PAPYRUS

The learning log has been created by the partners to present the methodology of the project to who may wish to devise and run projects in a similar area to PAPYRUS in future.

How was PAPYRUS project designed?

This part presents how PAPYRUS project was developed and makes a base for learning from our own experience and lessons.

Partnership building

First of all, PAPYRUS project is funded by the British National Agency through Erasmus+ programme, Key Action 2, Strategic partnership for youth. We decided to go with this grant scheme, as it was open for all EU member states and contained a window of opportunity to involve non-EU states such as Serbia.

The partnership built around this bid involved institutions from 5 countries including UK, Finland, Italy, Malta and Serbia. This was a good geographical spread in terms of location and experiences of youth refugee work; two Southern European countries on the 'frontier of Europe' in the current crisis (Malta and Italy that are primarily transit but also sometimes destination for Refugees), two typically destination countries (UK and Finland) and one EU candidate country – Serbia – who brings added value due to Serbia's role as a major migrant transit country into the European Union.

When it comes to the type of partner institutions, the partnership included 2 universities (Manchester Metropolitan University as lead partner and Turku University of applied sciences) and 3 NGOs (CESIE from Palermo, Italy, KOPIN from Malta and Western Balkans Institute from Belgrade Serbia). Thus, the partnership composed was a great blend of academic and practitioner approaches and skills ensuring the production of high quality relevant materials.

The partners all have a focus on migration, refugee and asylum seekers support, skills development with migrants and all employ staff who are youth workers.

Project design

Our situation analysis conducted during preparation of the application, indicated that materials and tools as learning resources for youth workers and professionals working with migrants, are very scarce and limited. The analysis also indicated that youth workers mostly have a need for materials for social inclusion, better multicultural working environment, socio-economic empowerment, provision of psychosocial support and safeguarding, and tackling abuse issues.

Given such research findings, the project consortium decided to prepare the development of innovations type of project focusing on the production of so called intellectual outputs. In other words, we decided to focus the project on the creation of various learning and training materials, which will be useful to youth workers but also to all professionals or volunteers working with young migrants.

After several team discussion, the consortium decided to create the following materials in the scope of PAPYRUS project:

1) Multi-language Analysis Report on Mapping of Comparative Youth Work Practices with Refugees:

A report identifying and describing comparative youth work practices, youth worker training models and youth work engagement with Refugee and Asylum seeking youth throughout Europe.

2) Training kit: Multicultural understandings and working in Multicultural Environments with Youth Refugees:

The purpose of this toolkit is to supply youth workers working with young refugees and asylum seekers with necessary knowledge, skills and techniques of working in multicultural and multi-ethnic environments. It consists of a set of training materials, designs and references to best practices from across Europe.

3) Training kit: Social inclusion of Refugee Families and Young People:

The purpose of this toolkit is to supply youth workers, working with youth refugees and asylum seekers, with the necessary knowledge and techniques for facilitating social inclusion of these groups and their families. It consists of a set of training materials, designs and references to best practices and innovations from across Europe in this area.

4) Training kit: Socioeconomic Empowerment of Youth Refugees:

The purpose of this toolkit is to supply youth workers working with refugee and asylum seeking youth, with necessary knowledge, skills and techniques of providing economic and social support in planning, teamwork, starting own business, job seeking, leadership, etc. It consists of a set of training materials, designs and references to best practice across Europe.

5) Training kit: Providing Psychosocial support for Youth Refugees:

The purpose of this toolkit is to supply youth workers working with refugee and asylum seeking youth, with necessary knowledge, skills and techniques of providing psychosocial support, including working with trauma, creative techniques for enhancing wellbeing and recognizing when there is a need for signposting to other professional forms of care. It consists of a set of training materials, designs and references to best practice across Europe.

6) Training kit: Abuse Prevention and Safeguarding of Youth Refugees and Asylum Seekers:

The purpose of this toolkit is to supply youth workers working with refugee and asylum seekers with necessary knowledge, skills and techniques of safeguarding and abuse prevention when working with this group, who can be doubly vulnerable due to their past experiences. In particular the issues of sexual exploitation, human trafficking risks and domestic abuse and gender are covered. It consists of a set of training materials, designs and references to best practices.

7) Open Access Interactive Website and Database of Youth Worker Best Practice with Refugee Youth:

The open access website is as a growing collection of training packages and other valuable resources for youth workers for training and working with youth refugees and asylum seekers.

8) Interactive Youth Worker Context Case Studies:

These case studies have brought to life through podcasts and talking heads, the various contexts where youth workers may work with refugees and asylum seekers across Europe,

including refugee camps, outreach sites, welfare support settings, housing, faith youth work, youth work in arts and therapeutic contexts etc.

9) Project Methodology Learning Log:
This was created as PAPYRUS progressed, to consolidate and present the findings on the methodology of the project. The learning log, which has the form of a report and chronology of project development, primarily is targeting others who may wish to devise and run projects in a similar area to PAPYRUS in future and makes a strong contribution to the advancement of the further research.

Each of these 9 intellectual outputs we called the work package in the project. Each work package has had institution coordinator which was responsible for preparing the concept and approach to dealing with work package content. The general methodology envisaged for all 9 work packages/outputs, was to prepare the concept and approach, suggest task division among the partners, discuss this at transnational face-to-face meeting and then continue with creation of an output. In project design, we envisaged that work package leader be responsible for collecting different materials, inputs and pieces of work from the partners, and compile the final work package output ready for quality check.

Quality assurance
In our design, we have envisaged complex and thorough quality control mechanism for project outputs. This mechanism is based on a Quality Assurance and Monitoring Committee which was supposed to be constituted by partner external associates and direct beneficiaries – the youth workers and refugees. This structure was expected to read and comment on the quality of each work package output produced, before it goes to publishing as a final version.

Publishing, promotion and availability of intellectual outputs
Project design envisaged that all intellectual outputs shall be presented and promoted at so called multiplier events – the conferences that will gather relevant audience to learn about project outputs, their potential use and exploitation potential. All the partners were envisaged to host one event and through it to present and promote certain number of outputs.

All the outputs (toolkits, reports, videos, learning log, etc.) were supposed to be published online at Open Access Interactive Website and Database and be available free of charge to specific and wider public.
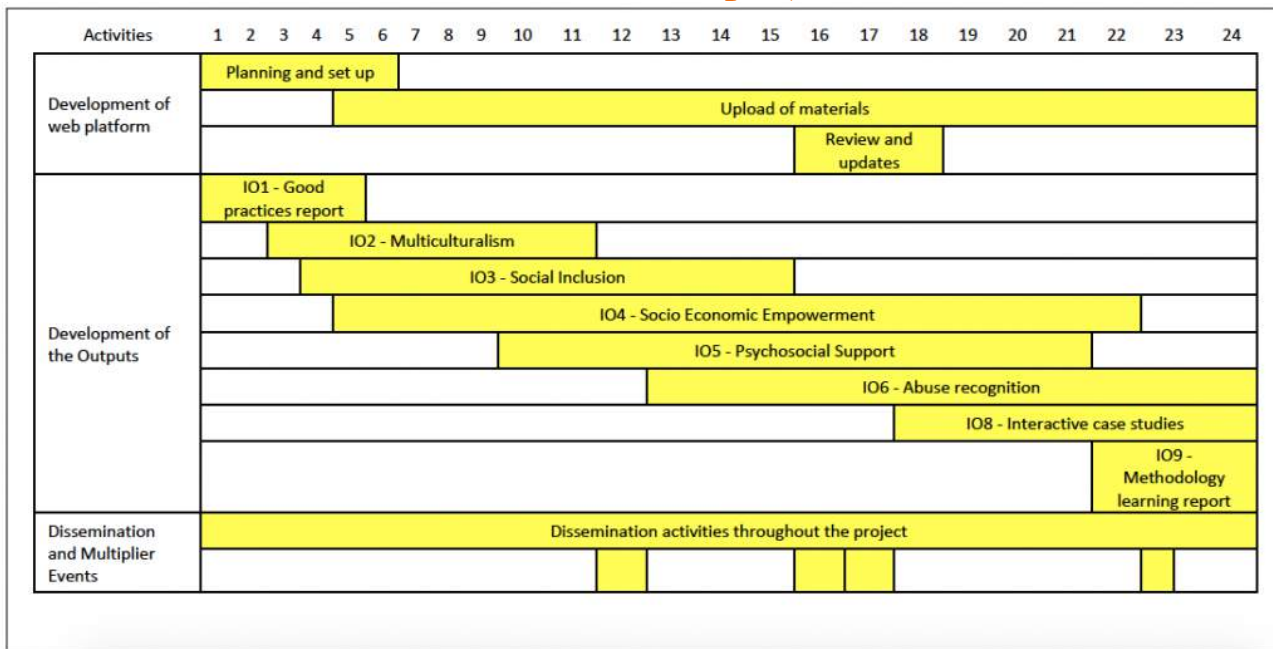
Implementation phase

This part of the report informs about the project's implementation phase and what have been the strengths and weaknesses of the employment process. In the sections below you will be informed by our team what problems arose and what solutions we have found and also what have been the positive aspects in relation to the project design. Also, you will be

able to find out how our international team worked together across sectors and how we enabled the voice of target and beneficiary groups to influence and enhance the project.

General Information

- Project started in January 2017 and had a duration of 24 months, ending in December 2018.

- The consortium included two higher education institutions: Manchester Metropolitan University from UK and Turku University of Applied Sciences from Finland and three NGOs: CESIE from Italy, Kopin from Malta and WEBIN from Serbia.

- The development of each intellectual output started with a partner meeting, during which each responsible partner (Work Package Lead) presented the structure and contents of the output and the support needed by the consortium. Meetings served also as an opportunity to discuss the work performed by the team so far and to agree on the work which still needs to be done.

- Each training kit that has been developed has been reviewed and evaluated by the Quality Assurance and Monitoring Committee (QAMC). QAMC is a group of potential users (target audience) of the materials and resources developed in the framework of the PAPYRUS Project. QAMC consists of representatives from each of the partner countries which provided feedback and opinions about the final product. QAMC members had performed their duties pro bono.

- Multiplier Events have been organised in each country to disseminate the results of the project and invite potential users to provide feedback and share their opinions regarding the materials and resources.

- Internal evaluation has been conducted during the second year of the project and has been the starting point for the creation of the Methodology Learning Report.

Timeline of the project

Activities	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Development of web platform	Planning and set up																							
					Upload of materials																			
														Review and updates										
Development of the Outputs	IO1 - Good practices report																							
			IO2 - Multiculturalism																					
				IO3 - Social Inclusion																				
					IO4 - Socio Economic Empowerment																			
							IO5 - Psychosocial Support																	
									IO6 - Abuse recognition														
												IO8 - Interactive case studies											
																			IO9 - Methodology learning report				
Dissemination and Multiplier Events	Dissemination activities throughout the project																							

How did it work? Comments and evaluation from the partners

The analysis of the process of the project development has been conducted through internal evaluation during which questionnaires have been utilised as a tool to gather feedback. All project partners have been requested to evaluate the process of development of each intellectual output and activity and reflect on strengths and challenges regarding project work.

The main points highlighted by the partners have been included in the following SWOT matrix and then further elaborated in order to make it easier for the reader to review them.

Strengths	Weaknesses
• Flexibility • Division of work within partnership • Communication within partners • Diversity in political situation of the project partner countries • Usability of materials • Research process • Involvement of the QAMC • Dissemination	• Involvement of the QAMC • Respect of timeline • Some materials might look heterogeneous • Translation of materials
Opportunities	Threats
• Diversity in partnership • Diversity in political situation of the project partner countries • Starting point for further development • Involvement of students	• Diversity in political situation of the project partner countries • The project focuses on a fast-changing, contentious area

Below you will find a short elaboration on the points highlighted in the SWOT matrix presented above. The short paragraphs are organised keeping in mind the main processes and results of the project, but also internal and organisational dynamics.

Outputs

The topics at the core of the toolkits are quite broad and their lack of common structure makes the training kits look quite heterogeneous on the PAPYRUS platform. However, this reflects the willingness of the consortium to further expand their work and look for best ways how to improve and test the materials.

The main obstacle in the development process of the intellectual outputs has been the involvement of the **Quality Assurance and Monitoring Committee (QAMC)**. The major challenge of the process was linked to the recruitment of the members of the QAMC and their availability to review the materials developed by the project team and provide feedback on them. The materials developed are quite detailed and lengthy and most of the people involved did not have time to properly analyse them. Moreover, materials have been developed in English, which is not the mother tongue of most of the people consulted, thus making it difficult for them to review them in detail.

These main challenges have been overcome by the partners by allowing some flexibility in the process of the resources evaluation: avoiding strict deadlines, asking for reviews of some specific modules rather than for the whole training kit, combining review and other activities.

Overall, the process has been positive for the project, as the active involvement of the target audience/stakeholders in the evaluation has generated interest and enthusiasm about the project and resources developed. Moreover, having the 'end users' involved ensures that the materials are 'user friendly', reflect the needs of the target group and are suitable for the specific needs of this group.

Dissemination

The dissemination process of the project results has been successful overall. Partners had the ability to disseminate and network with the stakeholders, they have utilised already existing networks and also created new ones. Dissemination has been performed on all levels (internal, local, regional, national, international/European) and utilising various methods (paper based activities, internet based activities, social media channels, face-to-face meetings).

Multiplier Events have proven to be a very successful dissemination method and platform for engagement. Partners have managed to attract relevant stakeholders and increase projects' visibility and gain interest in the project. In addition, some of the events have been utilised to collect feedback regarding the training materials. Each partner has taken into consideration specific needs of the country in relation to the youth work with refugees and asylum seekers in the preparation of the event.

Partnership

The diversity within the consortium (both in terms of organisations and in terms of migratory situation within the countries) has proven to be positive for the project. The partners have been flexible in adjusting the topics and the work to the specific situations, contributing to the creation of materials that can be easily adapted to the different contexts.

The communication within the partners has been effective, efficient, frequent and respectful. Partners utilised various tools to ensure the effective communication: transnational meetings (faceto-face communication), e-mails, Skype, FaceTime/Viber etc. (virtual communication). Regularly held transnational meetings have been utilised as a platform for sharing ideas, having discussions related to the development of the intellectual outputs but also project management and coordination issues and coming to the common agreement on certain matters.

Although there have been some changes in the staff involved in each organisation, the partners have taken the challenges posed in a positive way. It has been beneficial because it provided a fresh outlook, and for a previous 'outsider' to have a critical standpoint on the materials being produced. However, changes in roles have been challenging predominantly with timeframes, as there is the need for 'catch-up' time. Nevertheless, all partners have been committed, supportive of each other and shown professionalism. Ideas have been shared openly and everyone has been treated with respect. Tasks and responsibilities have been distributed equally amongst the partners on the basis of their expert knowledge and practical experience.

Tips & Tricks - General reflections

- The research process behind the development of the outputs has been **innovative**. Taking inspiration from practice has helped to develop materials that are easy to use and adapt to different contexts.

- The very nature of the topic in the current political situation of Europe has been quite a challenge. Migrant flows are rapidly changing and the role of youth workers in this context is evolving and assuming increasing importance. Thus, the planned project activities can be affected by the different legislative context as well as wider social and political factors. These factors underline the importance of projects as such, but also open roads for further development of project activities.

- Transnational meetings have been very important to shape the final outcome of the project and all related details. Such efficiency has also reflected in the external communication, with a number of promotional activities and networking meetings being organised in each country. Partners had the ability to disseminate and network with the stakeholders.

- In order to ensure that the project tasks are fulfilled at its best, the partners should have a certain degree of flexibility in their work. They should be ready to adapt to changes in the staff, methodology and timeline of the activities.

Sustainability

Project assessment & objectives

1. Objectives

- The PAPYRUS-project's cornerstone is that we think of dissemination as an *ongoing process*, rather than set of events at the end of the project.
- We aim to reach this by creating *various access points*, through which target groups can engage and find out about the project and its findings.
- At the centre of this is the *PAPYRUS open-access website*, ensuring anyone can utilise the toolkits, best practices and Learning Log. The website provides an easy access to interested groups across the EU to get involved, makes use of resources and engages people without spending vast sums on travel and so forth.
- Thus, crucial to the sustainability of the project's results, will be the preserving of the website, the tools, best practices and the learning log.
-
- The website continues to be free, even after the end of the funding.
- However, updating of the website/portal will cease when the project is over. That's why we have focused on making the material in the website such, that it doesn't expire quickly. Moreover, we didn't want to add a forum to the website as was the original plan, because moderating this forum would not be possible.
- This website and its contents have been widely disseminated to local, national and EU-level audiences. There has been visibility in numerous events, posts in social media and naturally our multiplier events.
- We were also planning to have webinars and live streaming of events, but we didn't have them.
- We have concentrated to dissemination from early on as word of mouth snowballing will support formal dissemination from practitioner to practitioner.
- We will consider pathways to fund the project, post- ERASMUS+ but one idea that hasalready emerged is to create modestly- funded accreditation of higher or more in depth levels of study for the open resources (with ECTS points).

2. Teamwork

- Teamwork would include problems and obstacles, as well as suggestions and tips / best practices.

3. Target groups

- The main target groups for PAPYRUS are youth workers, organisations that employ them, and youth policy makers.
- We enhance the multi-professional attitude: we can learn from each other and from our different fields and sectors.
- We involved youth practitioners and professionals in related fields to give their expertise to the toolkits. Involvement of grass-root workers and professionals in enabling us to recognise what kind of information we should have in the toolkits and what message to disseminate.
- It is really important to give sufficient time and appreciation for these people to go through the material, as they dedicated their free time to the process.
- It is vital to have good relations to relevant local and preferably also to national networks: youth workers' associations, adult educators, migrant organisations, municipalities etc.
- As a team, we believe that non-governmental organisations, civil society organisations and universities, should be leading in influencing public understandings and opinions on refugee support, and one way to do this is to ensure our own staff groups are furnished with the knowledge from PAPYRUS.
- At regional and national level we want to influence larger NGO's and larger public authorities to integrate the project tools into social policies about provision of youth work with refugees and asylum seekers and deploy these over a wider geographical area.
- We use social media and promotion of our free training, and national conferences to disseminate the project findings, outputs and outcomes at regional Level.
- We invite key players and stakeholders to our dissemination events.
- At EU level, our target groups include NGO's that work transnationally, European networks of youth workers and youth groups and policy makers at EU level. These groups are targeted particularly through our online webinars and the national conferences, in which findings will be provided and discussed. In particular, we will invite leaders of other projects funded by the EU to our events.

The project learning log will be created as PAPYRUS progresses, to consolidate and present the findings on the methodology of the project. The learning log, which will take the form of a report and chronology of project development, will primarily be targeted at others who may wish to devise and run projects in a similar area to PAPYRUS in future and it will make a strong contribution to the advancement further research. The log will serve as a model to enable others to replicate good practice in the project design and implementation and provide an account of problems that arose, solutions found as well as positives about the project design. Of particular interest will be how the team worked together, across sectors, how examples of best practice were selected and how we enabled the voice of target and beneficiary groups to influence and

enhance the project. The target group of the Learning Log with be other project teams under the Erasmus+ and other EU programmes and national policy makers who may be commissioning projects on youth work with refugees and migrants. Other beneficiaries of this output will be the host of other professionals who may wish to carry out projects on professional development and skills in working with refugees and similar vulnerable youth groups, including future EU projects. Once finished, the Learning Log will be available in hard copy, as well as in download from the website to allow maximum use and engagement from target groups, beneficiaries and stakeholders.

TIPS for a good practice in sustainable development:
Good practice here is considered as a practice which will be useful for the practitioners in the field. This means that we will ensure that during the project period 2017-2018 and also after that period. The paradox with this is that projects are usually working outside the normal service system and after the project period there is no money and workers left to do the work.

1. Try to embed the project inside the service system. You can invite workers from the field to work with you. Make sure that they are able to do it in a way that their bosses are also somehow involved.

2. In the beginning of the project make the plan for the sustainable development during the project and after the project.

3. If you are going to continue the project with another project, start trying to find the good idea and funding resource early before the project ends.

4. Make the plan, how these resources are going to be used after the project period.If you are going to continue the project with another project, start trying to find the good idea and funding resources early before the project ends.

5. Try to make sure that somebody will be the owner of the resources created after the project time ends.

6. Keep the timetables you have planned in the team when the project started. If the project period is only two years, it is very important in order to get everything done.

Do you want to write a project?

Key Action: Cooperation and Innovation and the Exchange of Good Practices
Action: Strategic Partnerships
Which field is most impacted: Strategic Partnerships for youth

What are Strategic Partnerships?

Strategic Partnerships aim to support the development, transfer and/or implementation of innovative practices as well as the implementation of joint activities promoting cooperation, peer learning and exchange of practice at organisational, local, regional, national or European levels.
In the field of youth, in line with the proposed EU Youth Strategy 2019-2027, priority will be given to:
Projects contributing to the EU Youth Work Agenda, by promoting quality, innovation and recognition of youth work. Priority will be placed on projects that:

- Support the capacity building of youth workers and in youth work;
- Support youth workers in developing and sharing effective methods in reaching out to marginalised young people, in preventing racism and intolerance among youth, and in addressing the risks, opportunities, and implications of digitalisation;
- Foster the inclusion and employability of young people with fewer opportunities (including NEETs), with particular emphasis in young people at risk of marginalisation and those with a migrant background;
- Promote intercultural dialogue and strengthen knowledge and acceptance of diversity in society;
- Open up youth work to cross-sectorial cooperation allowing greater synergies across all fields of actions concerning young people;
- Ease transition of young people from youth to adulthood, in particular the integration into the labour market; develop their competences, setting quality standards, ethical and professional codes;
- Reinforce links between policy, research and practice; promote better knowledge about the situation of young people and youth policies, recognition and validation of youth work and informal non-formal learning at European, national, regional and local levels.

Preparation Checklist

☐ Have you read the relevant sections of the Programme Guide?
☐ Have you checked how your application links to current EU policies?
☐ Have you checked whether this is the right Key Action and field for your project?
☐ Have you checked whether your organisation is eligible for Erasmus+ funding?
☐ Can you demonstrate the organisational and financial capacity of your organisation?
☐ Does your organisation have a PIC number?
☐ If your organisation does not have a PIC yet, have you registered on the European Commission's Participant Portal via ECAS?
☐ Have you uploaded the updated Legal Entity Form onto the Participant Portal?
☐ Have you uploaded the updated Financial Identification Form onto the Participant Portal, along with any required supporting documents?
☐ Are all your details on Participant Portal correct and up-to-date?

□ Are your partners aware of the Participant Portal requirements?
□ Have you checked the quality criteria against which your application will be assessed?
□ Does your organisation have a Euro account or an account that will accept Euro payments?

The proposal forms for education, training and youth (Strategic Partnerships – KA2) are in a standard format, without a national difference, but provided by National Agencies in their specialized platforms for project submission (check your National Agency website for this information). You should carefully check the call year written on right top of the application form, which should be the year we are currently in. Submission of a project on an old version of application form will result in automatic rejection in administrative evaluation phase.

Managing a project means following planned steps of implementation from the initial idea to the final stage, while adjusting it in compliance with the environment, context and resources throughout the process.

In European project as well as in other areas, is to define local and international needs and issues, root problems, symptoms and consequences of specific actions already implemented. It's also important to develop an analysis of the communities or the subjects who face these challenges and all target groups impacted. The project also needs a vision, an idea, a common goal towards which all participants will direct their efforts and work. Project's goals are to be achieved through settings and objectives – concrete, accessible, multiple, realistic, timed, flexible, recognizable in the activities – paving the path towards reaching the main vision for the project itself.

Choosing the right priorities and commenting on them

In the first pages of the form you will see *Context and Project Identification* sections. The most important part is the project title which should be catchy and concise but at the same time conveying the meaning, intervention and aim of the project. Then you will directly go through the priorities section where you can choose two or three horizontal and/or sectoral priority, the latter are defined according to the field you are applying for. Aims and priorities are updated every year on the *Programme Guide*, thus the application form is updated accordingly, although the main themes are usually teh same throughout the years. Choosing and commenting on priorities is highly associated with the project description. Since you know all the aspects of the project, you will easily select the available priorities and comment on them.

For instance: If you have selected 'achievement of relevant and high-quality skills and competences' you will explain how the project is going to support such priority: elaborate on the methods you will use, the concepts and their innovativeness in terms of delivering relevant and high-quality skills and competences for your target group.

The definition of the steps to achieve the planned objectives through specific methods, strategies and activities. Resources (human capital, finances, local context, etc.) are required to identify and to approach stakeholders interested and with the capacity to contribute to the project implementation in terms of added values and involvement. Furthermore, an important project's step will be the "monitoring and evaluation" stage to assess the vision of the project and the improvements in project management as well as possible and potential implementation in the future.

A good project manager is a professional and experienced person who has always a clear overview of the work flow and the expected results step by step. To do so, in the world of the project management one of the main tools used by the professionals is the Project Cycle Management. The European Commission adopted it for the first time in 1993, realising a manual updated in 2004 by the Aid Delivery Methods Helpdesk in collaboration with European Aid Cooperation Office (EuropeAid). In this study, the research team defined the structure of the tool according to the Logical Framework Approach, considered the best method to apply in the management of a project due to its flexibility, accountability and simplification in the procedures.

Indeed, the planning embraces different aspects: since the design of the idea until the implementation, evaluation and monitoring of the project. The application of this tool in the management of projects is the best way to improve the effectiveness and efficient of the job of the project manager.

Project Cycle Management is used to describe "the management activities and decision-making procedures used during the life-cycle of a project (including key tasks, roles and responsibilities, key documents and decision options)" .

It helps to achieve:

- through problem analysis,
- relevant objectives and goals for a clear identification of needs and challenges,
- logical and measurable outputs and objectives,
- strengths and weaknesses of the organisations
- monitoring actions on verifiable targets identifying solutions
- evaluations actions to improve in the future implementations and projects,
- sustainability of the beneficiaries and of the actions
  Key elements applied for the PCM are:
- Preparatory phase, strategic for a good kick-off and as base of a good structure for the implementation;
- Implementation phase, the heart of the project where the partnership creates results and achieve project's goals;
- Dissemination phase, helpful to spread at all levels (local, national, EU, international) the results achieved by the project;
- Evaluation and Monitoring phases, fundamental to make an analysis of the project's implementation, the results achieved and their exploitation during and after the project. Quality assessment criteria are included at each main decision point within the management cycle. The quality of a project is measured in terms of relevance, feasibility and effectiveness, which provide the framework for the Quality Frame of key quality attributes, criteria and standards.
  For a project to be relevant it should meet demonstrated and high priority needs:
- consistent with, and supportive of EC development and cooperation policies
- consistent with, and supportive of, Partner Government policies and relevant sector programmes

- key stakeholders and target groups are clearly identified; analysis of institutional capacity and equity; demonstrated local ownership
- problem analysis – assessment of cause and effect relationships, and identifies underlying problems which impact on target groups; problems encountered by different socio-economic groups are clearly identified and addressed
- the project is positioned in the framework of other ongoing/planned projects – lessons learned from experience and links with other programmes are assessed and incorporated into strategy selection

If a project is well designed and delivers sustainable benefits to target groups this translated to its feasibility:

- identified and clear needs, clear objectives (overall objective, purpose and results), clear activities (the work programme)
- the project is financially viable and has a positive economic return, the resources and costs are identified and explicit
- coordination, management and financial arrangements are clear and enhancing the local ownership and institutional capacity
- anticipated project management responsibilities are briefly defined, build on the analysis of institutional arrangements and capacity
- there is clear and practical monitoring and evaluation system in place
- identified assumptions/risk and appropriate risk management practices are in place
- assumptions in the (draft) Logframe Matrix highlight key factors outside the direct control of project managers which have the potential to impact negatively on the project (risks)
- environmentally, technically and socially sound and sustainable – appropriate level of environmental impact analysis has been carried out, and the scope of further studies determined

The effectiveness of a project is determined if it delivers the anticipated benefits and is well-managed:

- remains relevant and feasible
- objectives are being achieved
- well managed by those directly involved in its implementation
- addressing effectively and in due manner sustainability issues
- applying good practices and principles of project management