Terms of Refernce

Evaluation TCA VENet

In the frame of the Equal TCA-Partnership
"VENet – Vocational Education Network"

Graz, January 2006

Version 2

Gerd Beidernikl

Table of contents

1 Introduction

1.1 Terms of Reference

This document concerns the Terms of Reference (ToR) for the evaluation of the transnational partnership TCA VENet within the Equal programme. The ToR is one of the basic documents of the evaluation of the TCA.

Terms of Reference is a…
> *"…definition of the work and the schedule that must be carried out by the evaluation team. It recalls the background and specifies the scope of the evaluation, states the main motives for an evaluation and the questions asked. It sums up available knowledge and outlines an evaluation method and describes the distribution of work, schedule and the responsibilities among the people participating in an evaluation process."[1]*

The ToR is no document compiled at one time. On the one hand it offers important basic information on the evaluation such as the main reasons for the evaluation, the context, the main objectives etc. On the other hand much information in the ToR needs to be updated, expanded and adopted to the needs of the TCA as the TCA moves along itself. This will be done periodically - for each stage resp. phase of the evaluation the detailed evaluation steps will be displayed and explained in later versions of the ToR.

1.2 Project Description - TCA VENet

The VENet is a transnational cooperation project involving 4 different development partnerships of Equal II that are sharing similar aims, objectives and target groups. The partners from Austria, Germany, Cyprus and Poland are addressing the same challenge at the national level: to build up a competence network for demand-orientated qualification of disadvantaged persons in order to foster their integration into the labour market.

All the partners are focussing therefore on the implementation of innovative qualification concepts that will help their clients to get back into labour market and fulfil the needs of regional companies for skilled workers as well. The qualification and integration concepts are embedded in specific measures providing a wide scope of assistance for the participants of the programme. The main target group of all participating development partnerships (DP's) are persons with low qualification or qualifications which are not directly usable in the labour market (cf. application of the TCA VENet or http://www.venet.eu.com).

The main reason for the transnational cooperation is a high potential of synergies that derives from similar national project goals and concepts. Therefore, the major common goal of the transnational cooperation is the mutual exchange and dissemination of products, knowledge and an exchange of national findings, ideas and results. The product of this transna-

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[1] Definition taken from the Handbook on Monitoring and Evaluation of the United Nations. http://stone.undp.org/undpweb/eo/evalnet/docstore3/yellowbook/glossary/glossary_t_u_v_w.htm

tional cooperation is to develop a concept of a Vocational Network representing a systematic idea which can be transferred to any European country. This model of a modular qualification network for disadvantaged persons will be based on a joint vocational training system that is going to be tested in two partner countries. This model will be evaluated and distributed as a European model of vocational education based on networking grounded on the TCA.

1.3 Tender of the Evaluation

The ToR is based on the tender of the evaluation (23.08.2005) and the amendments to this tender (31.08.2005). For detailed information please refer to these documents.

1.4 Quality Management

As an affiliated member of the German Association for Evaluation (DeGEval) we feel obliged to the high quality standards of this umbrella association (cf. http://www.degeval.de). The ZBW therefore guarantees for a high quality standard at every stage of the evaluation project. Every phase of the evaluation will be accompanied by internal quality management procedures.

1.5 Data Declaration

The ZBW is obliged to all current data security regulations and to discretion against non-project members. After the completion of the evaluation the collected data will be stored or deleted, as desired by the client.

2 Scope & Focus

2.1 Objectives of the Evaluation

Based upon the given information in the TCA proposal and the previous meetings the main objectives of the external evaluation of the TCA VENet project can be summed up:

1. Monitoring the agreed procedures within the transnational partnership in frame of a formal evaluation
2. Monitoring the Gender Mainstreaming process
3. Evaluating the products and outcomes of the transnational cooperation at the level of content evaluation
4. Evaluating the processes that took place in order to achieve these results
5. Participating at every transnational meeting reporting evaluation results
6. Periodically reports

The period to be evaluated goes from the programmes start September 2005 until the end of the project April 2007. Parts of the evaluation may strongly interlock with the project implementation plan. Thus, precise planning of the interplay of the evaluation parts is essential for delivering appropriate results at times, where feedback is needed. Therefore, evaluation will be organized in closest correspondence with project needs to facilitate smooth progress. The time schedule for the different evaluation steps will be set up in accordance with the project management.

2.2 Expectations of the TCA partners

At the first project meeting in September 2005, Cyprus, the evaluation design was discussed by the partners in detail.

- Guidance during the runtime of the project to reach the defined goals
- Support
- Function as an "alarm" in case the project gets out of track
- Gender Mainstreaming regarding content and form
- Evaluate results and processes
- Show impact of project on society (sustainability)

All these expectations will be fulfilled within the frame of the described evaluation design. Regarding "Gender Mainstreaming" the evaluators will contribute to the project to the point of the delimitations described in chapter 2.3 of this document. The evaluation of "sustainability" resp. the impact of the project can only take place as far as the effects can be assessed within the runtime of the TCA resp. evaluation project. The desired guidance, support and "alarm function" will be fulfilled by providing periodical results of the evaluation.

2.3 Delimitation

It is important to note that the following delimitations for the duties of the evaluation team have been decided at the kick-off stage of the TCA project:

1. Project evaluation ≠ project monitoring: The evaluators will not be responsible for the formal controlling of the deliverables by all partners (e.g. timely delivery of documents) neither for the operative project controlling. This task is clearly within the duty of the TCA secretary resp. the TCA coordinator. In this regard the evaluation team has to forge close links to the coordinative partners of the TCA in order to receive the required project monitoring information.

2. Gender Mainstreaming: The evaluation team will be responsible for the monitoring of the Gender Mainstreaming process. Nevertheless the evaluation team must not take part in the Gender Mainstreaming process regarding the content and its implementation. This would put the evaluators into a double role. The responsibility of taking care of the Gender Mainstreaming (and furthermore the Diversity Management process) will lie within the duty of a Gender Mainstreaming delegate. The evaluators will equip this delegate with a basic guideline of how to implement Gender Mainstreaming and Diversity Management in the project without actively taking part in the implementation process.

3. Participation at meetings: Due to the request of the client the evaluators will participate in every of the transnational meetings. Facing a tight budget for the evaluation this participation will be limited to the extent of one full working day per meeting. The attendance at the kick-off meeting is fixed with three working days.

2.4 Stakeholder Involvement

The proposed evaluation design is strongly based on stakeholder participation. Therefore the evaluation team expects to conduct a participatory evaluation with involvement of all project partners. The duty of the TCA partners in this regard is to participate in the different evaluation steps, fill in the surveys and forms, deliver data and documents when asked for - and finally – to "evaluate the evaluator".

2.5 Responsibilities

In the first project meeting the following contact persons for the evaluators have been appointed.

Level	Name	Country	Responsibility
TCA partner countries	Christina Naziri	Cyprus	Data delivery
	Piotr Bastek	Poland	Dissemination of information in the
	Peter Sicking	Germany	partner country
	Judith Riessner	Austria	
TCA coordination	Judith Riessner	Austria	Data delivery
	Christian Wolf	Austria	Communication within TCA
			Agreements concerning the
			evaluation

The collaboration between the evaluation team and the transnational project team (especially the transnational coordinator) will be of special importance. In order to ensure the full implementation of the evaluation design, customer and contractor shall collaborate closely. This includes that the transnational coordinator acts as interface in any communication with project partners. This means that the project-coordinator supports the distribution of questionnaires to the partners and takes care for return of questionnaires and other materials relevant to evaluation. In particular, the transnational coordinator shall provide the evaluator with all necessary documentation and materials such as working papers, drafts, product descriptions. The transnational coordinator as well has to ensure that all documents relevant for the evaluation are available in English, which shall be the working language for the evaluation and the distribution of its results. Documents that cannot be made available by the TCA coordinator cannot be included into the evaluation.

On the side of the evaluation team Gerd Beidernikl will represent the ZBW during the evaluation as project manager and executive evaluator. He is responsible for conducting the evaluation, the day-to-day management of operations, regular process of reporting to the TCA coordination, the production of deliverables and the development of results in accordance with the contractual agreements.

Contact:

Mr. Gerd Beidernikl
+43 / 316 / 72 17 44 -13, Fax. -21
gerd.beidernikl@gmx.at

3 Evaluation Approach

3.1 Main evaluation approach

Being experienced in many evaluation instruments and methods, the ZBW suggests utilizing two main working techniques: The Logical Framework Approach and the Project Cycle Management Approach. The combination of both techniques not only allows a sound and transparent definition of evaluation activities because they are based on clear concepts, but also takes up two concepts strongly recommended by the European Union, too. Thus, the selection of these approaches shall add value to the entire project by following widely acknowledged standards.

The main focus of the evaluation will be lying on:

- Analyzing the transnational partnership from a formal point of view, looking at the interaction of the cooperation and at the system level of the project.
- Making the results of the project visible and evaluating them to assess their implementation in comparison to the aims of the project.
- Supporting the transnational collaboration by delivering periodical inputs based on interim evaluation results to ensure a positive project development and to foster the transnational collaboration.

The last point strongly emphasizes the formative character of the evaluation and reflects our attitude to support the transnational cooperation and its partners during the runtime of the project.

3.2 Gender Mainstreaming

We would like to emphasize that the ZBW is obliged to the principles of Gender Mainstreaming. At all stages of the evaluation we will give special attention on this issue, both concerning the content of the evaluation and the methods and the distribution of results.
Some particular aspects of Gender Mainstreaming are distinct elements of the evaluation project as claimed by the project documents ("…monitoring of the gender mainstreaming process…"). In addition to the monitoring of the Gender Mainstreaming process we will take this issue into account both in the formal and the content evaluation to give a proper and comprehensive account of the Gender Mainstreaming topic.
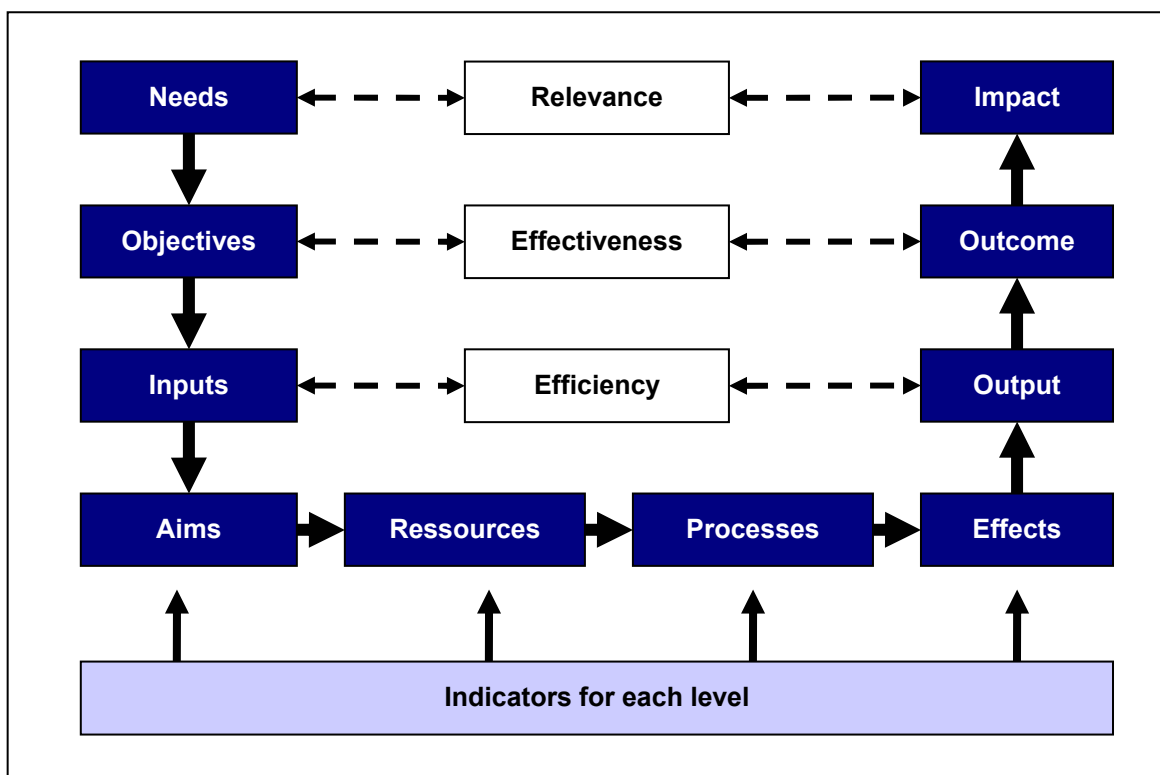
3.3 Logical Framework

The starting point for the evaluation is the so called logical framework. The logical framework displays the internal logic of the evaluation and where it addresses certain parts of the project subjected to evaluation. Thus, the logical framework presents the overall evaluation logic in a comprehensive way.

The method involves the presentation of the results of analysis in a way that makes it possible to set out the relation between the project's objectives and its results in a systematic and logical way. This should reflect the causal relationships between the different levels of objectives and actions, and indicate how to check whether these objectives have been achieved. It establishes what mechanisms and activities of the project foster the entire success the most. A basic example of such a logical framework is displayed in graph 1.

By discussing the goals of the project, its properties, activities and expected results with the partners of the transnational cooperation, the formal chart becomes filled with considerations about the implementation modes of specific project parts, the specific objectives of each step and the data and indicators required assessing (interim) goal attainment. On this basis, the final evaluation design for each evaluation step is organized. The logical framework for the evaluation will be worked out step by step during the runtime of the TCA project whenever a part of the project is next to is going to be evaluated next.

Graph 1: A basic logical framework.

4 Evaluation Packages

4.1 Overview

In this chapter we illustrate the evaluation concept we would like to suggest for the transnational evaluation. These procedures have already been tested in other EU projects such as Article VI, Equal and Leonardo da Vinci (cf. references) and therefore promise to be of high worth for the project. For the means of illustration of the evaluation packages we stick to the main division of evaluation tasks as described in the invitation to submit a tender:

▶▌ Formal Evaluation
▶▌ Content Evaluation

As a third part of the evaluation the monitoring of the transnational gender mainstreaming process is integrated. This task is included in the package "formal evaluation" in this tender.

2. Formal Evaluation

The formal evaluation will be the first level of evaluation. It will focus on the transnational cooperation as a complex system of interacting partners on national project levels as well as on the level of individuals. It focuses therefore on the agreed procedures in the transnational partnership, the planned tasks and responsibilities, the partners' contribution to fulfil these tasks and the overall working and communication quality in the project. In this regard we propose the following evaluation activities:

2.1 Concept Analysis

This part of the evaluation concerns the question whether the project concept and the agreed procedures describe the transnational partnership in a logical way, whether the guidelines for cooperation yet to be set up are equally accepted among partners. Furthermore, it addresses which management tools are used to ensure transnational communication and exchange and which responsibilities are distributed and agreed between the partners.

This entails the levels of
▶▌ Cooperation
▶▌ Communication
▶▌ Decision-making and agreements

As data sources we will mainly rely on project documents such as the project proposal, the project handbooks, protocols documenting the decisions made at meetings etc. The availability of documents must be clarified in the start-up phase of the project. These agreements between the partners will be supplemented by interviews with the project management. In

addition we suggest carrying out interviews with the transnational coordinator and transnational partners at one of the first meetings to gain an in-depth understanding of the partnership concept. These interviews can be carried out without additional efforts during the meeting, which is therefore a good opportunity to collect data.

The result of this evaluation step will be a conceptual framework of the intended collaboration in the transnational partnership as well as an analysis of the theoretical resp. organisational approach used in the project. The findings enable all partners to foresee potential pitfalls, strengths and weaknesses in the transnational collaboration.

This part of the analysis will be carried out at an early stage in the project to give the partners feedback on the feasibility about the cooperation concept.

2.2 Structural Analysis

The structural analysis will focus on the transnational cooperation as a complex system of interacting organizations. The outcomes of the project depend largely on the quality and intensity of the transnational collaboration. Therefore, the project has to ensure that important prerequisites are given and specific tasks are fulfilled:

- Ensuring transparent and timely information flows
- Establishing an effective mode of communication
- Allocating the appropriate professional resources and skills in the right places
- Developing a clear mode of collaboration by assigning dates for deliveries, true division of labour including clear mutual obligations on the basis of clear working plans and tasks
- Ensuring the effective interplay of professions
- Fostering the growth of mutual understanding
- Developing problem-solving techniques and consensual modes for decision-making
- Developing agreed stop-and-go policies in case of uncertainties
- Keeping up goal orientation throughout the project

From these tasks one can conclude that assessing the multi-professional partnership requires a two-level approach: Firstly, the hard fact dimensions concerning the timely delivery and exchange of interim products and results; secondly, the soft fact dimension concerns the modes and the intensity of collaboration.

We therefore suggest dividing this part of the analysis into 4 sub-parts:

1. On the first hand, the contribution of the partners on a formal level. Topics of analysis include the in-time delivery of documents, the contribution to the assigned tasks and the usage of agreed communication mechanisms as there might be the internet platform of the project. The delivery of data for this part of the evaluation lies within

2. On the second level we propose to use the quite new method of Social Network Analysis (SNA) to carry out two surveys among the partners. This aims at providing evidence about the quality of communication and cooperation among the partners. Network analysis differs from classical approaches in three ways. Firstly, it is based on mutual ratings of all partners within a (project) network. Each partner rates his relations to all other partners at several dimensions, e.g. quality of feedback, intensity of exchange of products and papers, contacting others and getting contacted for professional expertise. Compared with classical surveys the answers provide information about the properties of the transnational network, not individual attitudes. Secondly, statistical procedures allow for producing network maps, i.e. graphical representations about the location of each partner in the collaboration network. Thus, it can be easily observed which partners are at the centre, which ones are at the periphery, and which professional skills and expertises are satisfactorily integrated respectively not fully used. Thirdly, the method clearly tells users which interventions have to be made in order to ensure the capability to act. This SNA-approach acts as a kind of counterpart to the hard-facts as described in point 1.

3. Thirdly, we propose to combine the SNA-survey with a satisfaction survey among the partners with regard to the transnational collaboration. This would enrich the formal evaluation with soft facts about the perception of cooperation by the partners.

4. Lastly we propose an event questionnaire, handed out at each meeting focussing at the contentment with the meeting, its outcomes, the working conditions etc.

As data for these evaluation steps we would again use documents and project management resp. controlling reports. These documents might easily give evidence of the work of the partners without causing additional data collection efforts (as far as available).

In addition, we suggest evaluating the usage of the projects internet platform with regard to the communication and cooperation among the partners. This suggestion has to be discussed with the technical administrators of the website. In the ideal case one would be allowed to monitor the participation in online discussions, the download and upload of documents etc. on the basis of website log-files. The data of the homepage have to be delivered by the technical administrator of the system in a ready-to-analyse way such as a plain text format, CSV format or Excel file. Overall, these steps will be carried out twice in the runtime of the project.

The network and the satisfaction survey would both be combined and organized as an email survey. This appears to be a quick, efficient and valid method for accessing all partners without high financial efforts. In this questionnaire the partners will be asked to provide information about the communication and cooperation behaviour as well as their satisfaction

with certain aspects of the cooperation. We propose to carry out such a survey twice in the runtime of the project to be able to monitor the development over time.

The event questionnaire will be handed out as paper and pencil questionnaire at the meetings.

2.3 Gender Mainstreaming

As requested by the clients the monitoring of the Gender Mainstreaming process will be designed as a separate part of the evaluation. We would like to stress that Gender Mainstreaming aspects are included in every part of the evaluation in general. This for example includes the analysis of involvement of female project partners at certain project stages, the involvement in the decision making processes as well as the position of the female partners in the social network survey etc.

Nevertheless we will monitor the agreed gender mainstreaming process in the project as well as separately to fulfil the request of the clients. In the information on the project offered so far, this part is hardly described. Therefore we cannot definitely offer a working plan for this purpose. We would suggest deciding on a monitoring procedure in close collaboration with the project management in the kick-off stage of the project (c.f. document on Gender Mainstreaming and Diversity Management principles).

However, we would like to suggest the following issues to be integrated in the monitoring of gender mainstreaming issues (in addition to the gender specific analyses as stated above):

- Do the partners take into account gender-specific issues when reviewing papers and products of transnational partners?
- What is the gender awareness (or gender blindness) of partners? How does it affect the integration of gender issues within the framework of transnational collaboration?
- Do the partners dedicate appropriate time to gender issues in the transnational meetings?
- Do the partners document their gender discussions in protocols of meetings?
- Is the development of a common notion of gender issues within the project cycle visible?
- Do the partners derive practical conclusions from the gender discussions, e.g. for marketing, dissemination and implementation of transnational products, approaches and other deliverables?
- Does the transnational project group clearly address the gender issues to men and women when setting up and implementing dissemination activities on the European level?
- Does the transnational project clearly point out the gender-related advantages of their products to potential interest groups?

As data bases for the monitoring of the gender mainstreaming process we intend to use documents, interviews with the project management, interviews with project partners at the transnational meetings and certain questions in the network and satisfaction survey as well as gender mainstreaming check-lists that have to b developed.

In the evaluation reports, we will treat the gender mainstreaming issue - as we are used to - as a horizontal issue that is not constrained to a "sub-chapter".

3. Content Evaluation

The content evaluation will focus on the results that derive from the transnational partnership and on the processes that have been set up to reach these results. In this part of the evaluation we will focus on the questions:

- ⏩ Have the intended results been reached (quantity as well as quality)?
- ⏩ Have the processes to reach these results been carried out as intended?
- ⏩ Have the partners contributed to goal achievement as scheduled?
- ⏩ Are there deviations (positive and negative) from the project plan?
- ⏩ Which deductions for the continuation of the project work can be made?

All these products of the TCA are only marginally described in the so far available documents. Most of them will have their starting point in one of the transnational project meetings. Therefore it is – at this stage of the evaluation – hard do decide on certain methods for evaluating these outcomes. We are more likely to propose to decide on the certain evaluation instruments in this regard as soon as the transnational project plan is set up by all transnational partners at the beginning of the transnational cooperation.

Alltogether we can envisage that the content evaluation will use the following sources of data:
- ⏩ Documents on the output of the project
- ⏩ Interviews with certain project stakeholders (at the project meetings)
- ⏩ The products themselves as far as they generate some kind of data (e.g. usage data of the internet platform)
- ⏩ Certain check-lists or progress reports that are used by the transnational project team (e.g. number of contacted national stakeholders, number of distributed leaflets, etc.).
- ⏩ Questions in the email-survey that focus on the contentment of the partners with the products and their development

The content evaluation will focus on the following 5 main products of the TCA. These evaluation steps will be carried out in accordance with the timeline of the transnational project plan.

3.1 Vocational Education Network model

This product includes a definition of the whole Vocational Education Network system and of its components that will be disseminated through the TCA.

Main research questions will be:
- Does the model cover all important aspects and therefore gives a full picture of the VE-Net?
- Is the model reasonable and proven?
- Which parts of the VENet model seem to be of special importance on a European Level?

3.2 Internet- Platform

The internet platform VENet will consist of a description of the whole Vocational Education Network model and of experiences of the involved development partnerships regarding the different components of the model. This platform includes communication and dissemination functionalities such as a newsletter.

Main research questions will be:
- Is the internet-platform an appropriate instrument for developing and disseminating the VENet model?
- Is the internet platform an appropriate support tool for interested organizations?
- Is the internet platform an appropriate tool for communication between the involved DP partners?
- What is the degree of usage of resp. traffic on the internet platform?
- Which parts of the internet platform seem to be of special importance? Which parts seem to be less important?
- How could the usage of the internet platform be improved?

3.3 European Mainstreaming

It is envisaged that European actors of the labour market and education policy get to know the Vocational Education Network model by promoting the VENet website. Therefore all interested organisations/countries will systematically be informed about the VENet by the partners.

Main research questions will be:
- Which instruments were used to promote and to disseminate the VENet? Have these instruments been appropriate?
- Which target groups have been contacted? How do the different target groups react?
- How is the uptake of the offered information? (if information available)
- How could the uptake and the promoting process be improved?

3.4 Support System

The transnational partnership will develop support mechanisms as well to help interested organizations do adopt and implement this European model in their national context.

Main research questions will be:

- What support mechanisms are developed (printed, online)?
- Do the support mechanisms correspond with the needs of the user groups?
- Which support mechanisms are of special importance? Which mechanisms seem to be of less importance?
- How could the support mechanisms be improved?

3.5 Final activity

In a concluding symposium the Vocational Education Network model will be presented to interested actors of the labour market and education policy.

Main research questions will be:

- How is the final event organized? How is it promoted?
- How is attendance at this final event? Which target groups participate in the event? (if possible)

5 Deliverables & Communication of Results

5.1 Meetings

As requested by the client the ZBW will participate in each of the five transnational meetings in the runtime of the project. The participation in these meetings includes a preparation of a short report (about 5 pages) for the partners, a presentation of the evaluation results and a follow up workshop at the meeting to endorse the uptake of the results. The overall duration of the evaluation input is limited to 2,5 working hours and should be moderated by a member of the transnational team. The ZBW will not participate in the meetings to their full extend. To keep the expenses small we will focus our attendance on one working-day per meeting where the evaluation is on the agenda.

As can be assumed, not all project partners of TCA VENet will be able to attend all meetings. In order to distribute the evaluation results to all partners and as well to facilitate the mutual reception of the national results we would like to propose to disseminate the evaluation results and results of the workshops at the meetings via the internet platform of the project to assure broad accessibility.

5.2 Reporting

A formative, cooperative evaluation approach such as ours that aims at improving the quality, relevance, efficiency and sustainability of a transnational cooperation strongly depends on the quality of communication between the evaluators and the project partners. The ZBW therefore suggests frequent contact to the transnational coordinator, periodical exchange of information about the ongoing evaluation and openness to changes in the evaluation design according to the needs of the project partners.

Beneath the participation at the meetings and the short reports we will deliver two main reports during the runtime of the project:
1. a mid-term report (about 25 pages)
2. a final report (about 40 pages)

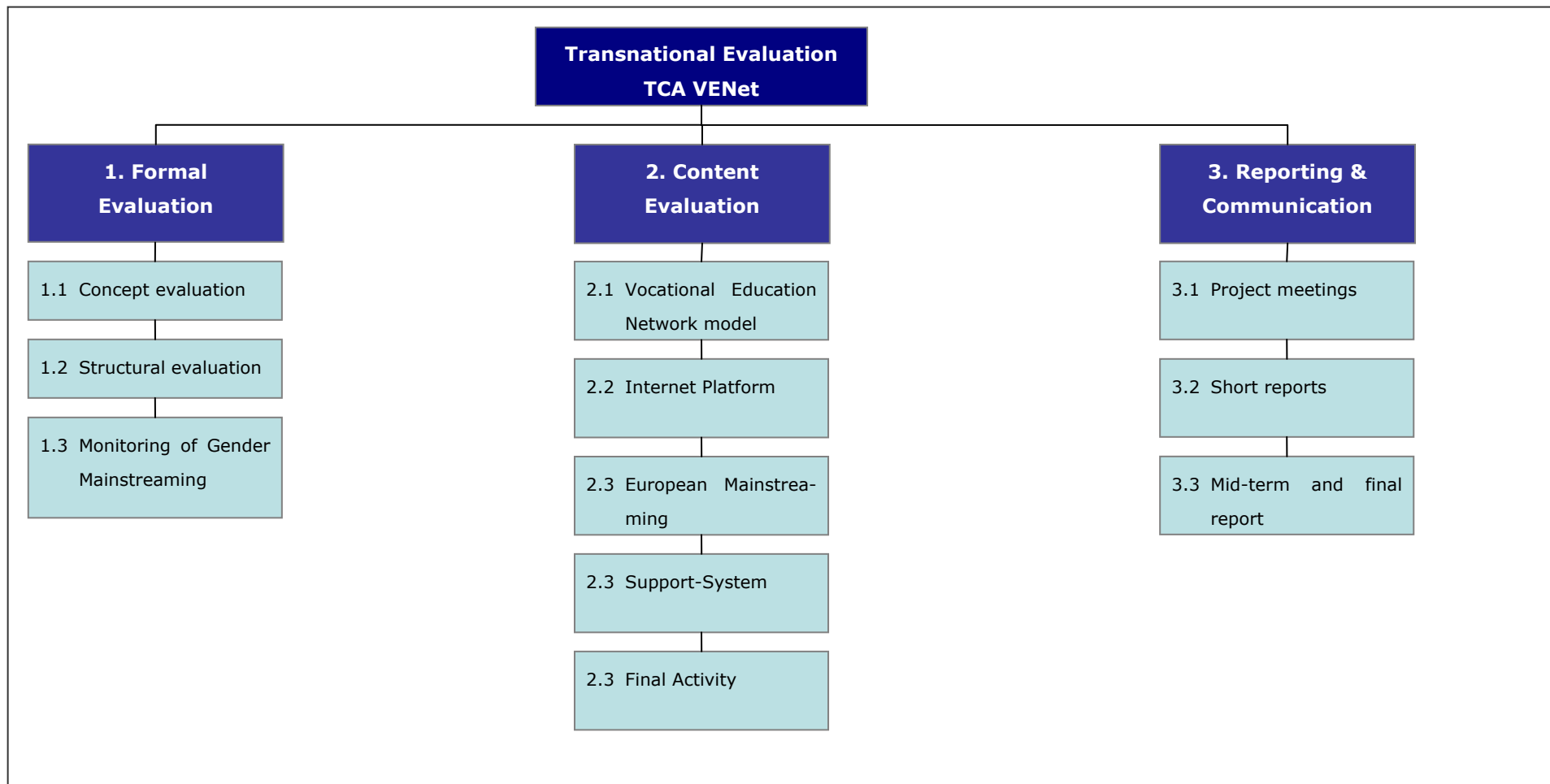The final report will be presented at the last meeting (March 2007), revised afterwards and handed over to the project management in April 2007. All reports will be submitted in English digitally (PDF or DOC) and as hardcopy to the project management. Each report is reckoned as approved if the client does not raise any objections concerning the content within 14 days after delivery of the concerning report.

5.3 Deliverables of the Evaluation

The following empirical elements resp. products are elements of the evaluation:

Evaluation package	Work package	Methods resp. products
Formal Evaluation	Concept evaluation	Document Analysis Interviews with transnational coordination and with partners at the meetings
	Structural Evaluation	2x Network Survey 2x Satisfaction Survey 2x usage of the internet platform (internal) Document Analysis 5x meeting questionnaires
	Gender Mainstreaming	Document Analysis Interviews with transnational coordination and partners Certain questions in the surveys
Content Evaluation	EVE network	Data situation must be assessed when the final working plan is set up
	Internet platform	
	European Mainstreaming	
	Support System	
	Final Activity	
Reporting and Communication	Transnational meetings	5 participations at meetings incl. presentation and workshop (2,5 h) 5 short reports (about 5 pg.)
	Reports	1 mid-term report about (25 pg.) 1 final report (about 40 pg.)

6 Evaluation Structure Plan

Transnational Evaluation

TCA VENet

1. Formal Evaluation	**2. Content Evaluation**	**3. Reporting & Communication**
1.1 Concept evaluation	2.1 Vocational Education Network model	3.1 Project meetings
1.2 Structural evaluation	2.2 Internet Platform	3.2 Short reports
1.3 Monitoring of Gender Mainstreaming	2.3 European Mainstrea-ming	3.3 Mid-term and final report
	2.3 Support-System	
	2.3 Final Activity	

7 Time Schedule

Year	2005				2006												2007			
Month	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
Projectmonth	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Evaluation package																				
1. Formal evaluation																				
1.1 Concept evaluation	■	■																		
1.2 Structural evaluation					■	■							■	■						
1.2 Network & Satisfaction Survey			■	■									■	■						
1.2 Event questionnaire	■				■					■				■					■	
1.3 Gender Mainstreaming		gender mainstreaming will be topic in every evaluation step																		
2. Content evaluation																				
2.1 EVE network				Depending on working plan																
2.2 Internet platform						■	■						■	■	■					
2.3 European Mainstreaming												Depending on working plan								
2.4 Support- System												Depending on working plan								
2.5 Final activity															Depending on working plan					
3. Reporting																				
3.1 Participation project meetings	■				■					■				■					■	
3.2 Short report and feedback				■						■			■						■	
3.3 Paper report of evaluation									■	■								■	■	■

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8 Upcoming Deadlines

8.1 Deadlines Stage 1

When	What	Description
Early November (week 44-45)	Preparatory work with the TCA coordination	▸ Preparation of the survey (content, mail-order,…)
Mid November (week 46)	SNA & Satisfaction Survey	▸ Email survey among all TCA partners
Submission: Early December (week 49) Discussion Mid December	Short report and feedback to TCA coordination	▸ Submission of a 5 page report ▸ Discussion of interim results ▸ Preparation of the 2nd meeting
16. – 19. January 2006	2nd Project Meeting	▸ Presentation of evaluation results

8.2 Deadlines Stage 2

When	What	Description
Week 4	Submission of slides	▸ Submission of Powerpoint slides to the TCA secretary
Ongoing (first quarter 2006)	Structural evaluation	▸ Feedback questionnaire 2nd meeting ▸ Protocol of the 2nd meeting ▸ Working plan resp. project management ▸ Changes in the TCA structure ▸ GM in die TCA
As soon as website goes online (first quarter 2006)	Content Evaluation: Evaluation of the internet platform	▸ Analysis of the usage of the internet platform ▸ Internal and external ▸ Content ▸ GM aspects
Depending on the products (first quarter 2006)	Content evaluation: other activities (if available)	▸ Evaluation of so far available products of the TCA (Mainstreaming strategy,…)

Beginning of May	Short report / mid term report	⏩ Submission of a report to the TCA secretary
Beginning of May	Feedback for the TCA coordination	⏩ Discussion of interim results ⏩ Preparation of the 2nd meeting
15th-18th May 2006	3rd TCA meeting, Germany	⏩ Presentation of evaluation results ⏩ Short report / handouts ⏩ Event questionnaires