INTERREG IIIB

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# METHODOLOGICAL GUIDE FOR PREPARING COOPERATION PROJECTS

RÉGION Poitou Charentes
*La Dynamique Humaniste*

JUNE 2002

INITIATIVE : POITOU CHARENTES REGION

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## PRESENTATION

The present document, prepared on the political initiative of the Poitou Charentes Region, is a methodological guide to help present inter-region cooperation projects. It is organized in method sheets which explain in a simple way the main steps in preparing projects. It starts by going deeper into the concept and the main quality criteria for cooperation projects. Then, in a second set of sheets, it deals with the cycle of the cooperation project, and presents its main phases in a summarised form. Lastly, it focuses on the project preparation phase of the cycle and develops another set of method sheets dedicated to the study of the steps making up this phase, starting with the definition of the objectives up to the preparation of the budget, including the scheduling of the activities, the organization and lastly the monitoring of the project.

The Methodological Guide for Preparing Cooperation Projects was prepared, in its first version, in the context of a training project in cooperation developed by the Atlantic regions, on the initiative and under the coordination de la Poitou Charentes[1] Region. The first version of the document was prepared under the responsibility of the training team in 1997[2]. The present version, prepared by the CRPM's futurology team, introduces a few adjustments and updates the initial version. The Poitou-Charentes Region has taken the initiative to update this document and to make it available to all the regions and people involved in the Atlantic area in order to strengthen their capacity for presenting cooperation projects.

The aim of this Guide is to help the promoters of projects to prepare their inter-region cooperation projects. The preparation of projects is not limited to the completion of application forms to be submitted to the various Community programmes and initiatives. There is a lot of work beforehand dedicated to the design of a cooperation project. So the sheets presented in this Guide ask the project promoters some relevant questions, and draw their attention to a few key points regarding the feasibility and the quality of the cooperation project to be presented .

[1] " Sinergy Atlantic Development – Training for Community Developers"
[2] Team made up of Rui Azevedo and Clara Correia, at that time managers of Quaternaire Portugal, SA and by Philippe de Lavergne, consultant acting individually.

The organization of the Guide in sheets gives it a didactic and operational character, which facilitates the task of preparing and implementing a cooperation project.

The method adopted by this guide is based on the Project Planning by Objectives (PPO) method, which is one existing method among others. The PPO method was the object of a presentation in the Management Manual of the Integrated Approach Project and Logical Framework Cycle published by the CCE in 1993[3]. This method has been adapted to the design of inter-region cooperation projects and has been enriched with results of cooperation projects managed by the authors of the present document.

The Poitou-Charentes region's decision to go ahead with the edition of this Guide and to make it available to all the regions and the people involved in the Atlantic Area matches the objective of facilitating the preparation of applications and to promote the quality of projects to be submitted to the Community initiative programmes, especially the Interreg III Programme with its three sections. It also fits the objective defined in the framework of the Strategic Study on Atlantic Inter-region Cooperation[4] concerning the development of cooperation tools that contribute to the improvement in the quality of inter-region cooperation in the Atlantic area.

Indeed the preparation of cooperation projects, being just one aspect of the general method of preparing projects, is a fairly complex activity. This can be explained by several situations:

- Cultural differences between regions which are often the reason for extremely varied attitudes to projects and very different perceptions of the context and of the project;
- Different languages often making communication difficult;
- Differences in the power, the competence and the resources between regions;
- The physical distance between the players, a situation which the development of NTIC tries to correct, but with insufficient results so far;
- The difficulties at the start in identifying the objectives of the cooperation and defining the common working methods between the regions.

[3] Methods and Instruments series for the management of the Project Cycle

[4] Strategic Study of inter-region Cooperation in the Atlantic Area – CPPM/CRPM – November 2000

This specific context means that the preparation of inter-region cooperation projects needs a lot more time than the preparation of a regional project. Some preliminary work is required before starting in order to identify the partners, to explain the idea of cooperation, to clarify the results to be obtained, to promote mutual knowledge, to construct and drive the network and to organize the project's activities. These activities are very demanding in terms of time, financial resources and the capacity to coordinate, but these resources are often scarce when the projects start.

So inter-region cooperation and the preparation of projects should be regarded as investments that will yield benefits at a later stage.

# LIST OF METHOD SHEETS REGARDING THE DESIGN OF COOPERATION PROJECTS (1/2)

## LIST OF METHOD SHEETS REGARDING THE DESIGN OF COOPERATION PROJECTS(2/2)

# I – INTRODUCTION : BASIC CONCEPTS AND PROJECT CYCLE

**SHEET Nr 1 – THE NOTION OF COOPERATION PROJECT (1/1)**

A cooperation project is prepared and developed to solve a common problem, or to seize a joint development opportunity which arises in a group of regions or in a number of organizations.

An inter-region cooperation project has the **following characteristics**:

- An inter-region partnership ready to make an effort in order to fulfil some shared objectives which have been acknowledged;
- A set of inter-related activities, organized according to a defined timetable, focussed on reaching a precise and clearly defined objective ;
- A clearly defined timeframe, with a beginning and an end that are explicitly announced;
- Its own organization capacity with an autonomous coordination (with a project manager);
- A set of clearly defined resources (material, human, financial and organizational) that can be allocated to the execution of the project;
- A method for monitoring and evaluating the project, defined beforehand.

Defined in these terms, an inter-region cooperation project must clearly answer the following **questions** :

- What are the development problems common to the regions concerned? Can cooperation between the regions contribute to solve these problems? Is it possible to organize a cooperation project that will contribute to solving the problem? What sort of project should be built (exchange of experiences, research, construction of a solution jointly...?)
- What are the development opportunities for the regions? Are there some opportunities that can be seized and exploited jointly? How? Is it possible to prepare a cooperation project to make he most of this opportunity jointly? What type of project should be built?
- What is the added value of the project and its transnational dimension?
- What are the ultimate gaols and objectives of the project?
- What are the targeted results of the project?
- Who are the direct and indirect beneficiaries of the project, and to what extent will they take advantage of the expected results?
- Who is the project's coordinator and what is his role?
- Who are the partners involved and what is their contribution to the project?

See sheets

**SHEET Nr 2 – MAIN REASONS WHY PROJECTS FAIL (1/1)**

The failure of a project is usually due to well-identified factors or reasons. So it is important to check, as early as in the design phase, that the project will avoid these causes of failure:

- The project is irrelevant in the context of the action. Inter-region cooperation cannot contribute to solving the problem. Cooperation provides no added value;
- A bad formulation of the problem to be solved or a mistaken identification of the opportunities to be seized;
- Badly defined or inappropriate objectives considering the context of the action;
- The conditions of viability have not been secured (risk that the assumptions essential to the proper execution have not been firmly checked);
- An unbalanced partnership;
- Very different levels of commitment and stakes among the partners;
- An inadequate role for the coordinator;
- Inadequate funding (especially to satisfy the needs of decentralized execution in several places);
- A bad definition and a bad scheduling of the activities (no consideration taken of the time required to work from a distance and in different socio-economic and cultural environments);
- Ambitious forecasts and estimates based on the unrealistic design of the project and of the action plan;
- Pressure for quick results;
- Clashes of interest on a regional and inter-regional level;
- A utilitarian rather than a strategic vision in the presentation and management of the project.

See sheets

**SHEET Nr 3 – QUALITY CRITERIA FOR A COOPERATION PROJECT(1/3)**

The following criteria are a tool for appreciating the **quality of inter-region cooperation projects**:

**Relevance**

The relevance criterion allows you to evaluate the raison d'être of the project, its justification. The following questions check that this criterion has been taken into account:

- Does the project address a concrete problem which the project partners have in common? Is the time chosen for the implementation appropriate? Can the project be completed on time? Is there complementarity between the project and the other dynamic forces in the regions? Is the partnership adequate for the development the project? What added value is brought to each partner? What is the contribution each partner make to the project?

**Effeciency**

The efficiency criterion evaluates the project from the angle of its capacity to reach the targeted results and objectives. The following questions are useful to check this criterion:

- Are the expected objectives and results accessible? Are the available resources sufficient to reach the objectives? Is the time allowed for developing the project adapted to the targeted objectives?

**Efficacy**

The efficacy criterion concerns the cost-benefit ratio, or the extent to which the project is designed so that the targeted objectives are reached at the lowest possible cost. The following questions enable you to analyse if the project appears to offer the right conditions to ensure its satisfactory implementation:

- Is there a reasonable balance between the costs and the results? Is it comparable with other cooperation projects? Could other forms of organization for the project have been more appropriate from this angle? Does the partnership associated for the execution of the project offer adequate guarantees of quality and efficacy?

**Participative methodology**

This criteria is useful to evaluate to what extent the project relies on an active and balanced participation and commitment of the different partners. The following questions will check if this criterion is being complied with:

See sheets

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**SHEET Nr 3 – QUALITY CRITERIA FOR A COOPERATION PROJECT (2/3)**

- Is the participation of the different partners balanced? Have they taken an active part in the presentation of the project? Is the role of the coordinator clearly defined, and does he stimulate the participation of the other partners? Have times of common evaluation and regulation been fixed?

**Internal Coherence**

This criterion evaluates the coherence between the different internal elements of the project: between the objectives at different levels, between the resources and the objectives, between the different types of resources (material, financial, human, institutional). The following questions can be used to evaluate the elements of a project's internal coherence:

- Has the project's objectives structure been clearly defined? Does it follow a goals/resources rationale? Is the proportion between resources and objectives adequate? Has the budget been broken down in a balanced manner between the different partners, and does it reflect each partner's commitment and the allocation of responsibilities?

**Flexibility**

The flexibility criterion measures the project's capacity to foresee and to integrate corrections and to adapt to changes in the environment. The following questions are used to evaluate to what extent the project offers these flexible conditions:

- Does the project have in its internal organization margins of regulation allowing it to re-adjust in case of changes in the economic environment? Have the critical moments in the life of the project and the moments of regulation been identified? Is there is financial safety margin to cover unexpected costs? Does the project have a system for its monitoring and evaluation?

**Operational programming**

The operational programming criterion assesses the project's situation from the angle of the coherence of its logical framework of development, especially as regards the adequate programming of the activities, the information provided on its critical activities, the dates of execution and the allocation of responsibilities. The following questions should be asked to check this criterion:

- Are the activities to be carried out clearly specified? Is there enough time dedicated to each activity? Is the linking of the activities adequate? Are the dates of implementation and the respective responsibilities clearly determined for the project's key activities?

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**SHEET No. 3 – QUALITY CRITERIA FOR A COOPERATION PROJECT (2/3)**

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|---|---|
| • Is the participation of the different partners balanced? Have they participated actively in setting up the project? Is the role of the co-ordinator clearly defined and does it stimulate the participation of the other partners? Have times for joint assessment and regulation been provided for?<br><br>**Internal consistency**<br>This criterion may be used to assess coherence between the different internal elements of the project: between the objectives at different levels and between the different types of resources (material, financial, human, institutional). The following questions may be asked to assess the coherence of different internal elements of a project:<br><br>• Has the structure of the objectives of the project been clearly laid down? Does it respect a logic of ends and means? Is the relationship between means and objectives appropriate? Is the budget distributed in a balanced fashion among the different partners and does it reflect the respective commitments of each, as well as the allocation of responsibilities?<br><br>**Flexibility**<br>The criterion of flexibility can be used to assess the capacity of the project to provide for and incorporate corrections or adapt to changes in its operating environment. The following questions may be asked to assess the extent to which the project embraces these conditions of flexibility:<br><br>• Does the internal organization of the project provide margins for regulation enabling readjustment as a function of changes in the economic situation? Have the critical moments in the life of the project and times for regulation been identified? Does the project retain financial room for manoeuvre to take account of unforeseen costs? Does the project include a monitoring and assessment component?<br><br>**Operational programming**<br>The criterion of operational programming can be used to assess the situation of the project from the point of view of its consistency within its logical development framework, especially as regards proper programming of activities, the indication of critical activities, dates of completion and the allocation of responsibilities. The questions to be asked in order to verify these criteria are as follows:<br><br>• Are the activities to be undertaken well specified? Is the time allocated to each activity sufficient? Do the activities form a proper progression? Are completion dates and areas of responsibility properly defined for the key activities of the project? | See sheets |

**SHEET No. 3 – QUALITY CRITERIA FOR A COOPERATION PROJECT (3/3)**

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| **Communication**<br>The purpose of this criterion is to verify the internal and external information circuits of the project. The following questions may be asked to ensure that it is respected:<br><br>• Is the project perfectly clear to all partners? And to the main beneficiaries? Have mechanisms been established for internal communication between the different partners in the project? Have the project's mechanisms for communication with the outside world been organized so as to favour propagation of the results?<br><br>**Innovation and transferability**<br>The criteria of innovation and transferability relate to two interesting aspects of community projects: what is the contribution of the project from the point of view of innovation, as regards design, the implementation process, the results expected and the assessment dynamic, with respect to the field of application on the ground; similarly, is it possible to identify the elements and conditions of transferability of the results into other contexts? The following questions may be asked to verify the extent to which the project includes conditions likely to result in its classification among innovative projects with the potential for transfer of these innovations into other contexts:<br><br>• Have any projects with similar characteristics already been developed? In what regions? With what results? What are the chances of being able to replicate this project? What are the innovative elements of the project? To what extent are they innovative? Have the conditions for transfer into other contexts been laid down? In what form? What propagation effects can be associated with it?<br><br>**Conformity with the conditions of eligibility**<br>This criterion can be used to assess how far the project respects the conditions of eligibility and formal presentation associated with and inter-regional community cooperation project. The following questions may be asked to analyse the conditions of respect of this criterion:<br><br>• Does the project respect the terms of the invitation to submit proposals? Do the idea of the project and its objectives correspond to the objectives and components defined in the invitation to submit proposals? Is the project presented in the form required for the community programme concerned? Is the application file correctly completed? Is the adherence of partners to the project supported by letters of guaranty? | See sheets |

**SHEET No. 4 –INTER-REGIONAL AND TRANSNATIONAL COOPERATION PROJECTS - PRINCIPAL PRECONDITIONS (1/1)**

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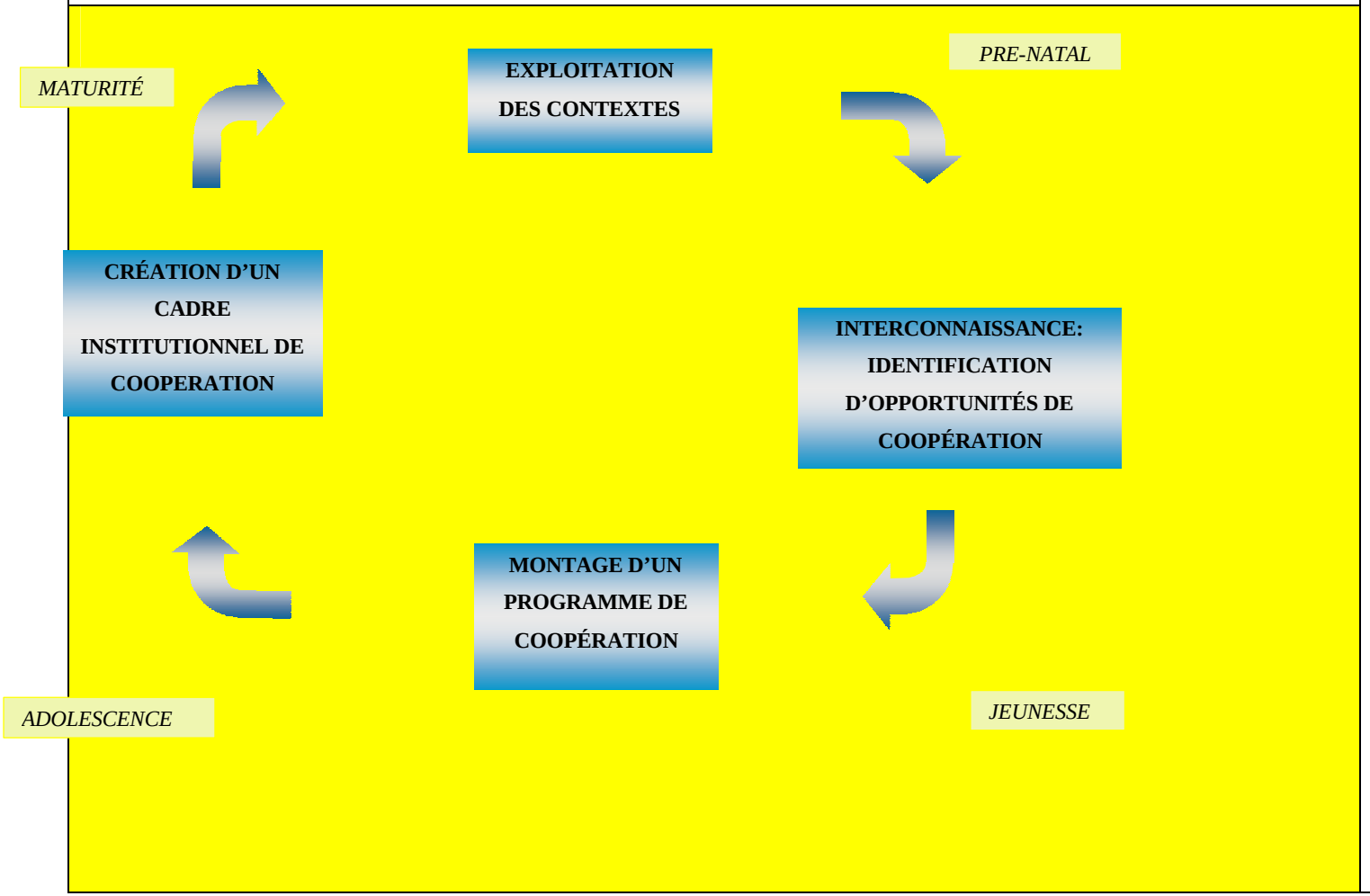
| Inter-regional cooperation projects must, as a function of the characteristics inherent in each cooperation programme, respect a number of preconditions, including the following:<br><br>**Transnationality**<br>This implies:<br>• The commitment of a minimum number of regions (depending on the programme framework) of at least two different countries;<br>• Explicit evaluation of the added value with respect to transnationality as regards the objectives of the project;<br>• The co-responsibility of the partners for the setting up, financing and implementation of the project.<br>• The sharing of results;<br>• A system of information and communication between partners designed to facilitate their relations and ensure the propagation of results.<br><br>**Complementarity with other programmes**<br>This implies:<br>• Explicit evaluation of the added value of the project with respect to other national and community projects and operations;<br>• Integration of the project with other projects having an impact on the same territory.<br>• Avoidance of situations of overlap or conflict between projects;<br><br>**Innovation**<br>This involves consideration of what new contribution, in the context of application, the project makes with respect to:<br>• products/results obtained;<br>• the processes of set-up and operation of the project;<br>• the organizational capacities and skills produced by the project.<br><br>**Reproducibility**<br>This implies verification of the following conditions:<br>• the possibility of transfer of experience for other regions or other contexts?<br>• The identification of conditions favourable to the transferability of experience<br>• In what form should this transfer take place? What conditions should be created (knowledge of self and others). | See sheets |

**SHEET No. 5 – PHASES OF DEVELOPMENT OF A PROCESS OF INTER-REGIONAL COOPERATION (1/2)**

**A process of inter-regional cooperation develops according to the following four principal phases:**




See sheets

**SHEET No. 5 – PHASES OF DEVELOPMENT OF A PROCESS OF INTER-REGIONAL COOPERATION (2/2)**

**A process of inter-regional cooperation is a long process which develops according to the following four principal phases:**

**Phase I: Utilization of the context**

- Becoming acquainted with the socio-economic context and the political and institutional framework of the regions involved
- Development of mutual acquaintance among the regional operators
- Expression of expectations
- Explicit definition of fields of common interest

**Phase II: Identification of opportunities for cooperation**

- Specify areas of cooperation – niches of cooperation
- Define needs in real terms
- Identify areas of complementarity and points in common
- Set up ideas of cooperation
- Establish a view of results to be achieved.

**Phase III: Setting up a programme of cooperation**

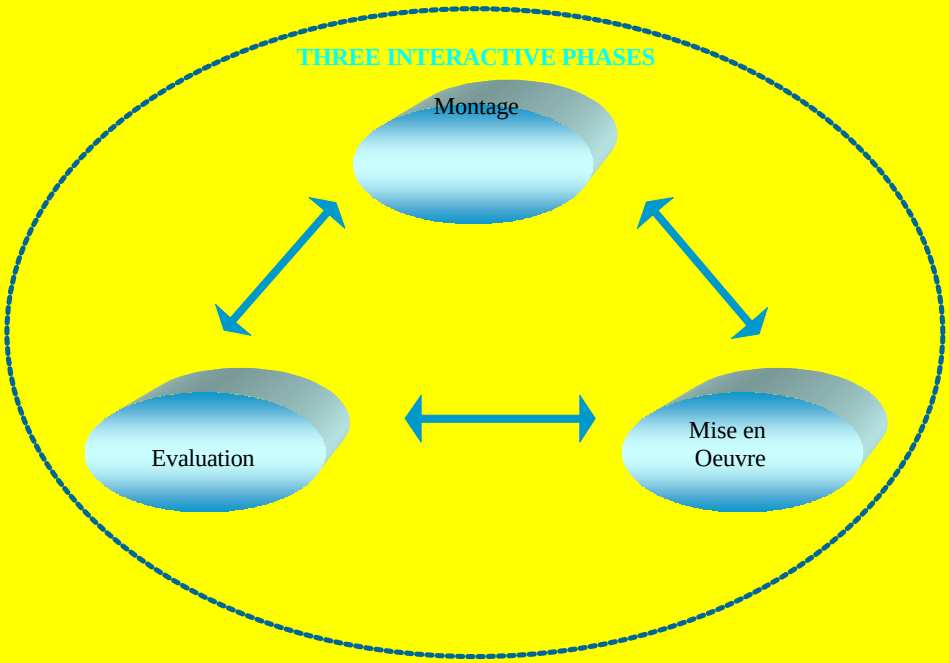
- Reach agreement on the cooperative objectives and actions to be performed
- Consolidate the international network of operators
- Set up a system of organization and communication between regions
- Develop cooperation practices in depth

**Phase IV: Creation of an organizational and institutional framework for inter-regional cooperation.**

- Rich programme of cooperation over a period of years
- Technical and organizational unit of cooperation created between regions
- inter-regional cooperation gains in importance in the context of regional objectives and programmes of action
- The added value of cooperation is recognized at political level
- Verification of the institutionality of the framework of cooperation
- Propagation of the results of cooperation becomes common practice.

See sheets

**SHEET No. 6 – THE PROJECT CYCLE (1/1)**




The following sheets present the Setting-Up Phase of Projects.

See sheets

# II – SETTING UP INTER-REGIONAL COOPERATION PROJECTS

**SHEET No. 7 – SETTING UP COOPERATION PROJECTS - THE PPO METHOD (1/1)**

See sheets

**The method of Project Programming by Objectives (PPO)**

The programming of projects by objectives (PPO) was developed in the seventies by the American company Practical Concepts Incorporated , and was subsequently tested and then applied by the International Development Agency (AID).

This method has undergone progressive development and has come into general use in other countries and international organizations (OECD), with their own variants.

En 1993, the Commission of European communities published a manual entitled "Management of Project Cycle - Integrated Approach and Logical Framework" and, with support from the MDF (Management and Development Foundation, Netherlands) developed a concept of integrated project cycle management which basically reproduces the method of project programming by objectives.

**The PPO method**, adapted to the design of inter-regional cooperation projects, takes in the following dimensions:

- Analysis of the problems, expectations, motivation and interests of the regions and operators (analysis of environment);
- Identification of the important problems, their causes and effects (problem tree);
- Transformation of the problems into objectives (objective tree);
- Identification and selection of possible solutions; analysis of the different strategies possible;
- Development of the logical framework of the project.

**Application of PPO incorporates three fundamental programming elements:**

- The collection and the structuring of information;
- The visualization of the information;
- Participative programming

**SHEET No. 8 – STAGES TO BE FOLLOWED IN SETTING UP COOPERATION PROJECTS (1/1)**

| **The setting up of a cooperation project is an interactive process made up of the following stages:** | See sheets |
|---|---|
| 1. Identification of project idea | 9-13 |
| 2. Organization of the structure of objectives – the logical framework of the project | 14-18 |
| 3. Programming of the activities of the project | 19-20 |
| 4. Organization of the project | 21-26 |
| 5. Preparation of the budget of the project | 27-29 |
| 6. Construction of the monitoring mechanism | 30-32 |

**II.1– IDENTIFICATION OF THE PROJECT**

**SHEET No. 9 – STAGE OF IDENTIFICATION OF THE IDEA OF A PROJECT (1/2)**

| | See sheets |
|---|---|
| **OBJECTIVE**<br><br>Configure the idea of the project and analyse its viability in advance.<br><br>**CONTENT AND PRINCIPAL ACTIVITIES**<br><br>• Identify the theme and purpose of the cooperation;<br>• Construct the problem tree;<br>• Construct the objective tree;<br>• Enrich objective tree - analysis of the different possible strategies for implementation of the project;<br>• Analyse the framework of the project in relation to community programmes.<br><br>**EXPECTED RESULTS**<br><br>A document on "the idea of the project" comprising, in particular, the following aspects:<br><br>• title of the project;<br>• raison d'être of the project (ultimate aim of the project);<br>• objectives;<br>• expected results;<br>• beneficiaries;<br>• co-ordinator;<br>• partners;<br>• duration;<br>• overall budget (initial approach);<br>• framework with respect to a community programme and conditions of eligibility. | 10<br>11<br>12<br>13 |

**SHEET No. 9 –IDENTIFICATION STAGE OF THE PROJECT (2/2)**

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|---|---|
| **CRITICAL ASPECTS**<br><br>An ill-adjusted or poorly understood project idea can compromise the success of subsequent stages.<br><br>It is advisable to take account of the diversity of regional situations, which is not always favourable to the emergence of a relevant project idea in the different contexts.<br><br>The conditions of communication and time necessary for the formulation of a project idea are often insufficient.<br><br>Differences of culture and language can make communication between the partners difficult. | See sheets |

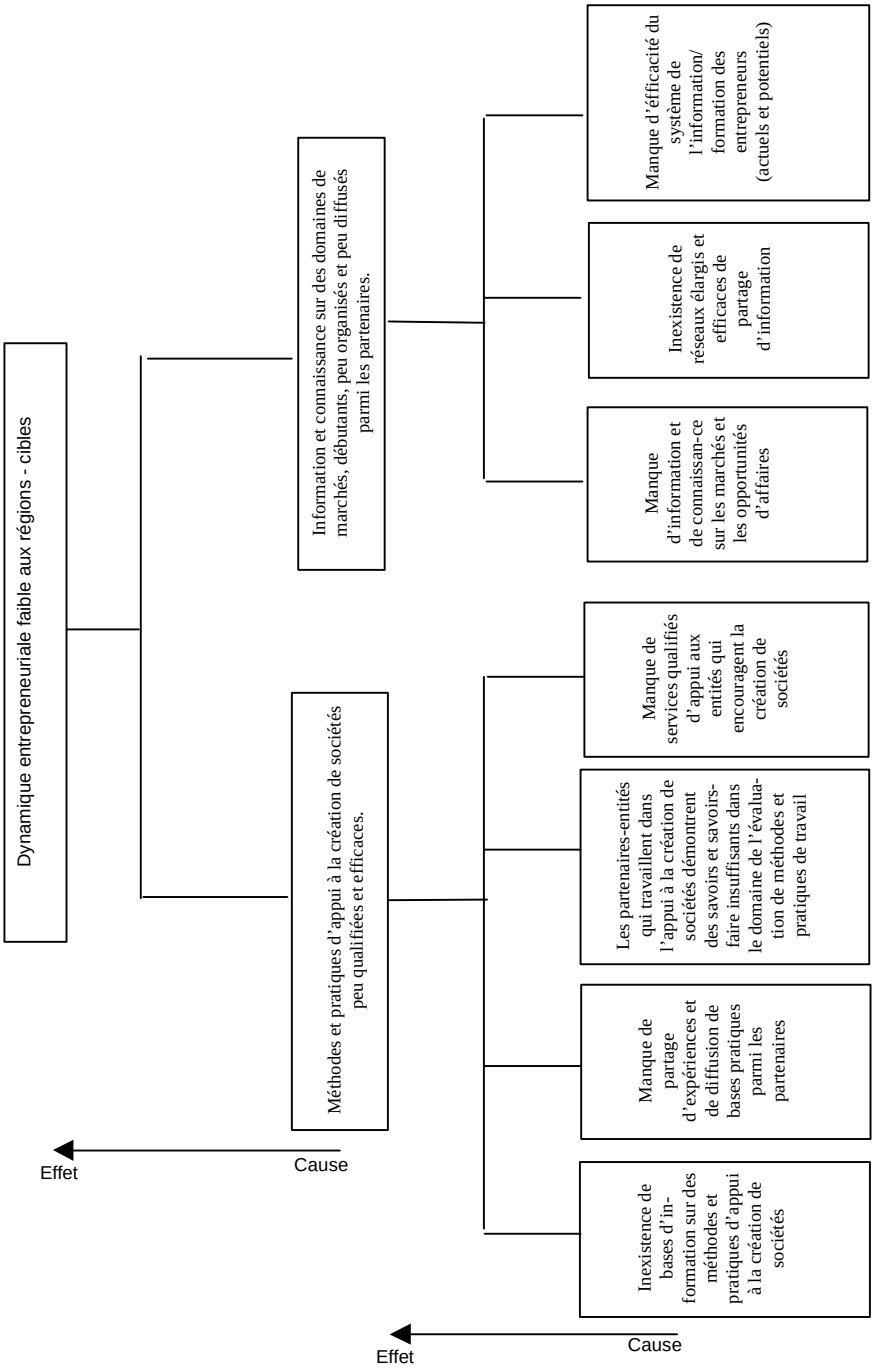
**SHEET Nº 10 – THE PROBLEM TREE (1/2)**

Problem analysis plays a vital role in product design in so far as it facilitates the identification of an intervention opportunity.

The methodological design process of a problem tree involves the following aspects:

- Analyse a problem area based on the situation in the different regions/partner organisations;
- Make a list of all the problems that have been identified;
- Select and validate with the group the central joint problem (an important problem, at the centre of the problems presented and recognized as such by the different partners);
- Structure the pertinent problems and link them to the corresponding causes (cause-effect);
- The end result contains a systematized problem analysis model in the form of a problem tree.

See sheets




**Example**
**Low level of entrepreneurial dynamics in the regions**

See sheets

**SHEET Nº 11 – THE OBJECTIVES TREE (1/2)**

The analysis of the objectives consists of transforming the list of objectives in the order of importance expressed by the problem tree into a hierarchical order of objectives in such a way that possible solutions for solving the problem identified can be visualized.

The problems identified in the problem tree are transformed into positive situations to be reached. For example, if one considers the problem of the "low level of school attendance in the region", the objective will be "the improvement of the school attendance level in the region." In this objectives identification process, the quantities must be stated clearly and also the planning conditions.

Once the objectives are expressed in this way, they must be analysed and tested with regard to their pertinence, opportunity and feasibility criteria. Adjustments may be required to improve the pertinence and its capacity to become operational.

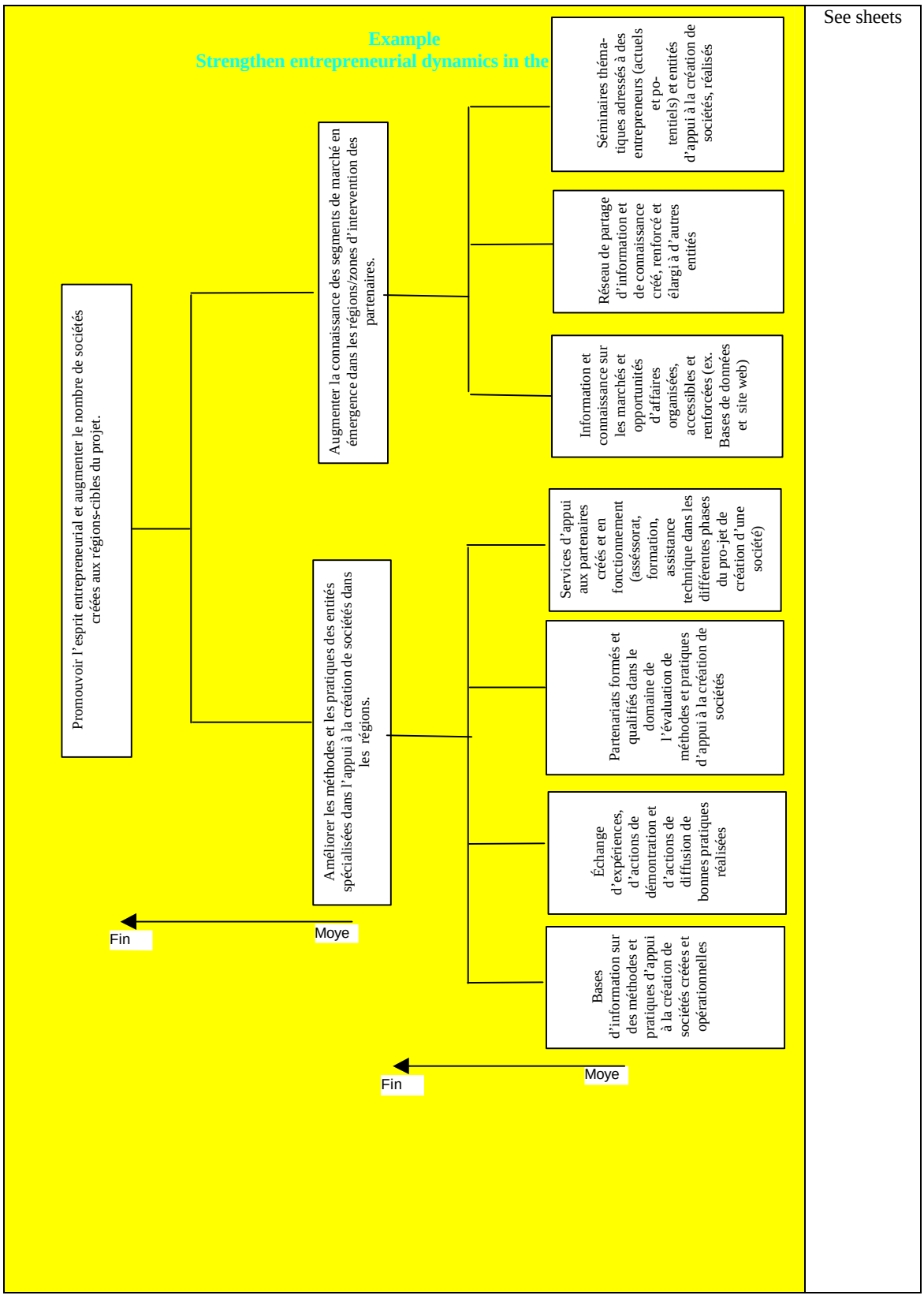
The objectives tree must be completed with other objectives that make it more coherent and more pertinent.

The methodological design process of the objectives tree requires the following points:

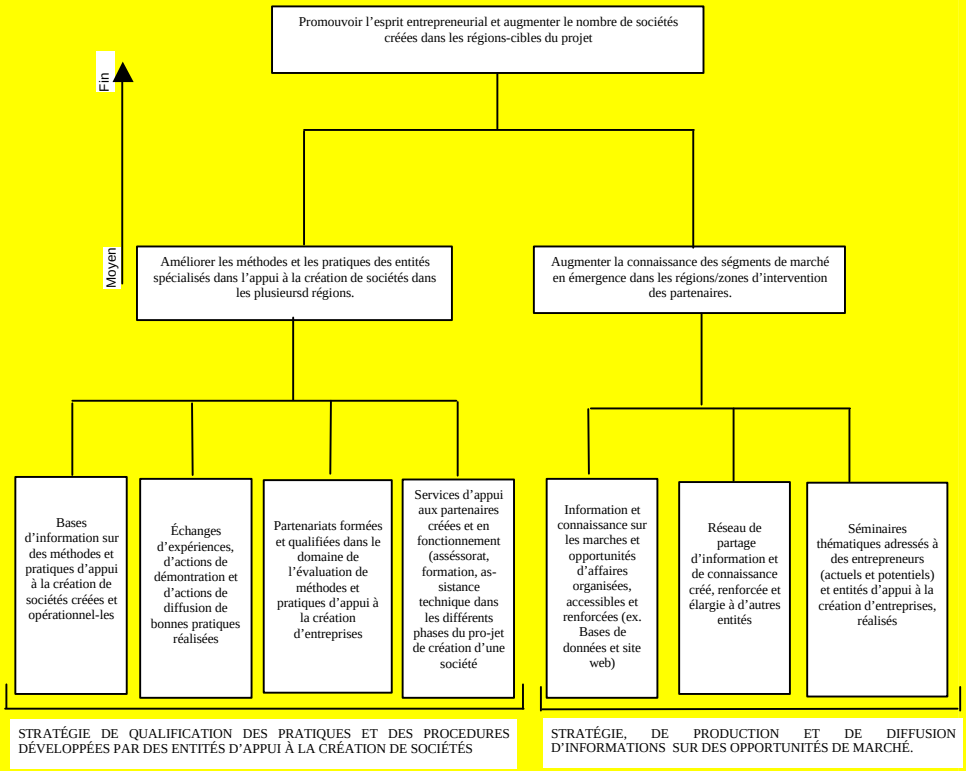
- Using the problem tree, describe a future situation in which the problems have been solved.
- Identify the central objective;
- Place the other objectives in order of importance as the basis of a logical "end-means" ratio;
- Build the objectives tree.

See sheets

**SHEET Nº 11 – THE OBJECTIVES TREE (2/2)**



## SHEET Nº 12 – ANALYSIS OF THE DIFFERENT STRATEGIES POSSIBLE (1/1)




See sheets

Based on the clearly formulated objectives and the contributions made to them by the partners, the task entails defining the strategy to be followed. Often, before reaching the final objective, a number of intermediate objects need to be achieved. Each of these is part of a strategy. There are cases where it is possible and pertinent to reconcile strategies and there are others where managing two strategies in a single project will be very difficult. In the case of the latter, it is therefore advisable to analyse the pros and cons and to choose the most pertinent and opportune strategy based on the following criteria:

- Impact expected;
- Priorities of the partners involved;
- Feasibility with the human, financial, material and organisational resources available;
- Complementarities with other interventions;
- Duration;
- Bringing into keeping with Community programmes.

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**Example**

**SHEET Nº 13 – ANALYSIS OF THE WAY THE PROJECT FITS IN WITH COMMUNITY PROGRAMMES (1/1)**

See sheets

| Conditions of Eligibility | Pertinent Questions for Checking the Conditions of Eligibility |
|---|---|
| The way the theme fits in with regard to the call for proposals | Does the project theme fit in with the specifications (in the object and the fixed aspects)? |
| Fitting the project idea in with the global objectives of the call for proposals and in relation to its specific items | Does the Project objective fit in with the objectives of the call for proposals? And more specifically, with which items? |
| Adoption of the required partnership | Does the project bearer possess all the appropriate institutional characteristics? Is the partnership that has been set up sufficiently representative? |
| Appropriateness of the calendar | Are the completion deadlines set out in the call for proposals respected? |
| Budgetary framework | Is the estimated budget for the project within the limits fixed in the call for proposals? Is the necessary co financing guaranteed? By whom? |

## II.2 – ORGANISATION OF THE OBJECTIVES STRUCTURE – LOGICAL PROJECT FRAMEWORK

**SHEET Nº 14 – ORGANISATION STAGE OF STRUCTURING THE OBJECTIVES– LOGICAL PROJECT FRAMEWORK (1/1)**

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|---|---|
| **OBJECTIVE**<br><br>Materialize and give shape to the project objectives and to their logical chain in order to give an objectives structure to the project's development.<br><br>**CONTENTS AND MAIN ACTIVITIES**<br><br>• Place the objectives in order of importance in accordance with the vertical development logic used in the logical project framework matrix (purpose, objective, results and main activities);<br>• Put together the main indicators that can be checked in an objective manner, the corresponding means of checking and the main hypotheses to be taken into account;<br>• Put together the logical project framework;<br><br>**RESULTS EXPECTED**<br><br>• Logical project framework matrix;<br><br>**CRITICAL ASPECTS**<br><br>The project design phase is decisive from the point of view of checking the internal consistency conditions of the project, along with the conditions of efficiency and efficacy. Difficulties often appear during the phase whereby the objectives are classified in order of importance. It is important to keep the 'means to the end' logic in mind. | See sheets<br><br>15<br><br>16-18<br><br>16-18 |

**FICHE Nº 15 – LA HIERARCHISATION DES OBJECTIFS (1/2)**

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**SHEET Nº 15 – PLACING THE OBJECTIVES IN ORDER OF IMPORTANCE (2/2)**

See Sheets

The project objectives at the different hierarchical levels must be set out in accordance with each of the following conditions:

- **Pertinent** – The objectives must be pertinent and opportune in the face of the context and the main objectives;
- **Motivating** – The objectives must lead to an action;
- **Feasible** – The objectives, whilst translating an ambition, must above all be accessible;
- **Accepted** – The objectives must be validated and accepted by the different partners;
- **Consistent** – The different levels of objectives must be consistent with one another

In the same way, the project objectives must meet the following development criteria:

- Express the objectives to be reached in a precise manner (in quantitative and qualitative terms)
- The way in which they will be achieved (resources to be mobilised);
- The moment when they should be achieved (time).

The objectives must be measured and recorded in such a way as to support the project assessment and the project monitoring dynamics.

Pertinent questions to ask when formulating the objectives

**What? - - - - - - - - - - - - - - - - - - - - - - Describes the objective one aims to achieve**
**How much/how many? - - - - - - - - - - In terms of the quantity**
**When? - - - - - - - - - - - - - - - - - - - - - - In how long**
**With what? - - - - - - - - - - - - - - - - - - Resources**
**For whom? - - - - - - - - - - - - - - - - - - - Beneficiaries**

**SHEET Nº 16 – LOGICAL FRAMEWORK OF COOPERATION PROJECTS (1/1)**

| | See Sheets |
|---|---|
| **The design of the logical framework matrix of [illegible]cated cooperation projects:**<br><br>• Identification of the goals, objectives and results<br>• Placing the objectives in order of importance;<br>• Choosing indicators that can be checked in an objective manner;<br>• The ways of checking;<br><br>Thus the building of the logical framework for projects follows three main stages:<br><br>1. Establish the project objectives in order of importance and define the hypotheses associated with the examination of each level of objectives | 17-18 |
| 2. For each level of objectives, specify the indicators that can be checked in an objective manner. | 32 |
| 3. For each indicator that can be checked in an objective manner, establish the corresponding examination. | |

**SHEET Nº 17 – BUILDING THE LOGICAL FRAMEWORK OF THE PROJECTS (1/1)**

See SHEETS

The logical project framework matrix is an important instrument when designing a project since it makes it possible to systematise, visualise and globally summarise all the different aspects pertaining to the project.

The matrix is made up of four columns and four lines, thus giving rise to sixteen cells that include the main project items.

The first column is dedicated to the presentation of the objectives on order of importance. The following columns are used to record the indicators that can be checked in an objective manner and the auditing resources.

| | Objectives in order of importance | Indicators than can be checked in an objective manner | Auditing resources |
|---|---|---|---|
| **Inputs** | | | |
| **Goal** | | | |
| **Purpose** | | | |
| **Outputs** | | | |

Within the scope of this guide, a simplified version of the logical project framework matrix is presented. The matrix is normally made up of an additional column dedicated to the objective examination hypotheses.

**SHEET Nº 18 – LOGICAL FRAMEWORK OF THE PROJECT (OVERVIEW): EXAMPLE (1/3)**

| PLACING OBJECTIVES IN ORDER OF IMPORTANCE | INDICATORS THAT CAN BE CHECKED IN AN OBJECTIVE MANNER | EXAMINATION RESOURCES |
|---|---|---|
| **END PURPOSE**<br>Promote entrepreneurial spirit in the project's partner regions. | Number of companies created during the year n – – Number of companies created during the year -1 / Number of companies existing up to the year n-1 x 100>10% | Official statistics on setting up a company |
| **OBJECTIVE**<br>Develop an assistance programme for entrepreneurs and for setting up a company | 400 entrepreneurs or applicants for entrepreneurship assisted for 12 months | On site examination |
| **RESULTS**<br>1 – Best practices identified and assessed | Assessment of 5 successful experiences giving the positive and negative points and the lessons to be learnt. Finished within six months | Assessment report |
| 2 – grants to companies and investment opportunities | Data base on existing companies and on the investment opportunities benefited from over the last six months | Database |
| 3 – Implementation of a Training Programme to provide assistance in setting up a company | Training actions – advice given to 400 entrepreneurs over a 12 month period | Teaching dossiers<br>Entrepreneurs' participation list |
| 4 – Reinforcement of the organisational and operational conditions of public services and associations to provide assistance for setting up a company | Specific Assistance and advice actions organised and provided to entrepreneurs over a 12 month period | On site examination<br>Sheet of the services provided for entrepreneurs |

**SHEET Nº 18 – LOGICAL FRAMEWORK OF THE PROJECT (OVERVIEW): EXAMPLE (2/3)**

| PLACING OBJECTIVES IN ORDER OF IMPORTANCE | INDICATORS THAT CAN BE CHECKED IN AN OBJECTIVE MANNER | EXAMINATION RESOURCES |
|---|---|---|
| **ACTIVITIES** | | |
| 1.1 Choose the successful experiences tot be studied | - Five experiences selected | - Partner region's agreement as to the experiences to be studied |
| 1.2 Study of the best practices and of the transfer conditions of these practices | - Team made up of 5 experts in charge of the study<br>- A joint working method shared by the experts<br>- Financial resources (*x euros*) made available to cover the cost of the study | - Contracts signed with the experts<br>- Methodological document validated<br>- Project budget |
| 1.3 Validation of the study results with the partner regions | - report finished within four months | - Decision to approve the report made by the Study Steering Committee |
| … | | |
| 2.1 Definition of the scope of information to be covered | - Grid designed and validated | -Partner Regions' agreement on the information collection grid |
| 2.2 Gathering information from the respective statistics services | - Field team made up of 5 technicians | - Contracts with the technicians |
| 2.3 Organisation of the information and data processing | - Field team made up of 5 contractual technicians<br>- IT resources made available (to be specified) | - invoice for the purchase or the leasing of the IT equipment<br>- Contracts with the technicians |
| … | | |

**SHEET Nº 18 – LOGICAL FRAMEWORK OF THE PROJECT (OVERVIEW): EXAMPLE (3/3)**

| PLACING OBJECTIVES IN ORDER OF IMPORTANCE | INDICATORS THAT CAN BE CHECKED IN AN OBJECTIVE MANNER | EXAMINATION RESOURCES |
|---|---|---|
| **ACTIVITIES** | | |
| 3.1 Design the Training Programme<br>- teaching objectives<br>- method<br>- contents<br>- addressees<br>- trainers<br>- phasing and calendar<br>- budget and financing plan<br>- organisation tool<br>- assessment system | - Team of training experts put together to work on the design of the course<br>- Specifications list for the training course defined and accepted by the training team within four months | - Contract signed with the training team<br>- Intermediate report validated by the partner regions |
| 3.2 Production of teaching materials | - Team of training experts put together and working on preparing the programme | - Contract signed with the training team<br>- Report including the intermediate teaching materials validated by the partner regions |
| 3.3 Design of materials for diffusing the Programme | - communication strategy defined<br>- models of the diffusion materials | - Approval of the partners on the communication strategy<br>- Approval of the partners on the models |
| … | | |
| 4.1 Creation of an information services and advisory services network for entrepreneurs and companies | - Services set up and inserted into the programme structure and organisation | - Organisation chart of the regional services |
| 4.2 Organisation of a communication and marketing programme to promote the services | - management team made up of 3 executives and a secretariat | - Contracts signed with the executives and the secretariat |
| … | | |

## II.3 – PROGRAMMING

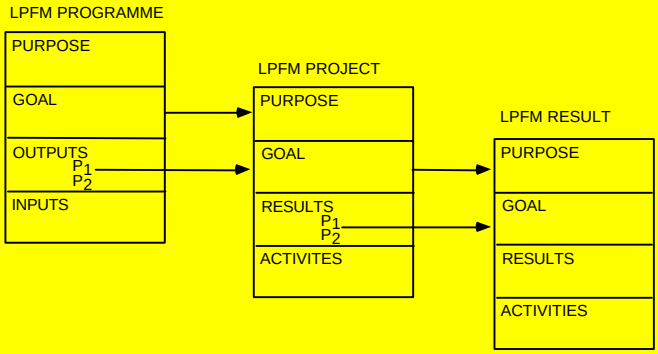
**SHEET Nº 19 –SCHEDULING STAGE OF THE PROJECT ACTIVITIES (1/2)**

See Sheets

19

20

**OBJECTIVE**




Materialise the activities that are to be carried out and complete their operational chain taking into account the logical order and duration of each activity.

**CONTENTS AND MAIN ACTIVITIES**

- Identification and detailed description of the activities, their respective contents, their duration and their conditions for completion;
- Logical programming of the activities based on Gantt graphs or on the PERT method, so as to guarantee the best pathway (the critical pathway) for their implementation;
- Distribution of the responsibilities and tasks between the partners, paying particular attention to the contributions that, from the partners' point of view, appear to be the most pertinent for the successful implementation of the project; definition of the coordinator's role;

**RESULTS EXPECTED**

- Chronological order of activities;
- Diagram showing the distribution of the different tasks between the partners and their respective calendars;

It is possible to use the Logical Project Framework Matrix (LPFM) to design, in successive 'breakdowns', other matrixes with more detailed levels of objectives. The following diagram illustrates this 'breakdown' at the different levels.

Through this process, one can identify the basic activities of the project and analyse them from the point of view of their contents, the manager, the calendar and the means of implementation.

**SHEET Nº 19 – SCHEDULING STAGE OF THE PROJECT ACTIVITIES (2/2)**

See Sheets

**Distribution of the tasks by the partners**

This analysis makes it possible to build a work schedule for each partner and an overall project programme thanks to a simple tool – a GANTT graph.

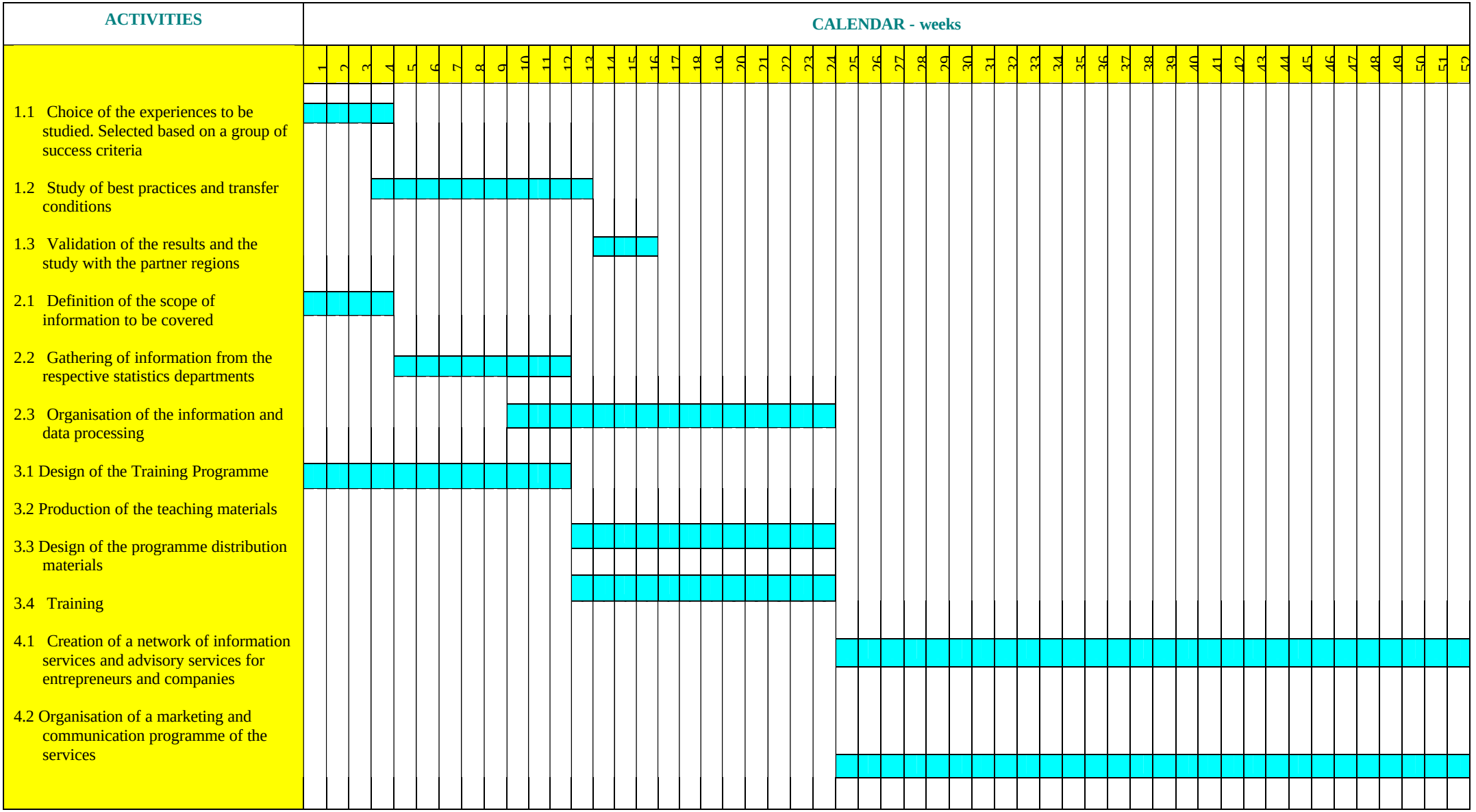
**CRITICAL ASPECTS**

The Project Programming phase is highly important in so far as it provides vital guidelines for the implementation phase. Moreover, it is a vital reference for project monitoring. Project Programming must obviously not be considered as a rigid element. Ideally, it should be adapted as time goes by, thus guaranteeing that it is always up to date.

- Logical classification of these activities, representing them on a chronological diagram;
- **Assessment of the consistency and of the possibility of implementing the plan** by answering the following questions:

  - Is the proposed planning appropriate given the timescale planned to reach the objective?
  - Is the amount of time allocated for the implementation of each activity realistic?
  - Is it possible to complete certain activities simultaneously?
  - What modifications need to be introduced?
  - Has enough attention been paid to the fact that the project involves organisations whose language and culture are different?
  - Has enough time been set aside to give a ‘safety margin’ to the project?

## SHEET Nº 20 – PROGRAMMING OF ACTIVITIES: EXAMPLE (1/1)



## II.4 – PROJECT ORGANISATION

**SHEET Nº 21 - PROJECT ORGANISATION (1/2)**

| | See sheets |
|---|---|
| **OBJECTIVES** | |
| To present the organisational aspect of the project especially with regard to its organisational structure, the tasks and responsibilities of each person, the co-ordination of the project and the information system. | 21 |
| **CONTENTS AND MAJOR ACTIVITIES** | |
| • Defining the organisational structure of the project and how it fits into the organisational structure of the partners; | 21 |
| • Distributing the tasks amongst partners whilst overseeing the general coherence of the project; | 22<br>23-26 |
| • Defining the responsibilities of the co-ordinator and of the partners with regard to the project objectives and activities; | |
| • Defining and developing the information system between partners; | 24-25 |
| • Defining the type of network to be developed; | |
| **EXPECTED RESULTS** | |
| • Project organisation chart;<br>• Role of partners and co-ordinator;<br>• The technical, human and organisational means to be deployed;<br>• Information system and circuits (technical, administrative, financial and accounting information); | |
| **CRITICAL ASPECTS** | |
| The organisation stage of the project is critical, especially for projects containing an aspect of inter-regional co-operation where the partners are far from each other and have different working methods and contexts.<br>Sufficient time should be devoted to this phase so that an adequate organisational model may be established and validated by all partners. A well-developed organisational model will enable difficulties often encountered during the implementation of the project to be avoided. | |

**SHEET Nº 21 – PROJECT ORGANISATION (2/2)**

| | See sheets |
|---|---|
| **The internal organisation of the project supposes:** | |
| • a definition of the partners that will be involved (how can they contribute to the project? how will they benefit from it? on what basis can they become involved in the project?) | 22 |
| • the organisation of work on line and type of network to be developed | 24-25 |
| • the organisation of the administrative and financial management of the project | 26 |
| **A precise definition of the role of the co-ordinator:** | 23 |
| • Conception<br>• Motivation<br>• Co-ordination (technical, administrative and financial)<br>• Handing over of contracts | |
| **Distributing the tasks between partners:**<br>• Have the tasks been accepted?<br>• Are the partners able to perform them? | |
| **A definition of the information system between partners:**<br>• which information?<br>• How to circulate it?<br>• How often?<br>• Will this be sufficient? | |
| Identifying the technical and organisational means deployed | |
| The definition of the scope of the entity in which the project structure will be placed. | |

**SHEET Nº 22 – PARTNERS TO THE PROJECT AND TASK DISTRIBUTION- EXAMPLE (1/1)**

The example is a co-operation project undertaken within the Leonardo programme between Portuguese and French institutions concerning the feasibility of applying the Competency Audit in Portugal. The partnership was made up of a team of experts responsible for applying the method within a Portuguese context and by other partners, especially a French Audit Centre, Portuguese stakeholders (syndicates and company groups) all having responsibilities for supporting activities, distribution and circulation of results and finally a company in which the Competency Audit had been applied.

The following table shows the distribution of tasks.

| Project partners | Summary |
|---|---|
| MJM/QP expertise | Methodological orientation; technical assistance for the development of the project; producing the Competency Audit; participating in and accompanying the visit to France; participating in the conference in Porto; participating in the preparation of the final report |
| Audit Centre in France – Partner A | Presentation of the French experience; organisation of the visit to France; participation in the Porto conference |
| Employment department in Portugal – Partner B | Co-ordinator of the project with technical assistance from the team of experts; following up the project and circulating the results; participation in the work of the different phases of the project, especially the visit to France and the Porto conference |
| Association of Entrepreneurs in Portugal – Partner C | Participation in the different phases of the project, especially concerning the analysis of the relevance of the audit with regard to the entrepreneurs and how it would be applied in a Portuguese context. |
| (Syndicate) – Partner D | Participation in the different phases of the project, especially concerning the analysis of the audit with regard to the workers and how it would be applied in a Portuguese context. |
| Syndicate – Partner E | Participation in the different phases of the project especially concerning the analysis of the Competency Audit with regard to the workers and how it would be applied in a Portuguese context. |
| Enterprise – Partner F | Participation in the different phases of the project especially at the occasion of the test of the competency audit; the analysis of the relevance of this instrument and the conditions of its implementation |

See sheets

**SHEET Nº 23 - ROLE OF THE PROJECT COORDINATOR (1/1)**

**The major tasks of the project coordinator are the following:**

- Maintaining the main points of the project (orientations, objectives, programme);
- Organising the project (project design, organising the management and development of the information system.);
- Ensuring the overall coordination of the project activities;
- Organising the cooperation network
- Ensuring the project maintains contact with the outside world (other actors, institutions and individuals who are either directly or indirectly involved in the project; demonstration and circulation of the project results);
- Ensuring the project is institutionally represented at a national and community level;
- Taking on responsibility for the administrative, accounting and financial aspects of the project in the eyes of the services of the European Commission.

The project coordinator may ask for advice and support for the technical side of the project.

**Example: Functions of the Project coordinator**

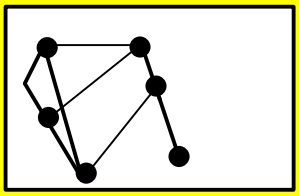
- Coordinating the development of the project and present the application;
- Presenting the project to the regional and European bodies concerned by the project;
- Organising occasional meetings between the major partners and their teams so as to ensure the development of the project in the different regions, in accordance with the programme of work drawn up;
- Making regular reports to the other partners;
- Gathering the necessary information for the production of reports for the Commission;
- Ensuring information circulates amongst partners;
- Organising action, exchanging experiences and training sessions;
- Circulating the results;
- Setting up procedures concerning the verification of the development of the project;
- Setting up and monitoring the procedures concerning the distribution of costs and expenses at the end of the evaluation that the partners had voted
- Collecting and monitoring the documentation necessary for the evaluation;
- Supporting the "*on-going*" and final evaluation

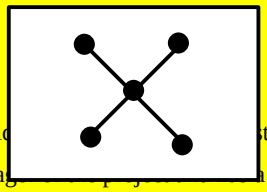
See sheets

**SHEET Nº 24 – WHAT FORM SHOULD THE NETWORK TAKE? (1/2)**

Before actively seeking partners, it is advisable to ask oneself what form the network should take. This is important for its future structure, for the future stability of the partnership as well as for the type of management chosen. There is a choice to be made between 4 main types of network:

**The "star" network**

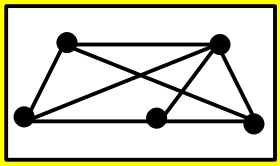




This network has a leader with a wi[illegible]strong personality. Everything passes via him/her. He/she is usually the manag[illegible] pragmatic style.

**2. The "nodal" network**

Each partner is on an equal footing with the others. The leader performs basically administrative tasks. Often the partners have a common culture and know each other already. This network supposes equal commitment by all partners.



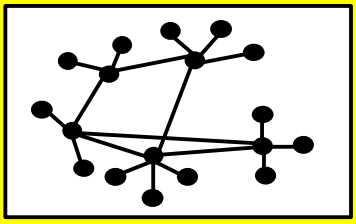
**3. The "ad hoc" network**

The formal structure is reduced to a minimum: the partners know each other well. Each one is responsible for his own field or region and reacts flexibly to unexpected events or to the requests of the other partners. The lack of formality should be made up for by the experience of the partners.

**SHEET Nº 24 – WHAT FORM SHOULD THE NETWORK TAKE? (2/2)**

See sheets

**4. The network composed of regional networks**



The idea is very complex and consists of creating regional networks supported by an international framework. This super-network often implies professional organisations, research institutions and universities alongside territorial communities. This type of network is suitable in the case of heterogeneous partnerships but it requires a strong leader and will rarely survive for long.

**SHEET Nº 25 – FORMALISING THE PROCEDURES OF THE NETWORK (1/1)**

See sheets

Is it useful to formalise the procedures of a network?

| | Adequacy of network procedures | | |
|---|---|---|---|
| **Network characteristics** | **Elaborate and written** | **Less elaborate and written** | **Simple and unwritten** |
| **Dependant on one single partner/small group** | + | * | - |
| **Creation of a group of individuals accustomed to working together** | - | * | + |
| **Extension of an already existing network** | + | * | - |
| **Network with a high degree of confidence** | - | * | + |
| **Geographically spread out partnership** | + | * | - |
| **Partners with a similar level of experience** | * | + | - |
| **Heterogeneous network** | + | * | - |

+ = well suited

* = between the two

- = unsuitable

**SHEET Nº 26 – AN INTERNAL OR EXTERNAL PROJECT MANAGER? (1/1)**

See sheets

The choice of project manager is often a delicate operation. The advantages and disadvantages of searching outside rather than inside are the following:

| | Internal manager | External manager |
|---|---|---|
| **Advantages** | Knows several or all the members of the network. This is useful for communication and conflict solving.<br><br>No extra cost is required | Full time involvement in the running of the network.<br><br>More likely to be objective.<br><br>May have more experience in running a project |
| **Disadvantages** | More likely to be subjective.<br><br>Can only be involved on a part time basis.<br><br>May have no experience in running a project.<br><br>The network may become over dependant on the manager. This may pose problems if the latter leaves the post. | May not adapt to a change in the situation<br><br>May change the nature of the network orientation.<br><br>May act in his own interest rather than in that of the network.<br><br>Probably does not know the members of the network at the outset. This may give rise to communication problems.<br><br>The network must bear the cost. |

## II.5 – ELABORATING THE PROJECT

**SHEET Nº 27 – ELABORATING THE PROJECT BUDGET (1/1)**

| | See sheets |
|---|---|
| **OBJECTIVE**<br>Establish a forecast of the criteria of the project and of the respective sources of finance<br>**CONTENTS of the MAIN ACTIVITIES**<br>• Evaluating the cost of the programme of action.<br>• Confronting the programme limits (amount, nature of costs)<br>• Possible revision of cost evaluation or action<br>• Organising the budget<br>• Comparing the budget with the programme limits<br>• Identifying the compensation of the partners (beware of the differences between objective 1 regions and the others)<br>• Checking the sources of finance and whether the budget is balanced. | 27-29 |
| **EXPECTED RESULT**<br>• Project budget<br>• Sources of project finance<br>• Establishing the financial compensation of the partners<br>•<br>**CRITICAL ASPECTS**<br>The preparation stage of the budget is critical in the process of developing the project. It is often the case that badly calculated budgets or insufficiently evaluated sources of finance are responsible for failure or for problems in the implementation of the project.<br><br>Certain important points need to be considered when preparing the budget.<br><br>**Important Points:**<br>• **Read the programme** so as to be aware of the amount and the nature of the revenues and expenditures authorised<br>• Be aware of **eligible expenses**<br>• Be aware of **eligibility dates** (beginning - end)<br>• Be aware of **ceilings**<br>• Be aware of **problems of cashflow /movements of funds**<br>• Be aware of the rules regarding centralisation **of the accounts**<br>• Make sure the **budget is evenly shared between partners**<br>• Monitor the **public/private compensation** | |

**SHEET Nº 28 – WAYS OF ELABORATING THE BUDGET (1/1)**

The two following possibilities explain two extreme ways in which the budget of a cooperation project may be planned. Numerous solutions in between these two extremes do exist and will be chosen depending upon the situation in question. The following sheet explains one possible way.

Possible extremes:

**a) In partnership**

equal % for each partner

Overall Budget

Distribution of the budget into actions per partner

The total number of actions along with the calculation of their cost in relation to the Community Programme

**b) Centralised**

50% for the leader

Definition and total cost of the actions defined by the leader

Distribution of the actions for which the cost has been calculated among the partners

Final monitoring of consistency

See sheets

**SHEET Nº 29 – THE BUDGET (1/4)**

| | |
|---|---|
| The **budget** must be established in the terms fixed in the Community Programme which serves as a framework for the project. **It will include the following elements:**<br><br>• Staff<br>• Travelling and living expenses<br>• Surveys and studies<br>• Outsourcing<br>• Durable goods<br>• Consumables<br>• Meetings, seminars and conferences<br>• Publicity and distribution<br>• Studies and technical assistance<br>• Overheads<br>• Miscellaneous<br><br>The contents of each item are laid down by the regulations of each respective programme.<br><br>The budget must be planned yearly, distributed amongst the various partners and must match the activities that have been planned.<br><br>Hence, the project budget may be organised in three ways: based upon expenses, (in accordance with the categories listed in the specifications), based upon actions or activities and per partner with co-financing.<br><br>**Questions to be asked when preparing the budget:**<br><br>• Is the budget enough to cover the project?<br>• Is the distribution between partners evenly balanced with respect to their respective roles?<br>• Is the distribution by activity balanced?<br>• Are the travelling and study expenses sufficient to meet the cost inherent in a trans-national project? | See sheets<br><br>29 |

**SHEET Nº 29 – THE BUDGET – Per type of cost (2/4)**

See sheets

**Example – Project … (Interregional Cooperation Project)**

**Budget per type of cost**

**Types of expenditure**

**Expressed as a % of the Total**

| Item | Total in Euros | % | Year 1 | Year 2 | Year 3 |
|---|---|---|---|---|---|
| Studies and experts | 210.000 | 9,9% | … | … | … |
| Staff costs | 540.000 | 25,5% | | | |
| Travel costs | 150.000 | 7,1% | | | |
| Overheads | 80.000 | 3,8% | | | |
| Promotion and publications | 690.000 | 32,6% | | | |
| Meetings, seminars, conferences | 430.000 | 20,3% | | | |
| Equipment expenses | | | | | |
| Infrastructures and development | 20.000 | 1% | | | |
| Other | 0 | 0% | | | |
| | 0 | 0% | | | |
| **Total** | **2.120.000** | **100%** | … | … | … |

**SHEET Nº 29 – THE BUDGET –Per action (3/4)**

See sheets

**Example – Budget per type of action**

**Aspects**

**Expressed as a % of the Total**

| Item | Total in Euros | % | Year 1 | Year 2 | Year 3 |
|---|---|---|---|---|---|
| 1. Feasibility design | 105.000 | 5% | … | … | … |
| 2. Implementation (per action) | | | | | |
| Action 1: selection of the SMEs and reconciliation preparation | 60.000 | 2,8% | | | |
| Action 2: assistance for the effective reconciliation | 40.000 | 1,9% | | | |
| Action 3: seminars for the SMEs | 199.000 | 9,4% | | | |
| Action 4: support actions for the SMEs | 400.000 | 18,9% | | | |
| Action 5: cross visits on site | 490.000 | 23,1% | | | |
| Action 6: improvement of the information and communication tools | 51.000 | 2,4% | | | |
| Action 7: internal assessment and adaptation of the procedures | 380.000 | 17,9% | | | |
| Action 8: market studies and sectorial studies | 230.000 | 10,9% | | | |
| 3. External assessment | | | | | |
| 4. Interregional management | 25.000 | 1,2% | | | |
| | 140.000 | 6,6% | | | |
| **Total** | **2.120.000** | **100%** | … | … | … |

**SHEET Nº 29 – THE BUDGET – per partner (4/4)**

See sheets

**Budget per partner and co-financing**

**Geographic area**

**Total budget**

**Regional co-financing**

**Community co-financing**
**% of the**
**Community co-financing**

| Item | Total in Euros | % | Year 1 | Year 2 | Year 3 |
|---|---|---|---|---|---|
| *Objective 1* | | | | | |
| 1. German | | 75% | 635.000 | 158.750 | … |
| 2. Spanish | | 75% | 495.000 | 123.750 | |
| Sub-Total | | | 1.130.000 | 847.500 | |
| *Does not have priority* | | | | | |
| 3. Belgian | | 50% | 495.000 | 247.500 | |
| 2. English | | 50% | 495.000 | 247.500 | |
| **Total** | | **63,32%** | **2.120.000** | **777.500** | **…** |

## II.6 – MONITORING TOOL

**SHEET Nº 30 – THE PROJECT MONITORING TOOL (1/1)**

See sheets

**OBJECTIVE**

Equip the project with a tool to monitor and assist project management within the scope of the actions completed and the results expected, budgetary cost control and the running of the project.

**CONTENTS AND MAIN ACTIVITIES**

- Definition of the project monitoring indicators for each dimension of the assessment: the realisations, the results expected, budgetary cost control and the running of the project;
- Define the information sources to be used for calculating the indicators
- Define the key moments of project planning in order to audit the work done (particularly for critical activities – those that are decisive in relation to the project's results and objectives)

**CRITICAL ASPECTS**

The monitoring tool must be set in place during the preparation phase of the project in order to guarantee that all the necessary conditions are met for the monitoring and audit process.

**SHEET Nº 31 – THE PROJECT MONITORING TOOL – THE MAIN ASPECTS TO BE TAKEN INTO ACCOUNT 1/1)**

**The monitoring system for cooperation projects must meet a number of conditions:**

- It must be designed at the beginning of the project
- It must be structured around a group of indicators that can be checked in an objective manner
- It must be organised around critical moments of the roll out phase of the project in order to make its monitoring possible
- It must guarantee the participation of the different project stakeholders
- It must be pedagogical in that it must reveal learning points or areas for improvement for the future

**It contributes to:**

- Helping the management and monitoring process
- Validating and enhancing the credibility of the project
- Motivating the stakeholders
- Transferring and reproducing the project

See sheets

**SHEET Nº 32 – INDICATORS THAT CAN BE CHECKED IN AN OBJECTIVE MANNER AND THE AUDIT MEANS (1/2)**

A good definition and understanding of the project require a clear formulation of the objectives at their different hierarchical levels. It is therefore advisable to specify and quantify the objectives in the second column of the Project framework in order to guarantee depth and understanding.

In the third column of the Porject framework matrix, the means of auditing the indicators (that can be checked in an objective manner) are identified.

These indicators have **four main characteristics**:

- They must be pertinent from the point of view of the project objectives;
- They must be plausible;
- They must configure the data in terms of quantity, quality and time;
- They must be independent, or when they are used at specific level of the matrix, they must not be used for measuring another level of the same matrix.

The **different stages to overcome in order to build an indicator** are the following:

1. Identify the indicator

2. Quantify

3. Fix the quality

4. Specify the time horizon

When building an indicator, it is important to include the possibility of checking it. In the absence of auditing means, the indicator will have to be abandoned and replaced by another equivalent indicator.

See sheets 18

**SHEET Nº 32 – INDICATORS THAT CAN BE CHECKED IN AN OBJECTIVE MANNER AND THE AUDIT MEANS**
**EXAMPLES (2/2)**

| | |
|---|---|
| **Examples:**<br><br>• Partners who are trained and qualified in assessing the methods and practices implemented to help create jobs<br><br>• 16 partners (technicians in charge) took part in and competed the self-assessment training action (60 hours)<br><br>• Technical and pedagogical dossiers for the training action<br>• Organised project dossiers<br>• Certificates allocated<br><br>• 1 accessible database created. It can be updated.<br>• 1 Web site created with current and important information<br><br>• Number of data base users<br>• Frequency of Web site access<br><br>• Number of seminars based on a specific theme for entrepreneurs (current and future) and entities that provide assistance for setting up a company.<br><br>• 1 plan of timely and important seminars designed and distributed one month before the completion of the first one<br>• 4 half-day seminars for 2 people/ partners and 2 entrepreneurs (current and future) | See sheets |

# III – ORGANISATION OF THE PROJECT DOCUMENT

**SHEET Nº 33 – ORGANISATION OF THE PROJECT PRESENTATION DOCUMENT (1/1)**

| | See sheets |
|---|---|
| **1. Summary**<br>Present the main items of the project succinctly. The presentation should, for example, include the main project items, such as the end purpose, (grounds for existence), the objective, the results expected, the main activities, the promoter, the structure of the partnership, the start and end dates, the overall budget and the different sources of financing (include the matrix of the logical framework for projects). | |
| **2. Context**<br>Define the general context that the project fits into, the analysis of the problems, the problems to be solved, the beneficiaries, the main stakeholders, the other dynamics present in the regions, any aspects that are complimentary to the project. | 10 |
| **3. The intervention**<br>Define the objectives to be reached, the results expected from the project, the activities to be carried out. Give a detailed explanation of the strategy adopted and the reason/s behind it. | 11-18 |
| **4. Project programming**<br>Present the internal organisational aspects for the project in relation to its fulfilment. Describe the material and human resources required to develop the project and to ensure its organisation, the distribution of tasks between the partners, the information system, the administrative, accounting and financial aspects that need to take shape and the calendar. | 19-26 |
| **5. Budget and financing plan**<br>Present the budget giving details of each type of cost item, each type of action and for each partner. Also provide the financing plan. | |
| **6. Project viability conditions**<br>Give a detailed explanation of the political, institutional, financial and management conditions that must be met in order for the project to succeed. | 27-29 |
| **7. Audit and assessment**<br>Present the project assessment and monitoring tool, particularly with regard to the following aspects:<br>• Assessment criteria<br>• Indicators<br>• Methods and support documents for gathering information<br>• Moments for gathering information<br>• Assessment items to be distributed | 30-32 |
| **Appendix**<br>Application forms to be filled in in accordance with the instructions of the Community Programme for which the project is proposed. These must be sent with the number of copies requested. | |