PC HEI	Established CCEDs	30.04.2017		<ul style="list-style-type: none"> The ordinances are enacted The CCEDs are officially integrated into the structure of the universities The CCED is included in the organigram of the university The hierarchical position of the CCED is defined The CCED is approved by the rectorate 	<ul style="list-style-type: none"> 8 established CCEDs Official documentation is available in Russian
3.2	Further Tasks: <ul style="list-style-type: none"> Selection and preparation of official documentation Formal request to the committee or other authority in PC HEI Equipment procurement Preparation of the program Invitation and registration of participants 	CCEDs are in working order Training programs	30.09.2018		<ul style="list-style-type: none"> The CCED are well equipped Programs are prepared Programs target different internal groups (students, teaching staff) Programs target external groups as well (graduates, employees, employers, individuals) Programs are tested Potential participants are invited Participants are registered Positive participants' feedback Positive feedback of the teaching staff Positive feedback of the administrative staff 	<ul style="list-style-type: none"> CCED (rooms, equipment, personal etc.) Number of trainings and coaching conducted by CCEDs Number of trainings and coaching conducted by every CCED Kind of trainings and coaching (short-term, modulized, compulsory or/and additionally etc.) Total number of persons trained by CCEDs (internal and external) Number of persons trained by every CCED (internal and external) Demand - supply relation Total income (gross income) generated by all CCEDs Total income (gross income) generated by every CCED Number of teachers trained

A9 Evaluation Instruments regarding Work Package III

Nr.	Reach	Method / Instrument	Title	Deadline	Topics / Indicators	n*	Responsible	Output
3.1	All European partners	Documentary analysis	Regulation analysis	30.04.2017	Feedback to the institutional integration of CCED		all EU partners	Recommendations for the modification / improvement of the institutional integration
	All HEIs	Peer review	Peer review – Institutional integration	30.04.2017	Feedback to the institutional integration of CCED		All HEIs	Recommendations for the modification / improvement of the institutional integration
3.2	All European partners	Documentary analysis	Training program analysis	30.04.2017	Feedback to the CCED training programs		all EU partners	Recommendations for the modification / improvement of the CCED program
	All HEIs	Peer review	Peer review – Training program	30.04.2017	Feedback to the CCED training programs		All HEIs	Recommendations for the modification / improvement of the CCED program
	Companies/ Chamber of Commerce	Interviews/Round table	Interviews CCED offerings		Feedback to the CCED offerings		All HEIs	Recommendations for the modification / improvement of the CCED program
	Graduates/ Alumni Associations	Interviews/Round table	Interviews CCED offerings		Feedback to the CCED offerings		All HEIs	Recommendations for the modification / improvement of the CCED program
3.3	All or selected HEIs	Pre-Tests	Module Pre-tests		Feedback to the CCED training modules		All or selected HEIs	Recommendations for the modification / improvement of CCED modules
3.4	All HEIs/CCEDs	Online questionnaire	Online survey		Feedback to the institutional integration and establishment of CCED; Conducive and hindering factors; Conditions needed for establishing CCEDs at HEIs		INBAS	Recommendations for the modification / improvement of CCED establishment

3.5	All or selected HEIs and CCEDs	Expert Interviews	CCED Interviews - Experts	during site visits			INBAS	Recommendations for the modification / improvement of CCED establishment
3.6	All HEIs	Database	CCED Database	currently	<p>CCED statistics:</p> <p>Training courses: number, date and kind of courses offered by CCED</p> <p>Participants: overall number, age, gender, member of which target group, employed/unemployed, course, first or repeated participation</p> <p>Costs/Earnings generated by CCED</p>		All CCEDs	CCED statistics

A10 Evaluation Activities WP V

Work Package 5: Dissemination and Exploitation					Lead Organization: Narxoz University, Almaty (KZ)	
WP	Activities	Output / Deliverables	Deadline	Submission date	Quality	
					Qualitative Criteria	Quantitative Criteria
5.1	Elaboration of the Dissemination strategy for project promotion	Dissemination strategy for project promotion	15.01.2016		<ul style="list-style-type: none"> Dissemination plan (1) include data on the aims of dissemination at each HEI considering special focus an employability/competence model, planned different dissemination level, target groups, relevance and benefits for each HEI, expected results All dissemination activities consider the interests and needs of the specific target group Clear description of the responsibilities and foreseen activities of every partner Dissemination strategy was agreed by all partners All project partners are involved in the implementation of the dissemination strategy (including European partners) A corporate design is installed and used by all partners 	<ul style="list-style-type: none"> Dissemination strategy for project promotion is available in Kazakh, Russian and English
5.2	Elaboration of the Dissemination strategy for CCED promotion	Dissemination strategy for CCED promotion	15.04.2016		<ul style="list-style-type: none"> Main activities are orientated on increasing visibility of each CCED at PC HEI A corporate design is installed at every CCED (logo, colors, face etc.) 	<ul style="list-style-type: none"> Dissemination strategy for CCED promotion is available in Kazakh, Russian and English

5.3a	Elaborate dissemination measures, products and events	Concept of dissemination measures, products and events	15.04.2016		<ul style="list-style-type: none"> Dissemination measures, products and events consider the interests of various target groups Dissemination measures, products and events consider the corporate project or CCED design 	<ul style="list-style-type: none"> Concept of dissemination measures, products and events is available in Russian and Kazakh (why not in English?)
5.3b	Conduct dissemination measures and events, elaborate dissemination products	Dissemination measures, products and events	15.09.2018		<p>Dissemination measures, products and events:</p> <ul style="list-style-type: none"> consider the interests of various target groups consider the corporate project or CCED design were implemented by all project partners meet the dissemination standards ... (vgl ppt Piraeus) 	<ul style="list-style-type: none"> Number of print materials (leaflets, postcards, newsletter, photo-gallery) Number of audio-visual tools (spots) Number of used communication channels (social networks, mailing lists, local/regional press, (international) campus magazine) Number of events (round tables, conferences, workshops, Project fairs etc.)
5.4	Prepare and conduct final international conference	Final international conference in Almaty	15.09.2018		<ul style="list-style-type: none"> The conference took place at international level All project partners illustrated their experience and success within the project Representatives from Ministries from RU and KZ took part Necessary amendments were presented to the ministries representatives Possible take-overs of recommendations were presented and discussed 	<ul style="list-style-type: none"> Conference program in Russian and English (why not in Kazakh when the conference will take place in Almaty?) Number of participants

A11 Evaluation Instruments regarding Work Package V

Nr.	Reach	Method / Instrument	Title	Deadline	Topics / Indicators	n*	Responsible	Output
5.1	All European partners	Feedback to the presentation of the dissemination group	Feedback		Feedback to the Dissemination strategy concept for promoting the project (during the meeting in Piraeus, 09/2016, done)		all EU partners	Recommendations for the modification / improvement of the Dissemination strategy concept for promoting the project
	All HEIs	Peer review	Peer review		Feedback to the Dissemination strategy concept for promoting the project given by the other HEIs (during the meeting in Piraeus, 09/2016, done)		All HEIs	Recommendations for the modification / improvement of the Dissemination strategy concept for promoting the project
5.2	All European partners	Documentary analysis	Concept analysis		Feedback to the Dissemination strategy concept for promoting the CCEDs (during and after the meeting in Piraeus, 09/2016, ???)		all EU partners	Recommendations for the modification / improvement of the Dissemination strategy concept for promoting the CCEDs
	All HEIs	Peer review	Peer review		Feedback to the Dissemination strategy concept for promoting the CCEDs given by the other HEIs (during the meeting in Piraeus, 09/2016, ???)		all HEIs	Recommendations for the modification / improvement of the Dissemination strategy concept for promoting the CCEDs

5.3a	See above							
5.3b	All HEIs	Dissemination database???						Overview of all dissemination activities conducted by project partners
5.4	Conference concept	Self-Evaluation	Document analysis		Analysis of the conference program and other material		INBAS	
	Participants of the conference	Self-Evaluation	Participants' Feedback		Analysis of written short feedback questionnaires, Analysis of signed participants' lists (number of participants)		HEI Almaty/ INBAS	Recommendations for the modification / improvement of the project concept
	Participants of the conference	Self-Evaluation	Participants' Feedback		Short spots with the feedback of selected participants (video?)		???	Feedback to the concept and the results of the project
	Conference	Self-Evaluation	Photos		Impressions from the conference			