



TOOLKIT - DESIGNING AND MANAGING
INTERNATIONAL RELATIONS, EDUCATIONAL PROJECT
AND MOBILITY SCHEMES IN ASIAN UNIVERSITIES



MODELS OF PROJECT MANAGEMENT FOR UNIVERSITIES

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27th August, 2021



Content



- Role of external funding/ project opportunities for universities
- Main actors and donors
- Decision to do project
- Project proposal (LFM)
- Best practices in project management
- Sustainability of project
- Risk management





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Why competitive external
funding or project opportunities
may be relevant for universities?



Global trends in Higher education systems



1 Facing COVID 19

2 Regional vs global internationalisation models

3 Modernisation of curricula and job creation

4 Accountability to the stakeholders: which contribution to society needs?

5 Strategic planning and development

6 Autonomy vs state control

7 Virtual Vs FtF teaching

8 Fullfillment of SDG goals at institutional level

9 Digitalisation

10 National and international ranking and reputation

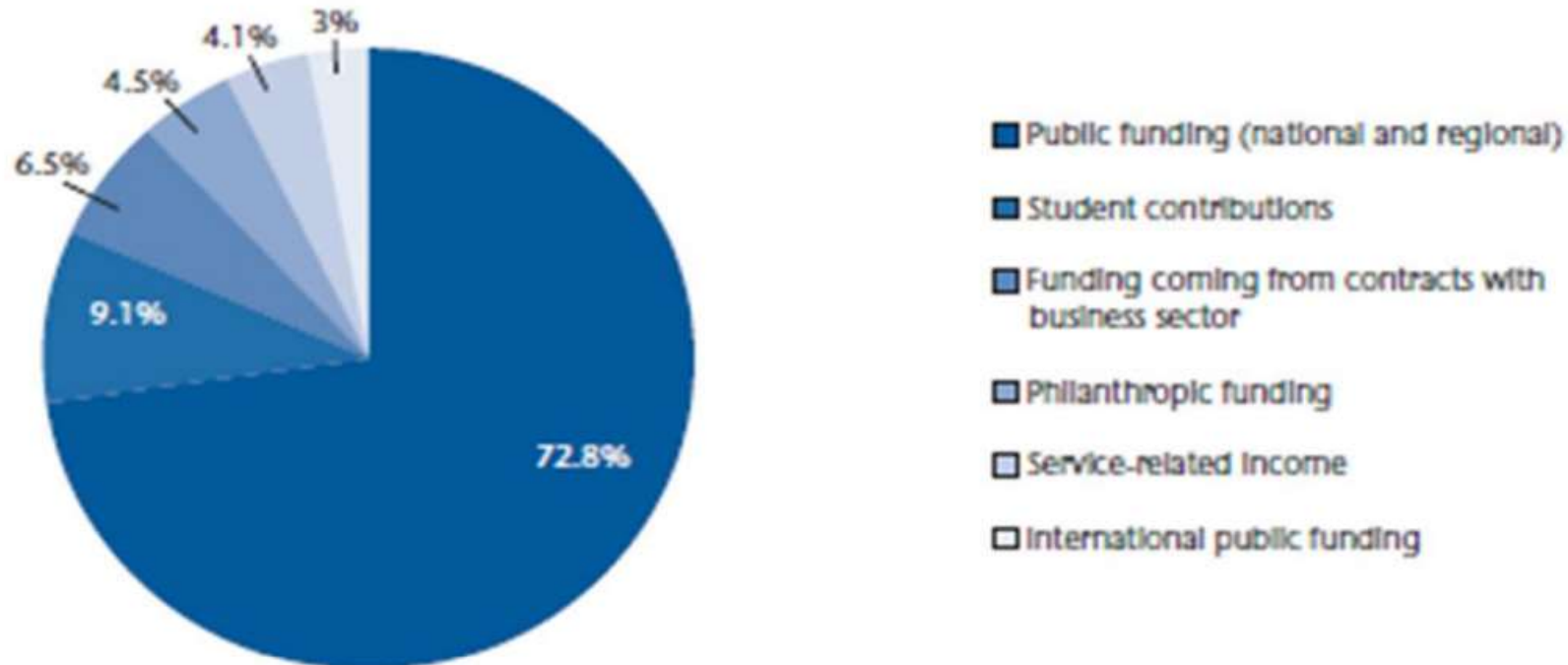
11 Involvement of students in university decision making processes



Revenue distribution in Eu universities



Graph 1 - Average Income distribution



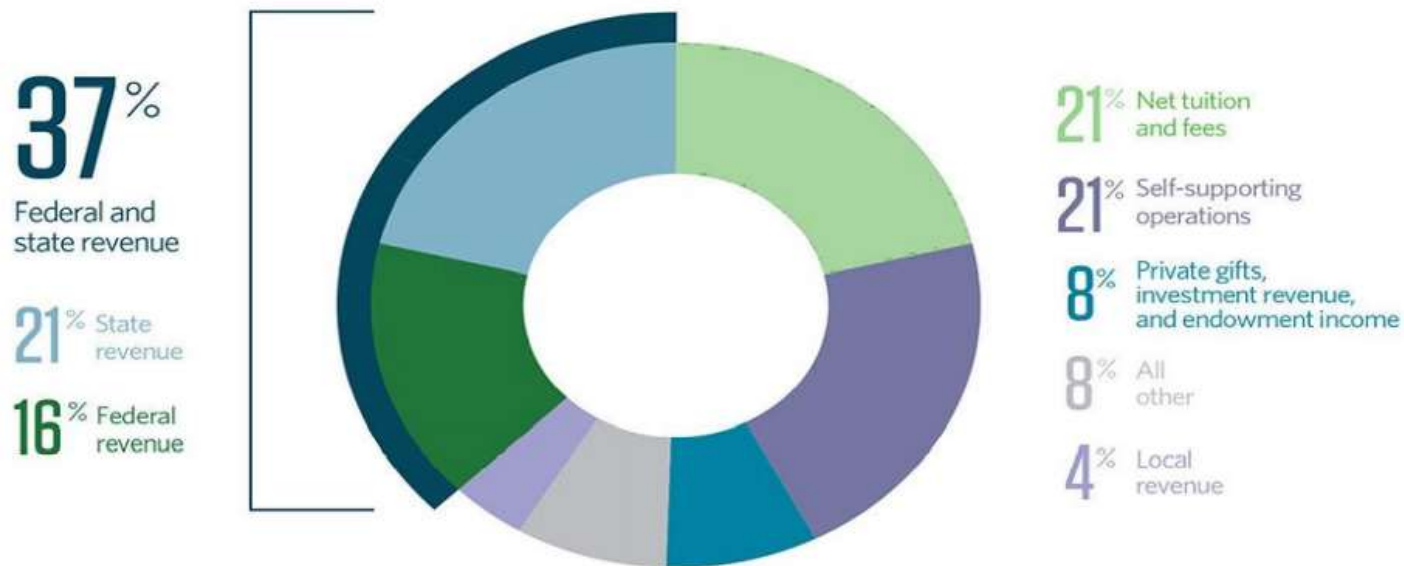
Source: online questionnaire

Revenue distribution in US public universities



Federal and State Funding Makes Up a Significant Share of Public College and University Budgets

Composition of public higher education institutional revenue, fiscal year 2013



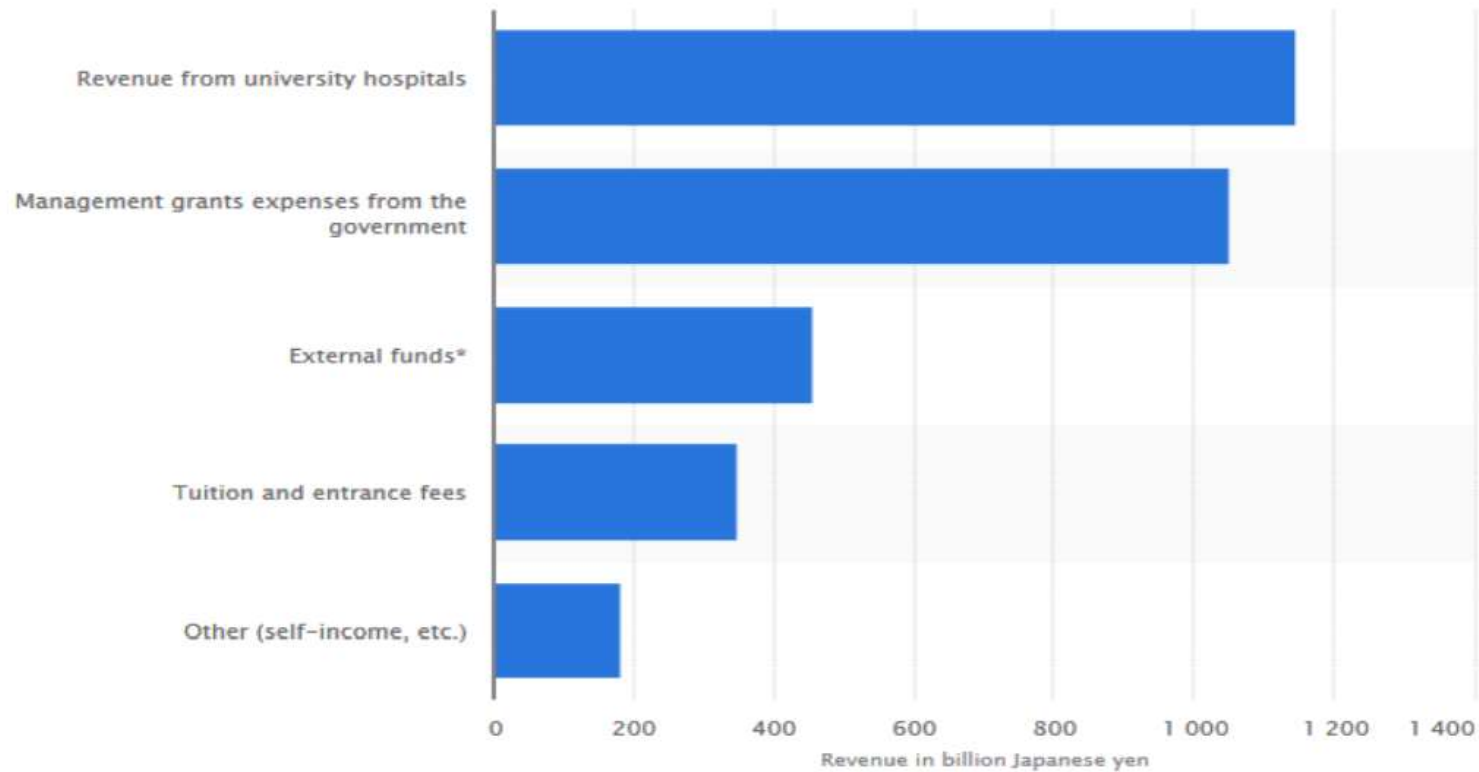
Sources: Pew's analysis of data from the U.S. Department of Education, National Center for Education Statistics' Integrated Postsecondary Education Data System (accessed Jan. 2015)

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Co-funded by the



Revenue of national university corporations in Japan in fiscal year 2018



[Additional Information](#)

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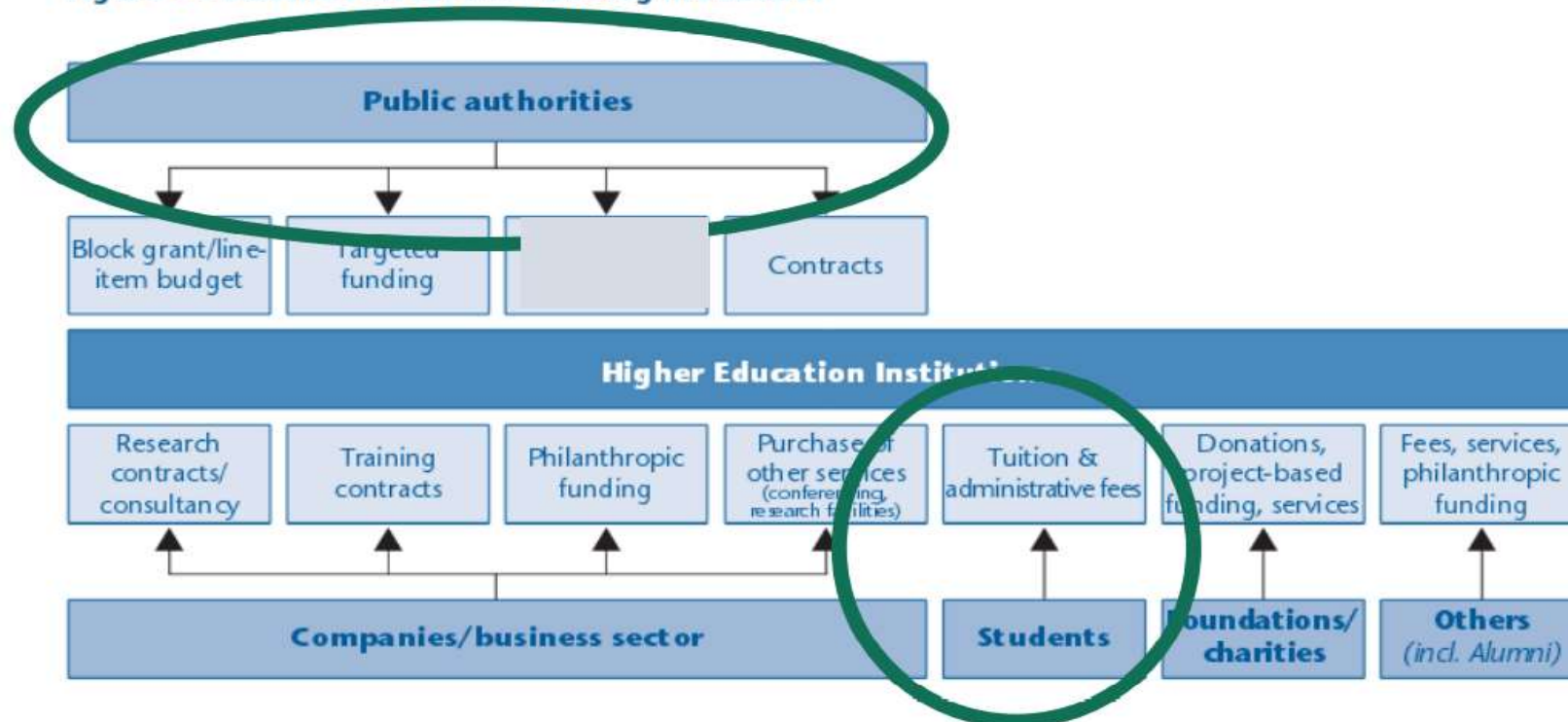
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Main income sources for universities



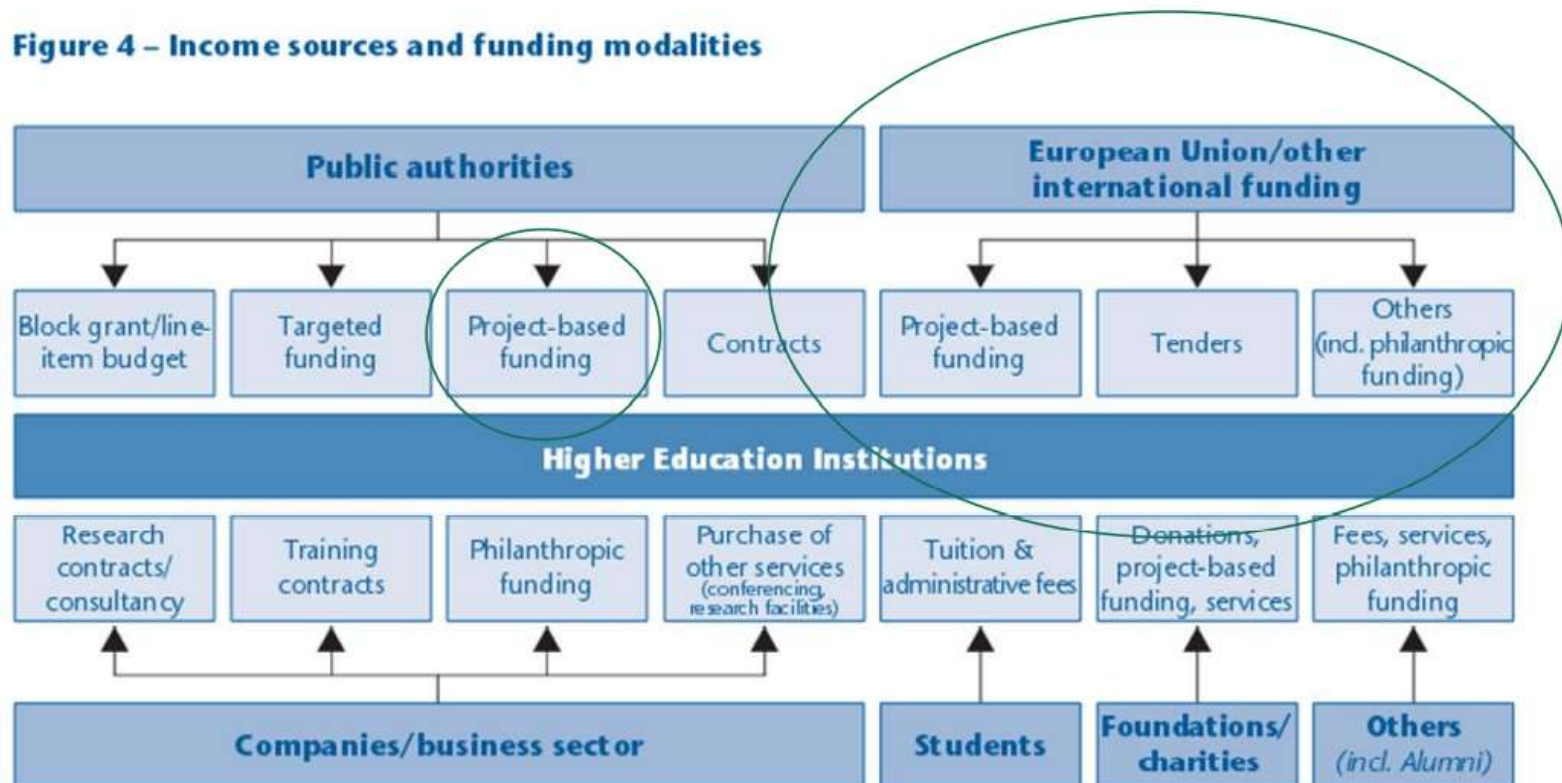
Figure 4 – Income sources and funding modalities



to summarise.....



Figure 4 – Income sources and funding modalities



International funding agencies/institutions : who they are?



European
union



International
organisations



Bilateral
cooperation
agencies



Private
foundations



Others??



Types of project actions



Projects to implement mobilities (institution based or individual opportunities)



Projects to implement Joint research projects



Projects to support the reform of services, governance, management of the university



Projects to reform and internationalise curricula



Projects to carry out feasibility studies on specific issues



Projects to contribute and provide solutions to societal needs, territorial policies



Projects to organise events, conferences or advocacy and communication campaign



Projects to strengthen relation between university and society (including knowledge transfer, incubators etc)



Projects to organize short training for specific categories (like professionals, farmers, public servants, etc...) or for the own staff or students



Types of eligible expenses



Staff cost



Travel costs and costs of stay



Scholarships/fellowship



Equipment



Consumable goods and office supplies



Provision of external services (like translation, web and communication design, room rental, printing, event management, etc...)



Databases/books/subscriptions to periodicals



Constructions



Furniture



Overheads (%)

A large, abstract graphic consisting of several overlapping, hand-painted orange brushstrokes that form a circular shape, centered on the slide.

Main actors and donors to support university initiatives in Toolkit partner countries

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Applying for projects: the role of the IRO



- **Knowledge management:** knowing what schemes and programmes are available, who provides them, how to access detailed information and how to apply.
 - Get on mailing/news lists
 - Download publications
 - Pick up on faculty contacts
- **Contact management:** local offices (embassies etc) and international partners.
 - Invite staff from the donor to your university
 - Attend events
 - Meet international visitors
- **Knowledge dissemination:** communication with faculty and students about opportunities.
 - Website, social media
 - IRO as information centre
 - Briefings, information sessions



Types of development partners



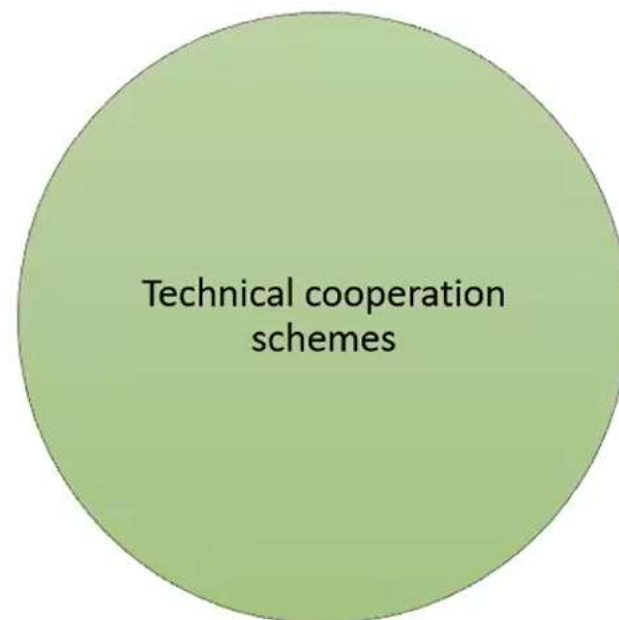
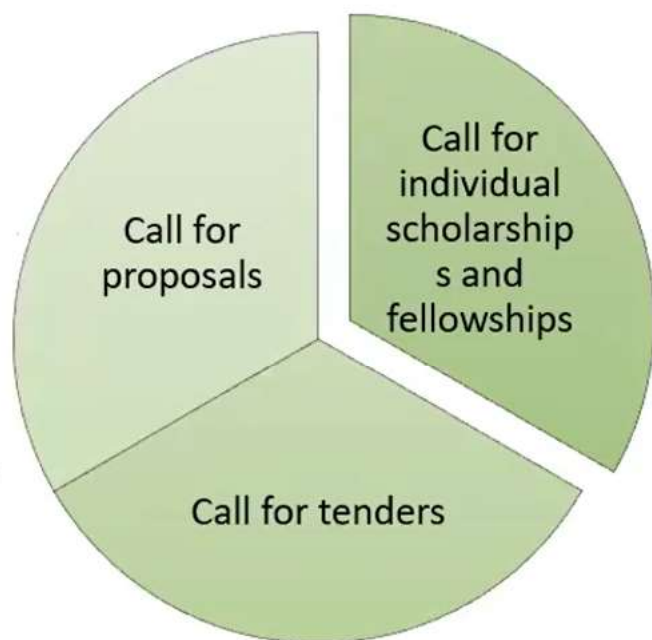
Each development partner has its own objectives, its own methods of application, and its own ways of delivering projects.

This session aims to give you a basic overview, to which you can add your own experience, and use for further research.

- Multi-lateral working through governments (World Bank, ADB, UN agencies)
- Regional: SEAMEO, AUN, La Francophonie, Association of Commonwealth Universities, Erasmus+
- Bi-lateral: Fulbright, JICA, KFAS, Australian Development Program, DAAD, UK-British Council, Chinese Embassy
- Individual universities: Thailand, Singapore, Taiwan
- International NGOs, Trusts and Foundations



Types of call and opportunities



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Technical cooperation schemes



Japan Development cooperation Agency

Technical cooperation is an all embracing term used to describe JICA's practical assistance to developing countries. Depending on the specific project, technical assistance can include the dispatch of JICA experts, the training of local officials for 'capacity development', the supply of equipment or financial assistance. Technical cooperation is one of JICA's three major areas of development assistance, the others being provision of grant and low-cost yen loans.

Italian development cooperation law art. 24 and 25

The Italian agency of development and cooperation can directly assign a cooperation project to any sort of Italian public entities in cooperation with local institutions in order to pursue strategic objectives of Italian cooperation



Call for scholarships/fellowships



They can cover different mobility experiences

Student exchange (all levels)

Student enrollment (master/PhD)

Post doctoral fellowship

Internships

Short term visiting researchers mobilities

Participation to conference

Insist on the impact, results of an individual mobility or action

Application form must be usually filled by single individuals

Some schemes requires an agreement with the home university

Popular among bilateral cooperation agencies

Funded by the Erasmus+ Programme of the European Union



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The Association of Commonwealth Universities

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Early Career Academic Grants

Early Career Academic Grants are open to early career academics employed by [ACU member universities](#), enabling them to participate in a conference held in a Commonwealth country other than their own.

A minimum of 30 grants are on offer in 2017.

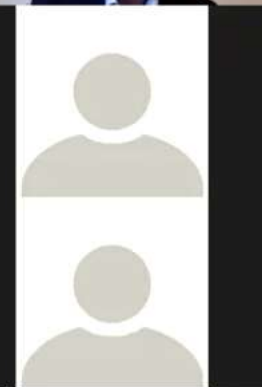


Contact us

E: earlycareergrants@acu.ac.uk

Related Pages

- [Measuring success?](#)
- [Commonwealth Scholarships in low and middle income countries](#)
- [Past recipients](#)



assist on the
impact,
results of an
individual
ability or
ction

- Application form must be used
- Some schemes requires an agreement
- Popular among bilateral

Creative Cloud App per la fotografia, la progettazione, il montaggio di video e lo sviluppo web a partire da € 12,99 (iva inclusa) al mese. **Iscriviti!**

SIDA PhD Fellowships for Women Scientists 2021

January 26, 2021

ORGANIZATION FOR WOMEN IN SCIENCE FOR THE DEVELOPING WORLD

SIDA PhD Fellowships for Women Scientists

PhD (Fully Funded)

Types of call and opportunities

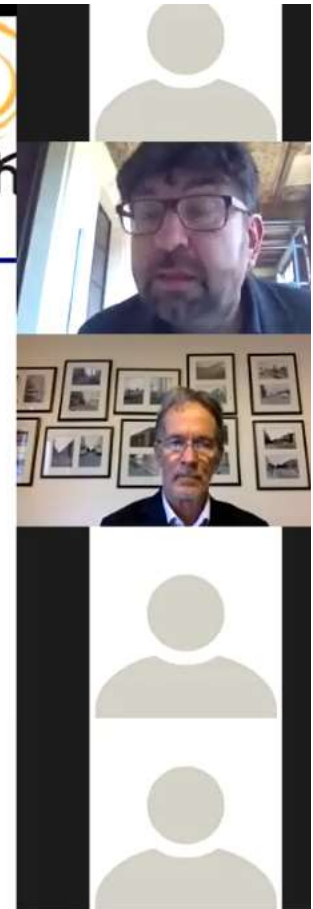


Call for proposals (or grants)

- Project idea developed by the applicant within the framework (policy background and objectives) of the programme
- Award criteria: quality of the proposal
- % of reimbursement of actual eligible costs incurred by beneficiaries (co-financing)
- The beneficiaries have the ownership of the results

Call for tender

- Procurement procedures aimed at addressing a specific needs of the Contracting Authority which requires:
 - supplies
 - services
 - works
- Award criteria: Quality of the proposal+ economic bid
- Commercial aim
- Market price of the service + margin of profit
- Results are owned by the contracting authority



Main documents of a call



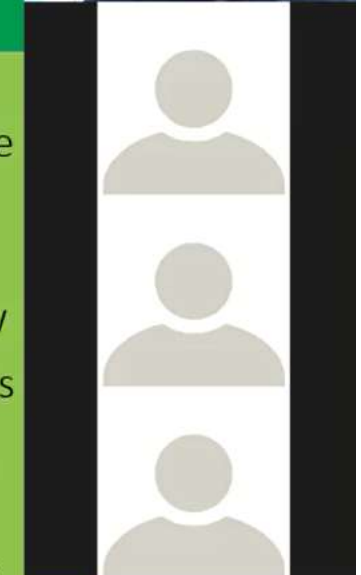
documents concerning a call for proposals:

- Work Programme/Guide for Applicants
- Application forms and annexes: concept note/full project description, budget, logical framework matrix (may be filled through online platforms)
- Model grant agreement
- Other documents

[EXAMPLE](#)



Guide for applicants



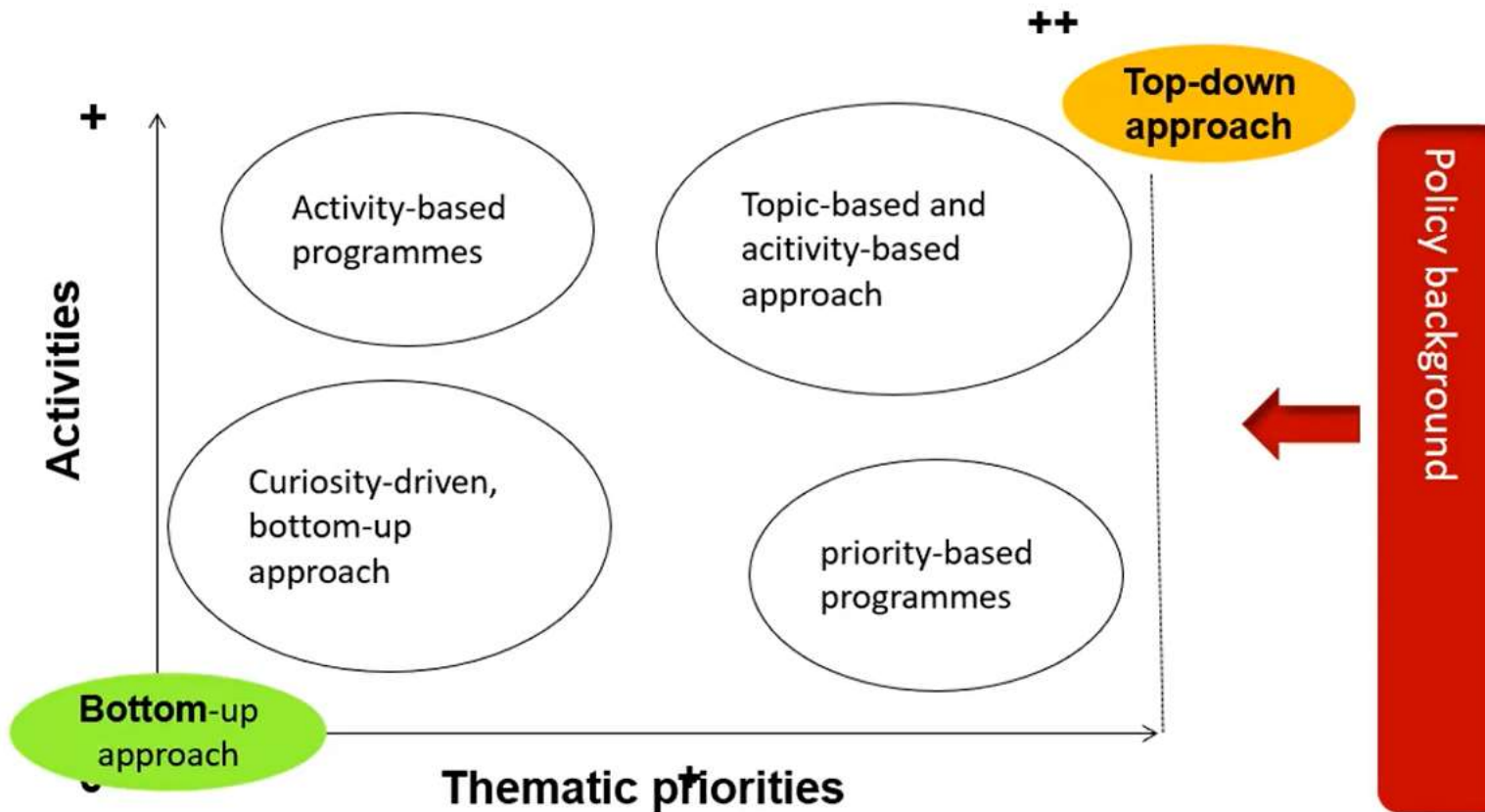
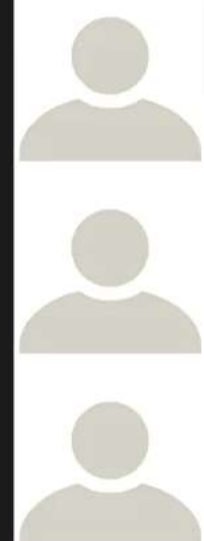
Guide for applicants/guidelines/call instructions

- Background/Policy context
 - Objectives of the programme
 - Topics/challenges/priority issues under the call for proposal and expected results
 - Overall financial allocation for the call and size of the grants (% of co-financing)
 - Eligibility of applicants
 - Partnership and eligibility of partners
 - Eligible actions and eligible costs
- Instructions for completing the application form and administrative annexes
 - Instructions for submission of proposals and procedures to follow
 - Instructions to fill the budget tables
 - Deadline and information sources
 - Check list
 - Evaluation criteria and selection of applications

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To summarise: Classifying a call for proposals





Decision time: Should we do this project?



Decision-making process



HAVE THE INFORMATION AND DATA AND COURAGE TO SAY NO!

1. Proposals, calls, invitations from partners to join a project.

2. Who decides?

- Vice-chancellor / Rector / President
- Head of Department
- Senate / Academic Board / International Committee

3. Good practice: have an agreed decision-making process. Deciding whether it is right to pursue the project.

4. Assessment for the decision:

- IRO
- Department
- Finance Office



Starting point



1. Strategic fit

- How will this project contribute to your University's strategy?
- National development goals / Sustainable Development goals?
- Is the project focussed on improving:
 - (a) Teaching
 - (b) Research
 - (c) Administration
 - (d) Community engagement
 - (e) Some other area or a combination of several areas



Benefits for your university



2. Benefits

- What will be the benefits to your University? Try to quantify as far as possible.
 - (a) Academic
 - (b) Financial
 - (c) Reputational

- What will be the benefits to your partner? If you know what your partner wants from the project, it will help you to define your own objectives and ensure that you are both working to a common purpose.

- What will be different at your University when the project is complete? This question tries to look further ahead and create a vision for what is possible.



Costs for your university



3. Costs

- How much staff time will be required from your University? Quantify in estimated person days.

(a) Leadership time (how many meetings must the Rector attend?)

(b) Faculty (Professor / Head of Department, Associate Professor, Lecturer etc.)

(c) Academic support staff (Laboratory technicians, Library staff, IT staff etc.)

(d) Administrative support (Finance, IRO, others?)

How much of the cost of this staff time be covered by the project budget?

- What is the financial commitment required of your University?
Contributions in kind (meeting rooms, laboratory, equipment usage etc).



4. Governance:

- How is the project managed
- Who is responsible for what?
- Who is the Project Leader / Principal Investigator?
- How are disputes between partners resolved?
- Do you feel you have sufficient control?

5. Risks

- What are the risks associated with the project – finance, people, ethical issues, intellectual property and reputation.
- Are the risks acceptable?

6. Evaluation

- How will the project be evaluated, and by whom?

7. Reputation

- What do you know about the partners?
- Are they a good fit for your university?
- Will they impose obligations on your university?

8. Communications

- What is the communications plan for the project?
- How will you inform faculty and students about the project (internal communications)
- How will you and / or the partner(s) publicise the project externally – in your country and their country?

Asking questions and making suggestions



9. Questions

- As you are completing this assessment, you may find there are questions you cannot answer.
- Go back to the donor / partner and ask. All invitations for proposals and from partners will have a system for asking questions. Don't be afraid to ask! It shows that you are really interested in the project and want to gain a deeper understanding.

10. Co-design and making suggestions

- You may find that you are happy with parts of the concept note, but other parts do not conform to your needs and objectives. You should make suggestions to make sure the project meets your needs.





From project proposals monitoring, analysis and evaluation to project writing

March 17th, Bologna

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Good project ideas



external

Internal

Be familiar with the external context and opportunities

Know your own needs but also your potential

Merging

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How do I build a partnership



Rules about the partnerships vary according to the call for proposals

Generally speaking we usually need:

- Local partners (can be from the same country or the same region)
- International partners (can be from the country of the donor institution or from a wider cooperation schemes)

Generally speaking we usually need:

- Other universities
- Other types of institutions (NGPs, local authorities, foundations, companies, gvt.....)



How do I build a partnership



Possible criteria to identify other universities or institutions in your country or region

- need, relevance, priorities
- motivation
- Expertise in the field/topic/sector
- experience in project management
- trust

Channels

- Local contacts
- Formal contacts through the ministry
- Previous positive joint experience



How do I build a partnership



Possible criteria to identify international partners

- Interest in the country/region/institution (perceived value added)
- motivation
- Specific know how and complementarity
- experience in the region
- Trust
- Capacity to adapt and listen

Channels

- Networking (diaspora, former Master and PhD students, visiting professors)
- Common research interest
- University agreements
- Previous projects





Project draft proposal

It may be called also concept note, project resume/summary, project short description

Template

Proposed Title:.....

Duration:

Target countries

(Where?)

Tentative Partners:

(Who?)

Short need analysis:

(Why?)

Objectives:

(To reach/obtain what?)

Main work packages, activities and outcomes.....

(how?)

What we are expecting by your institution:.....

Tentative budget.....



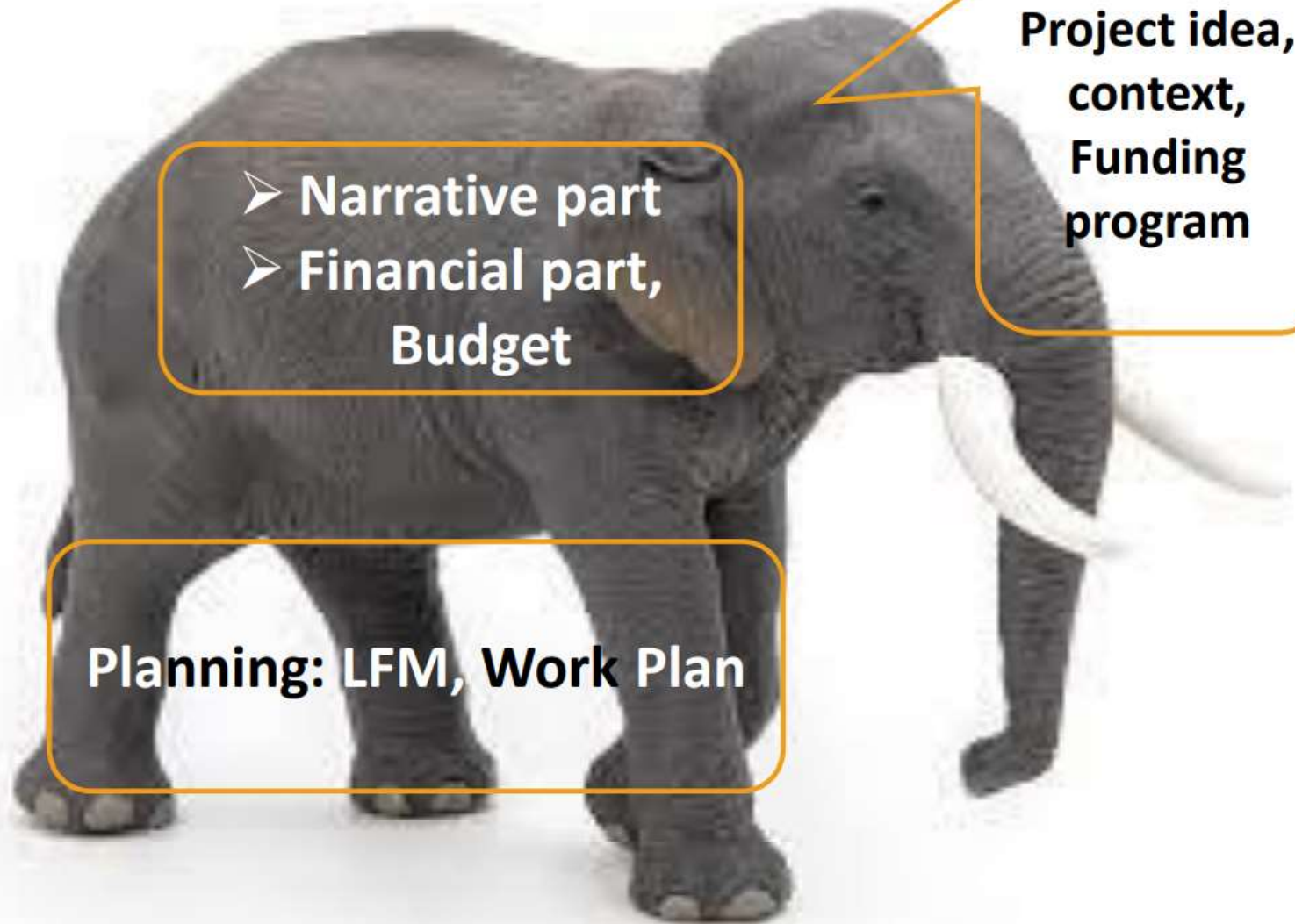
Project proposal writing Project planning tool: the Logical Framework Matrix

March 24th, Bologna

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Project proposal writing: one project, many parts



**Project idea,
context,
Funding
program**

- **Narrative part**
- **Financial part,
Budget**

Planning: LFM, Work Plan

- Tool for analysis and **planning**

- **clear and concise visual presentation** of all the **key components of a plan**

- **Basis for monitoring:**
 - How the project will work
 - What it is going to achieve and how
 - What factors relate to its success and how they are connected
 - How the progress will be measured

LFM: how to start



LOGICAL FRAMEWORK MATRIX – LFM

<p>Wider Objective: What is the overall broader objective, to which the project will contribute?</p> <ul style="list-style-type: none"> • [Redacted] 	<p>Indicators of progress: What are the key indicators related to the wider objective?</p> <ul style="list-style-type: none"> • [Redacted] 	<p>How indicators will be measured: What are the sources of information on these indicators?</p> <ul style="list-style-type: none"> • [Redacted] 	
<p>Specific Project Objective/s: What are the specific objectives, which the project shall achieve?</p> <ul style="list-style-type: none"> • [Redacted] 	<p>Indicators of progress: What are the quantitative and qualitative indicators showing whether and to what extent the project's specific objectives are achieved?</p> <ul style="list-style-type: none"> • [Redacted] 	<p>How indicators will be measured: What are the sources of information that exist and can be collected? What are the methods required to get this information?</p> <ul style="list-style-type: none"> • [Redacted] 	<p>Assumptions & risks: What are the factors and conditions not under the direct control of the project, which are necessary to achieve these objectives? What risks have to be considered?</p> <ul style="list-style-type: none"> • [Redacted]
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LFM: wider objective VS specific objective

WIDER/OVERALL OBJECTIVE: medium/long-term aim that the project **contributes to**.

- It will not be achieved by the project alone
- It explains why the project is important in terms of long-term benefits
- It shows how the project fits into the regional or sectoral strategies/policies of the donor/promoter

SPECIFIC OBJECTIVE: what is expected to be **achieved by the end of the project**.

- the purpose that the intervention/project should be able to achieve
 - the positive solution to the identified problems
 - the reason why the project is implemented
 - *SMART: Specific, Measurable, Accurate, Realistic and Time-bound*
-

From theory to practice: TOOLKIT LFM



enhancement and modernization of the internationalization strategies pursued by Asian universities

tailoring of innovative, transparent, and inclusive internationalization strategies by Asian universities

consolidation of a diffuse and long-lasting engagement towards HE internationalization strategies in the three countries involved

establishment of a network of European and Asian universities, supporting the effective integration of the higher education systems of Myanmar, Laos, and Sri Lanka within a regional and global framework



LFM: Deliverables – outcomes and outputs

TANGIBLE (output)

- Publications, articles, reports
- Training materials
- Conference materials
- Handbooks, guides, plans
- Networks
- Promo campaign
- Recommendation reports
- Analyses

INTANGIBLE (outcome)

- Skills
- Knowledge
- Capacities
- Improvement in policies
working methods
- Strategic thinking
- Institutional change
- Awareness
- Visibility



LFM: Deliverables vs Activities



ACTIVITY

Organisation of first project meeting

Development of a training course on security procedures in scientific laboratories

Update of teaching materials for a module of a Master programme in Animal Health



DELIVERABLE

Project Communication and Promotion Plan approved by the consortium

15 laboratory technicians have acquired new competences

Updated/New syllabus is approved and *published/uploaded* on-line



LFM: useful terms

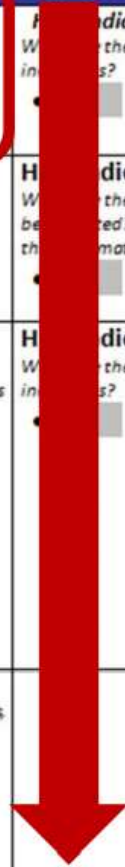


	has/have to be expressed in terms of
Wider objective	in terms of “to contribute to...”
Specific objectives	in terms of benefit to the target group being “increased/ improved”
Deliverables	in terms of a tangible on intangible results “delivered/produced/conducted”
Activities	in the present tense starting with an active verb such as “prepare, design, develop, research”

LFM: indicators of progress



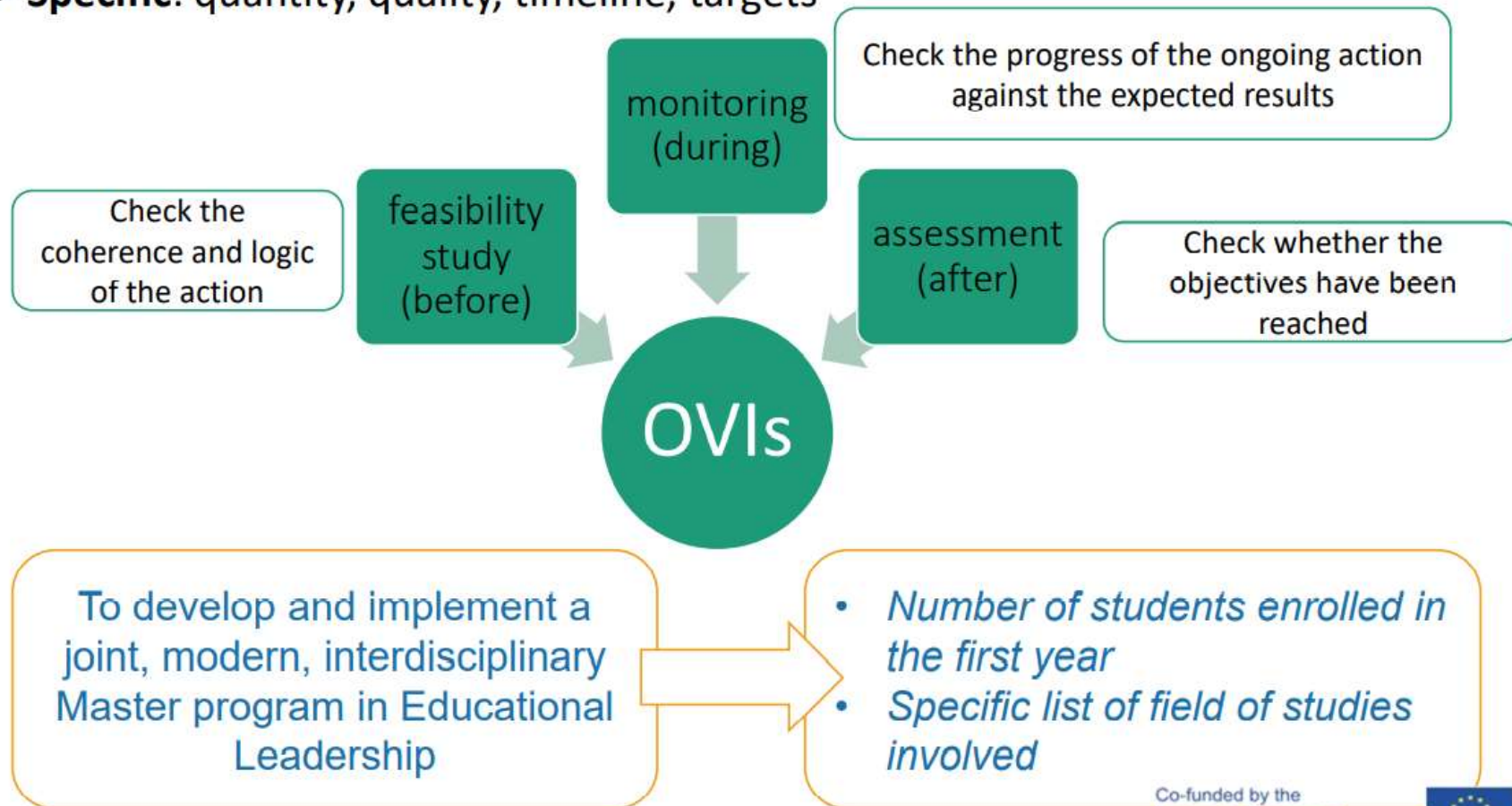
LOGICAL FRAMEWORK MATRIX – LFM			
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LFM: indicators of progress



- **Objectively verifiable indicators (OVIs):** describe the project objectives in measurable terms
- **Specific:** quantity, quality, timeline, targets



Level 1

- **Wider Objective**
- *What are the key indicators related to the wider objective?*

Level 2

- **Specific Objectives**
- *What are the quantitative and qualitative indicators showing whether and to what extent the project's specific objectives are achieved?*

Level 3

- **Outcomes and outputs**
- *What are the indicators to measure whether and to what extent the project achieves the envisaged results and effects?*

LFM: indicators of progress



LOGICAL FRAMEWORK MATRIX – LFM

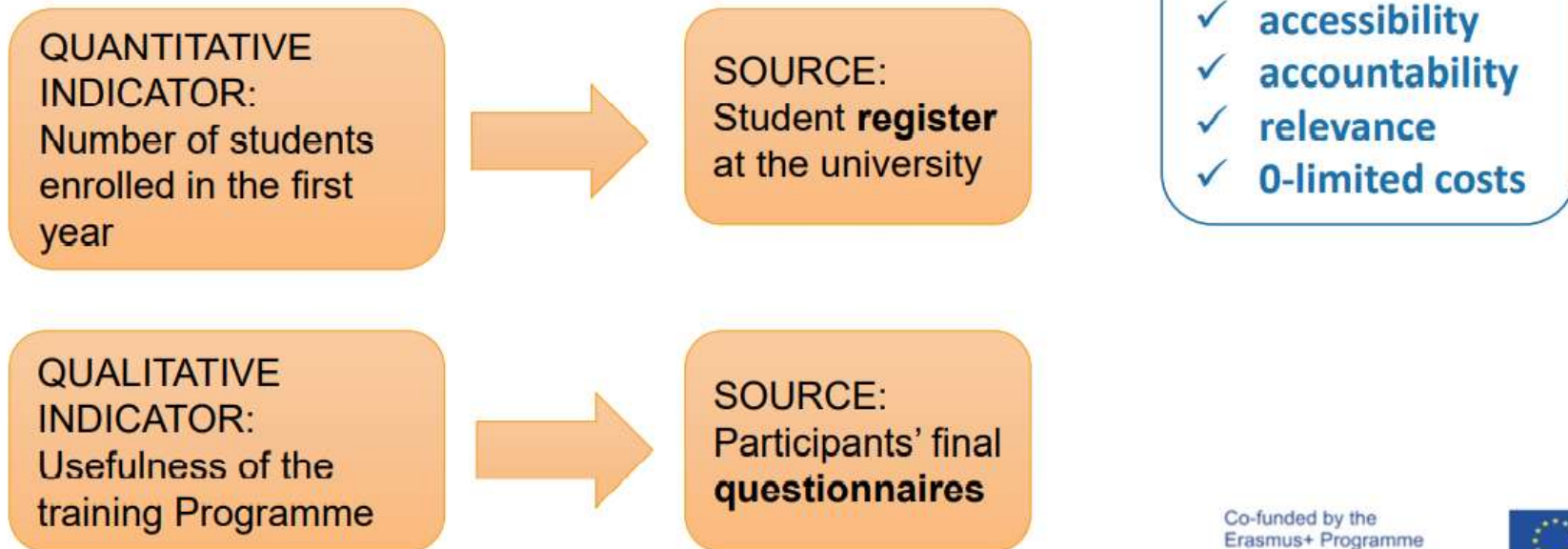
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LFM: measurement of indicators



- Which sources, where and how to find info, facts & figures necessary to verify –through OVIs- whether the project objectives have been reached / project outcomes have been met
- **Sources:**
 - ✓ **Internal** to the project (es. narrative/financial reports and documents, questionnaires, surveys)
 - ✓ **External** to the project (publications, papers, manuals, on-line platforms, feedbacks from stakeholders)



LFM: measurement of the indicators of progress



Level 1

- **Wider Objective**
- *What are the key indicators related to the wider objective?*

Level 2

- **Specific Objectives**
- *What are the quantitative and qualitative indicators showing whether and to what extent the project's specific objectives are achieved?*

Level 3

- **Outcomes and outputs**
- *What are the indicators to measure whether and to what extent the project achieves the envisaged results and effects?*

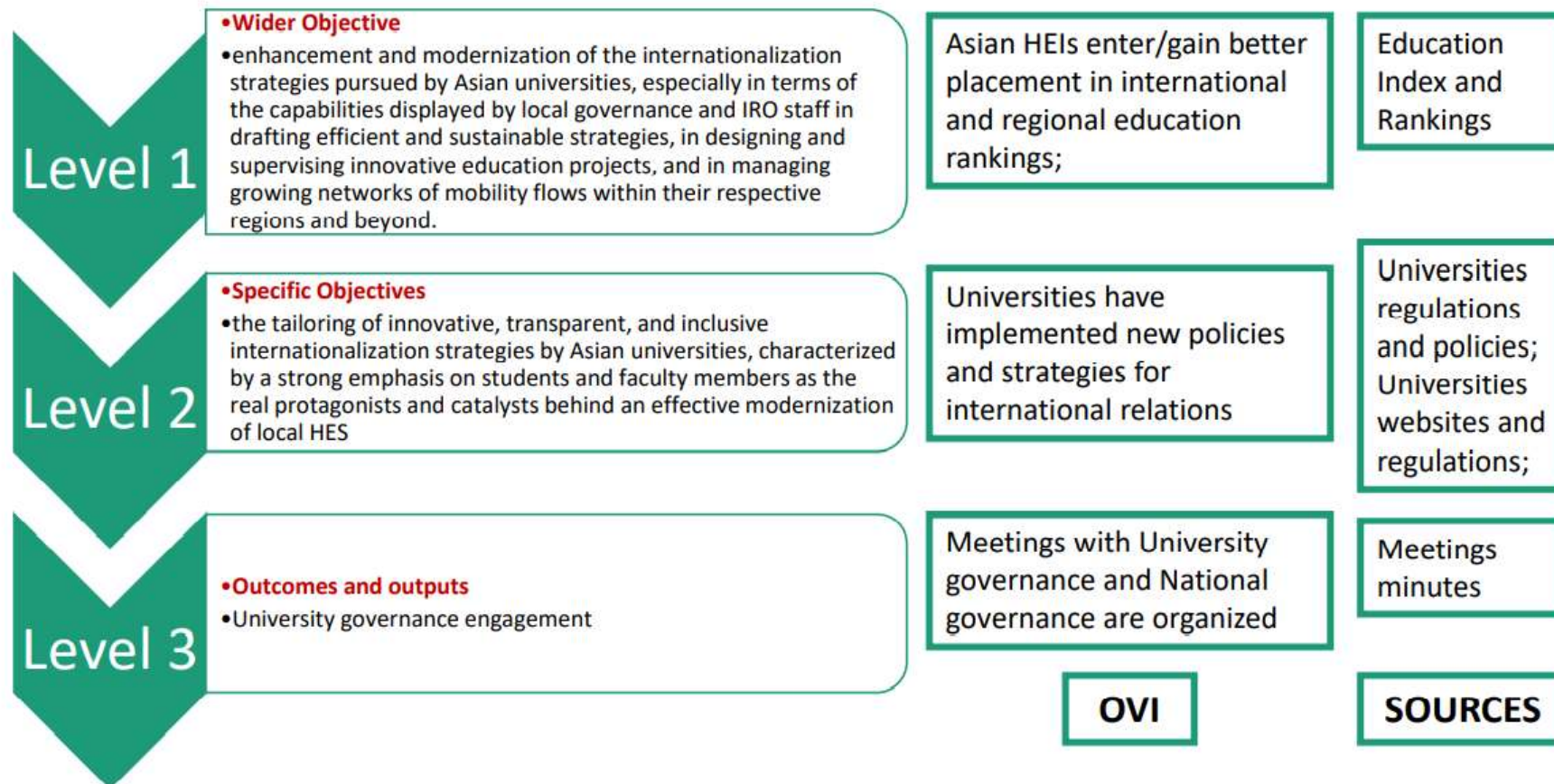
For each level:

What sources of information?

How to collect the facts & figures?



From theory to practice: TOOLKIT LFM



LFM: assumptions & risks



LOGICAL FRAMEWORK MATRIX – LFM

<p>Wider Objective: What is the overall broader objective, to which the project will contribute?</p> <ul style="list-style-type: none"> • [] 	<p>Indicators of progress: What are the key indicators related to the wider objective?</p> <ul style="list-style-type: none"> • [] 	<p>How indicators will be measured: What are the sources of information on these indicators?</p> <ul style="list-style-type: none"> • [] 	
<p>Specific Project Objective/s: What are the specific objectives, which the project shall achieve?</p> <ul style="list-style-type: none"> • [] 	<p>Indicators of progress: What are the quantitative and qualitative indicators showing whether and to what extent the project's specific objectives are achieved?</p> <ul style="list-style-type: none"> • [] 	<p>How indicators will be measured: What are the sources of information that exist and can be collected? What are the methods required to collect this information?</p> <ul style="list-style-type: none"> • [] 	<p>Assumptions & risks: What are the factors and conditions not under the direct control of the project, which are necessary to achieve these objectives? What risks have to be considered?</p> <ul style="list-style-type: none"> • []
<p>Outputs (tangible) and Outcomes (intangible): • Please provide the list of concrete DELIVERABLES - outputs/outcomes (grouped in Workpackages), leading to the specific objective/s.:</p> <p>[]</p>	<p>Indicators of progress: What are the indicators to measure whether and to what extent the project achieves the envisaged results and effects?</p> <ul style="list-style-type: none"> • [] 	<p>How indicators will be measured: What are the sources of information on the indicators?</p> <ul style="list-style-type: none"> • [] 	<p>Assumptions & risks: What external factors and conditions must be realised to obtain the expected outcomes and results on schedule?</p> <ul style="list-style-type: none"> • []
<p>Activities: What are the key activities to be carried out (grouped in Workpackages) and in what sequence in order to produce the expected results?</p> <ul style="list-style-type: none"> • [] 	<p>Inputs: What inputs are required to implement these activities, e.g. staff time, equipment, mobilities, publications etc.?</p> <ul style="list-style-type: none"> • [] 		<p>Assumptions, risks and pre-conditions: What pre-conditions are required before the project starts? What conditions outside the project's direct control have to be present for the implementation of the planned activities?</p> <ul style="list-style-type: none"> • []



LFM: assumptions & risks



External factors beyond our control that nevertheless influence the successful achievement of objectives at all levels and project feasibility over time.

Column 4 reflects our recognition of these external factors and integrate them within our Intervention logic

Goal: mitigate negative impact in order to increase our probability of success (mitigation strategy).

SO: to develop and implement a joint, modern, interdisciplinary Master program in Educational Leadership

OVI: number of students enrolled in the first year

Assumption: Educational Leadership is an appealing field of study for our target audience

Mitigation: a) Professional profile and career opportunities clearly identified;
b) Convincing promotional campaign organized



LFM: assumptions & risks

Project Description (Objective Summary)	Indicators (Objective Indicators)	Means of Verifications	Assumptions
Goal (Development Objective): The higher-level objective towards which the project is expected to contribute			
Purpose (Immediate Objective): The effect which is expected to be achieved as the result of project			
Outputs: The results that the project management should be able to guarantee			
Activities: The activities that have to be undertaken by the project in order to produce the outputs	Inputs Goods and services necessary to undertake activities		

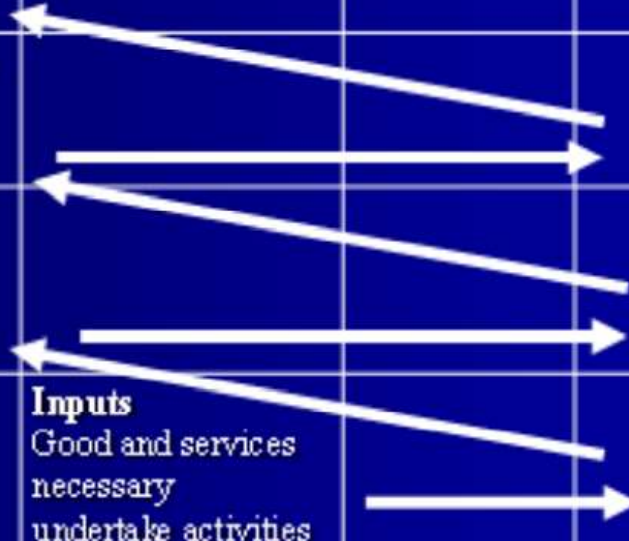


Figure 4.1 How To Read The Logical Framework Matrix



	Results chain	Indicator	Baseline (value & reference year)	Target (value & reference year)	Current value* (reference year) (* to be included in interim and final reports)	Source and mean of verification	Assumptions
Impact (Overall objective)	<i>The broader, long-term change to which the action contributes at country, regional or sector level, in the political, social, economic and environmental global context which will stem from interventions of all relevant actors and stakeholders.</i>	<i>Quantitative and/or qualitative variable that provides a simple and reliable mean to measure the achievement of the corresponding result</i> <i>To be presented, when relevant, disaggregated by sex, age, urban/rural, disability, etc.</i>	<i>The value of the indicator(s) prior to the intervention against which progress can be assessed or comparisons made.</i> <i>(Ideally, to be drawn from the partner's strategy)</i>	<i>The intended final value of the indicator(s).</i> <i>(Ideally, to be drawn from the partner's strategy)</i>	<i>The latest available value of the indicator(s) at the time of reporting</i> <i>(* to be updated in interim and final reports)</i>	<i>Ideally to be drawn from the partner's strategy.</i>	<i>Not applicable</i>
Outcome (s) (Specific objective(s))	<i>The main medium-term effect of the intervention focusing on behavioural and institutional changes resulting from the <u>intervention</u></i> <i>(It is good practice to have one specific objective only, however for large Actions, other short</i>	<i>(see definition above)</i>	<i>The value of the indicator(s) prior to the intervention against which progress can be assessed or comparisons made.</i>	<i>The intended final value of the indicator(s).</i>	<i>(same as above)</i>	<i>Sources of information and methods used to collect and report (including who and when/how frequently).</i>	<i>Factors outside project management's control that may influence on the impact-outcome(s).</i>

EXTRACT for the purposes of the Toolkit training

Annex 2. Project Design Matrix (PDM)

NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
Impacts	•	•	•
•			
Outcomes	•	•	•
•			
Outputs	•	•	•
•			
Activities	Inputs		

A. Project framework matrix¹



What is the sustainable benefit for the target group? List of relevant Outcomes. Refer to E.2. above.	How will you be able to determine that sustainable benefit for the respective target group has been achieved? (Indicators)	Reporting on Outcomes / sustainable benefit to the respective target groups
D10: A culture of scientific dialogue and cooperation between the participant institutions and with stakeholders is developed.	Please provide qualitative/narrative indicators. Add quantitative measures where possible. Please indicate means of verification.	You will be asked to fill in this section during reporting.
D11: Participating institutions have integrated the dimensions of gender, diversity & inclusion.		
D12: Participating institutions have made their projects visible to the scientific community and interested public.		
Furthermore, choose one or more outcomes that are relevant for your project from the box T1-S9		
If applicable, add your project-specific outcomes P13,...		
...		
List of short-term use of results	How will you determine that your project results are applied and used? (Indicators)	Reporting on short-term use of results
Use of result 1:	Please quantify wherever possible. Else please provide a qualitative / narrative assessment. Please indicate means of verification.	You will be asked to fill in this section during reporting.
Use of result 2:		
Use of result 3:		
Use of result 4:		
Use of result 5:		

¹ See guidelines 3.6., including tables 1 and 2, for more information on the theory of change and for definitions of impact, outcomes/sustainable benefit for the target group, short-term use of results, immediate project results/outputs, and (SMART) indicators.



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TOOLKIT

BEST PRACTICES IN THE MANAGEMENT OF INTERNATIONAL PROJECT

UNIVERSITY of BOLOGNA

April 28th 2021

PROJECT MANAGEMENT IN SIMPLE WORDS



Teamwork

Communication

Problem solving

Risks

PROJECT
MANAGEMENT

Budget

Deadlines

Goals

Planning

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PROJECT MANAGEMENT IN SIMPLE WORDS



Project management is how organize and manage resources that are necessary to complete a **project**. A **project** is a piece of work which is not a process or an operation. It has a start, an end, and goals. ...

The **project** success or failure is based on the people involved in the project.



PROJECT MANAGEMENT CYCLE



- Project Strategy
- Governance
- Delivery structure



PROJECT MANAGEMENT FAILURE?



EXECUTION

- Project Strategy
- Governance
- Delivery structure

- Lack of **coordination** of resources and activities
 - Lack of **communication** among partners
 - Poor estimation of **duration**
 - Lack of control over **progress**
 - Lack of **quality assurance** control



PROJECT MANAGEMENT FAILURE?



Defaulting partner

Sleeping partner

Late delivery/slow progress in general

Turnover of key personnel

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PROJECT STRUCTURE



1. Division of work (Work Packages and Tasks)

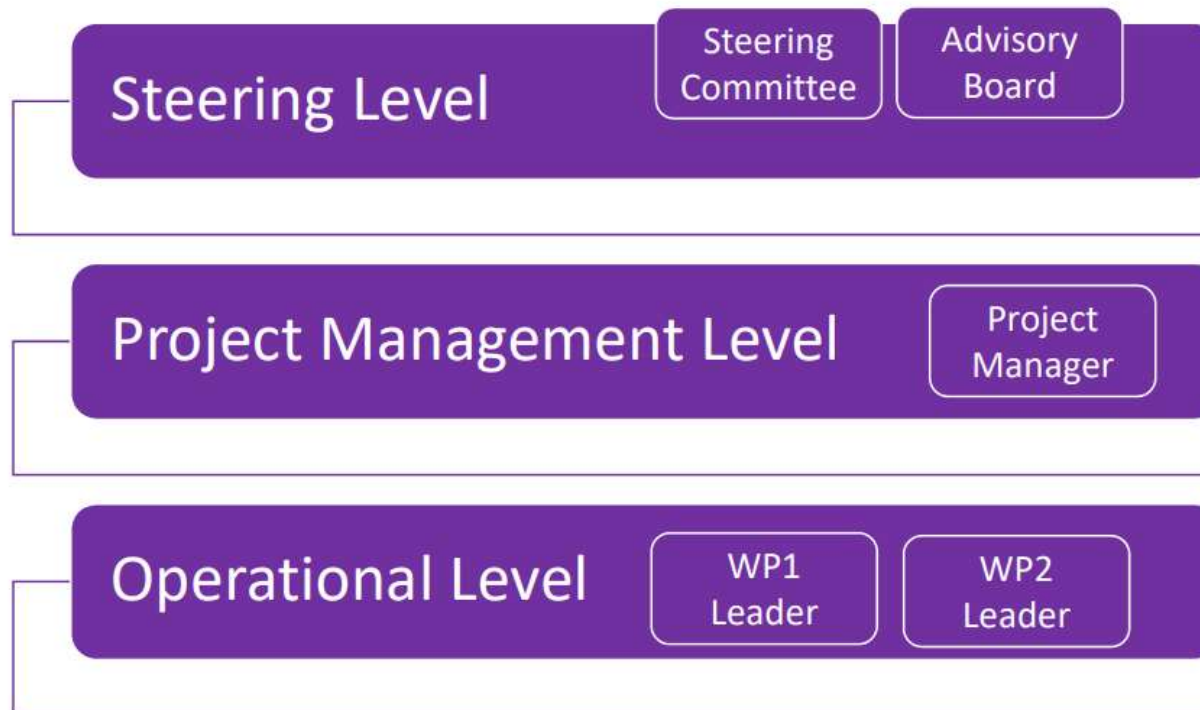
2. Division of work during the project (Months) (Work Plan/Timetable)

3. Division of responsibilities between partner

4. Division of products (List of deliverables)



PROJECT ORGANISATION STRUCTURE



CONTRACTUAL PROCEDURES



Grant Agreement (GA)

Partnership Agreement (PA)

Mandates/Letter of intent or interest/MOU

Confidentially Agreement (research)

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FINANCIAL MANAGEMENT



Centralised

Decentralised

Mixed of both

- Which one is better?

Advantages and disadvantages



MANAGEMENT TIPS



TIPS

- Don't forget the human element. You're not alone ... teamwork
- Communication is IMPORTANT
- Always ask questions, never assume
- Understand that there's conflict on every **project**
- Be the participant observer



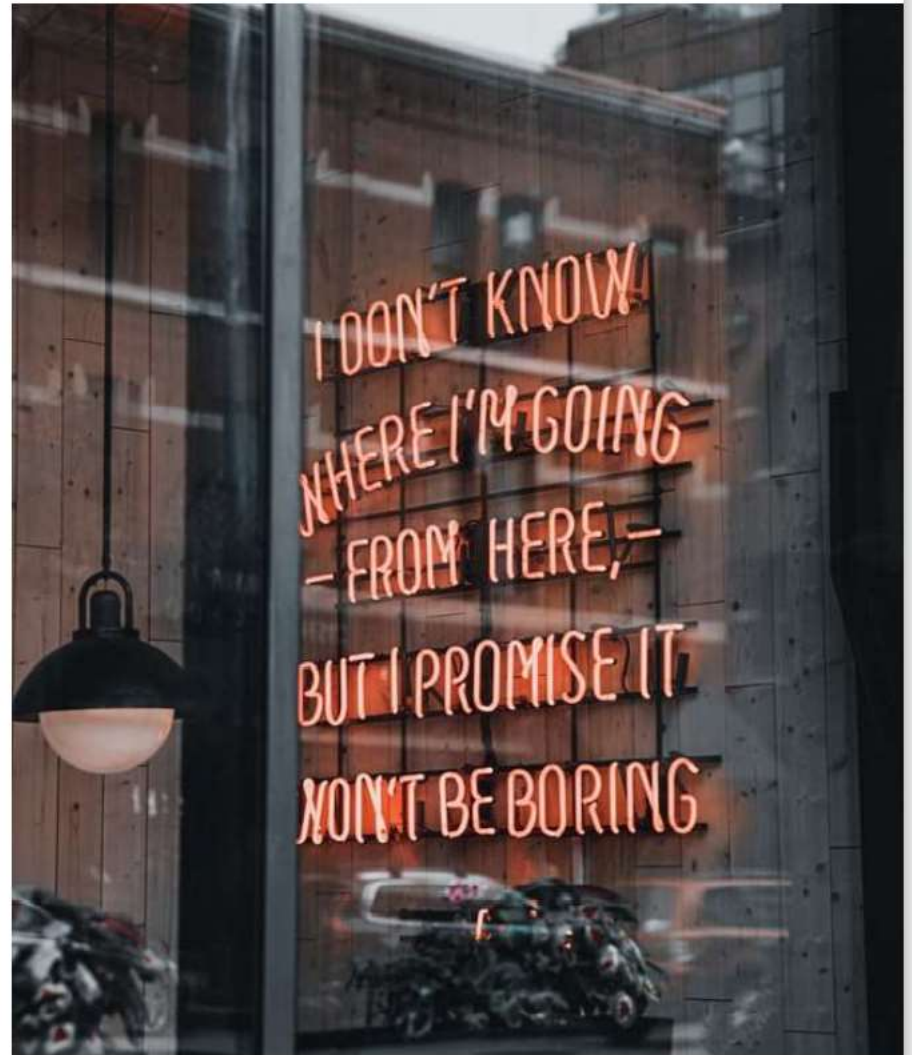


how to

make a sustainable project

Tania Chinni, Sara Fiorentino

a project is
sustainable
when a continued
usability of its results
can be assured
after its completion





Creation in Yerevan of a Center for **management, enhancement and preservation** of Armenian Cultural Heritage



Training



Quality
assessment



Academic
needs



Cultural
services



Communication

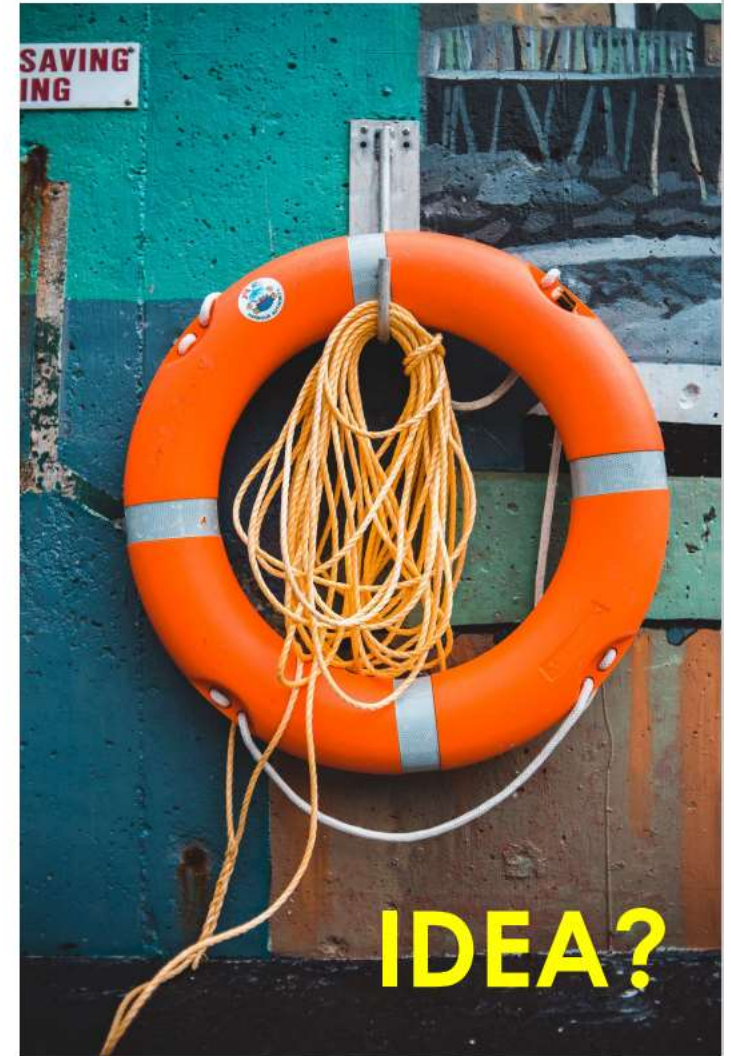
Teachers and researchers from UniBO have **delivered teaching and training to local experts** on cultural heritage, establishing dialogue and exchange of good practices

<http://www.rochemp.org/>

how to

keep the **Center alive** after the
end of the project?

make the **staff aware** of the skills
and competences for
operating on cultural heritage?





*How to keep the **Center alive** after the end of the project?*

The staff was selected among **local experts** in the field of cultural heritage

ROCHEMP Center and the staff are part of a **strong Institution:** National Gallery of Armenia

How to make the **staff aware** of the skills and competences for operating on cultural heritage?

Planning of a **dedicated training** on applied best practices in conservation of cultural heritage

A person was selected to support the staff during the project, acting as **facilitator** and **mediator**





Project ROCHEMP ended on
february 2021

The staff is entirely aware of
its role and ROCHEMP
Center is recognised as
local consulting body on CH

The project aims to support the development of **research skills** and **technical know-how** in cultural heritage conservation in Albania



innovating cultural heritage



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Research



Innovation



Growth



Sustainability



Dissemination

Professors and researchers from European partners are involved as trainers, **to transfer research capacities** for the conservation and restoration of cultural heritage to Albanian partners. Laboratories set up and training activities are currently ongoing

<https://www.reachculturalheritage.eu/>



how to

keep laboratories **alive** after
the end of the project?

make the acquired research
capacities transferred to **next**
generations?

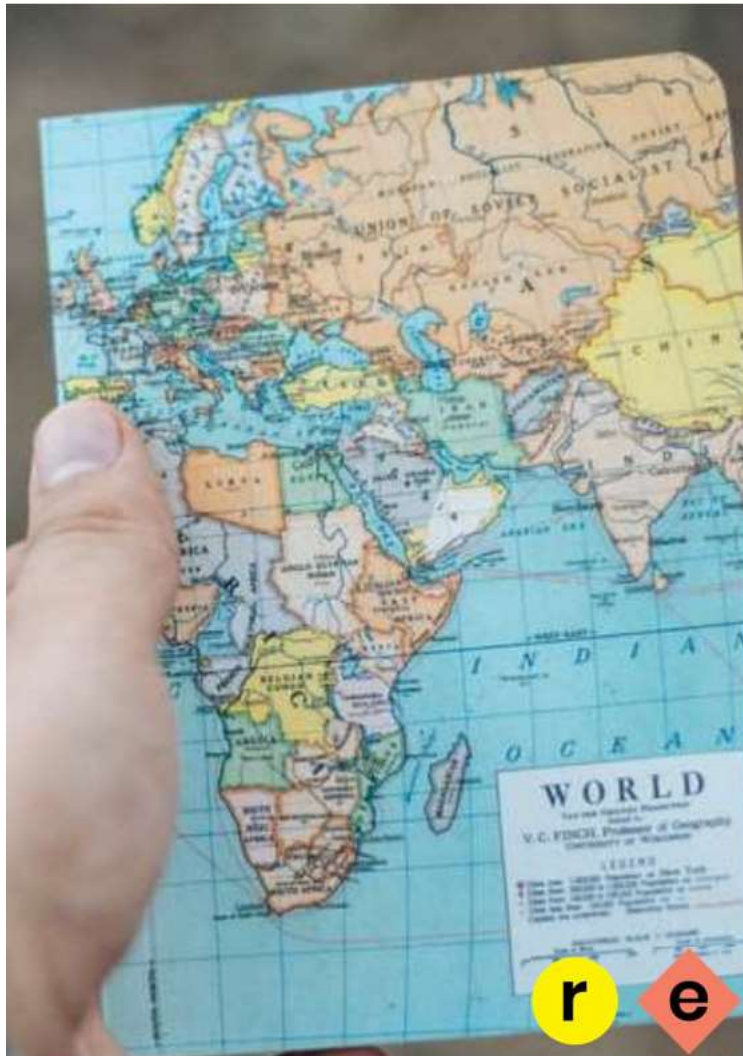
*how to keep laboratories **alive**
after the end of the project?*

Providing each Albanian
institution with a different Lab,
modelled on its **research skills**

Establishing, on local scale, a
network between
Institutions implementing
applied research

r e a c h





*how to make the acquired
research capacities transferred
to **next generations?***

REACH has not been planned
as a curriculum development,
but as a capacity building

The project foresees the
training of researchers,
teaching and technical staff

toolkit

ur



our toolkit

#1 feet on the ground

relate the project to the pre-existing context,
to avoid unsustainable actions

#2 do not ear: LISTEN!

projects are made by people.
Their socio-cultural background matters



our toolkit

#3 make it count

a project is sustainable if
all partners know how and why it matters

#4 mind the gaps

they can set the basis for a project to be!



Extra egg



predict the future!

sustainability does not come in
the end: it starts from
the planning phase

A person is rappelling down a dark, craggy rock face. The person is seen from behind, wearing a black shirt, blue pants, and a climbing harness. Their arms are outstretched to the sides. A white rope is attached to the top of the frame and runs down to the person. The background is a dark, textured rock wall.

how to

manage
unexpected risks

Tania Chinni, Sara Fiorentino

expected risks

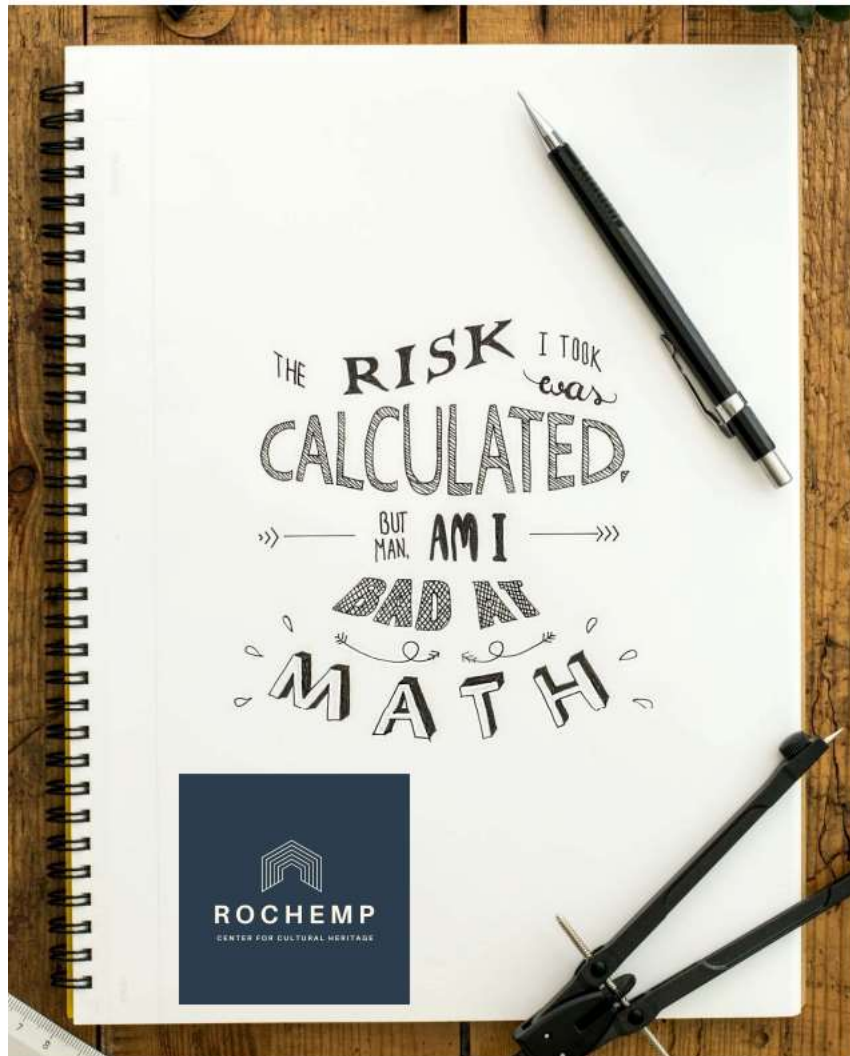
ineffective collaboration of MESCS

slowness in **bureaucratic procedures**

unstable situation in the Nagorno
Karabakh

in the drafting phase of the project,
these risks had been categorized as
LOW





faced risks

Government changes

Nagorno Karabakh conflict

COVID-19 pandemic

Government changes



reference persons
changed several times,
without official handover



solution

person from Italy stayed in Yerevan as facilitator

[recurrent bi-lateral meetings with the Deputy Minister]

strong support from the Italian Embassy in Yerevan

[help in the identification of contact persons in the Armenian Government]





impossibility to carry out
on-site training in person,
for safety reasons

**Nagorno-Karabakh
conflict**

solutions

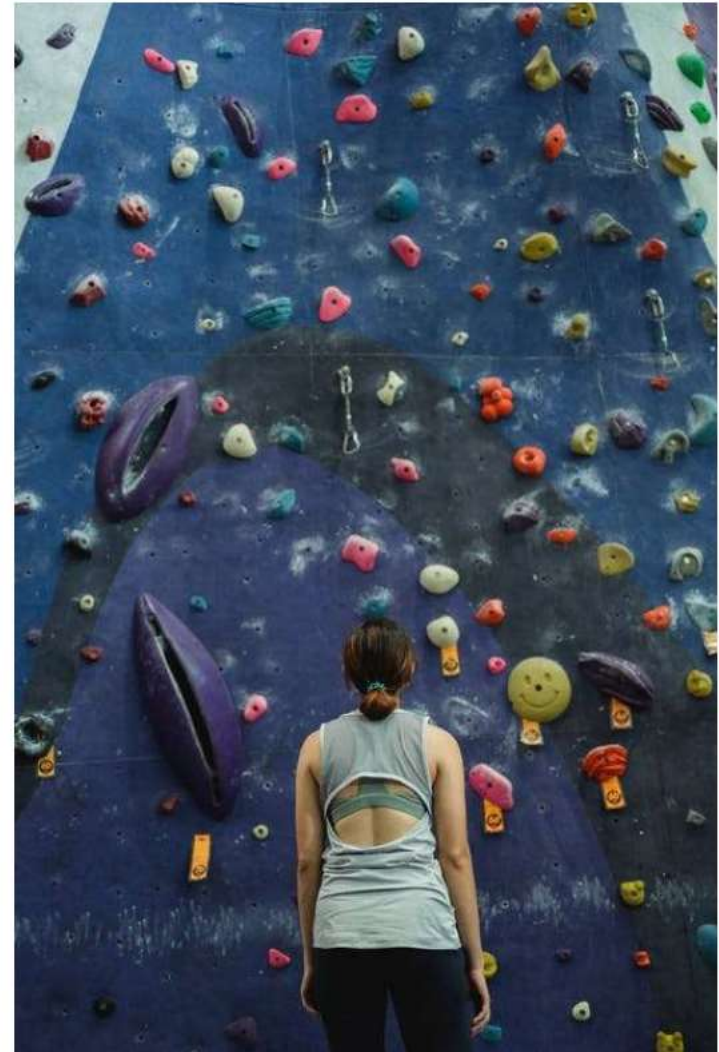
on-site training was postponed

[waiting for the situation to improve, on-site activities were re-scheduled]

on-site training was cancelled

[as situation remained unstable, on-site training was delated]

**Some risks can be out of our control.
Project Managers cannot control everything**





faced risks

r e a c h

COVID-19
Pandemic

[with several consequences]



innovating cultural heritage

COVID-19

*stop to international mobility
did not allow organizing the
KoM in Tiran (Albania)*



solution

The kick-off meeting was turned into **four webinars**, focused on different aspects of the project:

- REACH: an introduction to Capacity Building for Albanian Cultural Heritage
- REACH: managerial aspects
- REACH: stakeholders: project dissemination and communication
- REACH: administrative and financial aspects

Supporting materials servings as guidelines and tools for the webinars were prepared and shared with all partners and dedicated **Q&A sessions** were also organized



COVID-19

carry out need analysis
on the Albanian context
without being on site

ANALYTICS

r e a c h

innovating cultural heritage



solution

Detailed **questionnaires** have been designed and sent to selected researchers, teaching and technical staff from the Albanian academic partners

To reach collaboration among partners in data discussion, WP1 closing event was organized in a **mixed mode**

An **interactive video** of the data achieved from need analysis was prepared and presented during the event

The partners were divided into **working groups** and, on virtual working tables on TEAMS, they discussed collected data, supported by previously shared materials





In both events, a good **level of collaboration** was reached among partners: small-scaled working groups allowed people to better express their thoughts.

WP1 activities were **completed on time** and basis were set for the beginning of WP2 and WP3

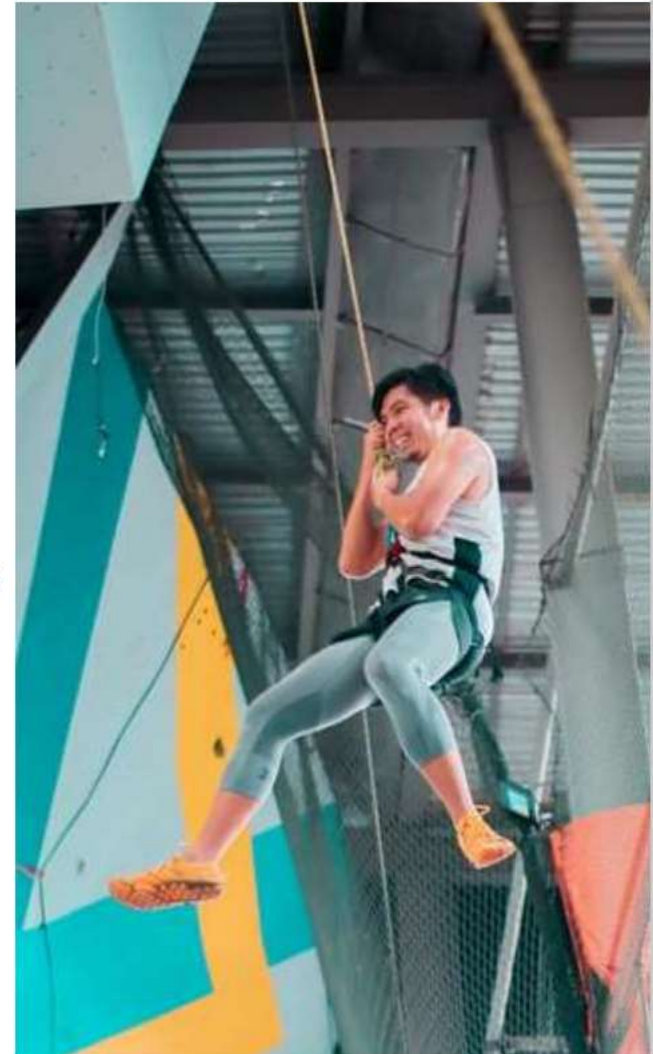
strenghts

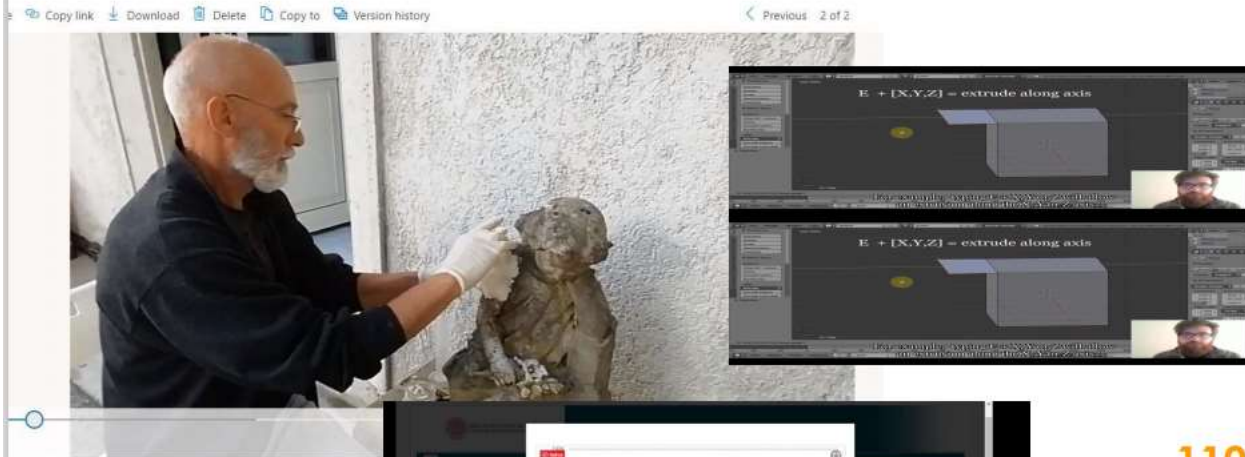
Working in small, separated groups requires **more discussion time** and an **experienced facilitator** and at least one **supervisor** per group, to ensure time schedule to be followed and to prevent the discussion from wandering

Groups can be productive to a different extent. Providing **supporting tools and materials** can help

Need to provide for a **technical support figure** to intervene in case of technical issues

weaknesses





solution

join us online!

110h of training have been re-modulated online via **TEAMS**

Video-tutorials and MOOCs have been delivered on a dedicated sharing platform

Participants to the training were invited to join **discussion groups** with Italian experts





from
ROCHEMP to
REACH

Due to the impossibility to start capacity building in presence, preliminary training has been delivered online



A good **level of interaction** was reached between trainers and trainees: Armenian and Albanian participants were able to share their experiences in a mutual exchange of good practices

The projects **weren't stopped** due to the pandemic and the **training was delivered**

strenghts

The occurrence of limitations during 2020, made it **impossible to meet** partners and participants in the training course

It was **not** possible to carry out on the field **conservation activities** on the selected site (ROCHEMP project)

weaknesses



A silhouette of a person in a business suit balancing on a rock at sunset. The person is in a dynamic, off-balance pose with one leg raised and arms outstretched. The background is a gradient of orange and red, with a bright sun low on the horizon.

toolkit U r

toolkit

U
r

#1 be creative

there is more than plan A

#2 the show must go on

solutions are round the corner. Have a look!



our toolkit

#3 **make it happen!**

try to keep projects going on despite obstacles

#4 **communicate**

most of projects fail due to poor communication





**Thank you
for your
attention!**

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Tania Chinni
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<https://site.unibo.it/toolkit/en>

The screenshot shows a web browser window displaying the Toolkit website. The address bar shows the URL <https://site.unibo.it/toolkit/en>. The page features a navigation menu with the following items: HOME, PROJECT, RESULTS, TRAININGS & COURSES, MEETINGS, CONFERENCES, GALLERY, and CONTACTS. The main content area is dominated by a large banner for 'TOOLKIT WP3 TRAINING DAYS' at the University of Bologna. The banner includes a list of training modules and dates:

I module	10/03/2021
	17/03/2021
II module	24/03/2021
	31/03/2021
III module	28/04/2021
	05/05/2021

At the bottom of the banner, there is a small logo for the Erasmus+ Programme of the European Union. Below the banner, there is a navigation bar with the text 'Toolkit WP3 online training' and three navigation arrows (back, forward, play).