Final Evaluation report

Conducting
External Evaluation of the project
"Improving Governance Practices at
Palestinian Higher Education Institutions"

Project Nr. 573684-EPP-1-2016-1-PS-EPPKA2-CBHE-JP

By

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1. INTRODUCTION

1.1. Background to the Project

UniGov is an international cooperation project co-funded by the Erasmus+ Capacity Building in Higher Education program of the European Union during the period 15 October 2016 – 14 October 2019. The project seeks to support the modernization, accessibility, and internationalization of HEIs in Palestine, through addressing five cross-cutting aspects of university governance.

The UniGov project is soliciting proposals for the provision of consultancy services from qualified and accredited consultants to develop an external evaluation.

This project proposal was primarily prepared based on the outcomes of "Universities through the Looking Glass: Benchmarking University Governance to Enable Higher Education Modernization in MENA", a study developed by the World Bank in 2010. The study had addressed the major issues concerning the five elements of university governance in 41 universities in Tunisia, Palestine, Morocco and Egypt. Moreover, several regional universities, including ANNU and other Palestinian universities, have participated in the Institutional Evaluation Program (IEP) conducted by the European University Association (EUA). The IEP offers improvement-oriented institutional evaluation programs for higher education institutions.

The World Bank Study and the IEP have noted weak governance, accountability, and management structures across HEIs in Palestine. Consequently, a project summary was prepared by ANNU, and later was shared with national and EU partners. A consortium was established for the project and the different WPs and interventions was discussed. Activities of project were assigned to consortium partners according to their institutional and personal expertise. Meetings were arranged on phone and Skype calls in order to ensure the full involvement and commitment of all partners in this project.

1.2. Rational for the setting-up of the consortium

The UniGov project aims at improving the governance practices of higher education institutions in Palestine. In partnership between 5 European and 5 Palestinian HEIs, the consortium is welling to carry out the activities of this project.

The Palestinian Universities in this project are (ANNU, BZU, IUG, AAUJ, PPU). These universities represent the majority of HEI community including staff and students, they are classified as largest universities in Palestine with a total estimated number of 60,000 students and more than 2,300 academic staff. In addition to this, Governance

was decided by the Palestinian Ministry of Higher Education as one of the National Priorities that need to be addressed through EU funded projects.

Palestinian universities in this project represent different geographical areas and different cultural environments in Palestine, this will support the project by involving more HEIs and stakeholders at each area. For example, IUG is located in Gaza and will involve other HEIs and other stakeholders in Gaza, IUG will also provide all the logistical support needed in that area. In addition to this, ANNU, BZU, AAUJ and PPU are all located in the West Bank where decision and policy makers are existing, thus, involving those stakeholders will support the success of the project and will secure the intended impact of the project.

At the Program countries, partners of this consortium are all reputable universities, well-known for their experience in good governance. For example, the values of good governance in Irish universities were initially established in the Universities Act, 1997 and subsequently detailed in the 2001 framework. Accordingly, all universities in Ireland including UCC adopted the HEA/IUA "Governance of Irish Universities", its principles and its reporting requirements.

The UNISI, UL, UCC, and UE cover most needed expertise, and have been all assigned to work packages related to the development and capacity building. They represent different higher education systems, and different university sizes and ages. This variety will expose the Palestinian Universities to different governance models, so they will be able to adopt the cutting-edge and innovative models and practices.

The UNIMED has a track record in EU project participation and management and, particularly, in the development of scientific and educational cooperation in the Euro-Mediterranean region. Accordingly, The UNIMED will support the management and the dissemination activities of this project and will support the collaboration and networking between partners as well as with external stakeholders.

In general, all EU Universities have intensive and proven experience on executing EU projects. They have the required expertise, necessary competencies and skill, resources, and knowledge on the topic. In the same vein, all Palestinian Universities have the willingness to improve their governance and accountability practices. They are committed to the modernization of their HEIs, and motivated due to local, regional, and global challenges in the economy and the labor market.

1.3. European added value

In general, the European HEIs have a well-established experience of good governance practices. This experience proved its success through the excellent reputed positions and ranks achieved by the EU universities at a regional and global levels. In addition,

the EU partner institutions selected in this project are very well-known universities in the field of university governance. Values such as transparency, autonomy, participation, and accountability are the basis of their institutional culture.

Universities in Palestine seek experienced EU partners mainly for two reasons: (1) EU partners can act as a benchmarking tool to measure the status of Palestinian HEIs, and (2) EU partners will utilize their experience and competencies to develop HEIs in Palestine. Establishing partnerships with universities in the EU is an important step to share their experience and to manage and lead the development stages of the project. Obstacles, such as managing change, can be easily handled by the EU partners due to their previous experience. Moreover, the implementation of training modules will occur concurrently with the study visits to EU partner institutions. This will eventually allow the participants sense and see cases of successful governance best-practices, and therefore will foster participants to change once they come back to their home institutions.

Establishing EU partnership will support the dissemination dimensions of the project. The EU partners will share the project outcomes and outputs and will create/facilitate new networking opportunities with other European HEIs.

1.4. Aims and objectives of the project

The Overall objectives of the project are to:

- ✓ Support the modernization, accessibility and internationalization of the higher education field in the eligible Partner Countries.
- ✓ Support eligible Partner Countries to address the challenges facing their higher education institutions and systems, including those of quality, relevance, and equity of access, planning, delivery, management, and governance.

The Specific objectives of the project are to:

- ✓ Create an enabling environment to adopt decent governance practices
- ✓ Establish a clear governance framework, including well-defined mission and vision.
- ✓ Establish an effective management framework and structure
- ✓ Stimulate autonomy and accountability.
- ✓ Strengthen links with different stakeholders (i.e. improve transparency and participation) in strategic planning and development activities.

1.5. Project activities and Methodology

The project consists of six WPs and each WP contains a systematic build-up of activities. The WPs and activities are established based on a systematic review of institutions' needs in partner countries and an intensive consultation with partners in program countries. In general terms, of the six WPs, three of them deal with the preparation, capacity building and development of governance practices in partner countries, whereas the remaining three deal with the cross-cutting aspects such as management of the project, dissemination and exploitation of results, and quality assurance.

More specifically:
- WP1: Preparation,
- WP2: Capacity Building and Training,
- WP3: Diagnosis, development, and implementation of remediation plans,
- WP4: Project Quality and Evaluation,
- WP5: Dissemination and exploitation of the project, and
- WP6: Management and Coordination.

All the different WPs, activities and their content, expected outputs, results and impact, are a result of an intensive collaboration with and contribution of the project partners. Each WP has a WP Leader, who is responsible for the implementation of the WP, and delivering of the WP outputs/results in cooperation with the other participating partners in the WP. The progress of each WP is the responsibility of the WP Leader and in collaboration with the internal quality evaluator.

The project Kick-off will be in Italy, organized and hosted by the UNIMED, with the participation of all consortium representatives. The first WP (i.e. WP1- Preparation & Desk Research) will be led by UNIVERSITA' DI SIENA (UNISI). The WP seeks to conduct desk research and review of current effective governance best practices, to learn from other experiences. Consequently, the WP will define the stakeholders of the project scope (Governance stakeholders) and will establish a diagnostic tool that will be used later in WP3. In addition, the WP will prepare a preliminary training needs assessment which will highlight the topics and aspects that should be addressed during the next work pack (WP2).

Based on the findings of WP1, WP2 which will be led by University College Cork (UCC), seeks to build the capabilities of partner countries in the field of university governance. Thus, training modules will be prepared and training will be executed initially through a training web portal. The online training will provide explanation on general governance terminologies, literature, and examples of good governance practices. After executing the online training modules, participants be will divided into

groups. Each group will visit a partner university located in Europe. Study visits seek to follow-up and show the practice of good governance at program countries institutions, the assembly of visiting groups will be arranged in order to have 4 visiting groups, each consisting of 5 participants representing the 5 Palestinian universities. When finishing the study visits, the experts of EU partners will visit Palestine to conduct field capacity building for 16 project participants from each university in Palestine.

Upon the completion and delivery of the capacity building and training WP, the participants and project team will be ready to start the third WP (WP3- Diagnosis, development, and implementation of remediation plans). In this WP, Universities in program countries will supervise the Palestinian partner universities, to conduct a self-evaluation process utilizing the diagnostic tool which was developed and trained during previous two WPs. Once the self-diagnostic study is conducted, the results will be submitted to experts of the program countries partners, and the experts will develop a remediation action plan for each university according the results of evaluation. These action plans will be given enough time for implementation, taking in consideration the expected the resistance to change. In order to ensure achieving the intended outcomes, assessment will be conducted periodically, and refining decisions will be taken when necessary.

The first cross-cutting aspect of each project is WP4 (Project Quality and Evaluation). The WP will be led by Birzeit University (BZU) and an External Quality Auditor (formative evaluator) will be hired. The aim of this WP is to ensure that different activities (and their associated the deliverables and outputs) are implemented within the assigned budget and timeframe, while assuring that the overall goal and specific objectives are achieved. A dedicated quality team will be nominated to assure that the project activities are performed adequately and precisely. The team will be responsible for drawing up (and the dissemination of) a detailed quality and evaluation plan for project partners. The plan includes the procedures to monitor the project activities, key performance indicators (KPIs) and criteria, associated risks, and the procedures to evaluate the deliverables and their quality in meeting the requirements of the targeted groups. A quality and evaluation report will be issued periodically to indicate the status of the project, make recommendations and corrective actions. In addition, the External Quality Consultant will submit two mid-term reports and a final evaluation/comprehensive report.

The second cross-cutting aspect is the Project Dissemination and Exploitation (WP6). The WP will be led by UNIMED. The dissemination of the project and it will start from early stages of the project (preparation and inception phase of the project). Vision and mission will be prepared, and web presence will be used to distribute related information and to aware partners and direct/indirect beneficiaries of our objectives. A detailed dissemination plan will be prepared, addressing the multiplication aspects of the project results and objectives. The plan will also include lessons learned, steps, and recommendations for addressing governance issues in HEIs, to be utilized and

adopted by other HEIs across the South Mediterranean. In addition, a final dissemination conference will be held in Palestine, gathering several stakeholders and decision makers at other HEIs as well as the Ministry of Education and Higher Education, to encourage them to take significant steps on this important issue, and to utilize the experience of the project partner institutions of this project.

The final cross-cutting aspect is the Project Management (WP6). The WP will be led by An-Najah National University (ANNU) and is concerned with issues related to the operational and financial aspect of the project. Several meetings will be held to discuss the project management (progress, products, financial and operational activities). In between the meetings, virtual meetings will be utilized to discuss new trends and issues, and to follow up on the project activities (operational, financial, and expected outcomes)

2. ACTION PLAN

2.1. My understanding for the evaluation

UniGov is an international cooperation project co-funded by the Erasmus+ Capacity Building in Higher Education program of the European Union during the period 15 October 2016 – 14 October 2019. The project seeks to support the modernization, accessibility, and internationalization of HEIs in Palestine, through addressing five cross-cutting aspects of university governance.

Following a careful review of the term of references, and taking into consideration my experience in conducting project assessment and evaluation, I confirm my understanding of UniGov needs.

> ➤ The aim of the external evaluation is to ensure that implementation of the project is performed adequately and accurately. It identifies procedures, criteria and resources for monitoring the project. It also deals with the evaluation of the progress of the project, risk and issue management and with the evaluation of the results in comparison with the needs of the target group(s) and sector(s).
> ➤ This evaluation is **A** *summative evaluation* (sometimes referred to as external) is a method of judging the worth of a program at the end of the program activities (summation). The focus is on the outcome.
> ➤ All assessments can be summative (i.e., have the potential to serve a summative function), but only some have the additional capability of serving formative functions. - Scriven (1967).
> ➤ The various instruments used to collect the data are questionnaires, surveys, interviews, observations, and testing. The model or methodology used to gather

the data should be a specified step-by-step procedure. It should be carefully designed and executed to ensure the data is accurate and valid.

2.2. Evaluation objectives: The task aims the following objectives:

a. To assess the degree to which project objectives were achieved.
b. To understand the project, and to measure the level of efficiency, effectiveness, impact, appropriateness, consistency, and coverage of the emergency assistance delivered.
c. Support the modernization, accessibility and internationalization of the higher education field in the eligible Partner Countries.
d. Support eligible Partner Countries to address the challenges facing their higher education institutions and systems, including those of quality, relevance, and equity of access, planning, delivery, management, and governance.
e. It also deals with the evaluation of the progress of the project, risk and issue management and with the evaluation of the results in comparison with the needs of the target group(s) and sector(s).
f. To identify lessons learned from the first round.
g. To evaluate the agencies and other actors who have intervened, and to make recommendation to them.

2.3. Proposed Methodology

The process of conducting a formative evaluation will depend heavily on reading all available literature and the comprehensive understanding of the project, its mandate, goals, and activities. This will only be fulfilled after reviewing the project's documents needed, and after a set of meeting is done with the project's manager.

It should be stressed here that the availability of all information needed by the consultant regarding the project is a vital condition for setting all the assumptions that will be the base for building the project's evaluation needed.

Thus, a participatory role is expected from the project management and other stakeholders involved. This will assist in developing the individual goals to the best within the approved evaluation and broad objectives, as well as among the current political, financial, management and logistical circumstances in the project.

The evaluation will review the deliverables to insure the realization of the intended impact of the project. It will also evaluate the quality of management for the project

and the partnership performance. The external evaluation will also assess the effectiveness and the impact of the dissemination activities. Other evaluation areas could also be added based on the consortium decisions.

2.4.   The Evaluation Process

The evaluation process will mainly go through fourth phases, which will be explained in details as follows:

A. First phase: Evaluation plan: {Project orientation, Intensive disk review, Development of evaluation indicators and questions, and evaluation tools).
B. Second phase: Evaluation of the project progress (Mid-term Evaluation report)
C. Third phase: Evaluation of the capacity building of Palestinian Partners universities (Training Evaluation)
D. Fourth phase: Overall Evaluation of the project (Final Evaluation report)

First phase: Evaluation plan: several steps will be used in the evaluation plan:

Step 1, Project orientation: During this step I will:

  a. An orientation interview with the project manager & the internal Quality Committee representatives is to be held, to get further details and clarifications about the task and determine the general guidelines of the evaluation.
  b. Identify Stakeholders: after the meetings of the internal Quality Committee staff, I will be able to prepare the list of the individuals and organizations, identify their degree of involvement in the project, determine the participants and conduct interviews with them, and determining their interest of the evaluation of this project.
  c. Identify the project establishment, implementation, processing, logistics, and any other related matters.
  d. Gathering and collecting all relevant documents and papers about the project.
  e. Design an Evaluation Plan: A complete evaluation plan is a management tool that you can use to monitor project activities, demonstrate progress, make decisions about changes, and prepare reports. This plan will include: project goals, project objectives, project stakeholders, project outcomes, and project map.

Step2, Intensive disk review: reviewing and studying all documents and papers, knowing the stakeholders and related parties and identifying areas and locations. During this stage, I will scan the literature reviews and related studies, using tools and sources of information as: internet, Palestinian Central Bureau of Statistics, NGOs, and other Organizations.

Step 3, Development of evaluation indicators and questions: will be done in respect with the six assessment criteria items, Relevance, Consistency, Coverage, Effectiveness, Efficiency, and Impact.

> a. The indicators will show the gap in the achievement whether qualitative or quantitative.
> b. Questions design: determining the questions will basically depend on the objectives and will measure the indicators.
> c. The questions and indicators will be set in consistency with the six determined assessment criteria.

Step 4, Evaluation tools: Will help me gather the information using:

> a. Documentation: papers, documents, vouchers and any other papers since starting the project until finishing it will be studied reviewed, and tracked.
> b. Observation: Through visits to all beneficiaries in the project.
> c. On site visits to the stakeholders.
> d. Interviews: will be conducted with primary and secondary stakeholders.
> e. Survey: questionnaires will be distributed to all beneficiaries.
> f. Focus groups: will be conducted with most involved related parties so they can say their notes and opinions.
> g. Evaluation matrix: to determine the characteristics of the gathered information.

Step 5, Preparation for Field work: After doing the disk research, preparing the Stakeholder list, and evaluation tools, I will be more familiar with the project, and I will start preparing for the field work by arranging with the internal Quality Committee and the other responsible parties.

Step 6, Submission of the evaluation action plan.

<u>Second phase: Evaluation of the project progress</u>

This is the implementation phase where I will collect the data:

<u>*Step 1*</u>, the external evaluator will start the first survey and send the questionnaires built in the previous phase to measure the overall progress of the project.

<u>*Step 2*</u>, Data entry and data analysis: the collected data will be judged -focus group and interviews- and entered on statistical software -questionnaires- so it can be analyzed and discussed.

<u>*Step 3*</u>, **A Mid-term Evaluation report:** The mid-term evaluation report shows the results of project process and assesses the quality of work both within the project and the consortium. The final report will be prepared covering the project design, development, activities, outcomes, goals achieved and impact.

A draft final report will be submitted in English language following the structure below:

1. Overview of the project
2. Background: will contain at least:
   ✓ Assessment objectives & goals
   ✓ Project activities
   ✓ Methodology
   ✓ Work Constraints
   ✓ Description of work performed
   ✓ Documentation structure

3. Intervention description:
4. Evaluation results, based on the selected criteria.
5. Conclusions and recommendations

<u>Third phase: Evaluation of the capacity building of Palestinian Partners universities:</u> The main objective of this stage is to assure that all these tasks regarding capacity building are done with high quality manor:

1. Preparation of customized training modules: all training material will be prepared and organized on the training platform.
2. Implementation of online training for universities in partner countries
3. Organization and implementation of study visits to program countries: during which face-to-face training will be conducted and followed by study visits to partner EU institutions.
4. Organizing and conducting field capacity building at partner countries: during this activity, experts and researchers of the project (form EU partners) will visit the partner Palestinian universities in order to assess and participate in the gap analysis/self-assessment study.

**Step 1**, a questionnaire, structured interview, or focus groups will be used to evaluate
- Implementation of online training for universities in partner countries
- Organization and implementation of study visits to program countries
- Conducting study visits to partner EU institutions.

**Step 2**, the external evaluator will start the first survey and send the questionnaires built in the previous phase to measure the overall progress of the project.

**Step 3**, Data entry and data analysis: the collected data will be judged -focus group and interviews- and entered on statistical software -questionnaires- so it can be analyzed and discussed.

**Step 4**, **A capacity building Evaluation report:** The capacity building evaluation report shows the impact of all types of training and assesses the quality of work.

Fourth phase: Overall Evaluation of the project:

This is the implementation of the overall final summative evaluation after the end of the project:

**Step 1**, the external evaluator will start building the questionnaire

**Step 2**, the external evaluator will start the first survey and send the questionnaires built specially for the summative evaluation to measure the overall progress of the project.

**Step 3**, Data entry and data analysis: the collected data will be judged -focus group and interviews- and entered on statistical software -questionnaires- so it can be analyzed and discussed.

Step 4, a final Evaluation report: The final evaluation report shows the final results of project activities and the impact they have on the target groups. The document represents a summative evaluation of the project and it contains a detailed picture of the whole project activities and includes recommendations.

The final report will be prepared covering the project design, development, activities, outcomes, goals achieved and impact.

A draft final report will be submitted in English language following the structure below:

1. Overview of the project
2. Background: will contain at least:
   - ✓ Assessment objectives & goals
   - ✓ Project activities
   - ✓ Methodology
   - ✓ Work Constraints
   - ✓ Description of work performed
   - ✓ Documentation structure

3. Intervention description:
4. Evaluation results, based on the selected criteria.
5. Conclusions and recommendations

3. EVALUATION OF THE CAPACITY BUILDING OF PALESTINIAN PARTNERS UNIVERSITIES

Third phase: Evaluation of the capacity building of Palestinian Partners universities

This part of the report presents the results of the general survey carried out on all the administrative and academic staff, researchers, and all trainees that were participated in the tree types of training that was conducted during the project.

A three different questionnaires were used to evaluate each of the following separated trainings:
- Implementation of online training for universities in partner countries
- Organization and implementation of face -to face training to program countries
- Conducting study visits to partner EU institutions.

3.1. Face-Face training

A. ROLE

What is your role in the project?
 (29,.0%) of the respondents described themselves as a project manager in their university, a further (29,.0%) describing themselves as coordinator/technical member and the remaining (42,.0%) as others (trainee or hrs. employee). (see below chart).
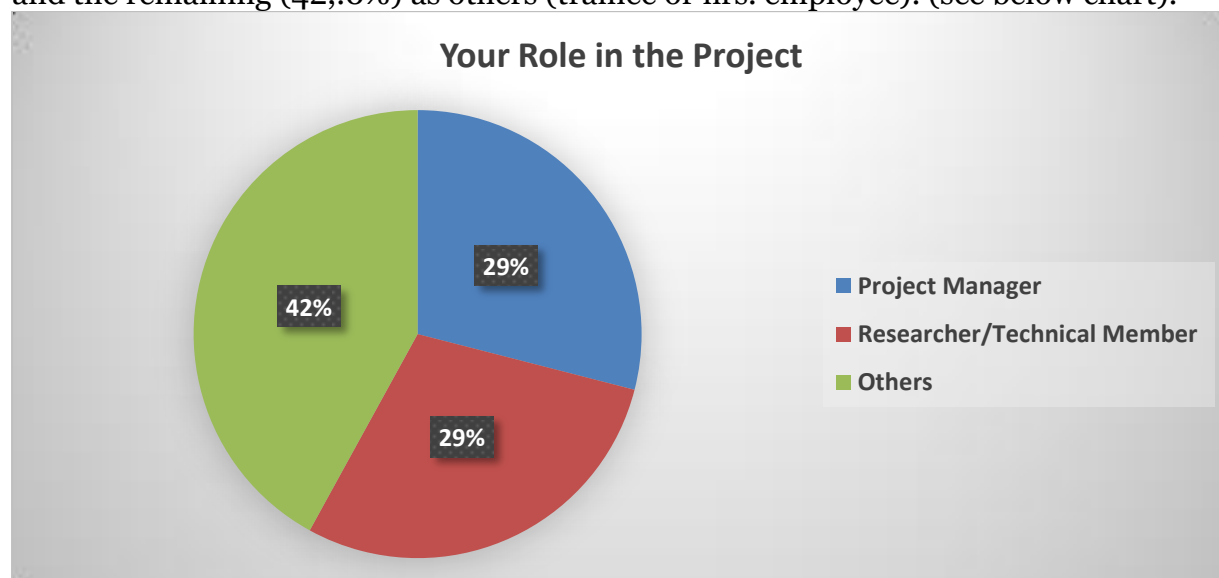
Your Role in the Project

- 29% Project Manager
- 29% Researcher/Technical Member
- 42% Others

B. Training Effectiveness

Ratings of the effectiveness of the training

As for training effectiveness, survey participants were asked about three issues examining the effectiveness of the project. Most aspects regarding the effectiveness of the training were rated highly by respondents.

The following figure shows the participants 'responses to the questions regarding the effectiveness of the training (see below chart).
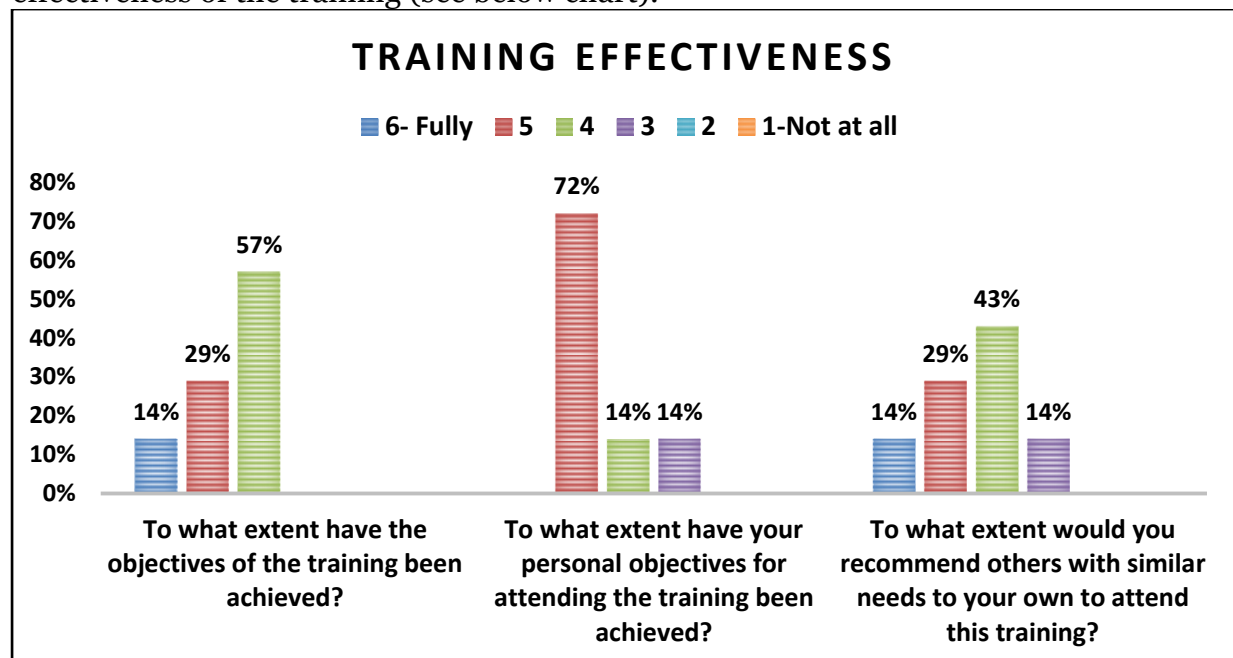
18% of the respondents stated that the training achieved a score of 4 out of 6 in achieving its goals, 29% gave a score of 5 out of 6, and 14% confirmed that the training achieved 100% of its goals.

72% of the participants in the training stated that they achieved their personal goals from attending the training, a score of 5 out of 6, while 14% gave the training a score of 4 out of 6, and 14%, a score of 3 out of 6 regarding the extent to which they achieved their personal goals from attending this training.

14% of the participants in the training stated that they recommend others to attend such a training, a score 6 of 6, while 29% gave the training a score of 5 out of 6, and

43%, a score of 4 out of 6, and 14%,a score 3 out of 6 regarding the extent to which they recommend others to attend such a training.

C. Training Impact

Ratings of the impact of the training

The following figure shows the participants 'responses to the questions regarding the impact of the training (see below chart).
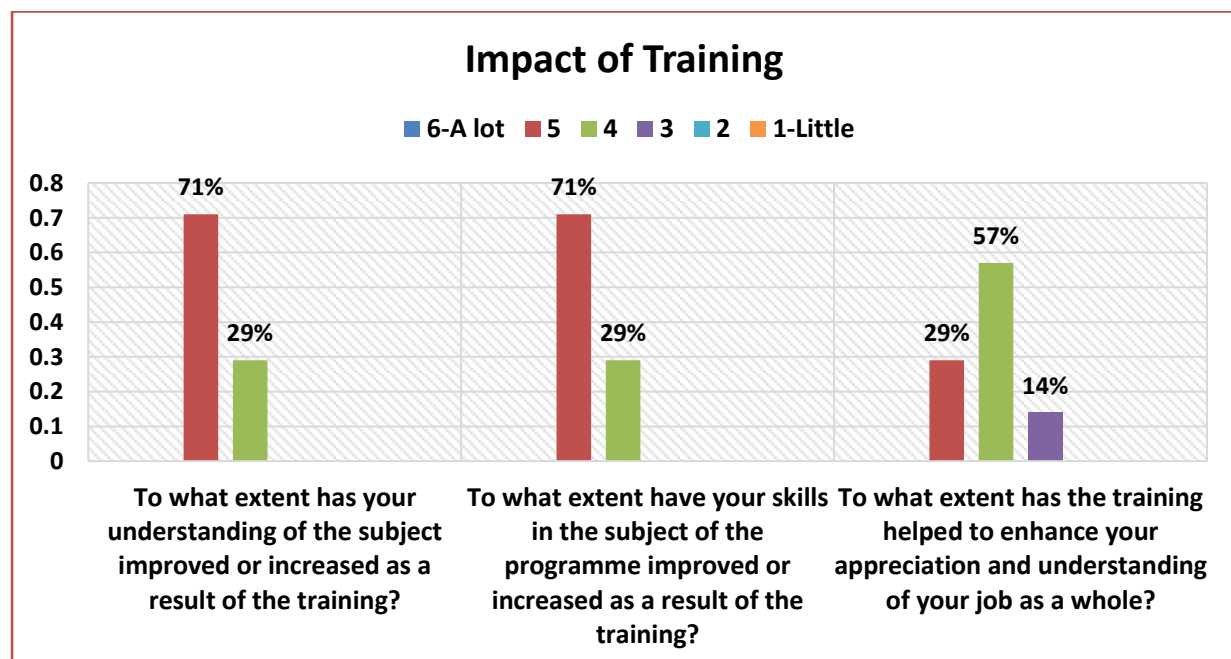
71% of the participants in the training stated their understanding of the subject improved or increased as a result of the training, a score of 5 out of 6, while 29% gave the training a score of 4 out of 6 regarding the extent that their understanding of the subject improved or increased as a result of the training.

Moreover, 71% of the participants stated their skills in the subject improved or increased as a result of the training, a score of 5 out of 6, while 29% gave the training a score of 4 out of 6 regarding the extent that their skills in the subject improved or increased as a result of the training.

Also, 29% of the participants stated the training helped them to enhance their appreciation and understanding their job as a whole, a score of 5 out of 6, while 57% gave the training a score of 4 out of 6, and 14% gave the training a score of 3 out of 6

regarding the extent that the training had enhance their appreciation and understanding their job as a whole.

D. Overall rating of Training

Overall ratings of the training

When asked about their evaluation of the training in general, it was found that the training rated 5 out of 6 among 57% of the participants, and rated 4 out of 6 among 43% of the participants in the training. (see below chart).

What is your overall rating of this training?

4, 43%

5, 57%

- 6-Excellent
- 5
- 4
- 3
- 2
- 1- Poor
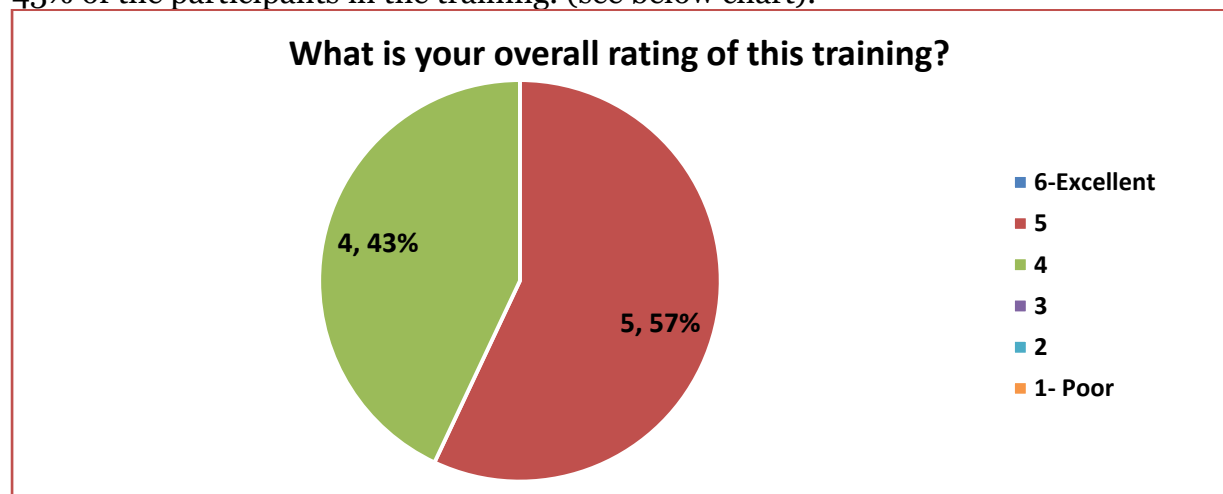
E. Administration of Training

Ratings of the administration of the training

As for the administration of the training, participants were asked about many issues examining the administration of the training. Most aspects regarding the the administration of the training were rated highly by respondents. (see chart below).

➢ As for the level of the instructions given to attend the program,14% excellent,43% very good,29% good, and 14% average.
➢ Regarding the level of the instructions given travel to the training location, 29% excellent,14% very good,43% good, and 14% poor.

- As for the level of the instructions given complete pre-program material, 14% excellent,43% good,29% average, and 14% below average.
- Regarding the level of the instructions given bring relevant material with you to the program, 14% excellent,29% good,43% average, and 14% below average.

Training Administration

Legend: ■ 6-Excellent ■ 5 ■ 4 ■ 3 ■ 2 ■ 1- Poor

Question				
What was the level of the instructions given to you to, d) travel to the training location?	29.0%	14.0%	43.0%	14.0%
What was the level of the instructions given to you to,, c) bring relevant material with you to the programme?	14.0%	29.0%	43.0%	14.0%
What was the level of the instructions given to you to, b) complete pre-programme material?	14.0%	43.0%	29.0%	14.0%
What was the level of the instructions given to you to, a) attend the programme?	14.0%	43.0%	29.0%	14.0%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Regarding the extent of providing the trainees with the necessary materials before carrying out the training, it was found that the evaluation of 14% of the participants was 6 out of 6, 29% 5 out of 6, 29% 4 out of 6, 14% 3 out of 6, and 14% 2 out of 6. (see below chart).

TO WHAT EXTENT WAS MATERIAL NECESSARY TO THE TRAINING PROVIDED TO YOU PRIOR TO THE COURSE?

Legend: ■ 6- Fully ■ 5 ■ 4 ■ 3 ■ 2 ■ 1-Not at all

- 6- Fully 14%
- 5 29%
- 4 29%
- 3 14%
- 2 14%
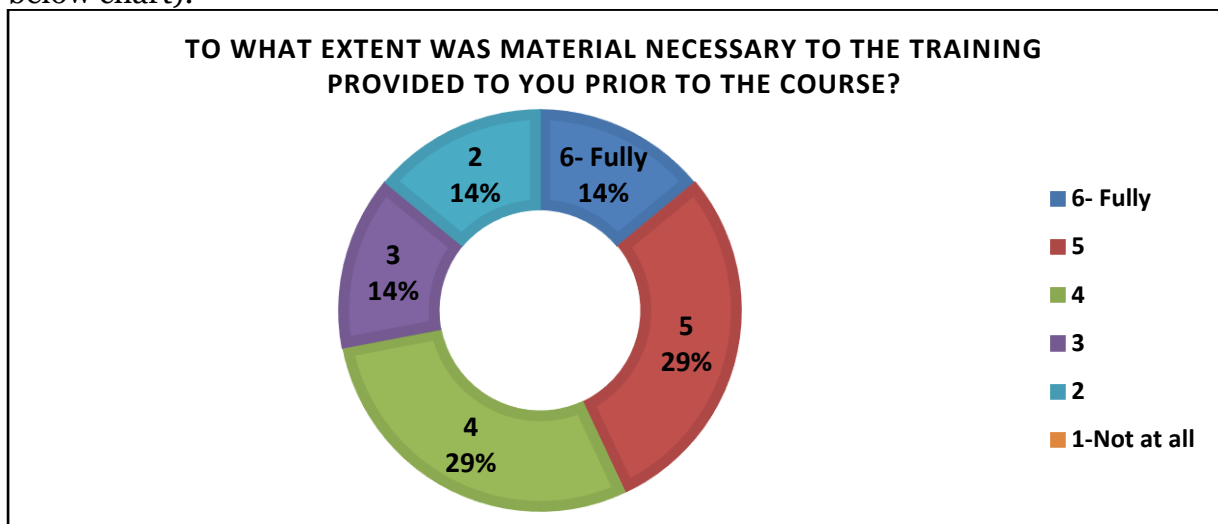
When asking the participants regarding the number of participants on the course, 100% of them said that it was Just sight and suitable. Moreover, all the participant said that the training was intermediate; not introductory nor advanced. (see below chart).

DID YOU THINK THAT THE NUMBER OF PARTICIPANTS ON THE COURSE WAS?	IN YOUR OPINION, WAS THIS TRAINING?
Just right 100%	Interme diate 100%
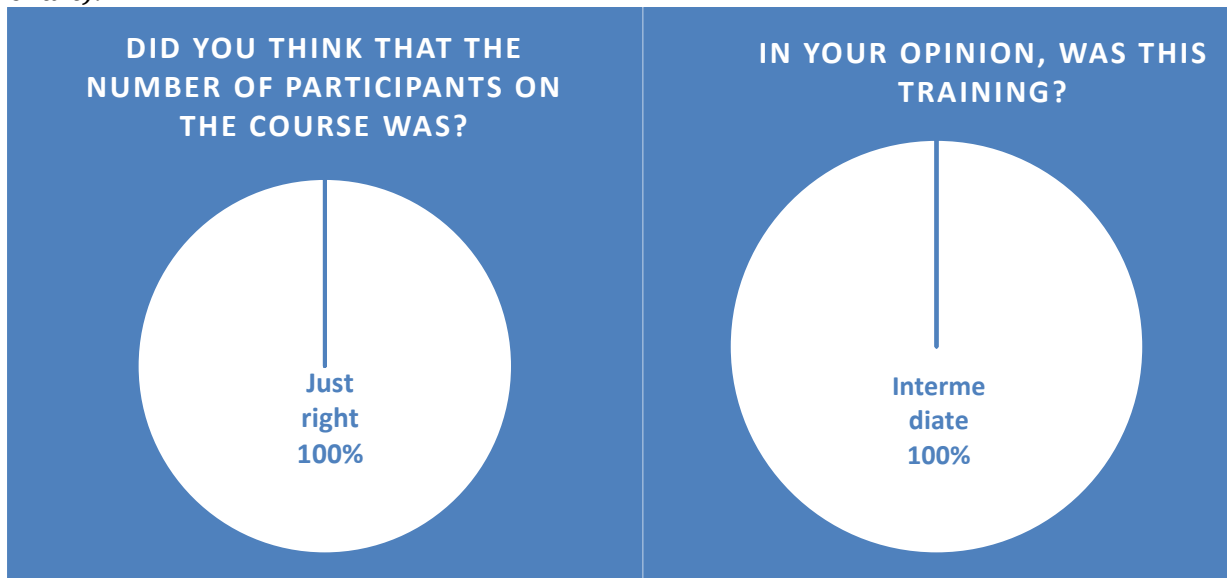
F. Evaluation of Trainers

Ratings of the evaluation of trainers in the following areas

Generally speaking, trainers were rated very highly by respondents over a range of aspects of trainers (see charts below).

Evaluation of Trainers
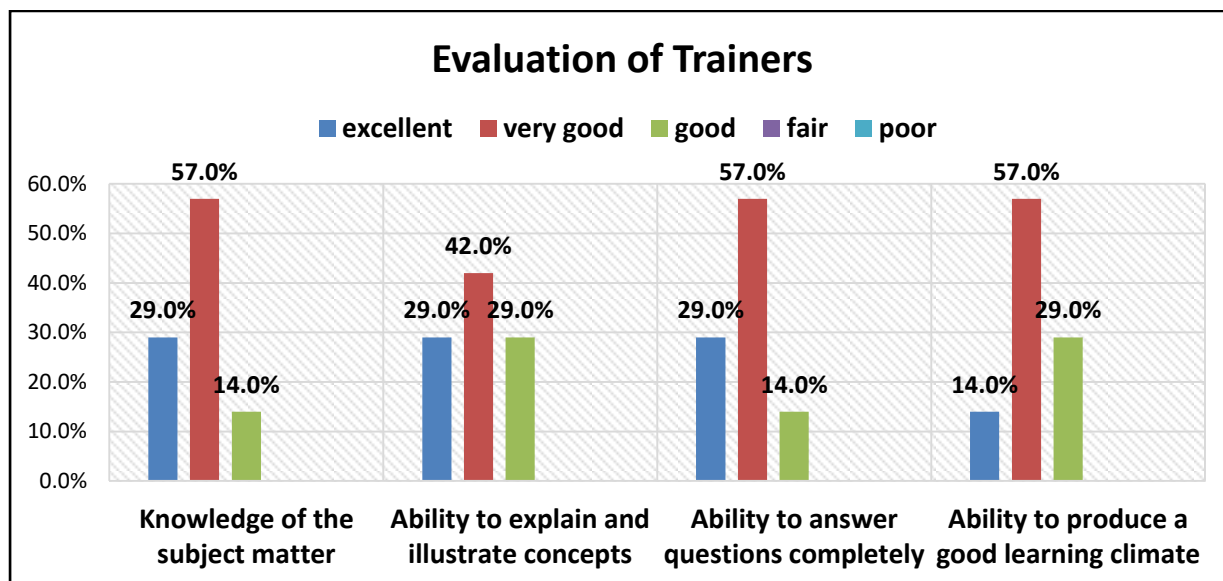
> As for the extent of the trainers' knowledge of the training subject, 29% said that it was excellent, 57% very good, and 14% good.

> Regarding the ability of the trainer to explain the training concept, 29% said that it was excellent, 42% very good, and 29% good.

> As for the ability of the trainers to answer questions completely, 29% said that it was excellent, 57% very good, and 14% good.

> Regarding the ability of the trainer to produce good learning climate, 14% said that it was excellent, 57% very good, and 29% good.

G. Evaluation of the contents and structure of training

Ratings of the evaluation of the contents and structure of training
Generally speaking, the contents and structure of the training were rated very highly by respondents over a range of aspects (see charts below).

> As for the usefulness of training materials, 14% said that it was excellent, 43% very good, and 43% good

➢ Regarding the convenience of training schedule, 14.5% said that it was excellent, 71% very good, and 14.5% good.

➢ As for the structure of the training sessions, 14% said that it was excellent, 67% very good, and 29% good.

➢ Regarding the usefulness of the information received in the training, 14.5% said that it was excellent, 71% very good, and 14.5% good. (see charts below).

CONTENTS & STRUCTURE OF TRAINING

poor fair good very good excellent

The usefulness of the training materials.
43.0% 43.0%
14.0%

The convenience of the training schedule.
14.5%
71.0%
14.5%

The pace of the training session(s).
29.0%
67.0%
14.0%

The structure of the training session(s).
29.0%
42.0%
29.0%

The usefulness of the information received in training.
14.5%
71.0%
14.5%

0.0%   20.0%   40.0%   60.0%   80.0%
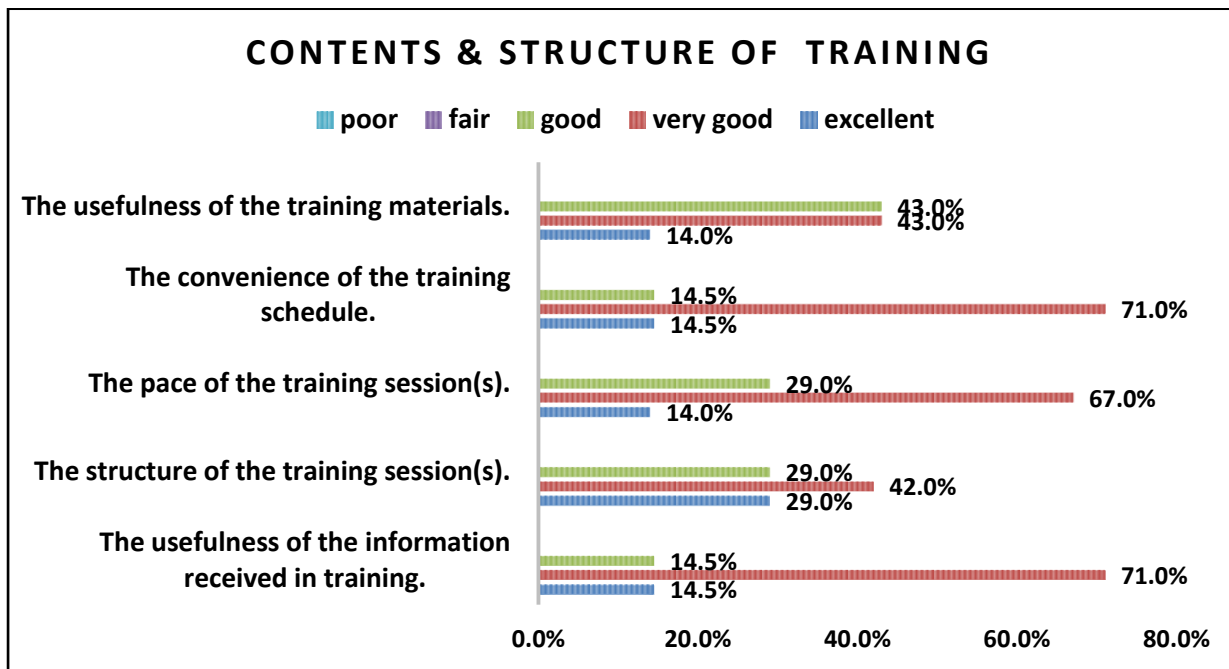
Regarding the appropriateness of the training for the participants' level of expertise, all of them assured, 100% assured, that they are completely appropriate. (see charts below).

Was this training appropriate for your level of experience?

Yes
100%

H. Evaluation of the location of training

Ratings of the location of training

Generally speaking, the location the training was rated very highly by respondents over a range of aspects (see charts below).

Location Evaluation

■ 6-excellent ■ 5 ■ 4 ■ 3 ■ 2 ■ 1-poor

	How do you rate the training establishment?	How do you rate the training accommodation (training room, visuals, hangouts, etc)?	How do you rate the service (breaks, refreshments, meals, etc)?
6-excellent		29.0%	14.2%
5	71.0%	57.0%	71.0%
4	29.0%	14.0%	14.5%
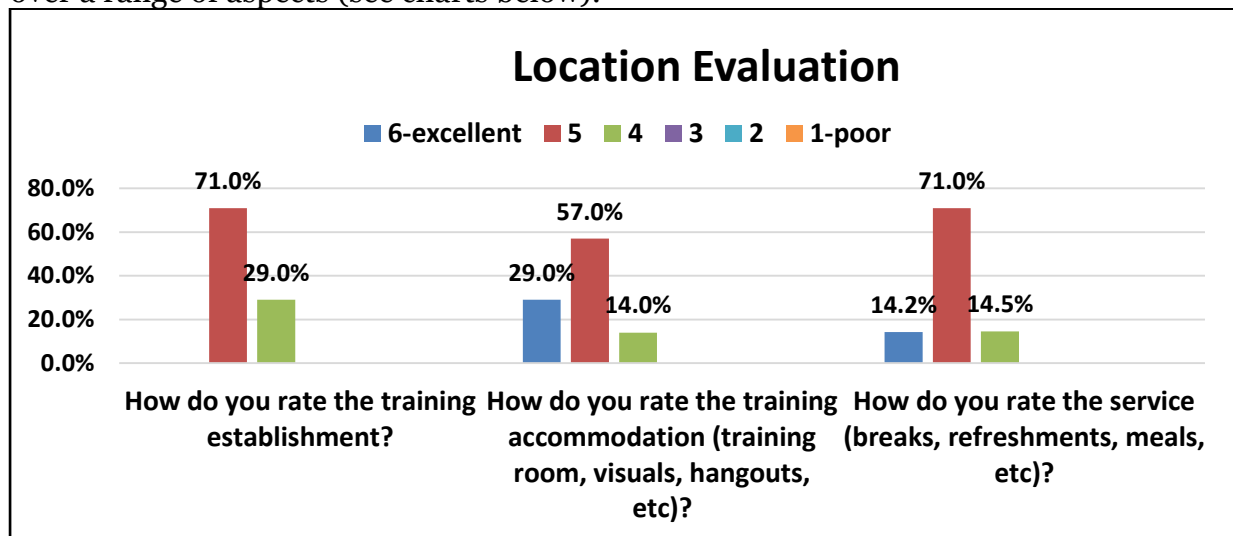
➤ As for rating the training establishments, 71% said that it was very good, 29% good.

➤ Regarding rating of the training accommodations, 29% said that it was excellent, 57% very good, and 14% good.

➤ Regarding the rating of the services of the training, 14.5% said that it was excellent, 71% very good, and 14.5% good.

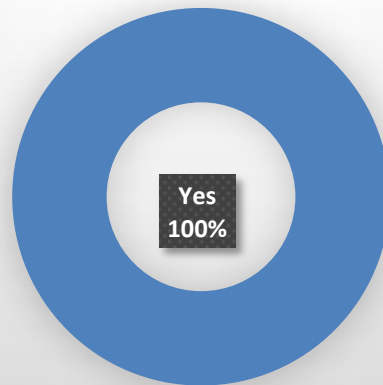## I. Evaluation of balance of training

➢ Regarding rating of the length of the training, 71% said that it was just right, 14.5% said that it was too long and 14% said it was too short. (see charts below)

How did you feel about the length of the training?

Too long, 14.5%   Too short, 14.5%

Just right, 71.0%
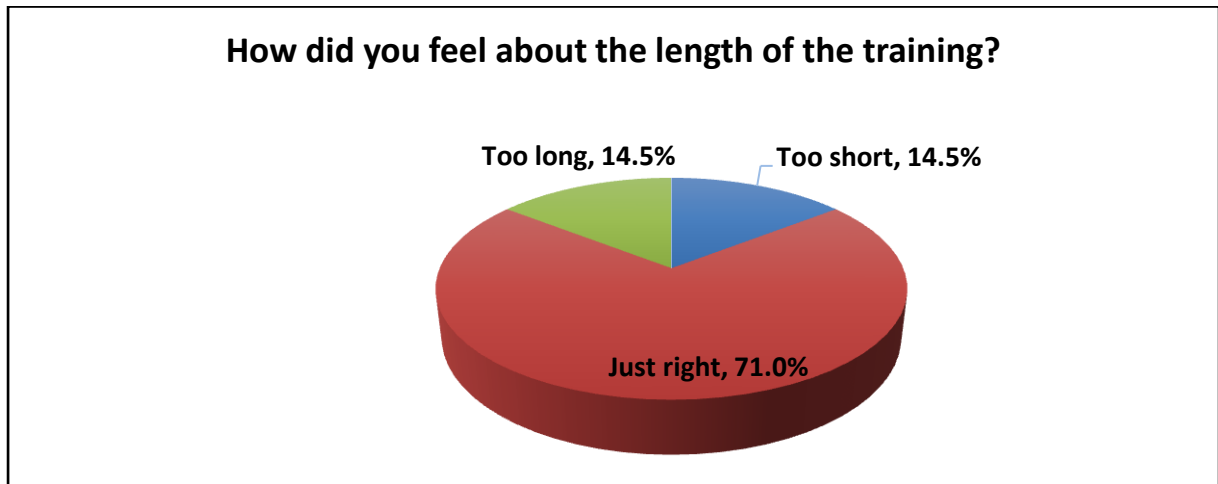
➢ Regarding the rating of the sequences of the training, 28.5% gave score 5 out of 6, 43% gave score 4 out of, and 28.5% gave score 3 out of 6. (see charts below)

To what extent was the training logically sequenced?

■ 6-Well sequenced   ■ 5   ■ 4   ■ 3   ■ 2   ■ 1-Poorly sequenced

3, 28.5%   5, 28.5%

4, 43.0%
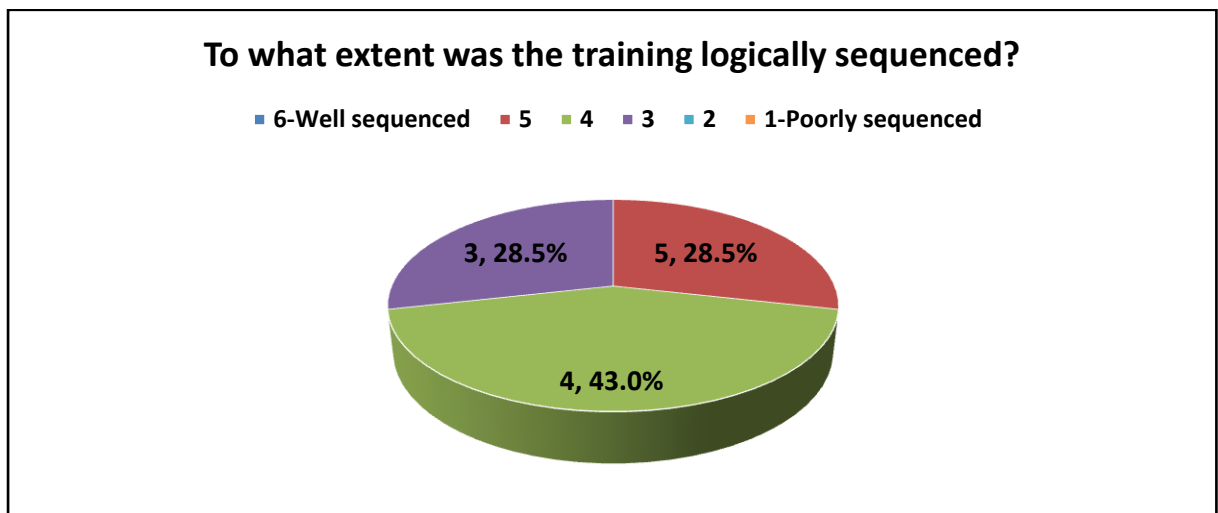
➢ As for rating of effectiveness of practical activities used in the training, 28.5% said that it was very effective, 43% said that it was effective and 28.5% said it little bit effective. (see charts below).

How effective were the practical activities?

■ 6-Very effective ■ 5 ■ 4 ■ 3 ■ 2 ■ 1-Ineffective

- 6-Very effective, 28.5%
- 4, 28.5%
- 5, 43.0%
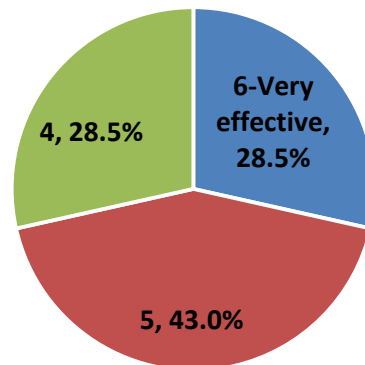
➢ Regarding the participant's knowledgeable and experience in the approaches and techniques used in the training, 48% gave score 5 out of 6, and 52% gave score 4 out of 6. (see charts below).

How knowledgeable and/or experienced are you in the techniques and approaches of training?

- 4 52%
- 5 48%
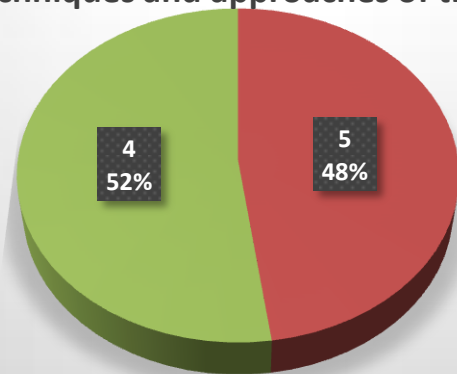
■ 6-Very
■ 5
■ 4
■ 3
■ 2
■ 1-Not at all

➢ As for rating of the level of time given for the activities, 43% said that it was sufficient, 43% said that it above an average sufficient and 14% said it was insufficient. (see charts below).

➢ Regarding rating the level of time given for the discussions, 42% said that it was sufficient, 29% said that it above an average sufficient, and 29% said that it was insufficient. (see charts below).

Balance Of Training

Legend: ■ 1-Insufficient ■ 2 ■ 3 ■ 4 ■ 5 ■ 6-Sufficient

What was the level of time given for(b) the follow-up discussion?
- 14.5%
- 14.5%
- 14.5%
- 29.0%
- 42.0%

What was the level of time given for (a) the activities ?
- 14.0%
- 43.0%
- 43.0%
- 43.0%

(x-axis: 0, 0.1, 0.2, 0.3, 0.4, 0.5)
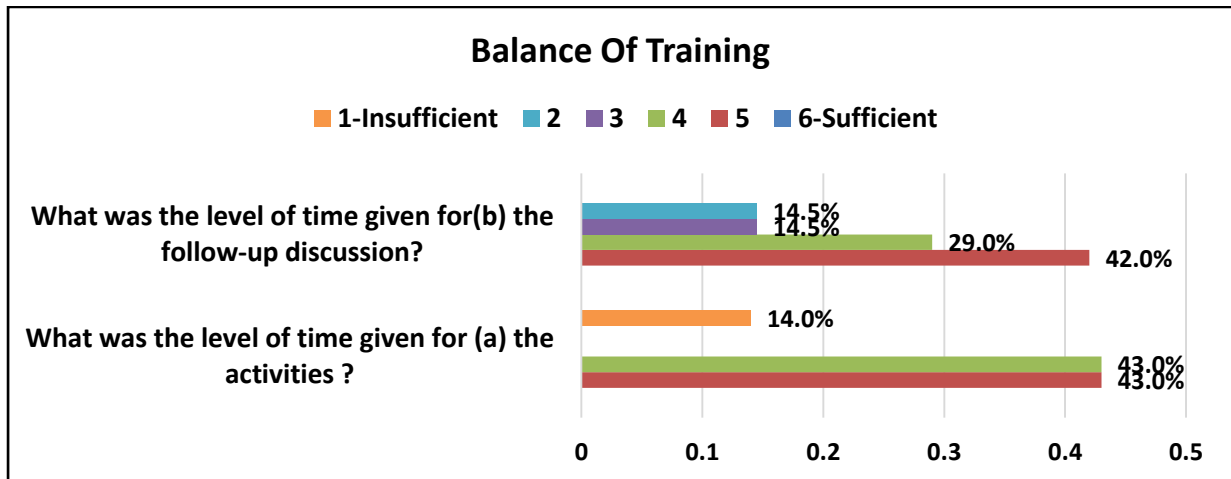
J. Post-of training

43% of the participants said that, a post-training debriefing meeting was done with the manager. (see charts below).

Has a post-training debriefing meeting been arranged with the manager

- 43% Yes
- 57% No

14.5% of the participants said that, the training will help to implement their action plan with the project manager, 71% is not sure that it will help, and the rest 14.5% said that it will not help in implement their action plan with the project manager. (see charts below). (see charts below).

28.5% of the participants said that, the training will help to implement their action plan with their colleagues, 28.5% said that it may help, and the rest 43% said that it will not help in implement their action plan with the colleagues. (see charts below).

Help to implement action plan

Legend: ■ 6- A lot ■ 5 ■ 4 ■ 3 ■ 2

By your line manager:
- 14.5% (5)
- 71.0% (4)
- 14.5% (2)

By you colleagues:
- 28.5% (5)
- 28.5% (4)
- 28.5% (3)
- 14.5% (2)
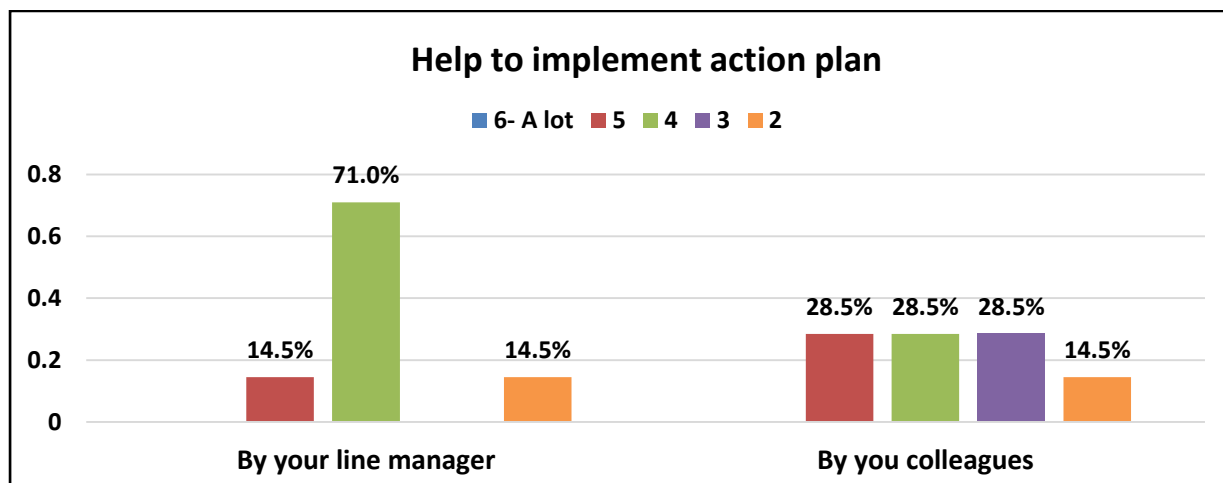
3.2.   On-Line training

A. ROLE

<u>What is your role in the project?</u>
 (67,.0%) of the respondents described themselves as a researcher, and the remaining (33%) describing themselves as other (such as, human resources or administrative assistant). (see below chart).

WHAT IS YOUR ROLE IN THE PROJECT?

Others, 33.0%

Researcher/Technic al Member , 67.0%
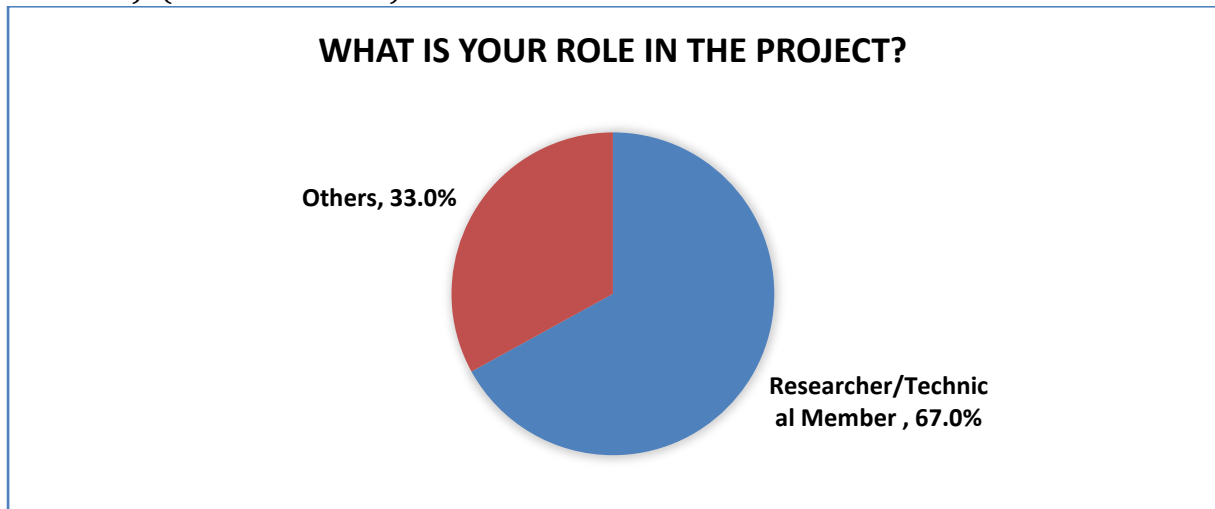
All participants in the evaluation confirmed that they also participated in face-to face training (see below chart).

Participate In The Face-to-Face Training

Yes
100%

Moreover, they all confirmed (100%) that they participated in a study visits training (see below chart).

PARTICIPATE IN STUDY VISISTS

Yes
100%
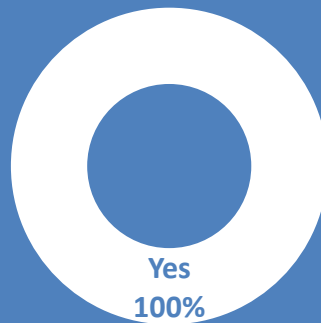
Also, all of the participants in the online training (100%) were provided by the proper instruction to access the on-line training platform. (see below chart).

DID YOU PROVIDED BY THE PROPER INSTRUCTIONS TO ACCESS THE ON-LINE TRAINING PLATFORM

Yes, 100.0%
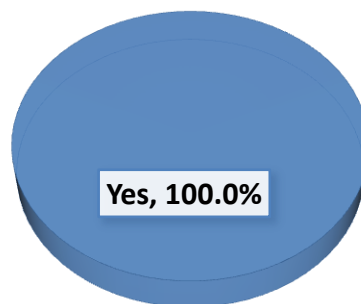
67% of the participants in the evaluation accessed the on-line training platforms from2 to five times and the remaining 33% accessed the on-line training platform one time (see below chart).

TIMES ACCESS THE ON-LINE TRAINING PLATFORM

One time. — 33.0%

2-5 Times. — 67.0%
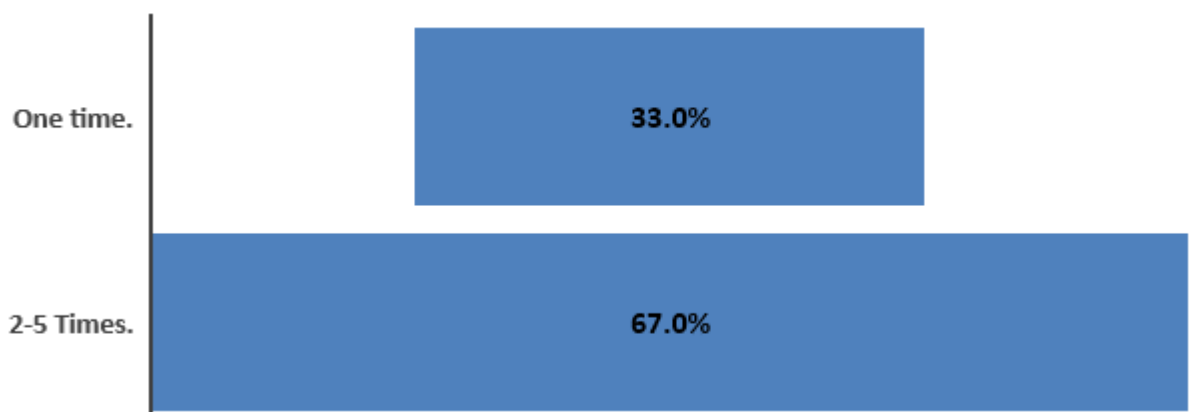
67% of the participants in the evaluation received a clear instruction to use the on-line training platform, and the remaining 33% did not received a clear instruction as they said (see below chart).
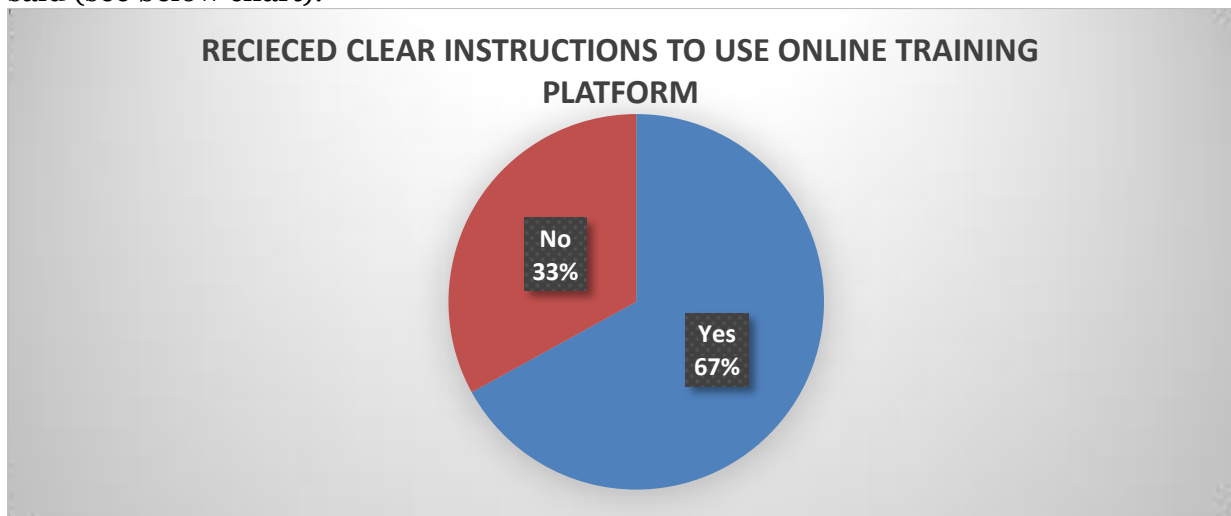
RECIECED CLEAR INSTRUCTIONS TO USE ONLINE TRAINING PLATFORM

No 33%

Yes 67%

B. Training Effectiveness

Ratings of the effectiveness of the training

As for training effectiveness, survey participants were asked about several issues examining the effectiveness of the project. Most aspects regarding the effectiveness of the training were rated average by respondents.

The following figure shows the participants 'responses to the questions regarding the effectiveness of the training (see below chart).

➢ The training was sensitive to the needs of the participants, 33% strongly agree, 33% agree, and 34% neither agree nor disagree.
➢ The content covered will be useful in my daily work.33% strongly agree, and 67% neither agree nor disagree.
➢ The training was well-organized, 33% and 67% disagree.
➢ The quality of the training met my expectations, 33% strongly agree, 33% disagree, and 34% neither agree nor disagree.
➢ The training kept me engaged and interested, 33% strongly agree, and 67% disagree.
➢ The activities and assignments were relevant to the training content and learning objectives, 33% strongly agree, 33% disagree, and 34% neither agree nor disagree.

➢ The content was arranged in a clear and logical way, 33% strongly agree, 33% disagree, and 34% neither agree nor disagree. (see below chart).

EFFECTIVENESS OF THE TRAINING

Legend: ■ Strongly Agree ■ Agree ■ Neither Disagree nor Agree ■ Disagree ■ Strongly Disagree

The content was arranged in a clear and logical way.
- Strongly Agree: 33.0%
- Agree: 34.0%
- Disagree: 33.0%

The activities and assignments were relevant to the training content and learning objectives.
- Strongly Agree: 33.0%
- Neither Disagree nor Agree: 34.0%
- Disagree: 33.0%

The training kept me engaged and interested.
- Strongly Agree: 33.0%
- Disagree: 67.0%

The content covered will be useful in my daily work.
- Strongly Agree: 33.0%
- Neither Disagree nor Agree: 67.0%

The training was sensitive to the needs of the participants.
- Strongly Agree: 33.0%
- Agree: 33.0%
- Neither Disagree nor Agree: 34.0%

The quality of the training met my expectations.
- Strongly Agree: 33.0%
- Neither Disagree nor Agree: 34.0%
- Disagree: 33.0%

The training was well-organized.
- Strongly Agree: 33.0%
- Disagree: 67.0%

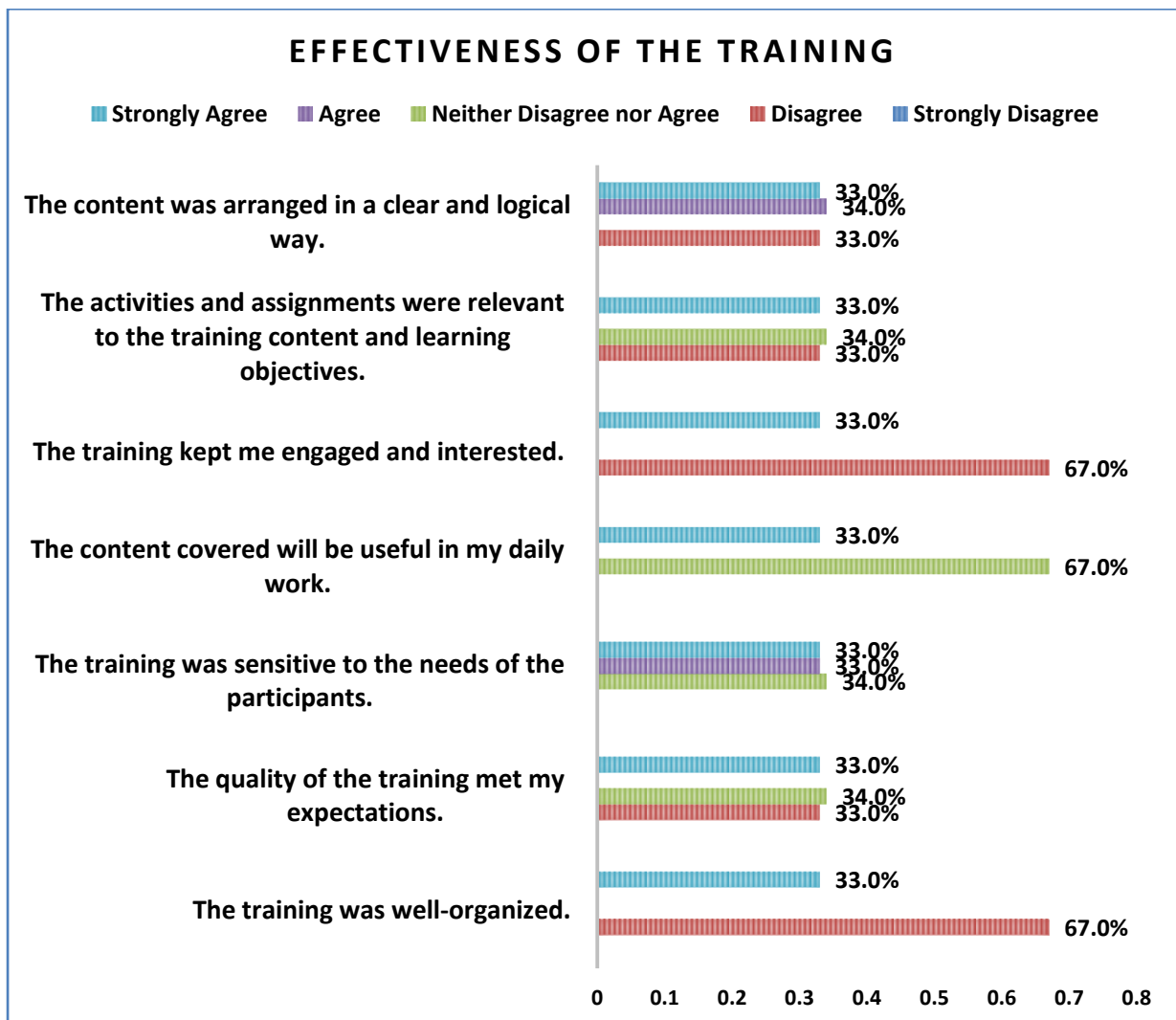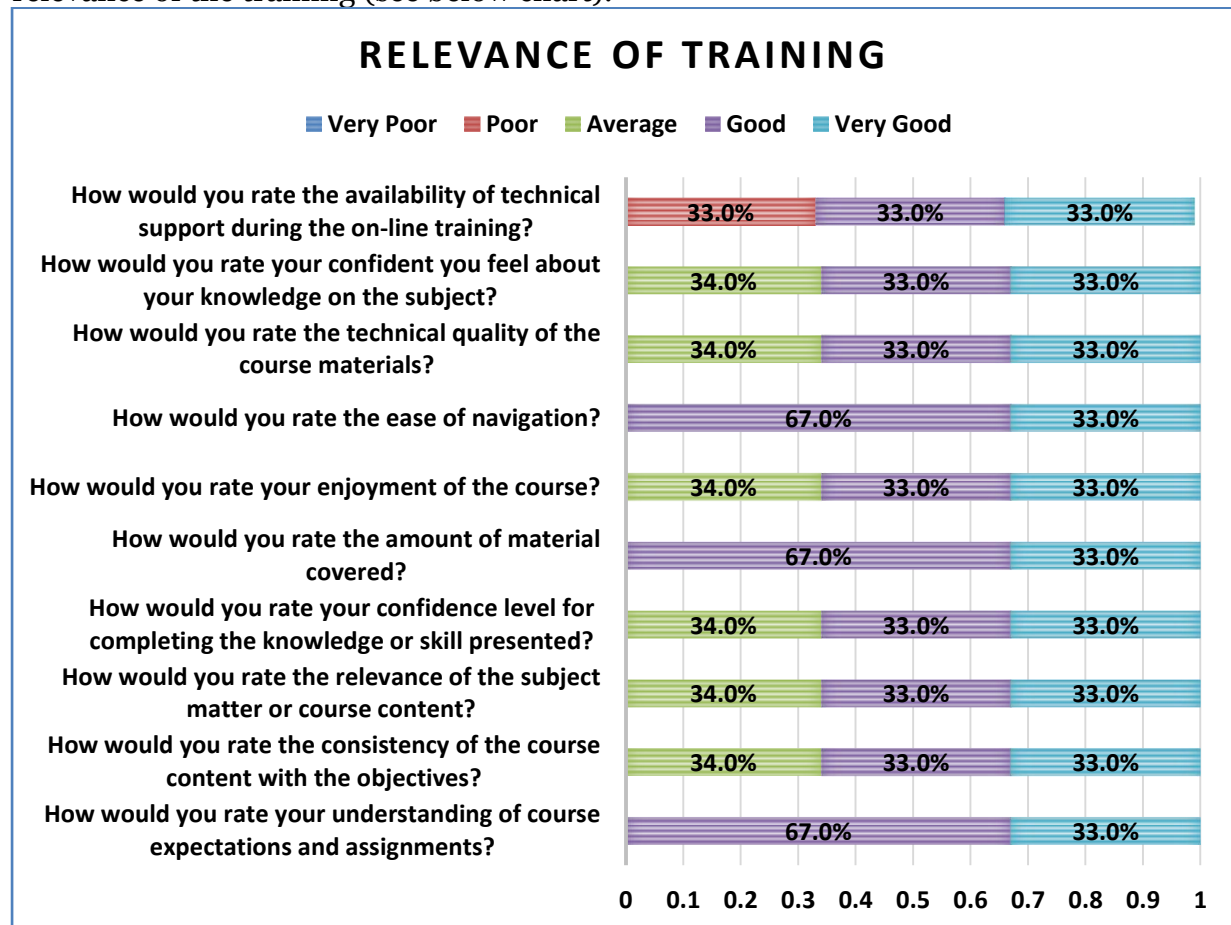(x-axis: 0, 0.1, 0.2, 0.3, 0.4, 0.5, 0.6, 0.7, 0.8)

C. Training Relevance

Ratings of the relevance of the training

As for training relevance, survey participants were asked about several issues examining the effectiveness of the project. Most aspects regarding the relevance of the training were rated highly by respondents.

The following figure shows the participants 'responses to the questions regarding the relevance of the training (see below chart).

RELEVANCE OF TRAINING

■ Very Poor ■ Poor ■ Average ■ Good ■ Very Good

Question	Poor	Good	Very Good
How would you rate the availability of technical support during the on-line training?	33.0%	33.0%	33.0%

Question	Average	Good	Very Good
How would you rate your confident you feel about your knowledge on the subject?	34.0%	33.0%	33.0%
How would you rate the technical quality of the course materials?	34.0%	33.0%	33.0%
How would you rate the ease of navigation?		67.0%	33.0%
How would you rate your enjoyment of the course?	34.0%	33.0%	33.0%
How would you rate the amount of material covered?		67.0%	33.0%
How would you rate your confidence level for completing the knowledge or skill presented?	34.0%	33.0%	33.0%
How would you rate the relevance of the subject matter or course content?	34.0%	33.0%	33.0%
How would you rate the consistency of the course content with the objectives?	34.0%	33.0%	33.0%
How would you rate your understanding of course expectations and assignments?		67.0%	33.0%

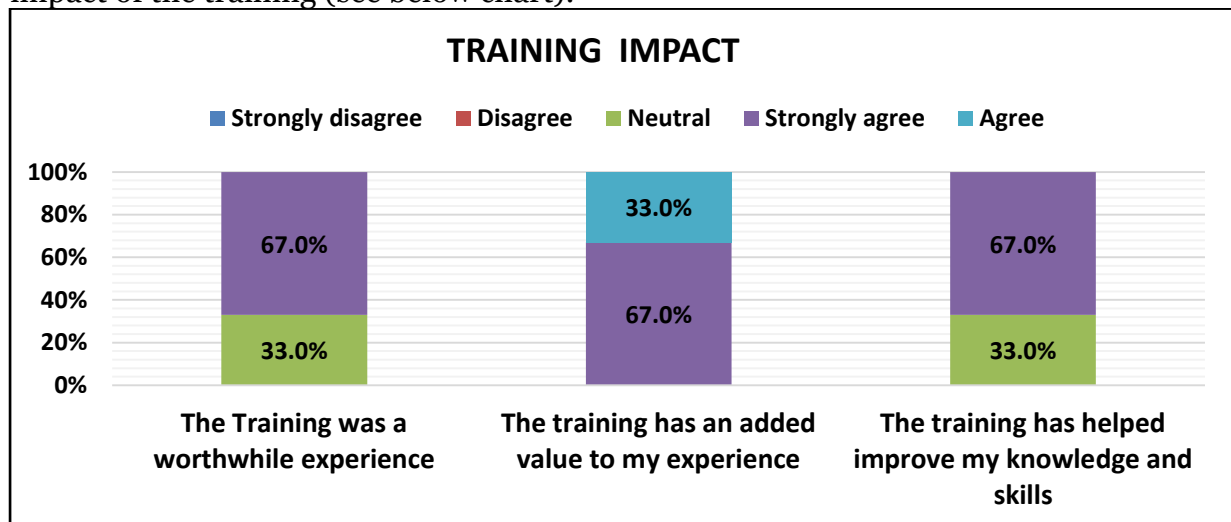0   0.1   0.2   0.3   0.4   0.5   0.6   0.7   0.8   0.9   1

- As for the level of understanding of course expectations and assignments, 33% very good, and 67% good.
- Regarding the amount of material covered, 33% very good, and 67% good.
- As for the level of the ease of navigation, 33% very good, and 67% good.
- Regarding the consistency of the course content with the objectives, 33% very good, and 33% good, and 34% average.
- As for the relevance of the subject matter or course content? 33% very good, and 33% good, and 34% average.
- Regarding the confidence level for completing the knowledge or skill presented? 33% very good, and 33% good, and 34% average.
- As for enjoyment of the course? 33% very good, and 33% good, and 34% average.
- Regarding the technical quality of the course materials? 33% very good, and 33% good, and 34% average.

➢ As for confident you feel about your knowledge on the subject? 33% very good, and 33% good, and 34% average.
➢ Regarding the availability of technical support during the on-line training, 33% very good, and 33% good, and 34% poor.

D. Training Impact

Ratings of the impact of the training

The following figure shows the participants 'responses to the questions regarding the impact of the training (see below chart).

TRAINING IMPACT

■ Strongly disagree ■ Disagree ■ Neutral ■ Strongly agree ■ Agree

|	The Training was a worthwhile experience	The training has an added value to my experience	The training has helped improve my knowledge and skills
Agree		33.0%	
Strongly agree	67.0%	67.0%	67.0%
Neutral	33.0%		33.0%

100% of the participants stated that they are either strongly agree (67%) or agree (33%) that the training has an added value to their experience. Moreover, 100% of the participants stated that that they are either strongly agree (67%) or neutral (33%) that; The training has helped them to improve their knowledge and experience, and the training was worthwhile experience.

Regarding the participant's satisfaction with the training platform, 67% of the participants were somewhat satisfied, and 33% of them were neither satisfied nor dissatisfied. (see below chart).

SATISFATION WITH THE QUALITY OF THE TRAINING PLATFORM

- Very satisfied
- Somewhat satisfied
- Somewhat dissatisfied
- Dissatisfied
- Neither satisfied nor dissatisfied

Neither satisfied nor dissatisfied
33%

Somewhat satisfied
67%
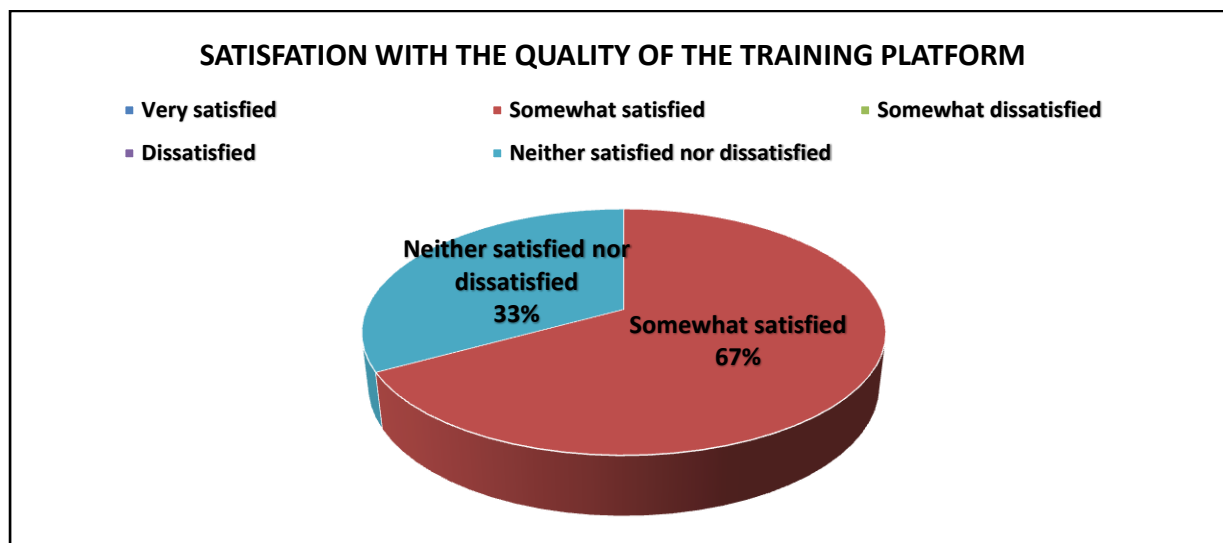
As for the participants overall satisfaction with the training, 33% stated that the training was very good, 33% good, and 34% stated that the training was average.
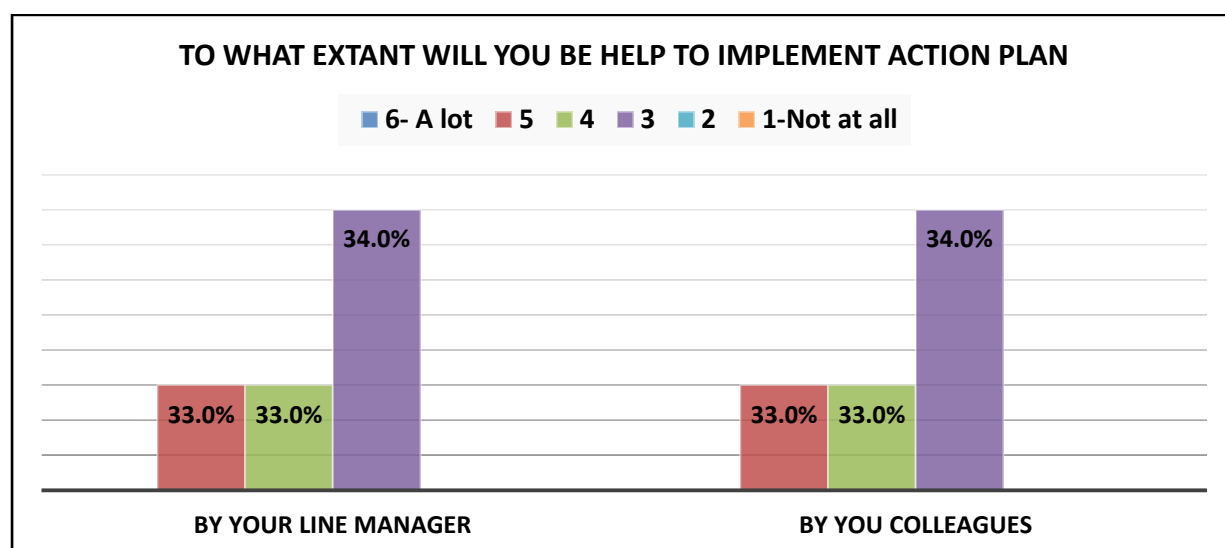
RATE OF THE TRAINING

Very good, 33.0%

Average, 34.0%

Good, 33.0%
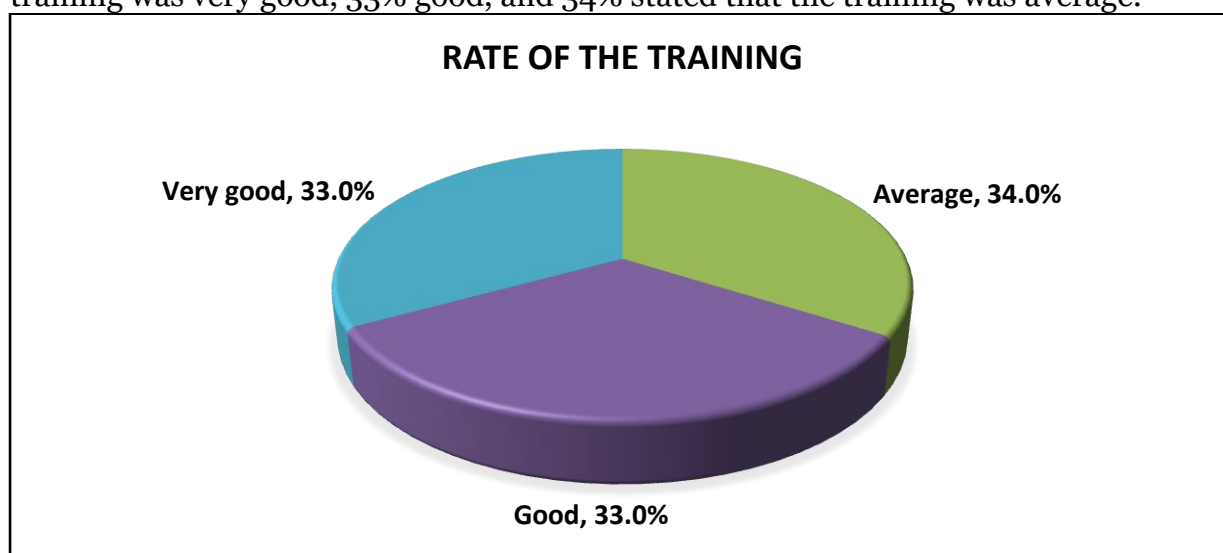
E. Post Training

67% of the participants said that, a post-training debriefing meeting was done with the manager. (see charts below).

HAS A POST-TRAINING DEBRIEFING MEETING BEEN ARRANGED WITH YOUR LINE MANAGER?

No, 33.0%

Yes, 67.0%
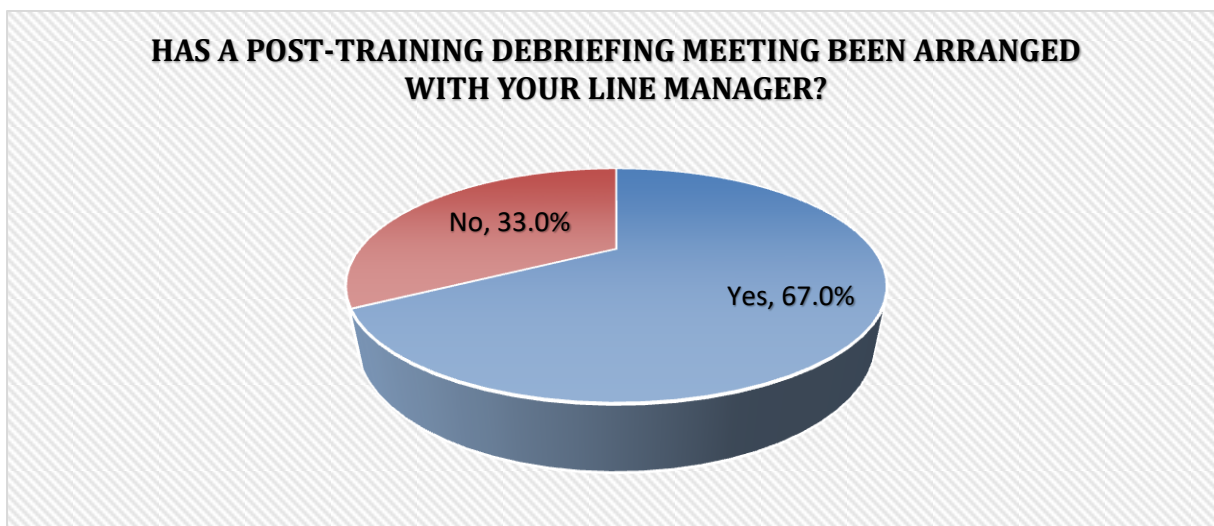
66% of the participants said that, the training will help to implement their action plan with the project manager, 34% is not sure that it will help in implement their action plan with the project manager. (see charts below).

33% of the participants said that, the training will help to implement their action plan with their colleagues, 33% said that it may help, and the rest 34% said that they are not sure it will help in implementing their action plan with the colleagues. (see charts below).

TO WHAT EXTANT WILL YOU BE HELP TO IMPLEMENT ACTION PLAN

■ 6- A lot ■ 5 ■ 4 ■ 3 ■ 2 ■ 1-Not at all

BY YOUR LINE MANAGER: 33.0% 33.0% 34.0%

BY YOU COLLEAGUES: 33.0% 33.0% 34.0%

3.3.   Study Visits training
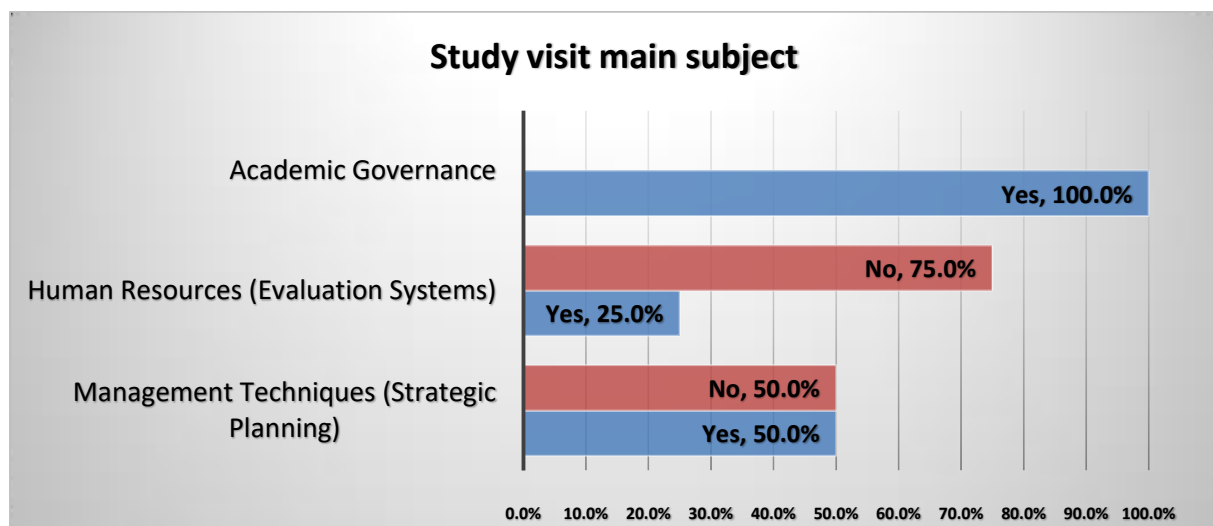
A. ROLE

<u>What is your role in the project?</u>
 (75,.0%) of the respondents described themselves as a researcher/technical member, and (25%) as a project leader. (see below chart).

Your Role

Project Manager
25%

Researcher/Technic
al member
75%

When asked the participants in the evaluation about the objectives of participating in this training, the results were as follows: (see below chart).
  ➢ Academic governance 100%;
  ➢ Management techniques (Strategic planning) 50%;
  ➢ Human resources (evaluation system) 25%

Study visit main subject

Academic Governance — Yes, 100.0%

Human Resources (Evaluation Systems) — No, 75.0% / Yes, 25.0%

Management Techniques (Strategic Planning) — No, 50.0% / Yes, 50.0%

0.0% 10.0% 20.0% 30.0% 40.0% 50.0% 60.0% 70.0% 80.0% 90.0% 100.0%

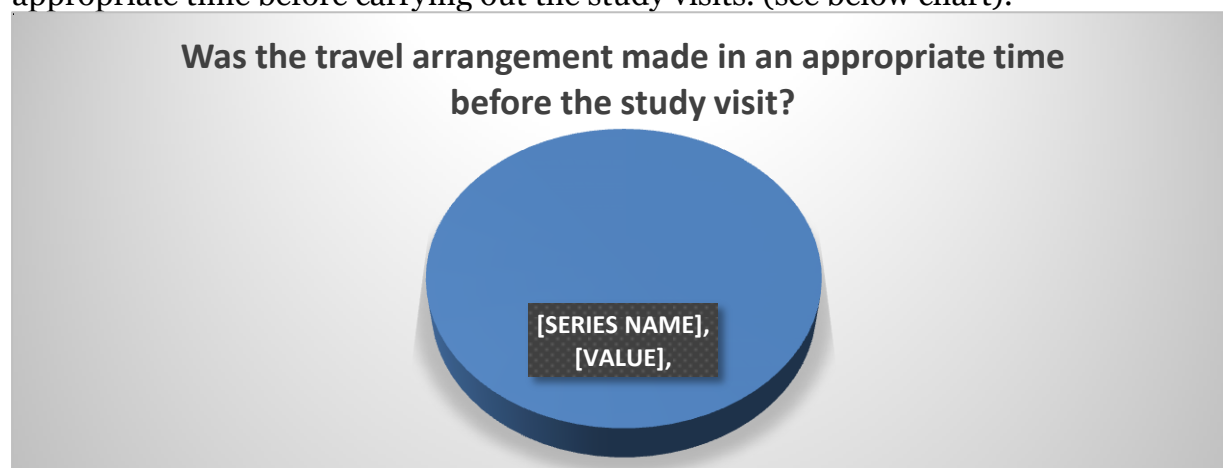75% of the participants in the evaluation confirmed that they also participated in face-to face training before the study visits (see below chart)

Participate in the face-to-face trining before the study visit

25%

75%

■ Yes   ■ No
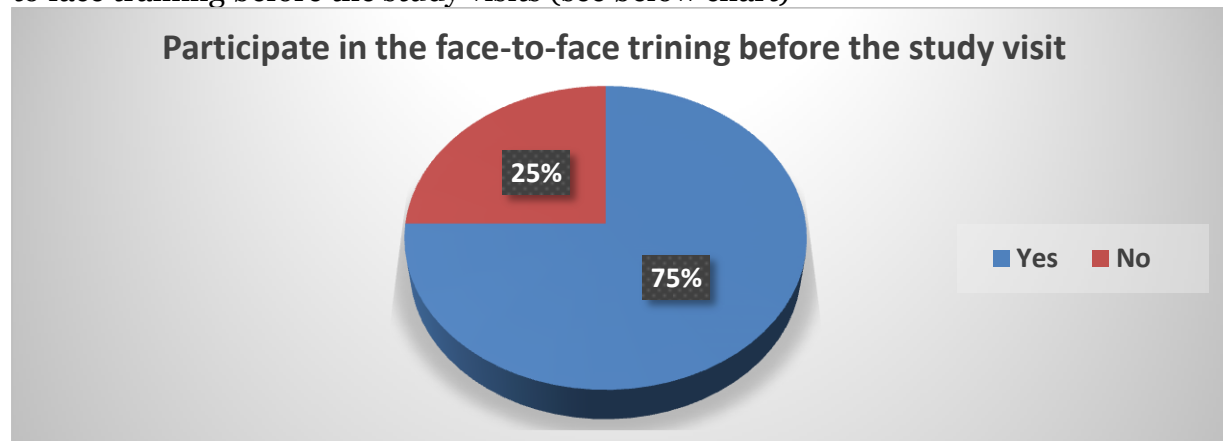
All the participants in the evaluation (100) participated in the on-line training before the study visits (see below chart).

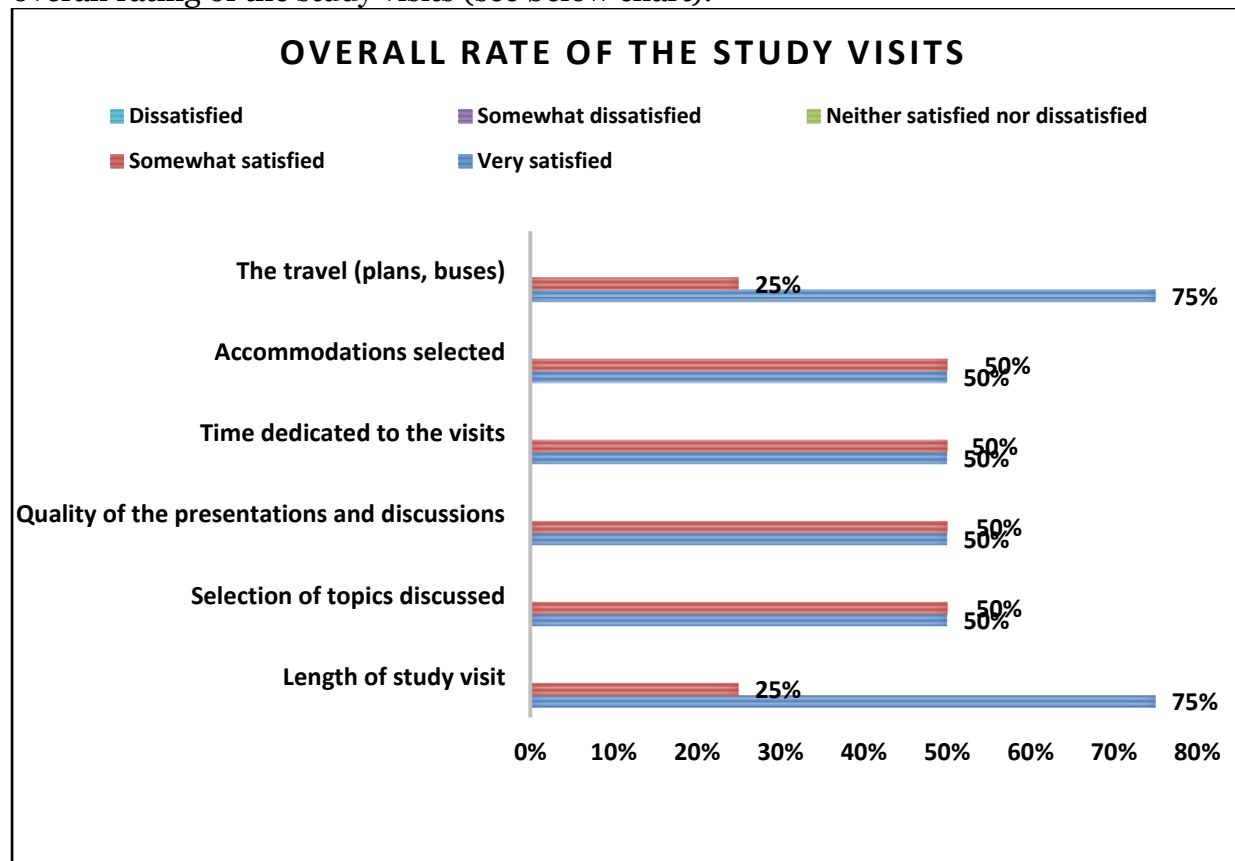**Participate in the online training before the study visit**

Yes
100%

All of the training participants supported that the travel arrangement made in appropriate time before carrying out the study visits. (see below chart).

Was the travel arrangement made in an appropriate time before the study visit?

[SERIES NAME],
[VALUE],

B. OVERALL RATING OF THE STUDY VISITS

Ratings of the study visits

The following figure shows the participants 'responses to the questions regarding the overall rating of the study visits (see below chart).

OVERALL RATE OF THE STUDY VISITS

■ Dissatisfied   ■ Somewhat dissatisfied   ■ Neither satisfied nor dissatisfied
■ Somewhat satisfied   ■ Very satisfied

| Category	Somewhat satisfied	Very satisfied
The travel (plans, buses)	25%	75%
Accommodations selected	50%	50%
Time dedicated to the visits	50%	50%
Quality of the presentations and discussions	50%	50%
Selection of topics discussed	50%	50%
Length of study visit	25%	75%

100% of the participants in evaluation the study visits stated that they are either very satisfied and somewhat satisfied with the following aspect regarding the study visits:

1. Length of study visit;
2. The travel (plans, buses);
3. Accommodations selected;
4. Time dedicated to the visits;
5. Quality of the presentations and discussions;
6. Selection of topics discussed.

C. EVALUATION OF TRAINERS

Ratings of the evaluation of trainers in the following areas
Generally speaking, trainers were rated very highly by respondents over a range of aspects of trainers (see charts below).
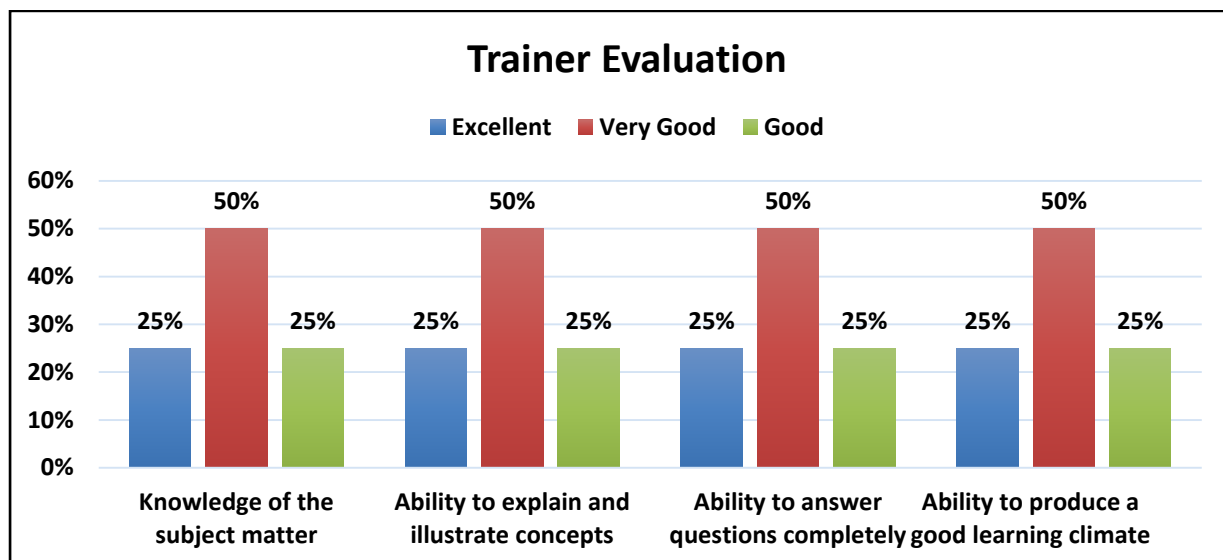
- ➢ As for the extent of the trainers' knowledge of the training subject, 25% said that it was excellent, 50% very good, and 25% good.
- ➢ Regarding the ability of the trainer to explain the training concept, 25% said that it was excellent, 50% very good, and 25% good.
- ➢ As for the ability of the trainers to answer questions completely, 25% said that it was excellent, 50% very good, and 25% good.
- ➢ Regarding the ability of the trainer to produce good learning climate, 25% said that it was excellent, 50% very good, and 25% good.
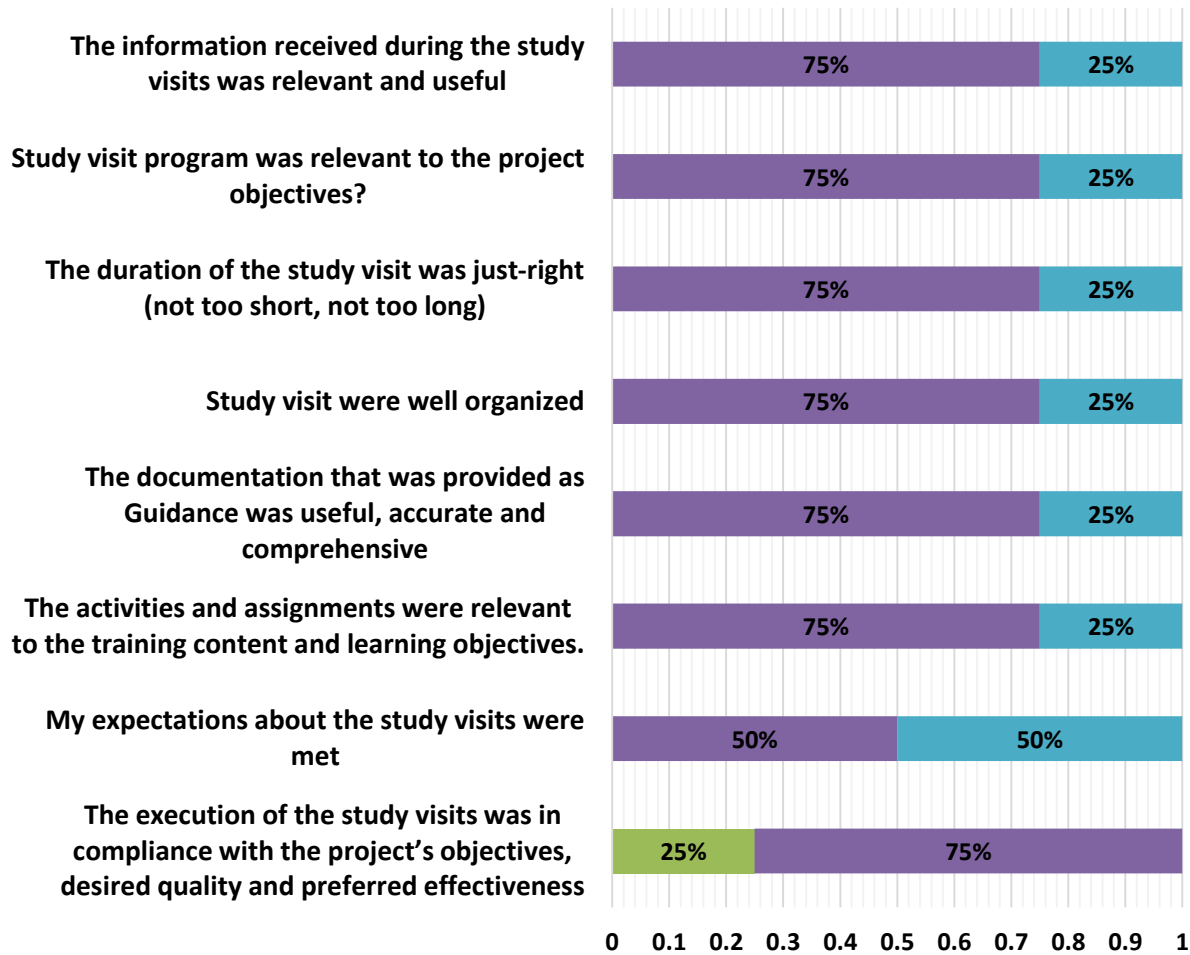
D. EFFECTIVENESS & RELEVANCY OF TRAINING

As for training effectiveness and relevance, survey participants were asked about several issues examining the effectiveness relevance of the project. Most aspects regarding the effectiveness & relevance of the training were rated highly by respondents.

The following figure shows the participants 'responses to the questions regarding the effectiveness & relevance of the training (see below chart).

Effectiveness & Relevance of the Training

Legend: ■ Strongly disagree ■ disagree ■ Neutral ■ Strongly agree ■ Agree

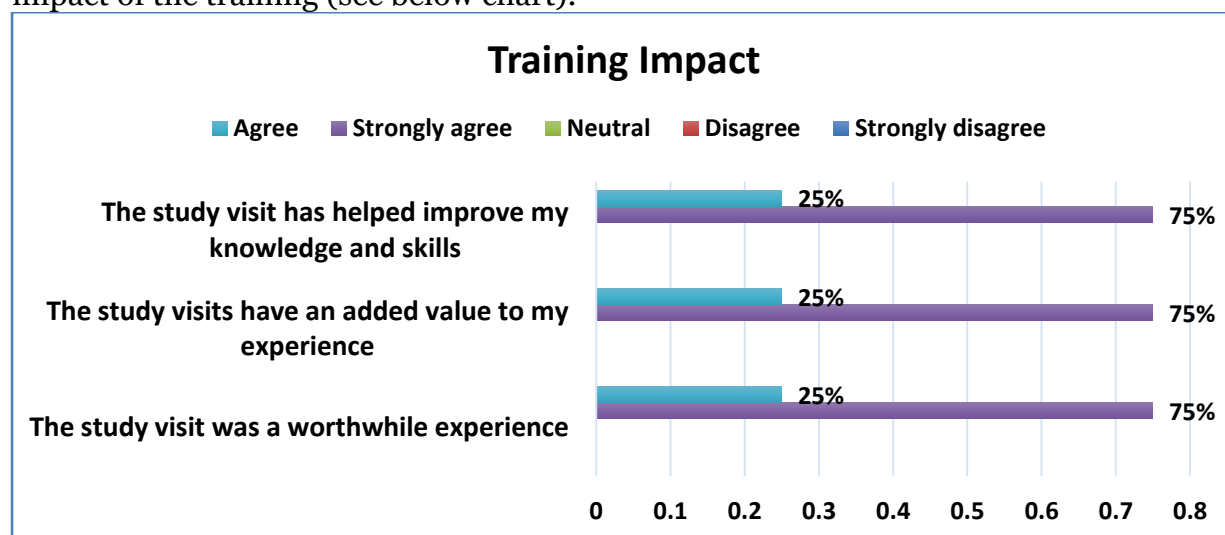| Question	Strongly agree	Agree
The information received during the study visits was relevant and useful	75%	25%
Study visit program was relevant to the project objectives?	75%	25%
The duration of the study visit was just-right (not too short, not too long)	75%	25%
Study visit were well organized	75%	25%
The documentation that was provided as Guidance was useful, accurate and comprehensive	75%	25%
The activities and assignments were relevant to the training content and learning objectives.	75%	25%
My expectations about the study visits were met	50%	50%
The execution of the study visits was in compliance with the project's objectives, desired quality and preferred effectiveness	Neutral 25%	Strongly agree 75%

(X-axis: 0 to 1 in increments of 0.1)

100% of the participants in evaluation the study visits stated that they are either strongly agree and agree with the following aspect regarding the study visits:

➢ The information received during the study visits was relevant and useful;
➢ Study visit program was relevant to the project objectives;
➢ The duration of the study visit was just-right (not too short, not too long);
➢ The documentation that was provided as Guidance was useful, accurate and comprehensive;
➢ The activities and assignments were relevant to the training content and learning objectives;
➢ My expectations about the study visits were met.

E. Training Impact

Ratings of the impact of the training

The following figure shows the participants 'responses to the questions regarding the impact of the training (see below chart).

Training Impact

■ Agree ■ Strongly agree ■ Neutral ■ Disagree ■ Strongly disagree

The study visit has helped improve my knowledge and skills — 25% / 75%

The study visits have an added value to my experience — 25% / 75%

The study visit was a worthwhile experience — 25% / 75%

(axis: 0, 0.1, 0.2, 0.3, 0.4, 0.5, 0.6, 0.7, 0.8)

100% of the participants in the training (75% strongly agree and 25% agree) stated the study visits has helped improve the participant's knowledge and skills.
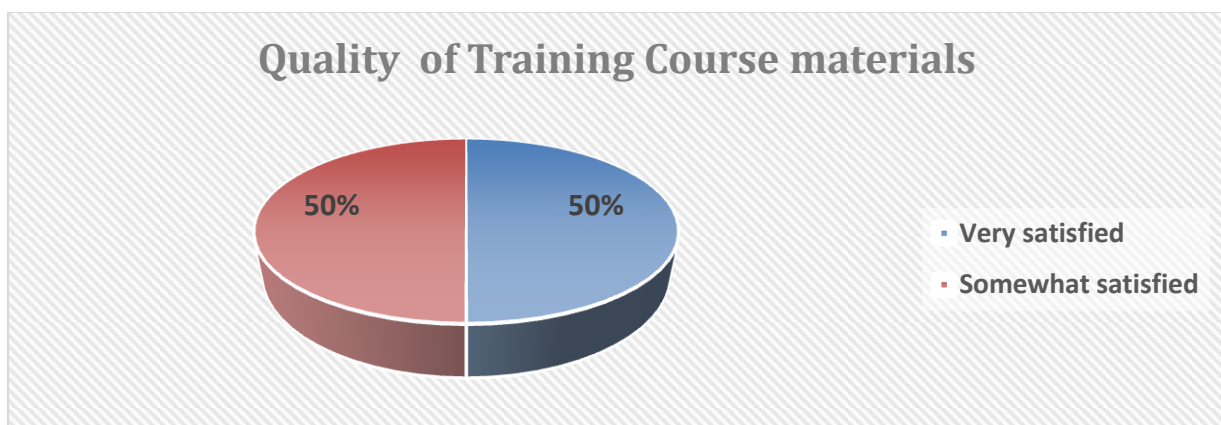
Moreover, 100% of the participants in the training (75% strongly agree and 25% agree) stated the study visits have an added value to the participant's experience.

Also, 100% of the participants in the training (75% strongly agree and 25% agree) stated the study visits was a worthwhile experience.

Regarding the quality of training, 100% of the participants in the training (50% very satisfied and 50% somewhat satisfied) stated they were satisfied by the study visits experience. (see below chart).

Quality of Training
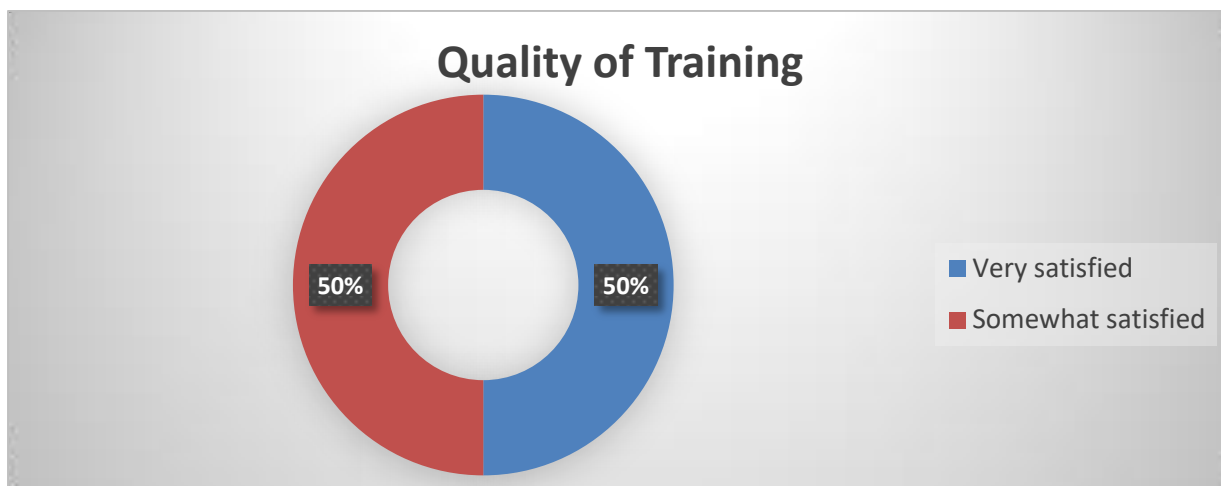
Regarding the quality of course materials, 100% of the participants in the training (50% very satisfied and 50% somewhat satisfied) stated they were satisfied by training course materials. (see below chart).


As for an overall rating of the training, 75% of the participants sated that it was very good and the remaining 25% stated that it was good training. (see below chart).
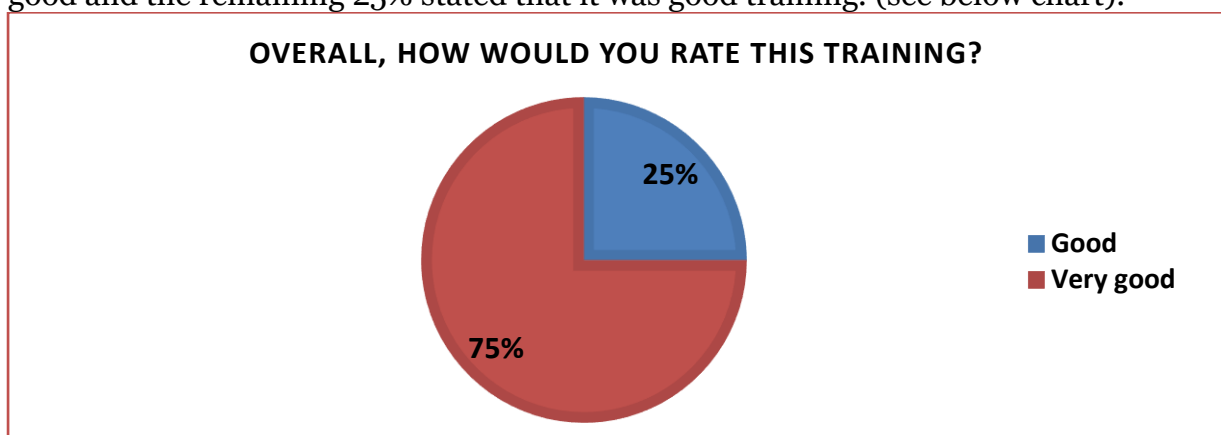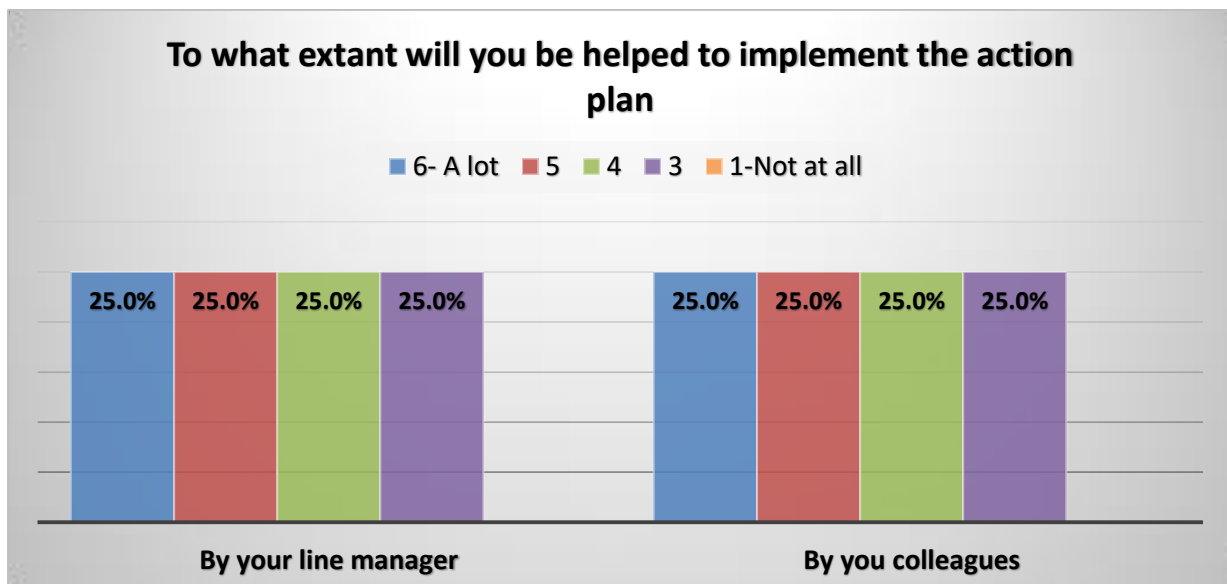
F. Post-Training

100% of the participants said that, a post-training debriefing meeting was done with the manager. (see charts below).

Has a post-training debriefing meeting been arranged with the line manager

[CATEGORY NAME], [VALUE]
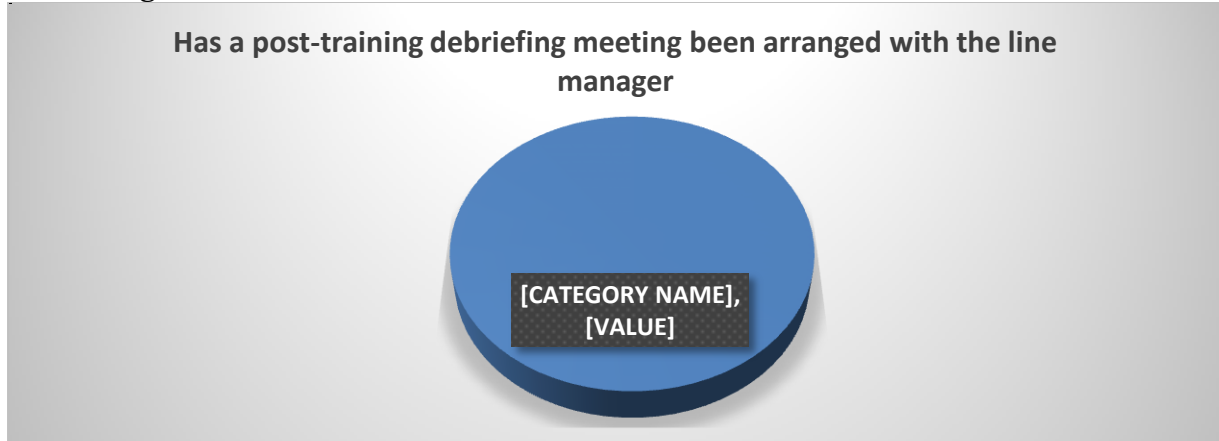
75% of the participants said that, the training will help to implement their action plan with the project manager, 25% is not sure that it will help in implementing their action plan with the project manager. (see charts below).

Also, 50% of the participants said that, the training will help to implement their action plan with their colleagues, 25% said that it may help, and the rest 25% said that they are not sure it will help in implementing their action plan with the colleagues. (see charts below).

To what extant will you be helped to implement the action plan

■ 6- A lot ■ 5 ■ 4 ■ 3 ■ 1-Not at all

25.0%	25.0%	25.0%	25.0%		25.0%	25.0%	25.0%	25.0%

By your line manager **By you colleagues**

4. FINDINGS: Questionnaire data

This part of the report presents the results of the general survey carried out on all the administrative staff responsible for implementing the project from the various Palestinian and European universities to assess the progress of the project.
Fourth phase: Overall Evaluation of the project Responses to each item of the questionnaire will be summarized and commented on.

A. ROLE

What is your role in the project?
 (57,.0%) of the respondents described themselves as a project manager, 29% as a researcher/technical member, and 14.0% as others. (see below chart).

ROLE IN THE PROJECT

|		
57.0%	29.0%	14.0%
Project Manager	Researcher/Technical member	Others
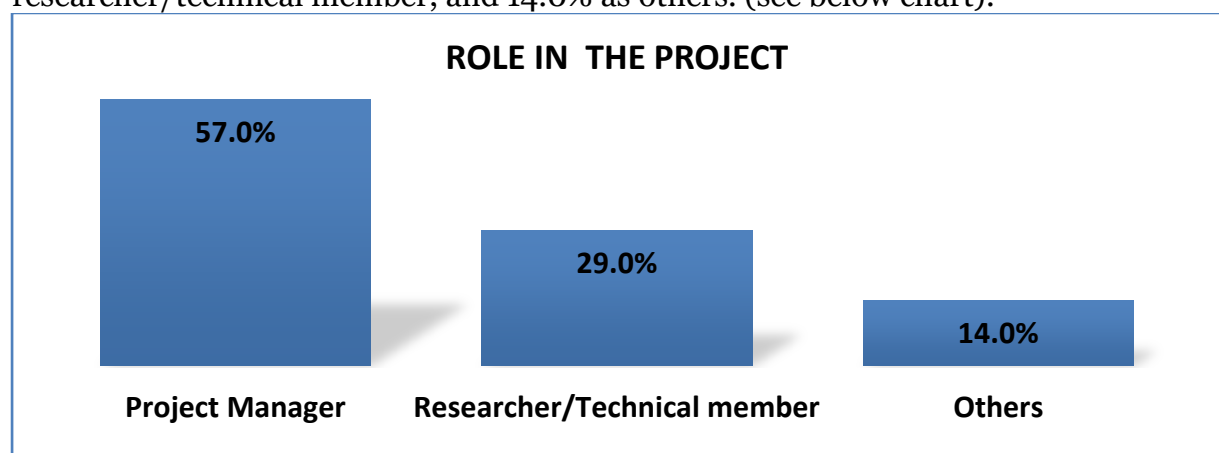
How clearly were your tasks clarified by project managers? (see below chart).
The majority of respondents stated their tasks had been either mostly (71.0%) or completely clarified (29.0%) by the project managers.

HOW CLEARLY WERE YOUR TASKS CLARIFIED BY THE PROJECT MANAGER?

Completely clarified, 29.0%

Mostly clarified, 71.0%
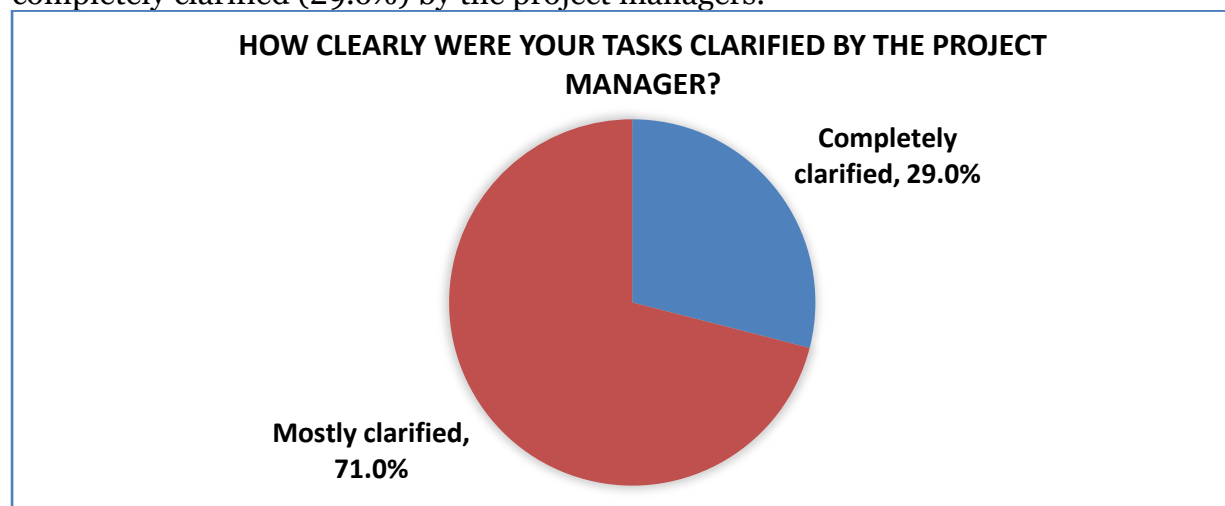
How satisfied are you with your role in the project?
All respondents (100.0%) were either completely (29.0%) or mostly satisfied (71.0%) with their role in the project. (see below chart).
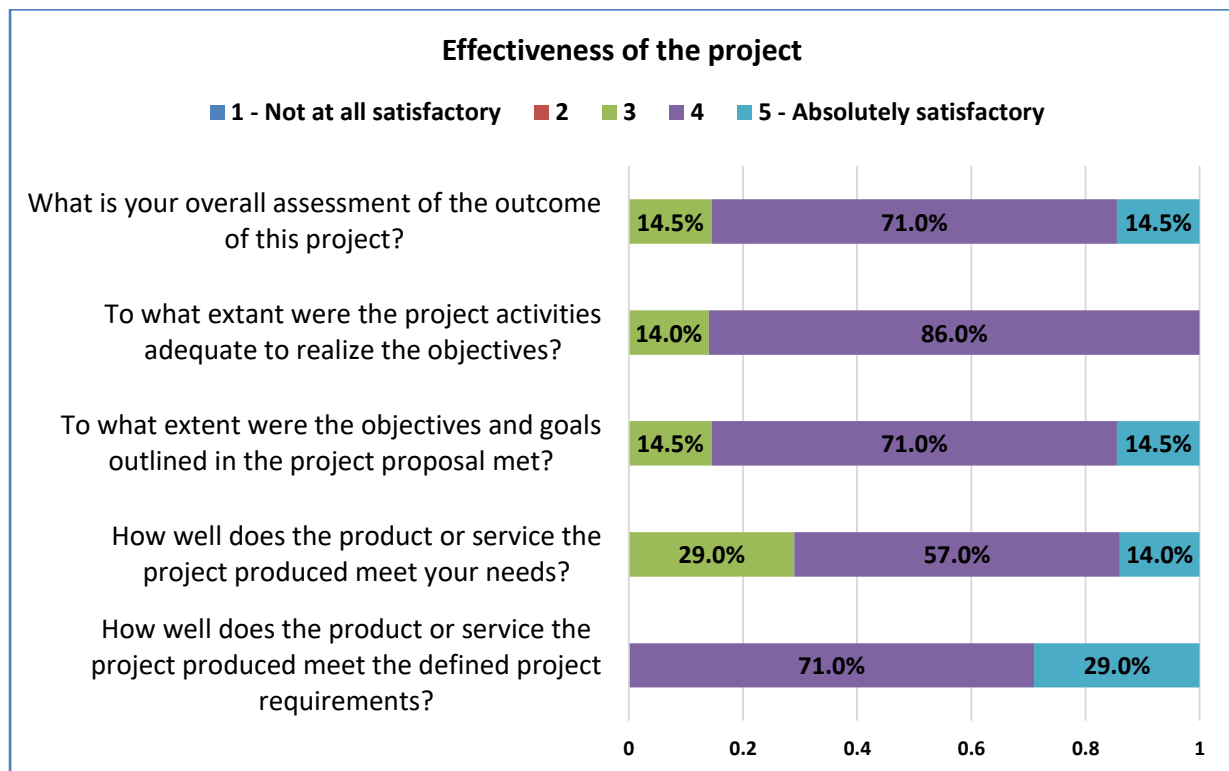
HOW SATISFIED ARE YOU WITH YOUR ROLE IN THE PROJECT?

Completely satisfied 29%

Mostly satisfied 71%
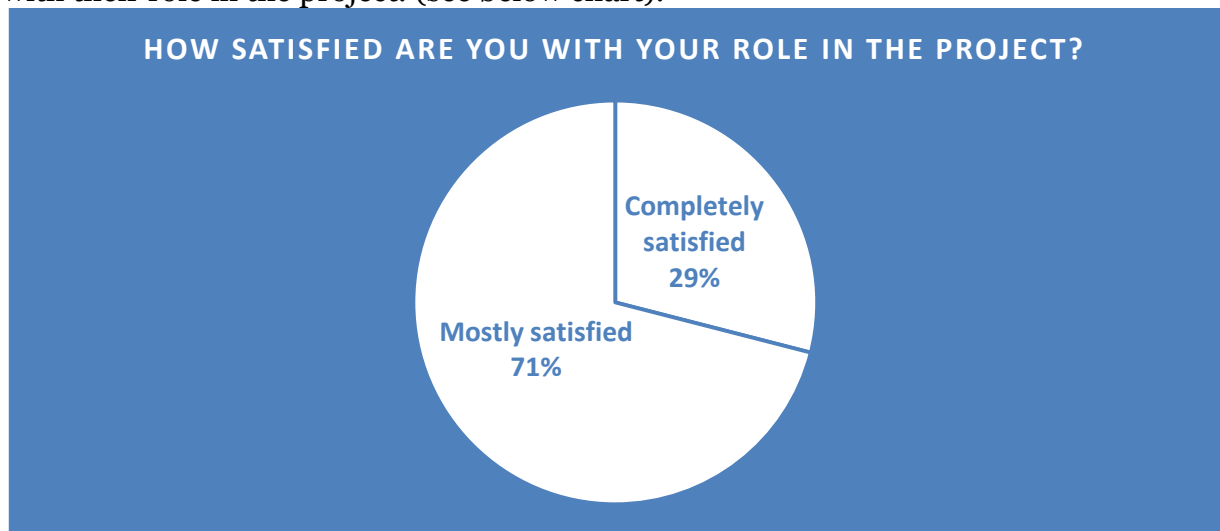
79% of the participants sated that the mutual confidence of project partners was well established and 21% stated that it was good established. (see below chart).

THE MUTUAL CONFIDENCE OF PROJECT PARTNERS

21%

79%

- Well established
- Good
- Sufficient
- Poor
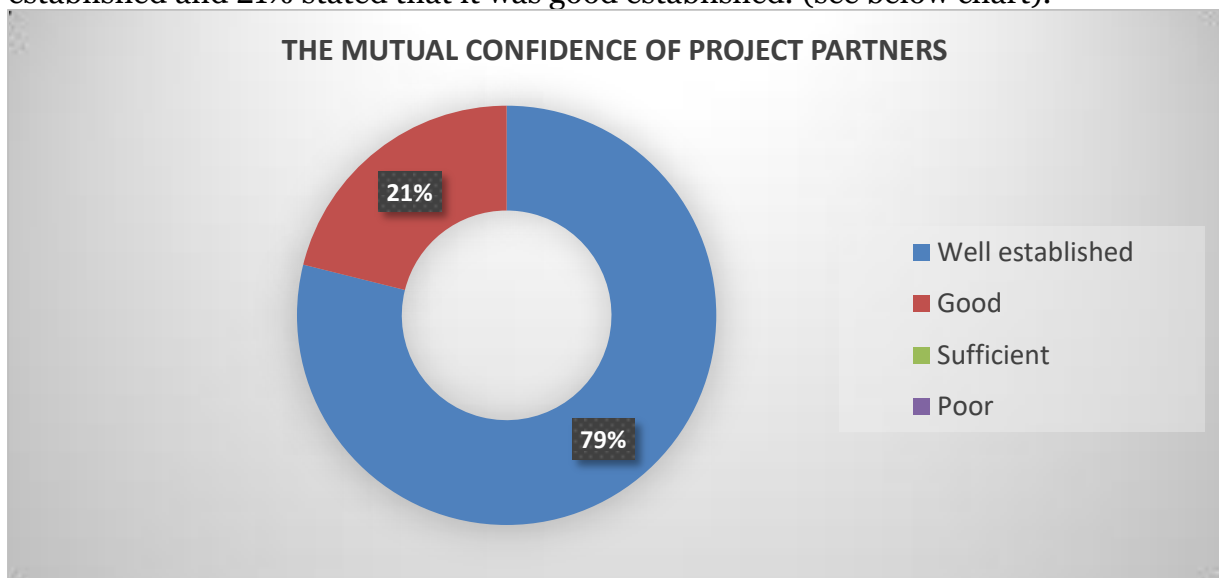
B. Project effectiveness

Ratings of the effectiveness of the project
Generally speaking, project effectiveness was rated very highly by respondents over a range of aspects of effectiveness (see charts below).
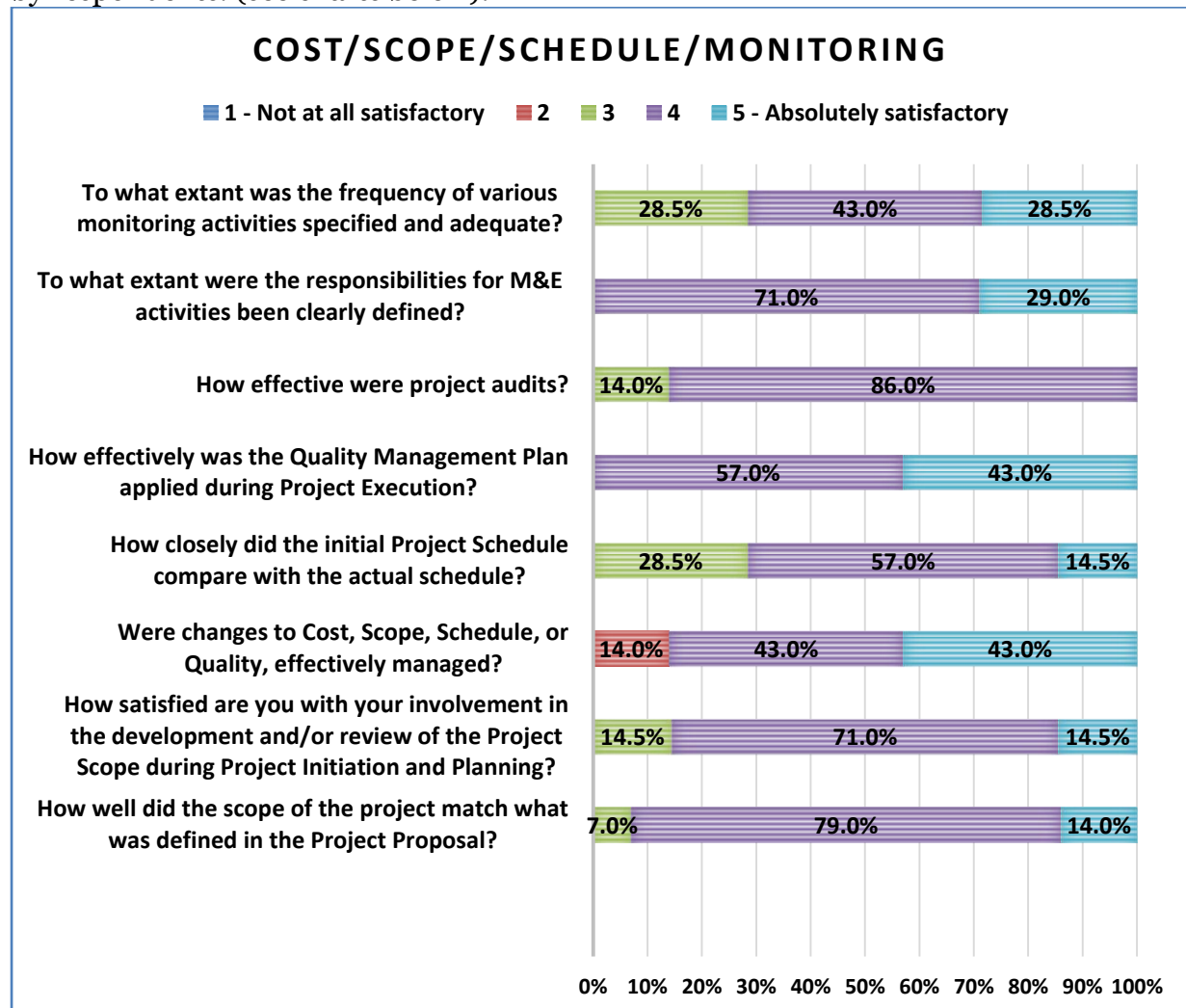
Effectiveness of the project

Legend: ■ 1 - Not at all satisfactory ■ 2 ■ 3 ■ 4 ■ 5 - Absolutely satisfactory

Question	3	4	5
What is your overall assessment of the outcome of this project?	14.5%	71.0%	14.5%
To what extant were the project activities adequate to realize the objectives?	14.0%	86.0%	
To what extent were the objectives and goals outlined in the project proposal met?	14.5%	71.0%	14.5%
How well does the product or service the project produced meet your needs?	29.0%	57.0%	14.0%
How well does the product or service the project produced meet the defined project requirements?		71.0%	29.0%

Participants' responses to the following issues related to project effectiveness:

➢ 100% of the participants stated that, they are either absolutely satisfactory (29%) and satisfactory (71%) with the product or service the project produced meet the defined project requirements.

➢ Regarding the extent to which product or service the project produced met participants needs, 14% were absolutely satisfied, 57% satisfied, and 29% were average satisfied.

➢ As for the extent to which objectives and goals outlined in the project proposal were met, 14.5% were absolutely satisfied, 71% satisfied, and 14.5% were average satisfied.

➢ Regarding the overall assessment of the outcome of this project, 14.5% were absolutely satisfied, 71% satisfied, and 14.5% were average satisfied.

➢ As for the extent to which the project activities adequate to realize the objectives, 86% satisfied, and 14.0% were average satisfied.

C. Cost/Schedule/Scope/Monitoring

Ratings of the cost, schedule, scope, and monitoring
Most aspects of cost, schedule, scope, and monitoring of the project were rated highly by respondents. (see charts below).

COST/SCOPE/SCHEDULE/MONITORING

■ 1 - Not at all satisfactory   ■ 2   ■ 3   ■ 4   ■ 5 - Absolutely satisfactory

Question	Ratings
To what extant was the frequency of various monitoring activities specified and adequate?	28.5% / 43.0% / 28.5%
To what extant were the responsibilities for M&E activities been clearly defined?	71.0% / 29.0%
How effective were project audits?	14.0% / 86.0%
How effectively was the Quality Management Plan applied during Project Execution?	57.0% / 43.0%
How closely did the initial Project Schedule compare with the actual schedule?	28.5% / 57.0% / 14.5%
Were changes to Cost, Scope, Schedule, or Quality, effectively managed?	14.0% / 43.0% / 43.0%
How satisfied are you with your involvement in the development and/or review of the Project Scope during Project Initiation and Planning?	14.5% / 71.0% / 14.5%
How well did the scope of the project match what was defined in the Project Proposal?	7.0% / 79.0% / 14.0%

100% of the participants stated that, they are either absolutely satisfactory or satisfactory with the extant were the responsibilities for M&E activities been clearly defined, and how effectively was the quality management plan applied during project execution.

Participants' responses to the following issues related to cost, scope, schedule, and monitoring ranged between (70%-90%), satisfactory or strongly satisfactory. The rest (10%-30%) were neither satisfactory nor not satisfactory;

- ➢ How well did the scope of the project match what was defined in the Project Proposal?
- ➢ How satisfied are you with your involvement in the development and/or review of the Project Scope during Project Initiation and Planning?
- ➢ How closely did the initial Project Schedule compare with the actual schedule?
- ➢ To what extant was the frequency of various monitoring activities specified and adequate?

Regarding the extant to which changes to Cost, Scope, Schedule, or Quality, were effectively managed, 43% were absolutely satisfactory, 43% satisfactory and 14% were average satisfactory.

D. RISK MANAGEMENT

Ratings of the risk management in the project.
When respondents were asked about managing risks in this project, a range of views were expressed (see bar charts below).
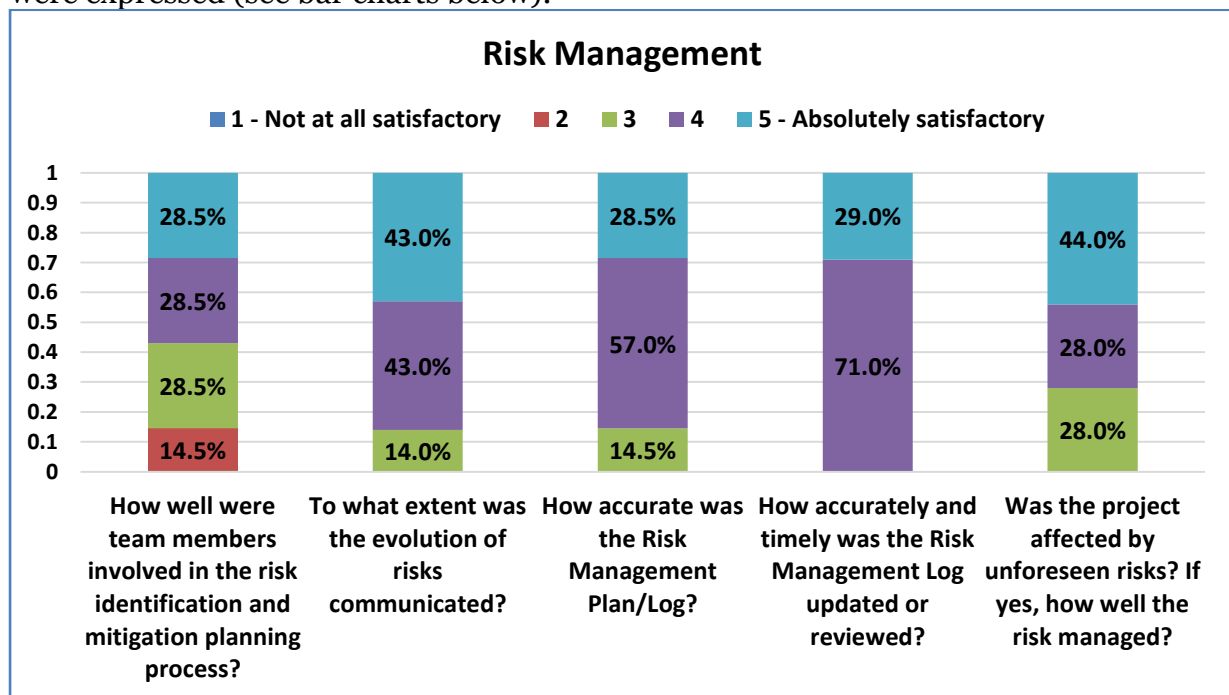
Participants' responses to the following issues related to risk management ranged between (80-90%), satisfactory or strongly satisfactory. The rest (10-20%) were neither satisfactory nor not satisfactory;
1. How accurately and timely was the Risk Management Log updated or reviewed?
2. How accurate was the Risk Management Plan/Log?
3. To what extent was the evolution of risks communicated?

4. Was the project affected by unforeseen risks? If yes, how well the risk managed?
5. How well were team members involved in the risk identification and mitigation planning process?

E. PROJECT COMMUNICATION

<u>Ratings of the effectiveness of communication of the project</u>
Most aspects of communication of the project were rated highly by respondents. (see chart below)
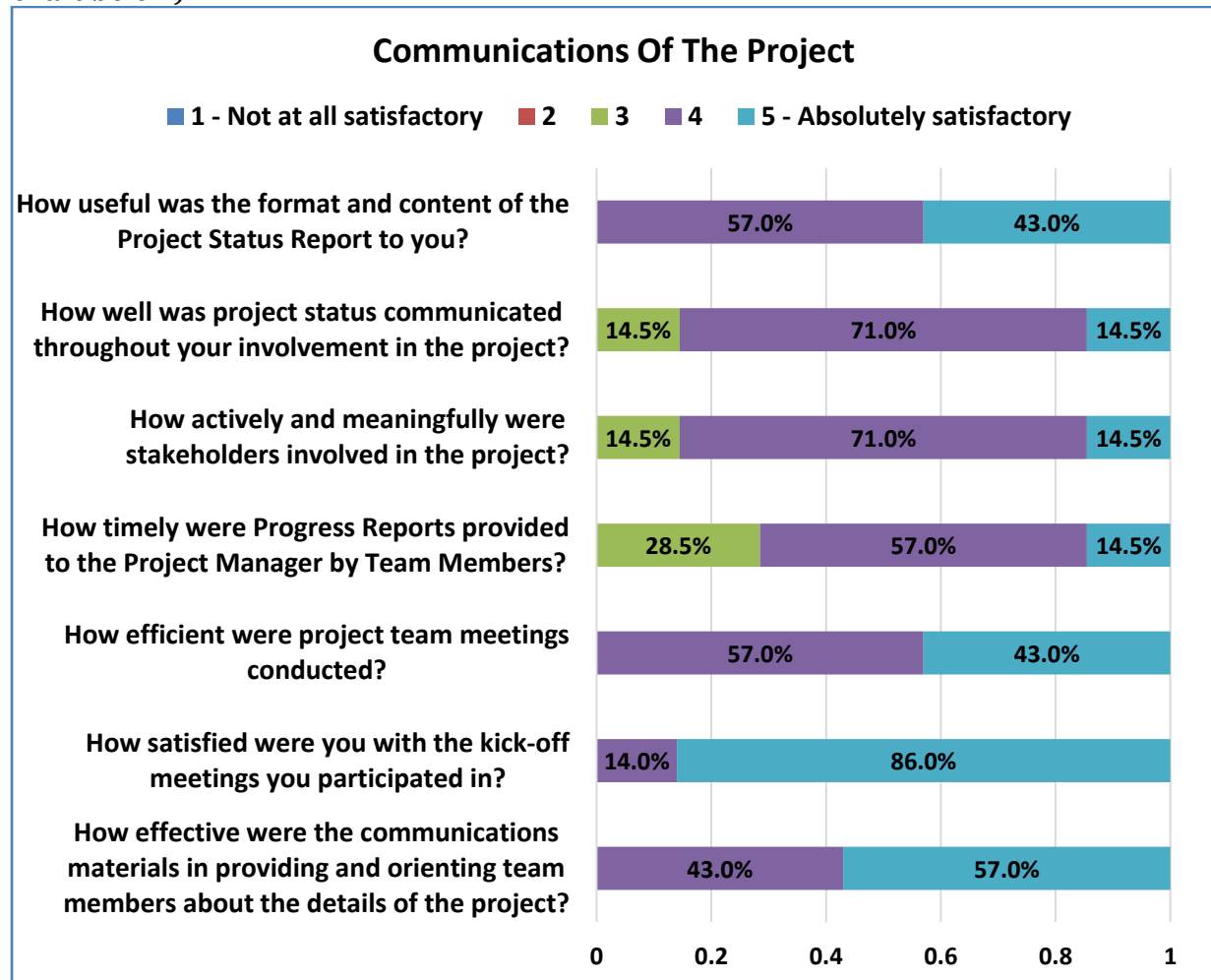
The responses of all the participants in the project came as either satisfactory or absolutely satisfactory to the following matters regarding the communication efficiency and effectiveness in the project:
1. How effective were the communications materials in providing and orienting team members about the details of the project?
2. How satisfied were you with the kick-off meetings you participated in?

3. How efficient were project team meetings conducted?
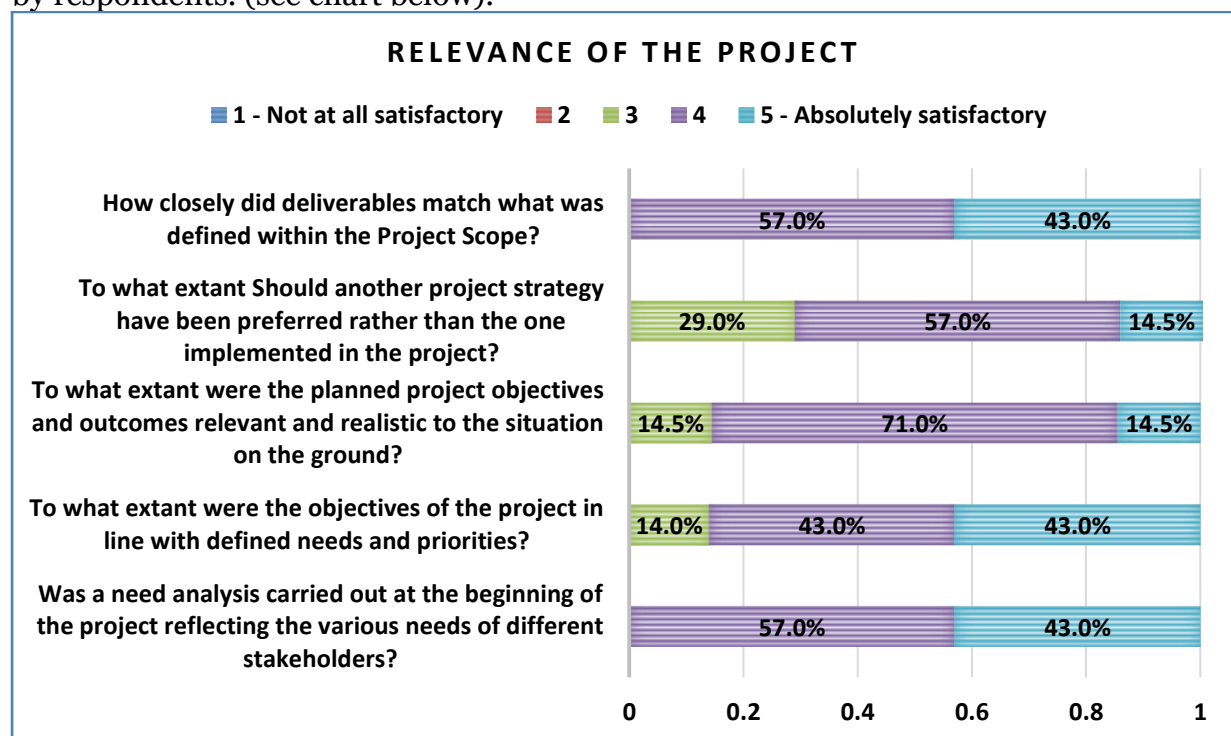4. How useful was the format and content of the Project Status Report to you?

Moreover, around (80.0%) of the responses were either satisfactory or absolutely satisfactory, and the remaining (20%0) were neither satisfactory nor not satisfactory regarding the following aspects of communications of the project:
1. How well was project status communicated throughout your involvement in the project?
2. How actively and meaningfully were stakeholders involved in the project?
3. How timely were Progress Reports provided to the Project Manager by Team Members?

F. PROJECT RELEVANCE

Ratings of the relevance of the project

As for project relevancy, survey participants were asked about four issues examining the relevancy of the project. Most aspects of relevancy of the project were rated highly by respondents. (see chart below).

The responses of all the participants in the project came as either satisfactory or absolutely satisfactory to the following matters regarding the relevance of the project:

1. Was a need analysis carried out at the beginning of the project reflecting the various needs of different stakeholders?
2. How closely did deliverables match what was defined within the Project Scope?

Moreover, around (80.0%) of the responses were either satisfactory or absolutely satisfactory, and the remaining (20%0) were neither satisfactory nor not satisfactory regarding the following aspects of relevance of the project:

1. To what extant were the objectives of the project in line with defined needs and priorities?
2. To what extant were the planned project objectives and outcomes relevant and realistic to the situation on the ground?
3. To what extant Should another project strategy have been preferred rather than the one implemented in the project?

E. ORGANIZATIONAL CHANGE

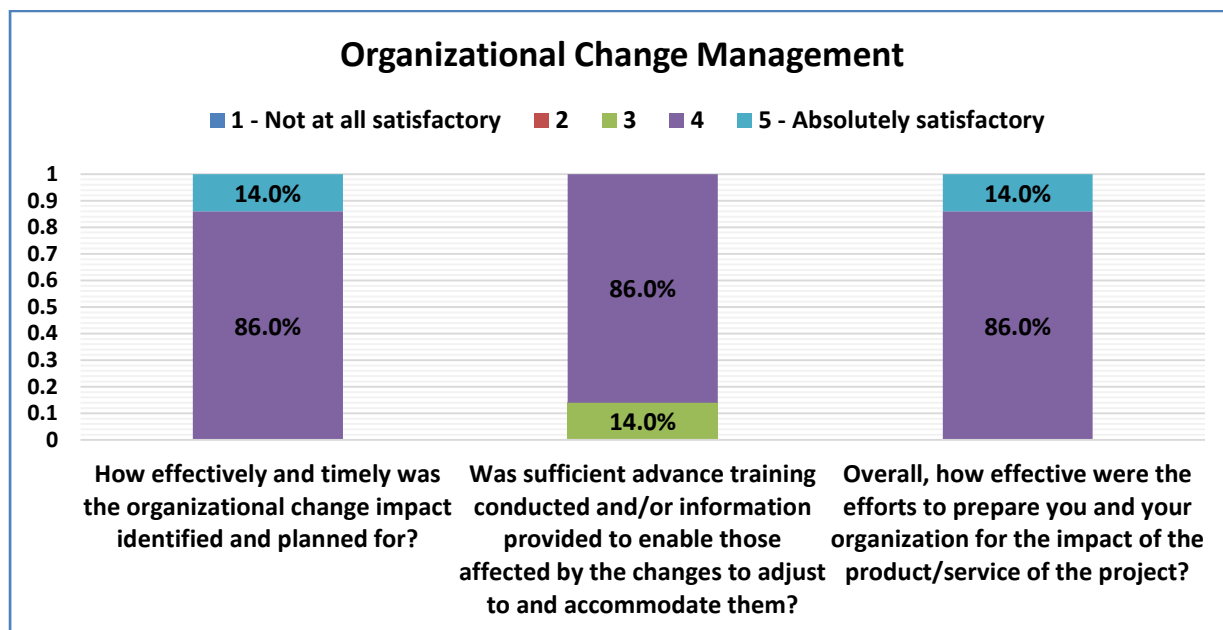### Ratings of the organizational change

As for project organizational change, survey participants were asked about three issues examining the organizational change of the project. Most aspects regarding the organizational change of the project were rated highly by respondents.

The results showed that all respondents(100%) were either absolutely satisfactory (14.0%) or satisfactory (86.0%) believe that:

1. the organizational change impact was effectively and timely identified and planned for.
2. The efforts to prepare you and your organization for the impact of the product/service of the project was effective.

Moreover, (100.0%) of the respondents were either satisfactory (80%) or nether satisfactory nor not satisfactory (14%) believe that:

1. Sufficient advance training was conducted and/or information provided to enable those affected by the changes to adjust to and accommodate them. (see chart below).

Organizational Change Management

Legend: ■ 1 - Not at all satisfactory ■ 2 ■ 3 ■ 4 ■ 5 - Absolutely satisfactory

How effectively and timely was the organizational change impact identified and planned for?	Was sufficient advance training conducted and/or information provided to enable those affected by the changes to adjust to and accommodate them?	Overall, how effective were the efforts to prepare you and your organization for the impact of the product/service of the project?
14.0% (5)	—	14.0% (5)
86.0% (4)	86.0% (4)	86.0% (4)
—	14.0% (3)	—

F. PROJECT IMPACT

Ratings of the impact of the project

As for project impact, survey participants were asked about many issues examining the impact of the project. Most aspects regarding the impact of the project were rated highly by respondents. (see chart below).
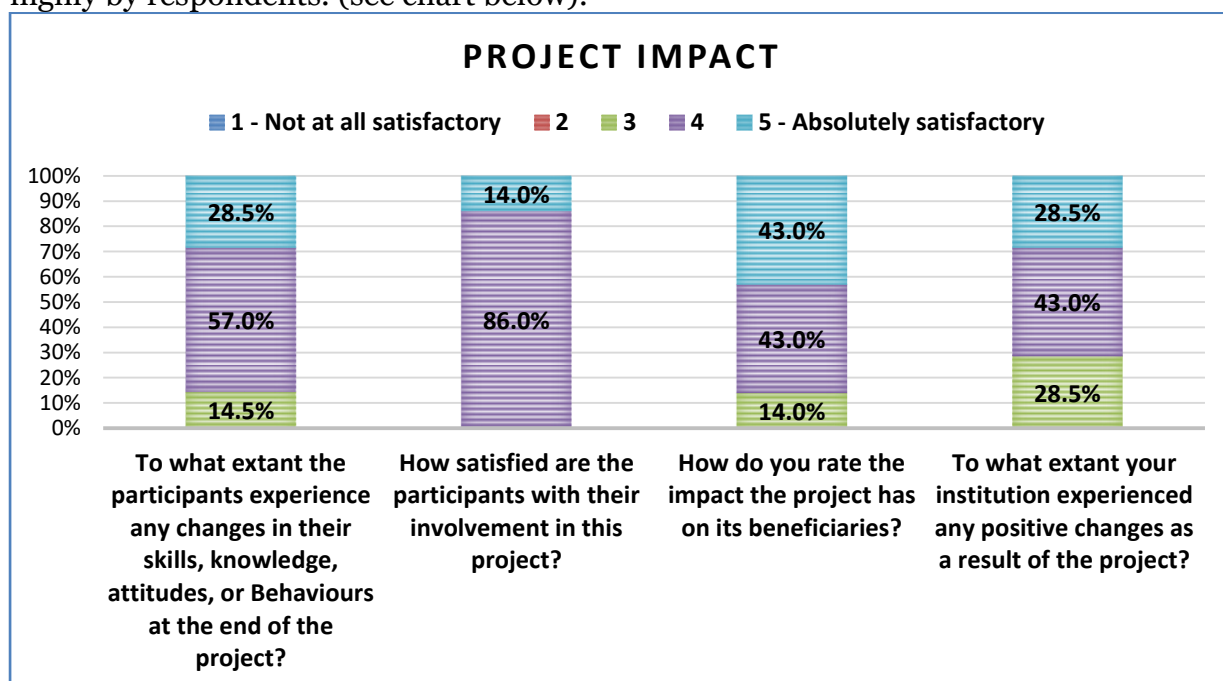
PROJECT IMPACT

Legend: ■ 1 - Not at all satisfactory ■ 2 ■ 3 ■ 4 ■ 5 - Absolutely satisfactory

To what extant the participants experience any changes in their skills, knowledge, attitudes, or Behaviours at the end of the project?	How satisfied are the participants with their involvement in this project?	How do you rate the impact the project has on its beneficiaries?	To what extant your institution experienced any positive changes as a result of the project?
28.5% (5)	14.0% (5)	43.0% (5)	28.5% (5)
57.0% (4)	86.0% (4)	43.0% (4)	43.0% (4)
14.5% (3)	—	14.0% (3)	28.5% (3)

The results showed that all respondents(100%) were either absolutely satisfactory (14.0%) or satisfactory (86.0%) believe that:

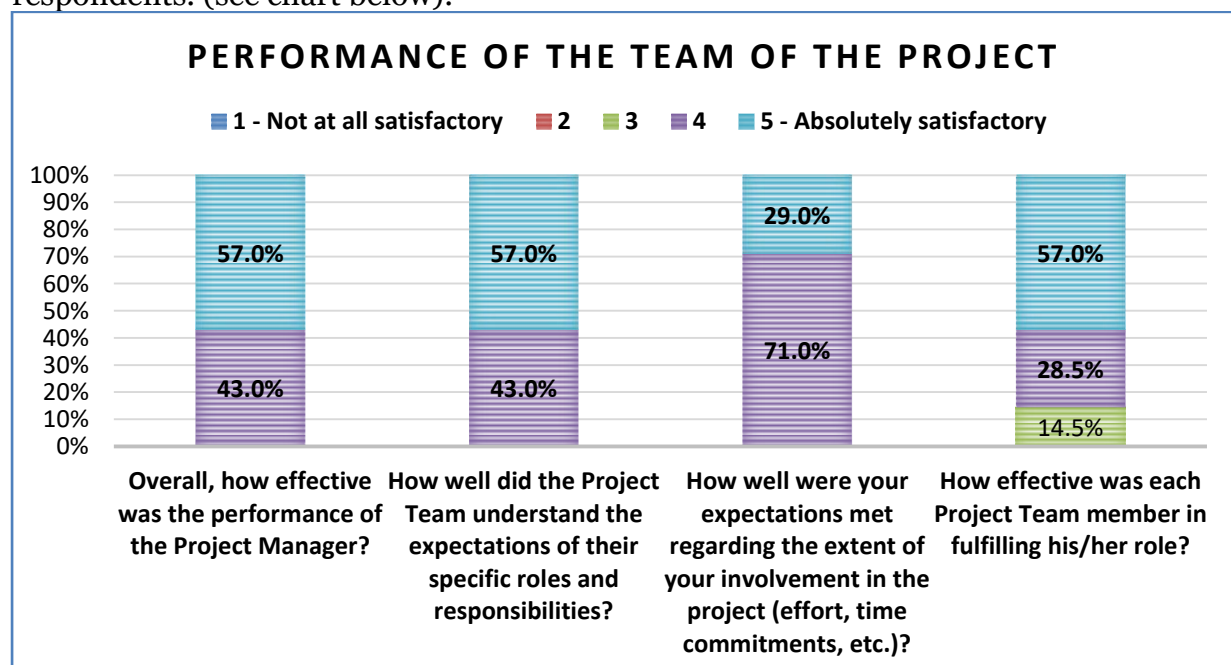1. The participants are satisfied with their involvement in this project.

Moreover, around (80.0%) of the responses were either satisfactory or absolutely satisfactory, and the remaining (20%0) were neither satisfactory nor not satisfactory regarding the following aspects of impact of the project:

1. To what extant the participants experience any changes in their skills, knowledge, attitudes, or Behaviours at the end of the project?
2. How do you rate the impact the project has on its beneficiaries?
3. To what extant your institution experienced any positive changes as a result of the project?

G. PERFORMANCE OF PROJECT TEAM

Ratings of the performance of the project team

As for performance of the team of the project, survey participants were asked about many issues examining the performance of the team of the project. Most aspects regarding the performance of the team of the project were rated highly by respondents. (see chart below).

PERFORMANCE OF THE TEAM OF THE PROJECT

Legend: 1 - Not at all satisfactory | 2 | 3 | 4 | 5 - Absolutely satisfactory

- Overall, how effective was the performance of the Project Manager? — 43.0%, 57.0%
- How well did the Project Team understand the expectations of their specific roles and responsibilities? — 43.0%, 57.0%
- How well were your expectations met regarding the extent of your involvement in the project (effort, time commitments, etc.)? — 71.0%, 29.0%
- How effective was each Project Team member in fulfilling his/her role? — 14.5%, 28.5%, 57.0%

The results showed that all respondents(100%) were either absolutely satisfactory or satisfactory with the following regarding the performance of the team of the project:

1. Overall, how effective was the performance of the Project Manager?
2. How well did the Project Team understand the expectations of their specific roles and responsibilities?
3. How well were your expectations met regarding the extent of your involvement in the project (effort, time commitments, etc.)?

Moreover, around (86.0%) of the responses were either satisfactory or absolutely satisfactory, and the remaining (14%0) were neither satisfactory nor not satisfactory regarding the following aspects:

1. How effective was each Project Team member in fulfilling his/her role?

H. PERFORMANCE OF PROJECT MANAGER

Ratings of the performance of the project manager
As for the performance of the projectmanager, survey participants were asked about many issues examining the performance of the projectmanager. Most aspects regarding the the performance of the projectmanager were rated highly by respondents. (see chart below).
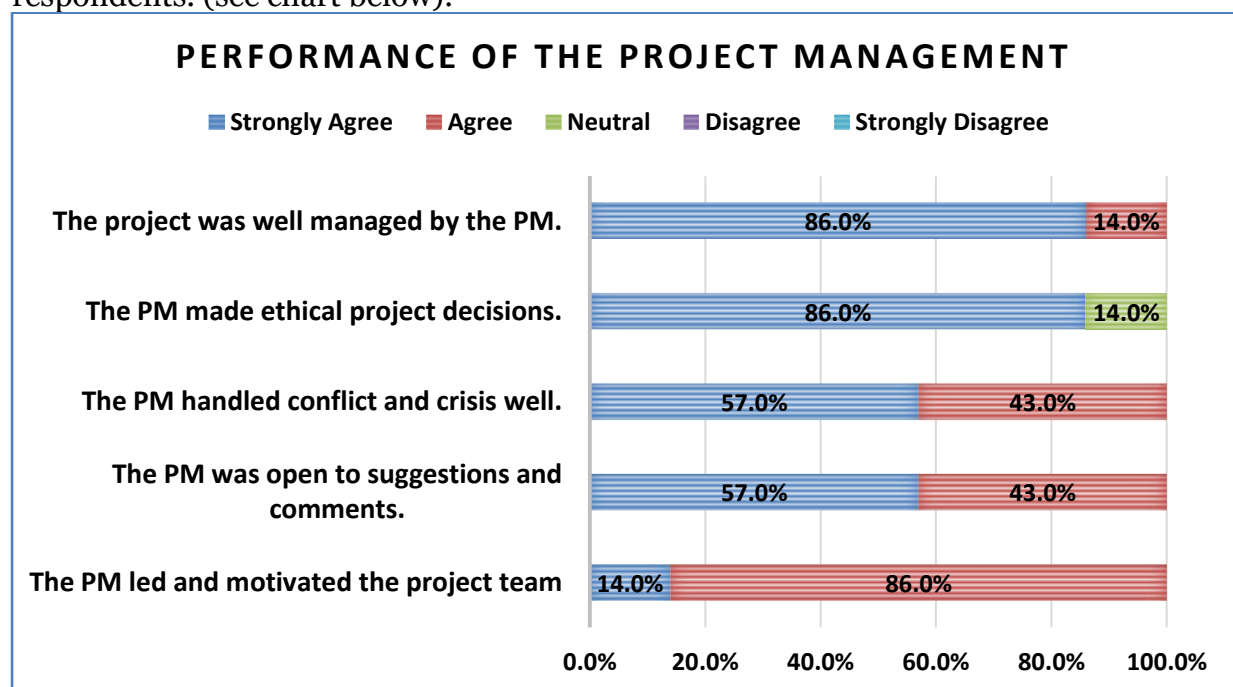
The results showed that all respondents(100%) were either strongly agree or agree with the following regarding the performance of the the project manager:

1. The project was well managed by the PM.
2. The PM handled conflict and crisis well.
3. The PM was open to suggestions and comments.
4. The PM led and motivated the project team

Moreover, around (86.0%) of the responses were strongly agree, and the remaining (14%0) were neither agree nor disagree regarding the following aspect:

1. The PM made ethical project decisions.

I. PROJECT OUTCOMES

Ratings of the impact of the project

As for projectoutcomes, survey participants were asked about many issues examining the outcomes of the project. Most aspects regarding the outcomes of the project were rated highly by respondents. (see chart below).
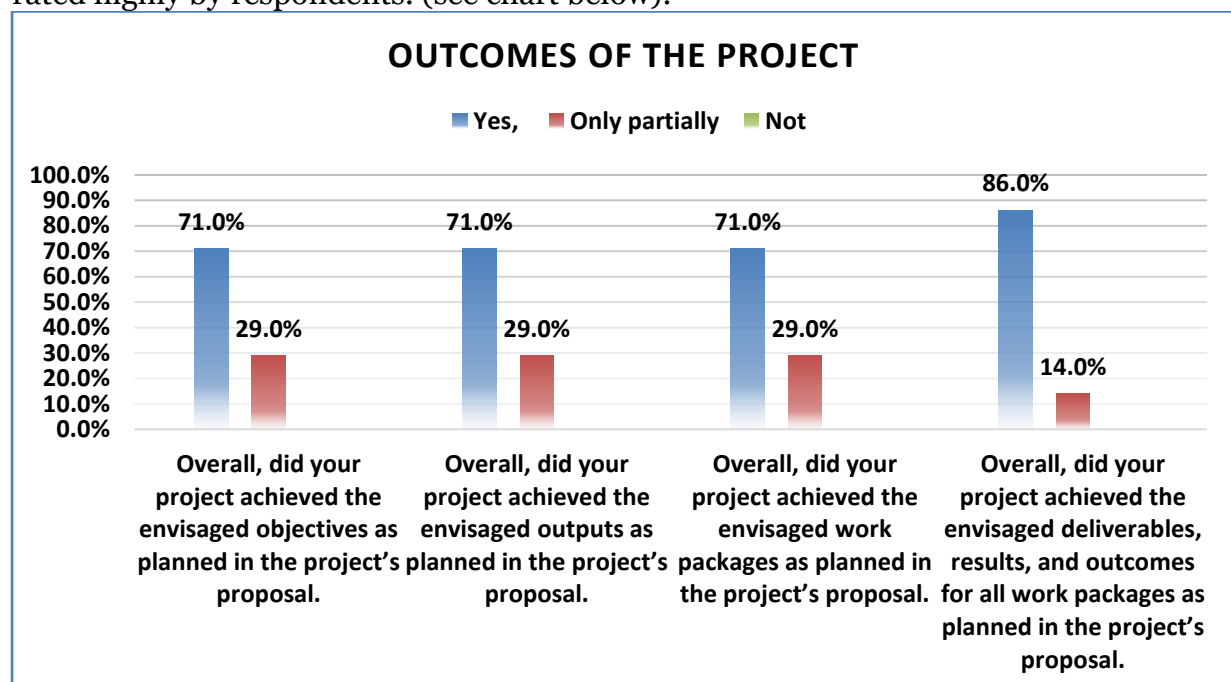
The results showed that all respondents(100%) were either yes completely (86%) or only partially (14%) with the following regarding the outcomes of the the project manager:

1. Overall, did your project achieved the envisaged deliverables, results, and outcomes for all work packages as planned in the project's proposal.

Moreover, around (71.0%) of the responses were yes completely, and the remaining (29.0%0) were only partially regarding the following aspect:

1. Overall, did your project achieved the envisaged work packages as planned in the project's proposal?
2. Overall, did your project achieved the envisaged outputs as planned in the project's proposal?
3. Overall, did your project achieved the envisaged objectives as planned in the project's proposal?

J. THE FUTURE

When participants in the evaluation were asked about the future, 57% of them stated that, the elements of the project will continue after the end of the project, 15% said no and the remaining 28% was not sure. (see chart below).

WILL ELEMENTS OF THE PROJECT BE CONTINUED AFTER THE END OF THE PROJECT

Not sure 28%

No 15%

Yes 57%
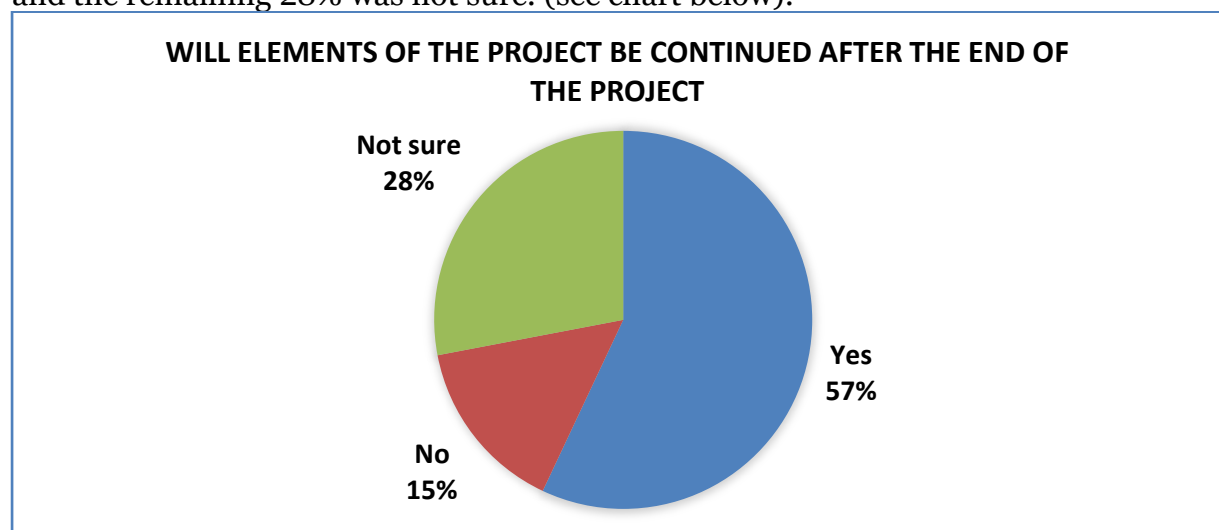
Moreover, 29% of the participants stated that, they will have a regular contact with all the partners at the end of the project, and 71% will have a regular contact with part of the partners at the end of the project. (see chart below).

WILL HAVE REGULAR CONTACT WITH PROJECT PARTNERS AT THE END OF THE PROJECT

Yes, with all of them, 29.0%

Yes, with some of them, 71.0%
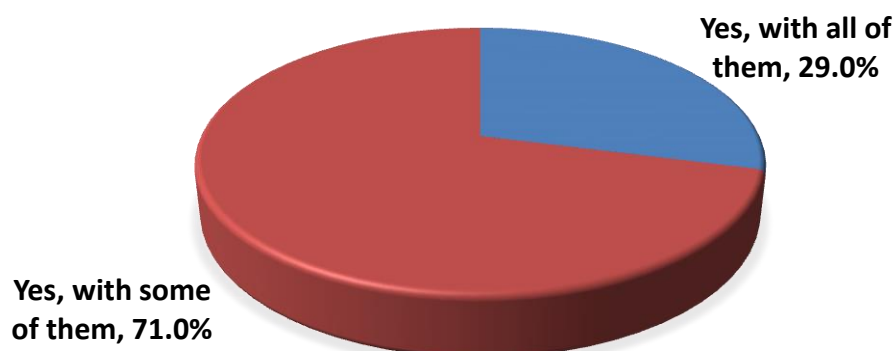
Also, 100% of the participants will undertake a joint activity with any of the project partners after the end of the project. (see chart below).
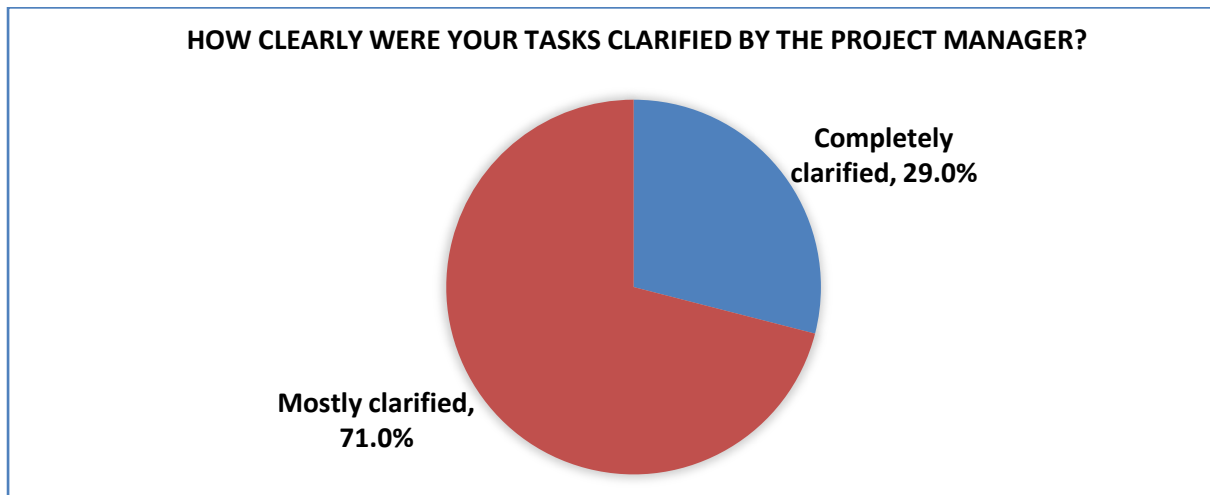
**WILL UNDERTAKE A JOINT ACTIVITIES WITH ANY OF THE PROJECT PARTNERS AFTER THE END OF THE PROJECT**

Yes
100%
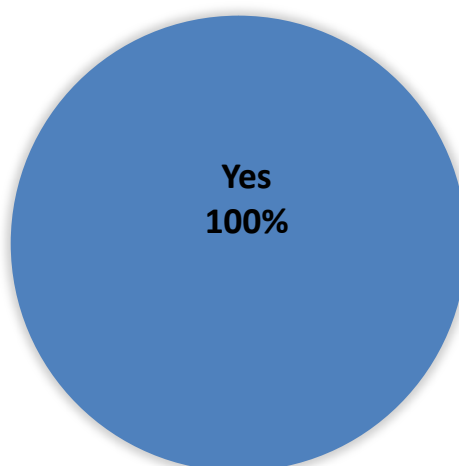
5. THE MAIN RESULTS AND CONCLUSIONS OF THE EVALUATION

On the basis of the questionnaire data reviewed here, the following seem the most salient conclusions:

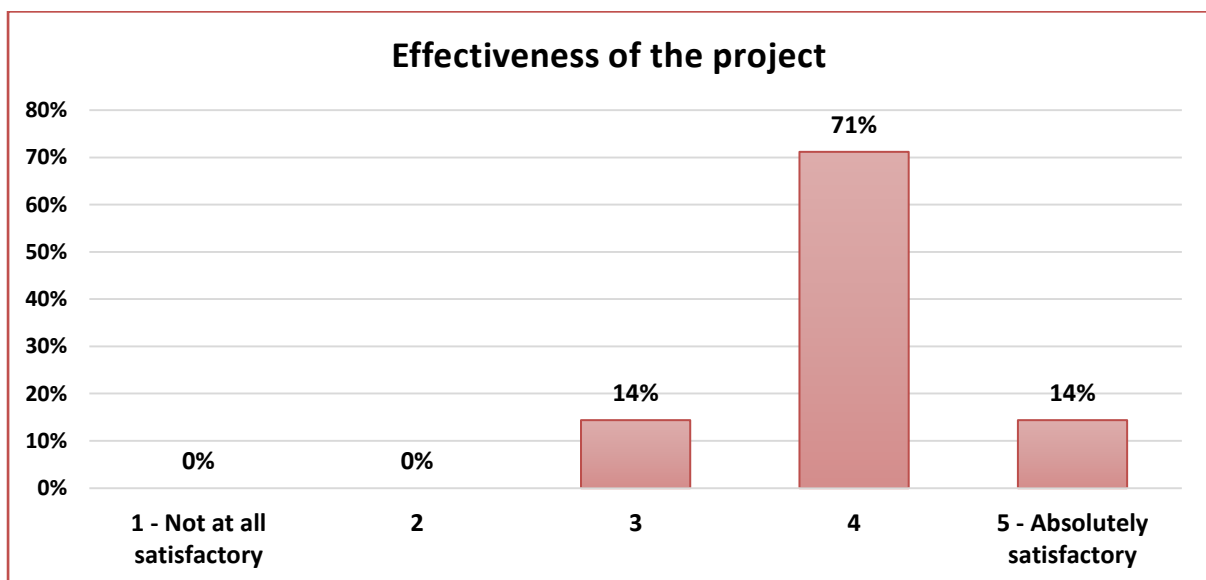➤ Project partners had a clear understanding of their role in the project.

HOW CLEARLY WERE YOUR TASKS CLARIFIED BY THE PROJECT MANAGER?

Completely clarified, 29.0%

Mostly clarified, 71.0%

➤ Most group members felt highly involved in the project and were satisfied with their role in it.

HOW SATISFIED ARE YOU WITH YOUR ROLE IN THE PROJECT?

Completely satisfied 29%

Mostly satisfied 71%
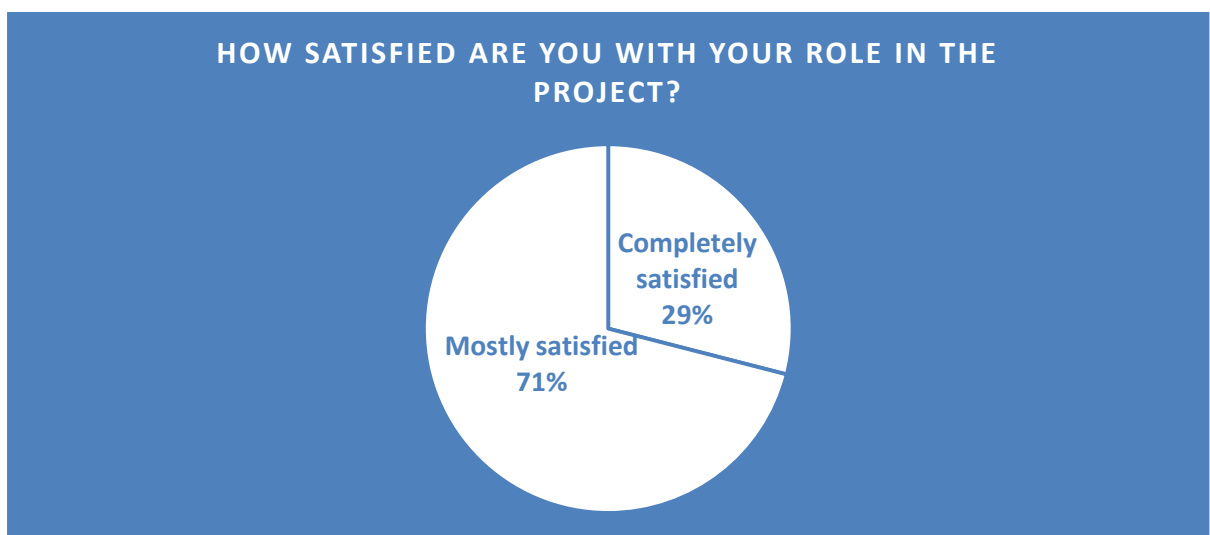
➤ There was general satisfaction among most of the partners with the mutual confidence of project partners.

THE MUTUAL CONFIDENCE OF PROJECT PARTNERS
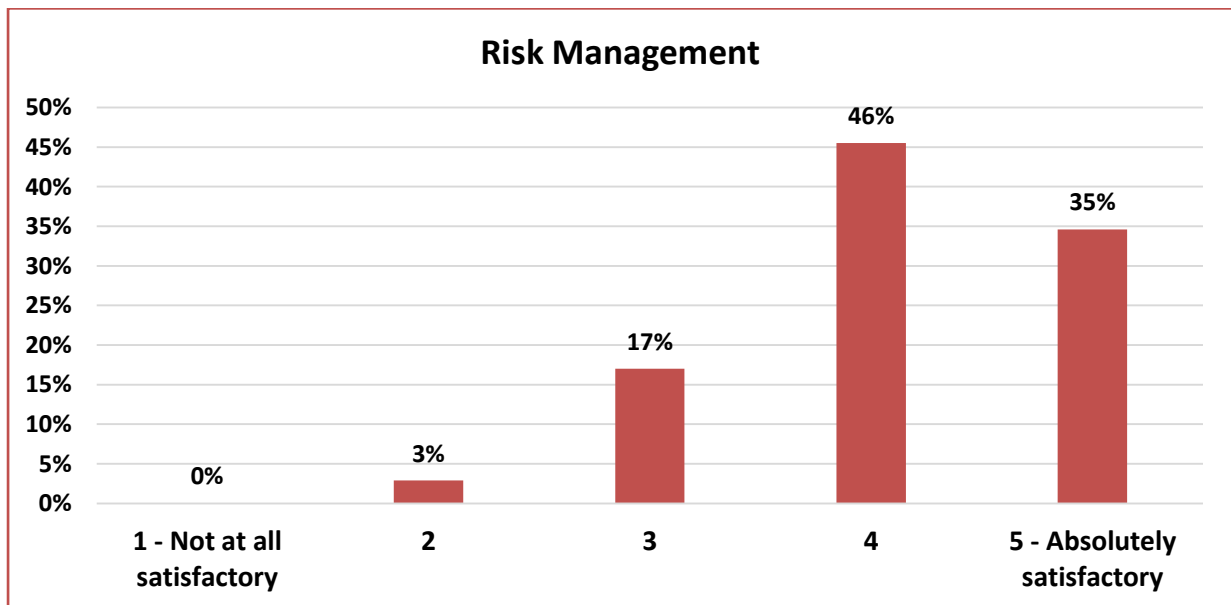
21%

79%

- Well established
- Good
- Sufficient
- Poor
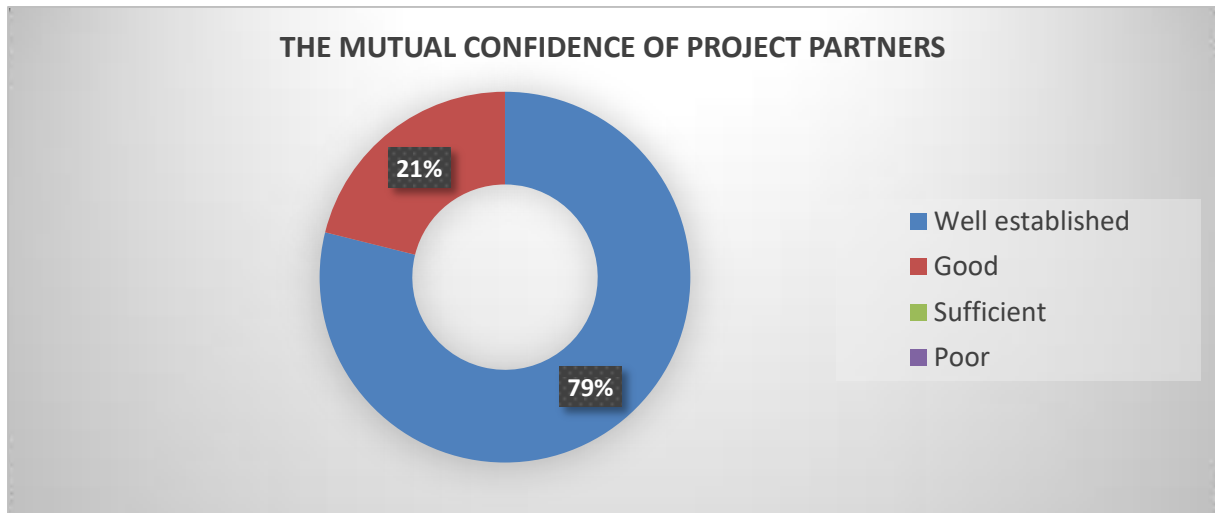
➢ As for the project effectiveness, there was a general agreement among most of the partners that, the project activities were adequate to realize the objectives, the product or service the project produced were met the defined project requirements, the objectives and goals outlined in the project proposal were met, and overall assessment of the outcome of this project was effective.

Effectiveness of the project

			71%	
80%				
70%				
60%				
50%				
40%				
30%				
20%		14%		14%
10%				
0%	0%			
1 - Not at all satisfactory	2	3	4	5 - Absolutely satisfactory

➢ There was general satisfaction among the group, that the project had been well managing the costs, schedule, scope, and quality changes has been effectively managed; all approve changes well implemented according to the appropriate procedures.
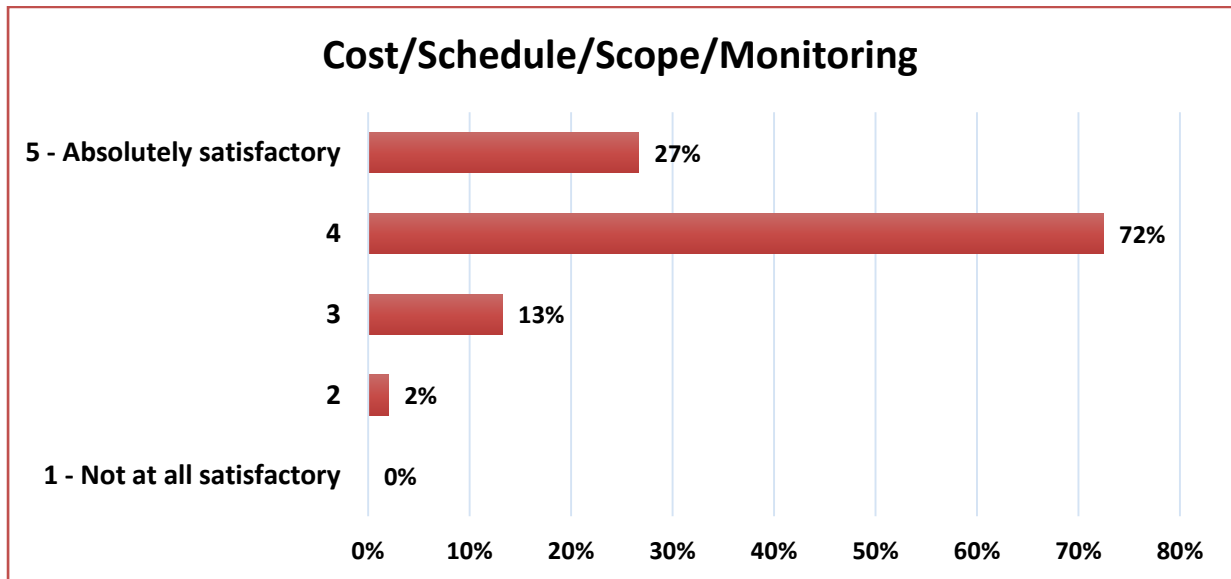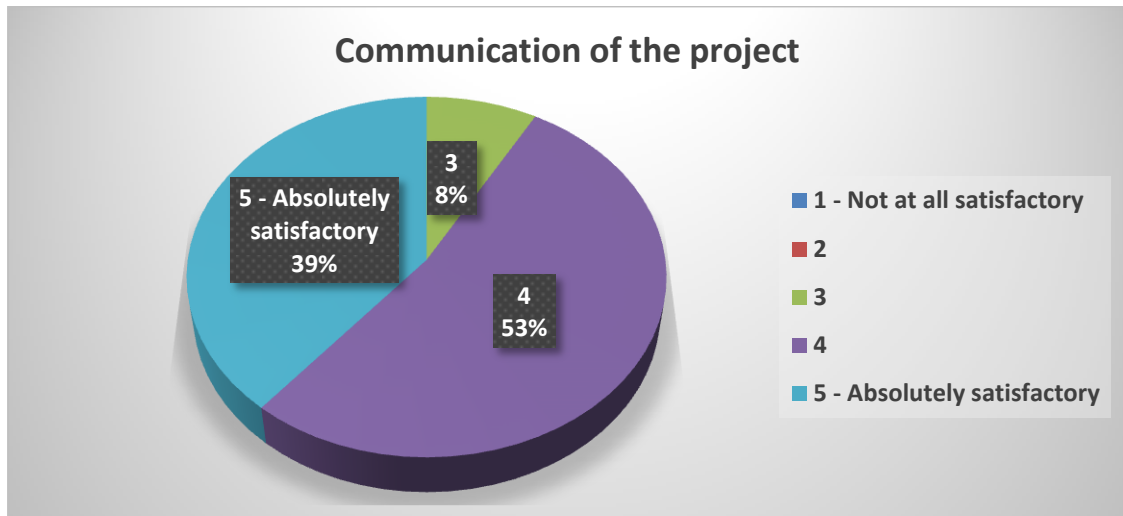
Cost/Schedule/Scope/Monitoring

Rating	Percentage
5 - Absolutely satisfactory	27%
4	72%
3	13%
2	2%
1 - Not at all satisfactory	0%

➢ There was general satisfaction among the group, that the project had been well managing the risk; all approve changes well implemented according to the appropriate procedures; all important project risks were identified early in the project; a clear mitigation plan was outlined for each risk identified, and the project was not affected by unforeseen risks.
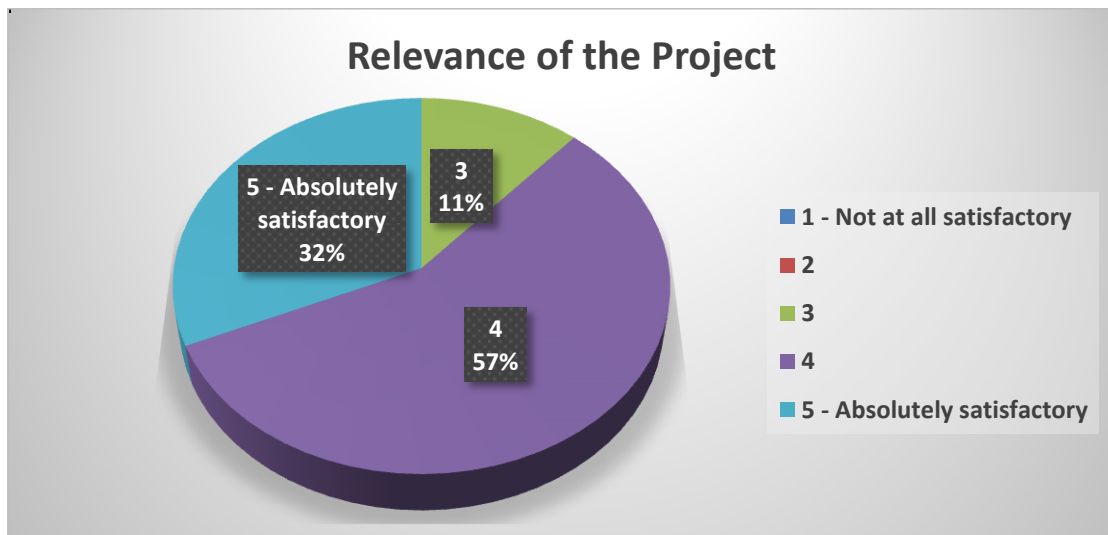
Risk Management

Rating	Percentage
1 - Not at all satisfactory	0%
2	3%
3	17%
4	46%
5 - Absolutely satisfactory	35%

➢ Frequency of communications tended to be rated as high with other project partners and with project manager. The majority of group members rated the quality of communications positively but a minority rated them as poor.

➤ A majority thought that communication in the project had been effective and felt comfortable in expressing their point of view which they believed had been listened to,

Communication of the project

3 8%

5 - Absolutely satisfactory 39%

4 53%

- 1 - Not at all satisfactory
- 2
- 3
- 4
- 5 - Absolutely satisfactory

➤ The project relevance was rated very highly by participants of the project on the whole, particularly with regard to the relevant of the planned project objectives and outcomes and realistic to the situation on the ground. Moreover, there was a general agreement among the project participants that, the objectives of the project were in line with defined needs and priorities, and that a need analysis was carried out at the beginning of the project reflecting the various needs of different stakeholders?
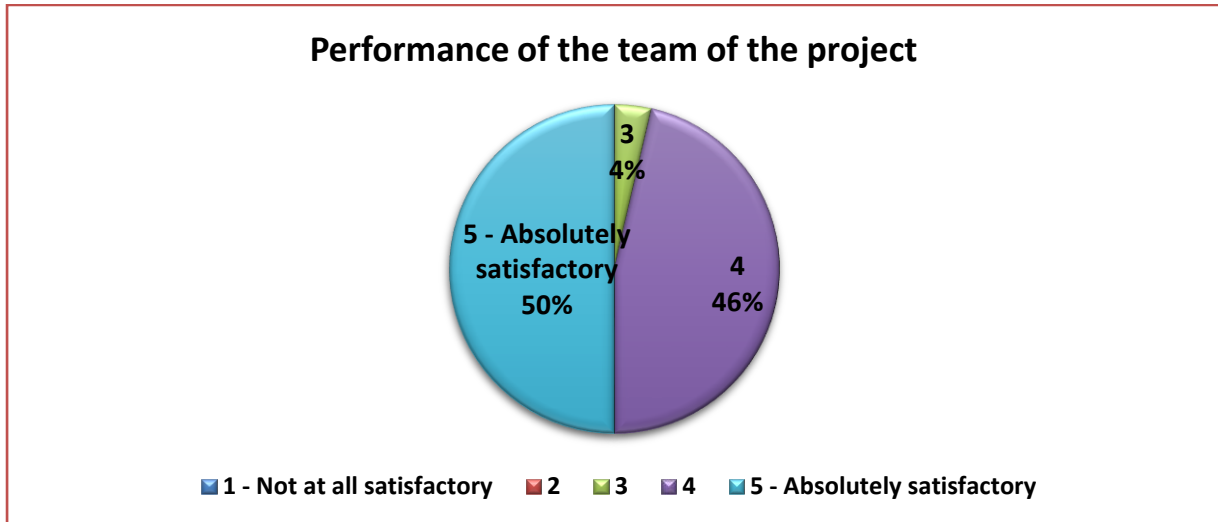
Relevance of the Project

3 11%

5 - Absolutely satisfactory 32%

4 57%

- 1 - Not at all satisfactory
- 2
- 3
- 4
- 5 - Absolutely satisfactory

➢ As for the organizational change management, there was a general satisfaction among most of the partners with the extent to which the organizational change impact was effectively and timely identified and planned for, the efforts to prepare you and your organization for the impact of the product/service of the project were effective.
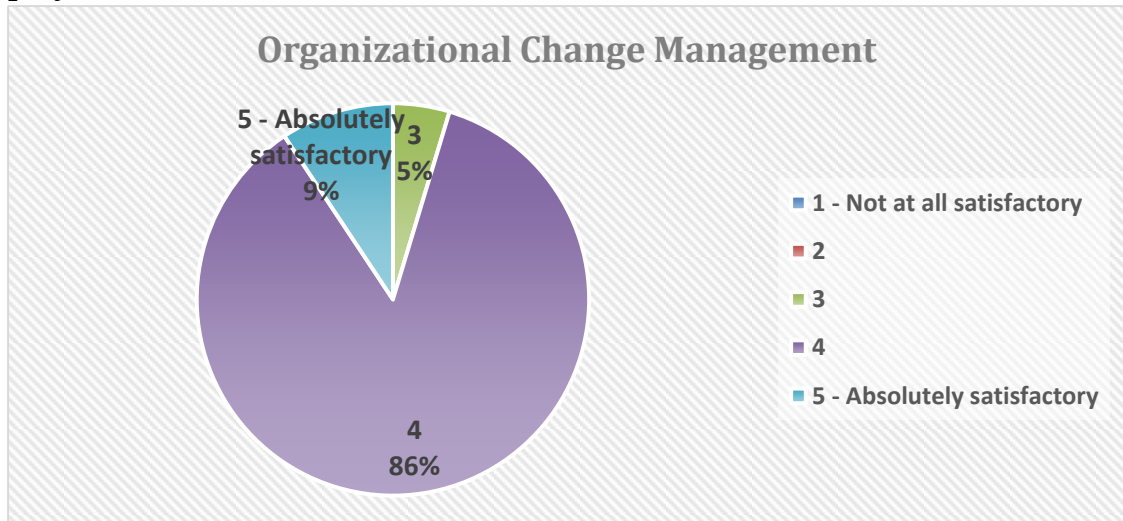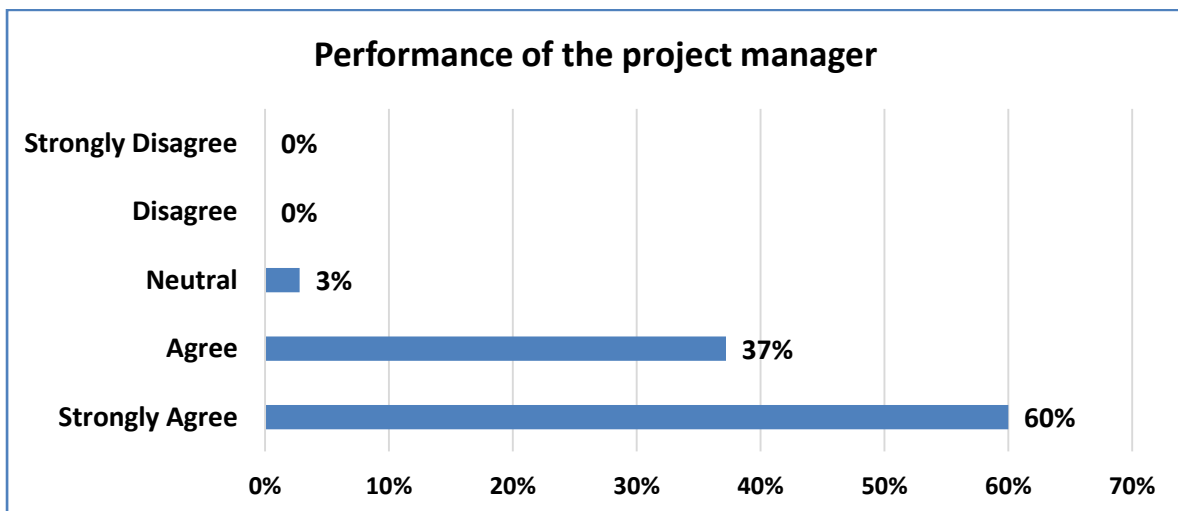

➢ Regarding the impact of the project on the participants, there was a general agreement among most of the partners that:
  1. the participants are satisfied with their involvement in this project.
  2. the project met the needs that led to this project.
  3. the participants experienced a change in their skills, knowledge, attitudes, or Behaviors.
 4. the impact the project has on its beneficiaries.
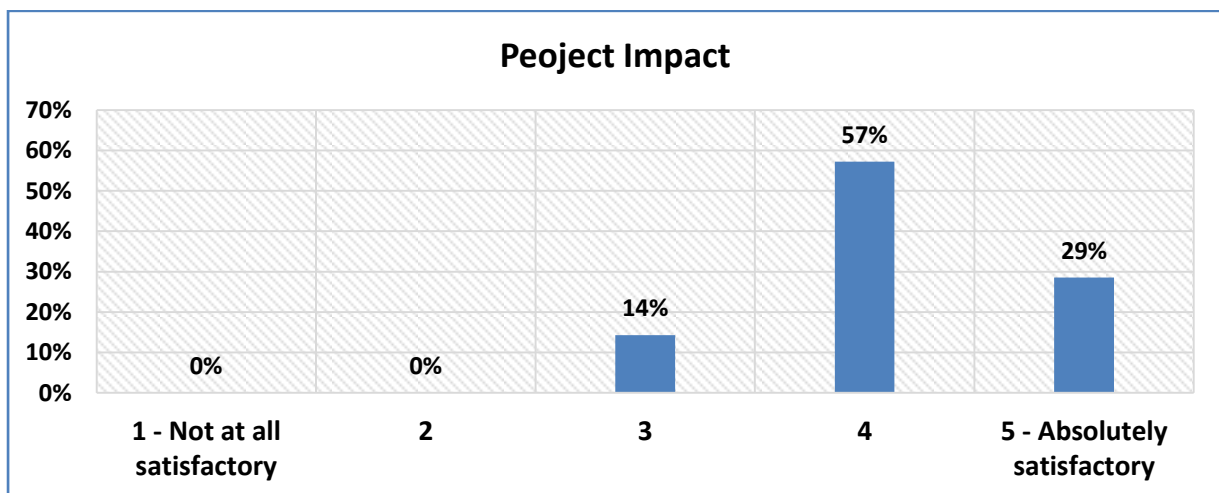
➢ There was general agreement among the group, that the performance of the project manager was effective, the project team was understanding the expectations of their specific roles and responsibilities, and project team members was effective in fulfilling their roles.

Performance of the team of the project

5 - Absolutely satisfactory 50%	3 4%
	4 46%

☑ 1 - Not at all satisfactory ☑ 2 ☑ 3 ☑ 4 ☑ 5 - Absolutely satisfactory

➢ There was general agreement among the group, that the project manager led and motivated the project team effectively, was open to suggestions and comments, handled conflict and crisis well, made ethical project decisions, and the project was well managed by the project manager.

Performance of the project manager

Strongly Disagree	0%
Disagree	0%
Neutral	3%
Agree	37%
Strongly Agree	60%

0%   10%   20%   30%   40%   50%   60%   70%

➢ As for the project outcomes, there was a general agreement among most of the partners that, the project outcomes have been achieved completely (75%) or partially (25%).

Project Outcomes

25%

75%

- Yes, completely
- Only partially
- Not at all
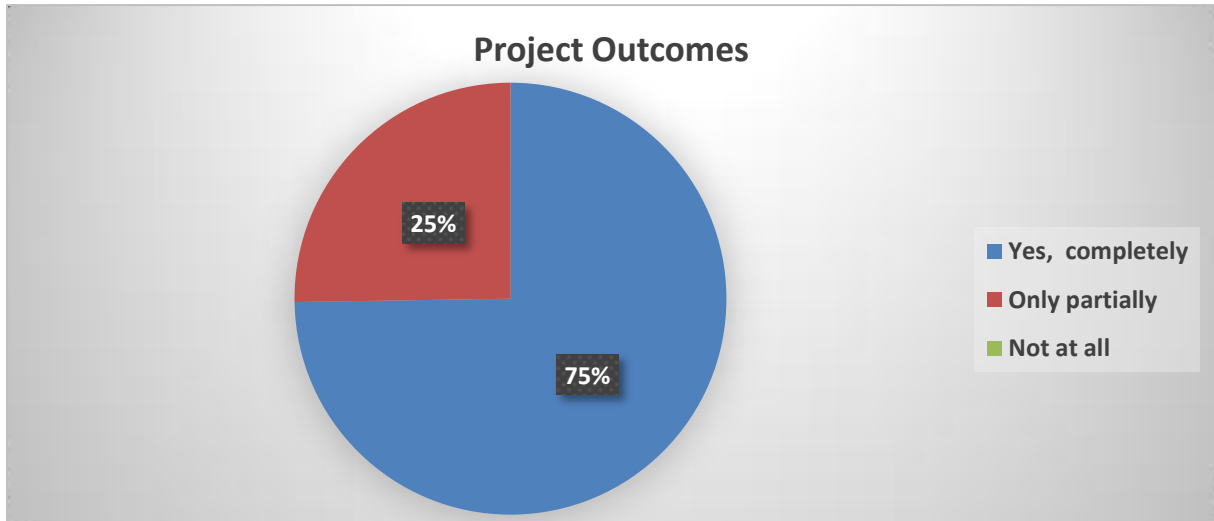
➢ In general, there was general agreement among most of the partners that, the elements of the project will continue after the end of the project.

➢ Moreover, most of the partners will have a regular contact with all or part of the partners at the end of the project, and all of the them will undertake a joint activity with any of the project partners after the end of the project.

6. THE MAIN LESSONS LEARNED FROM THE PROJECT AND RECOMMENDATIONS

I believe the project components have been well-established and the progress towards realizing the objectives is very good. The following are the main lesson learned from participating in the project:

➢ The participants have gained experience and acquired new skills in various aspects on project management, leadership, and of course university governance.

➢ Moreover, the participants have acquired new knowledge about the importance of exploiting and applying university governance at our university as well as in cooperation with other participating HEIs and world-wide.

➢ also, the participants believe that the current status can be significantly improved with the introduction of the new paradigms, principles and practices that are utilized in the university governance project.

➢ As a key part of the governance of higher education institutions, documenting lessons learned helps a project team discover both strengths and weaknesses.

➢ It provides an opportunity for team members and/or partners to discuss successes during the project, unintended outcomes, and recommendations for others involved in similar future projects.

➢ It also allows the team to discuss things that might have been done differently, the root causes of problems that occurred, and ways to avoid those problems in later project stages.

➢ The participants also learned that governance practices that are currently implemented by European institutes can be transferred, adopted and applied at our university and other local universities in Palestine. Moreover, the adoption of such these practices will provide support in better defining the vision, mission as we as strategic objectives of our university.

➢ By being involved in this project, the participants have learned that governance practices can assist in creating stronger links between the different stakeholders as they can jointly define and develop well-defined and commonly agreed-upon objectives that serve the needs of all stakeholders in a transparent and participatory approach.

➢ Another lesson is related to explore the strategic procedures that are used in EU partners to apply governance in their universities.

- The mix of knowledge and experiences of the different partners is a key resource.

- The lack of information and detailed requirements at the start of the project caused delays.

- The individual work packages could have less dependency on each other and started more or less in parallel.
- The large number of partners and difficulty of travelling might suggest that a more flexible approach be sued for scheduling, e.g., not all participants need to meet at same time.

- Governance will take its roles perfectly when the dimensions of accountability, autonomy, and participation are clearly identified among the divisions.

- The project partnership has met regularly with training and management meetings, this has contributed to enhance the communication and the trust among the partners towards a common objective to achieve.

- The participants believe that additional senior-level administrative staff member should have been involved at the earliest stages of the project and continued throughout all phases.

- Also, the level of involvement of indirect stakeholders should have been increased with an emphasis on the expected input from each indirect group and its impact on the overall objectives of the project.

- It is important to involve other Palestinians universities in the project. Such involvement can enrich the validity of the applied tool and compare the results with other governmental and nongovernmental institutions.

- Another aspect is involving people from HEIs who have different administrative levels.

- Early study visits would have been very beneficial to inform the details needed and to build relationships early in the project.

- Early and regular face to face meetings between European partners would have built relationships early in the project and would have benefited the project.

- Early and ongoing communication from each of the partner institutions of the detail and level of training required so that the detailed needs of the WP could be focused.

- The outcomes of each phase, in addition to the lessons learned after each face should be thoroughly discussed by all stakeholders.

- Palestinian Universities have to learn how to work together before going internationally. The PNA has to put a budget and incentives for Palestinian universities to work together.