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Independent Evaluation of TELI2 Project

CARRIED OUT BY

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TELI2 Independent Evaluation

Background

The TELI2 project is related the EU-funded LEADER program which is a highly effective and successful model of integrated social and economic development in rural communities. While a common philosophy underlies the LEADER approach in all countries, it is delivered in a variety of different ways by the EU member states.

The TELI2 project was based on the belief that these different approaches could provide insights for those delivering the programme across Europe and that identifying and sharing examples of the most efficient modes of implementation in the partner countries the capacity of all those delivering the LEADER programme could be enhanced. Other objectives of the project were the up-skilling of LEADER delivery organisations through life-long learning; the enhancement of the possibility of LEADER staff mobility; and an increase in the number of transnational projects which may arise from the creation of networks and relationships.

It was also believed that the transfer of this knowledge to identified stakeholders in the form of a high quality, accredited course delivered using a blended, peer-learning model would maximise its benefits. The programme has been accredited through Limerick Institute of Technology in Ireland.,

The key activities of the projects were

- to carry out research on the delivery of LEADER in member states
- to identify the training needs of LEADER staff and Board members and
- to deliver a best practice-based training course on programme implementation to LEADER company management and staff recruited by all the LEADER-related partners.

In this way the project also sought to promote shared learning between countries that have established LEADER programmes and those that are relative newcomers to delivery.

The project used a mix of on-line learning and learning workshops for programme delivery. The programme also included work-based learning by participants and allowed for the Recognition of Prior Learning in the context of the completion of the accredited programme of learning.

Learning workshops took place in Portugal, Ireland and Poland and were planned to involve 18 participants, with two from each partner with the exception of LIT and UL who were the academic partners and who were planned to have one person each in attendance. This approach was taken since it is easier for new learning to be put into practice in an organisation when more than one person has shared that learning and are promoting the introduction of new approaches.

The project and its results have been disseminated through a combination of an on-line environment, a newsletter and brochure and a dissemination workshop in each partner country aimed at policy-makers and LEADER organisations.

The participant organisations had extensive experience in the delivery of LEADER programmes, the delivery of high quality Rural Development and Sustainable Development Education and the management and delivery of successful European Projects.

The main output of the project is an accredited LEADER programme within the European qualifications framework that is aimed at professionals and policy makers. This programme which is available to be delivered by VET providers in all member states will provide stakeholders with the knowledge, and skills to implement successful LEADER programs and projects. All of the programme material including curriculum, learning content, assessment models and accreditation are being made available free of charge to all.

Nature of this evaluation

As will be noted, this project was very much about the development of a training programme in the implementation of LEADER and the delivery of that programme to participants from the various partners. It has not been considered necessary to evaluate every step in the process, since the output is clearly there in the form of the TELI” Research Summary Report which includes the following –

- An overview of the LEADER programme with a brief synopsis of implementation procedures / processes for each of the TELI2 partner countries.
- Details of the methodology used to collect data for this report tools and techniques deployed for data collection and analysis.
- The results of the evaluation and a discussion on their interpretation.
- A summary and conclusion (including the design of the Certificate in LEADER Programme Management)

In addition, the programme has clearly been delivered to participants from the various project partners and has been accredited by LIT.

It is also considered that sufficient review of the financial and administrative processes of the project is carried out through the Erasmus Programme structures and do not need to be repeated here.

This evaluation focuses, therefore, on the experiences of the learners on the training programme and their view of the quality and utility of the programme of study.

Basis of the evaluation

This overall evaluation is based on –

- The evaluations of each of the learning workshops which were carried out at the end of each workshop and
- An online survey of the overall programme which was designed and analysed by the evaluator.

Both systems of evaluation included quantitative and qualitative data and both are used in this evaluation.

Evaluation

Part A (i) – Workshop Evaluations - Quantitative

An evaluation was carried out at the end of each workshop. Each evaluation used the same evaluation instrument and therefore both a comparative and overall evaluation is possible.

The following are the responses to the structured evaluation questions -

| Statement | Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree | No answer |
|--|----------------|------------|------------|----------|-------------------|-----------|
| It was clear to me what I was supposed to learn in this course | | | | | | |
| Ireland | 2 | 12 | 1 | | | 1 |
| Portugal | 6 | 7 | 1 | | | |
| Poland | 7 | 7 | 1 | | | |
| Average | 5 | 8.7 | 1 | | | .3 |
| Topics seemed to follow each other in a way that made sense to me | | | | | | |
| Ireland | 3 | 10 | 1 | | | |
| Portugal | 3 | 11 | | | | |
| Poland | 6 | 8 | 1 | | | |
| Average | 4 | 6 | 0.7 | | | |
| The handouts and other materials (either in person or via virtual learning environment) we were given helped me to understand the course | | | | | | |
| Ireland | 5 | 11 | | | | |
| Portugal | 2 | 12 | | | | |
| Poland | 5 | 7 | 3 | | | |
| Average | 4 | 10 | 1 | | | |
| This course has given me a sense of what goes on “behind the scenes” in the delivery of the LEADER programme | | | | | | |
| Ireland | 5 | 9 | 2 | | | |
| Portugal | 3 | 11 | | | | |
| Poland | 6 | 8 | 1 | | | |
| Average | 4.7 | 9.3 | 1 | | | |
| I have gained knowledge and understanding of LEADER implementation in the country in question | | | | | | |
| Ireland | 8 | 8 | | | | |
| Portugal | 10 | 4 | | | | |

| Statement | Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree | No answer |
|--|----------------|------------|------------|------------|-------------------|-----------|
| Poland | 3 | 7 | 5 | | | |
| Average | 7 | 6.3 | 1.7 | | | |
| I have learned skills and technical procedures specific to the delivery of the LEADER programme | | | | | | |
| Ireland | 2 | 12 | 2 | | | |
| Portugal | 5 | 7 | 2 | | | |
| Poland | 4 | 9 | 2 | | | |
| Average | 3.7 | 9.3 | 2 | | | |
| I have learned the ability to work with other students on the programme | | | | | | |
| Ireland | 9 | 6 | | 1 | | |
| Portugal | 11 | 3 | | | | |
| Poland | 10 | 5 | | | | |
| Average | 10 | 4.7 | | 0.3 | | |
| The transfer of LEADER practices of TELI2 partner countries will enrich my daily working practices | | | | | | |
| Ireland | 10 | 6 | | | | |
| Portugal | 8 | 6 | | | | |
| Poland | 9 | 6 | | | | |
| Average | 9 | 6 | | | | |
| I found what I learned in this workshop interesting | | | | | | |
| Ireland | 10 | 6 | | | | |
| Portugal | 10 | 4 | | | | |
| Poland | 7 | 6 | 2 | | | |
| Average | 9 | 5.3 | 0.7 | | | |
| Field visits were interesting and suitable for this course | | | | | | |
| Ireland | 7 | 9 | | | | |
| Portugal | 7 | 7 | | | | |
| Poland | 1 | 11 | 3 | | | |
| Average | 5 | 9 | 1 | | | |
| The linkages between lectures and site-visits were satisfactory | | | | | | |
| Ireland | 4 | 11 | 1 | | | |
| Portugal | 6 | 7 | 1 | | | |
| Poland | 1 | 9 | 5 | | | |

| Statement | Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree | No answer |
|--|----------------|------------|------------|----------|-------------------|-----------|
| Average | 3.7 | 9 | 2.3 | | | |
| The host organisation provided a suitable learning environment | | | | | | |
| Ireland | 14 | 2 | | | | |
| Portugal | 10 | 4 | | | | |
| Poland | 6 | 7 | 2 | | | |
| Average | 10 | 4.3 | 0.7 | | | |
| The workshops structure offered opportunities for communication and networking | | | | | | |
| Ireland | 12 | 4 | | | | |
| Portugal | 6 | 8 | | | | |
| Poland | 10 | 5 | | | | |
| Average | 9.3 | 5.7 | | | | |
| The knowledge and skills acquired through this workshop can be applied to my working environment | | | | | | |
| Ireland | 7 | 9 | | | | |
| Portugal | 7 | 7 | | | | |
| Poland | 9 | 6 | | | | |
| Average | 7.7 | 7.3 | | | | |

From this it can be seen that the responses to the workshops at the time of contemporaneous evaluation was almost universally positive. Almost all of the responses to the positive statements which were used as the mechanism of the evaluation either Strongly Agreed or Agreed. A small number indicated that they were not sure about the statements but these were few in number. Overall, there was only one disagreement which indicated a negative view of one aspect of one workshop.

Overall there is quite a degree of consistency in the evaluation of the different workshops. This is particularly true of the Irish and Portuguese workshops. There was a slightly less positive (but still very positive overall) of the Polish workshop. A somewhat different approach was taken to this workshop and this might suggest that the approach taken would benefit from a greater degree of clarity as to its role in the overall programme and of how it assisted in the achievement of the programme learning outcomes.

Part A (ii) – Workshop Evaluation - Qualitative

In addition to being asked to respond to the specific questions above, participants were also asked to indicate how the programme could be improved. The following indicate the responses which were most commonly stated across all workshops. In the context of the consideration of the following, however, it should be noted that many respondents expressed themselves as being full satisfied or made no comment under this part of the form.

Some respondents found difficulty with the academic and theoretical nature of some of the language and suggested that a practical application approach should be used to a greater extent. Others, probably referring to the same issue suggested that the programme should be less 'scientific'.

1. Some suggested that a greater use of projects would help both in terms of the field-trips and the references in the lectures. It was suggested by some that using projects with which there were difficulties would provide useful insights. Amongst the specific types of project mentioned were those relating to small business and agriculture. Others suggested that there should be more diversity in the field trips and that there should be a clearer linkage between the field trips and the unit learning.
2. Other suggested a greater opportunity for networking and team-working would also be beneficial. This was also reflected in the responses to the more specific questions. Group projects in which tasks would be set were mentioned by some.
3. Some sought more contextualisation of the LEADER Programme, with references to its history and setting it in the context of other policy and financial instruments.
4. Some suggested that it would be worth looking at the future of the LEADER Programme also and at the key stakeholders involved.
5. Some mentioned that there were some language barriers in accessing the programme and that it would be helpful if online documents and information were more detailed and simplified so they could be better understood
6. Some wanted more guidance regarding the assignment and greater clarity about what was expected.
7. It was suggested by a number that the order of the days should be changed with the teaching units being held in the morning.
8. Moodle was the platform used for the on-line learning element of the programme. There seem to have been some difficulties with this platform at certain times and it was mentioned quite a number of times as something requiring improvement. This highlights the importance of the OLE being efficiently operated particularly in the context of a programme such as this.
9. Some suggested that more details on how LAGs work in the various countries should be emphasised a bit more and that there should be some more input from the Managing Authorities.
10. One comment was as follows - *The course commenced with context setting by the local LAG. This was good. It might have helped if this also included a stronger context setting for the case studies showing their alignment with strategies and their evaluation scoring*
11. There was some limited comment on the programme delivery with a request for more backup material and literature for the assignments and that some presentations might be more visual and interactive. It was also suggested that the lectures should explore local development strategies ahead of site visits and after the visits we should look at the achievement of stated LDS goals

Finally, participants were asked to indicate the positive aspects of the programme and the experience. The following are the principal observations –

1. Respondents commented positively on the quality of the teaching and the level of organisation. They also reflected positively on the dialogue between the learners and lecturers.

2. The personal contact and exchange of experience and knowledge between participants from the different organisations was also felt as a very positive aspect of the programme by many.
3. The opportunity to think afresh and from a different perspective was also welcomed
4. The field-trip element was also identified as being very important and, as can be seen from previous responses, the linking of the field-trips to the learning units in a clear way was also considered to be important.
5. Generally people referred to the opportunity to learn new things and ways of doing things. This was exemplified by the following - *Learning how to implement CLLD in our areas of LAG and helping our stakeholders to understand CLLD and how to get the most from it.*
6. Networking was also identified as a benefit with new possibilities for cooperation in the future.
7. Better understanding of LEADER method and programme.
8. A number of respondents also referred to the extent to which the programme provided knowledge and skills which they would be in a position to apply in their working lives. One interesting comment, which might provide guidance as to how the programme might be introduced in the future was the following - I made an effort that while listening and taking part in the project, to keep in mind what I can adapt and transfer in my environment/organisation.
9. One participant commented on the fact that there was particularly good learning for the less experienced participants which, to some extent, is a positive reflection of the intent of the project.
10. One respondent indicated how their understanding of the scale of LEADER had been altered - I am inspired by better understanding LEADER programme from different aspects and I recognize that LEADER community is one extremely big community with extremely power to bring changes in local space
11. A number of respondents referred to the blend of the programme in a positive way, exemplified by the following - It provided a well-integrated blend of theory, networking and sharing and practical case study this established a foundation for exchange of views and learning and I think that all the course was very well defined and implemented. It was really enriching for my work and personal skills

Part B (i) – Final On-line Evaluation - Quantitative

The evaluator prepared an online evaluation tool using the Survey Monkey platform. The participants were asked to complete this questionnaire as requested and all participants did so. The questionnaire contained some quantitative and some qualitative questions and the following are the responses to the quantitative questions

| Did you have expectations about what TELI2 might deliver to yourself or your organisation at the start of the project? | |
|---|----|
| Yes | 12 |
| Not Sure | 4 |
| Total | 16 |

This shows that while most participants had some idea of what the programme was intended to achieve a number had not. This is a matter that might be considered for future iterations of the programme as it will undoubtedly help with the learning if participants are clear on this.

Participants were then asked about the extent to which their expectations for themselves were achieved. The following are the results.

| In respect of your own expectations to what extent would you say that they were met? | |
|---|----|
| Exceeded | 11 |
| Met | 1 |
| Partially met | 2 |
| Not applicable | 4 |
| Total | 16 |

Overall this is a very positive result and, while it does suggest that for some the programme might be improved somewhat, all who had expectations had them met at least in part.

Participants were also asked about their organisations' expectations.

| In respect of your organisation to what extent would you say its expectations were met? | |
|--|----|
| Exceeded | 7 |
| Met | 5 |
| Partially met | - |
| Not applicable | 4 |
| Total | 16 |

To some extent it might be argued that the organisation expectations were more satisfied than those of the individuals in that no organisation had its expectations less than met and over half who reported such expectations had them exceeded.

Participants were then asked about the impact of the programme on their work.

| As a result of the TELI2 project has your knowledge increased in ways which will help you in your day-to-day LEADER work? | |
|--|----|
| Yes to a great extent | 8 |
| Yes to some extent | 5 |
| Yes to a small extent | 1 |
| No answer | 2 |
| Total | 16 |

This suggests that the programme achieved to a great extent what it set out to do with over 90% of those who answered indicating that their knowledge increased to some extent at least and nearly 60% saying that it increased to a great extent. The fact that one respondent said that it increased to a small extent only might indicate the need to recruit appropriately to the programme with those

with high levels of experience being likely to gain less from the programme in terms of practical learning.

Participants were asked a similar question with regard to skills and competencies with similar results.

| As a result of the TELI2 project has your skills and competencies increased in ways which will help you in your day-to-day LEADER work? | | |
|--|--------|--------------|
| | Skills | Competencies |
| Yes to a great extent | 7 | 8 |
| Yes to some extent | 4 | 4 |
| Yes to a small extent | 1 | 2 |
| Not sure | 1 | 0 |
| No | 1 | 0 |
| No answer | 2 | 2 |
| Total | 16 | 16 |

Again, it will be noted that, overall, the responses were positive with some small differences between skills and competencies with participants seemingly a little less sure about the former. It may be considered that this is not surprising given the scale of the programme as new skills require considerable time to develop.

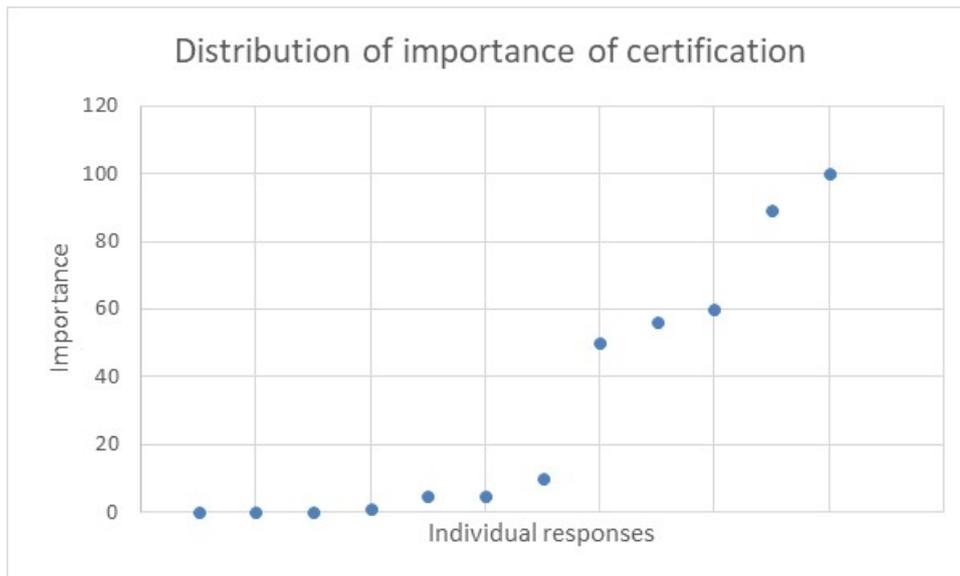
Respondents were also asked to indicate if the programme had provided them with new contacts and links which they intended to maintain in the future and all 14 who responded stated that they did. This is a very positive outcome for this aspect of the programme.

Participants were also asked to rate different aspects of the programme delivery with the following results.

| How would you rate the quality of each of the following | | | | |
|--|----------|-----------------|-----------------------|--|
| | Teaching | Online material | Field visit locations | Over project management and organisation |
| Excellent | 11 | 5 | 8 | 6 |
| Good | 4 | 7 | 6 | 8 |
| Acceptable | - | 2 | - | - |
| No answer | 2 | 2 | 2 | 2 |
| Total | 16 | 16 | 16 | 16 |

Overall this was again a satisfactory result. It does suggest that the teaching was of a high quality which is consistent with the workshop evaluations but that some attention may need to be paid to the online material and perhaps increase the amount of interactive learning provided as well as the resources for assignments.

Respondents were also asked to indicate how important it was to them that a Higher Education Certificate was available from the programme. The following shows the distributions of results with 0 being very important and 100 being not at all important.

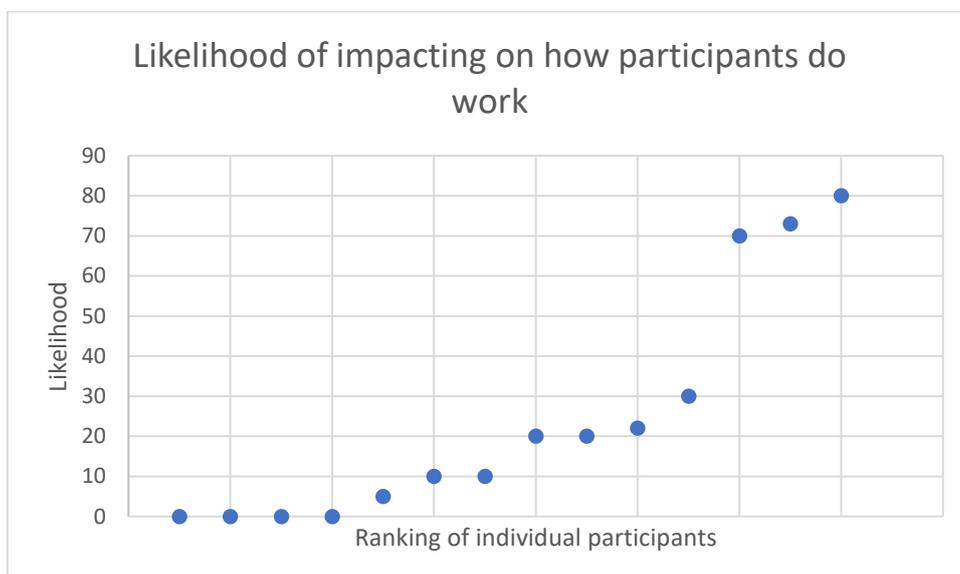


From this it can be seen that for most participants the qualification was particularly important. It had high importance for over 50% of those who answered the question with only about 16% considering it to be of low importance and the rest considering it to be of significant importance.

This is an interesting response and indicates that the fact that the programme has accreditation at a Higher Education level is of significant importance and that it should be retained.

Participants were also asked to indicate the extent to which the programme would be likely to impact on the way they did their work in the future. The following diagram indicates the response. Scores at the lower end of the scale indicate an increased likelihood of an impact.

From this diagram it can be seen that the majority of participants consider that it is highly likely that it will have an impact on how they do their work and, even for those with the higher rankings who suggest that it is less likely to have an impact, none state categorically that it won't. Further research into this aspect of responses would be worthwhile prior to another iteration as it is likely that some participants feel that the system within which they operate is so structured that there is little room for change. Nevertheless, the fact that 75% of participants indicated a high likelihood of its having an effect is a very satisfactory outcome in respect of this aspect of the programme.



Part B (ii) – Final On-line Evaluation – Qualitative

In the final on-line evaluation, participants were asked four open-ended questions – what they liked about the programme; what most provided challenges; the three things they had learned; and any general comment they wished to share.

What participants liked most about the programme

Amongst the factors mentioned most often but in no particular order were the following -

- The engagement with other LAGs and the opportunity to share experiences
- The programme had a perfect balance between a practical and theoretical component of the subjects
- The opportunity to view examples of best practice in LEADER Programme delivery across a number of Member States
- Study visits
- The quality of the teaching and the teachers
- Workshops
- The international nature of the group of participants and experience of projects in other countries
- Networking opportunities with colleagues across the EU and the practical creation of a network which has the potential to work together in the future
- Collective learning because of the different levels of experience
- Material covered in Neo Endogenous Rural Development Module
- Revisiting the theory behind rural development planning and delivery

What participants felt were the most significant challenges of the programme

Amongst the factors mentioned most often but in no particular order were the following –

- The on-line Portal was mentioned often as a difficult system to work with and Moodle as an OLE was also found to be difficult
- Reflection on the principles of the LEADER approach and how they are applied in the participant's LAG
- The time lag between study weeks
- The differences between different countries
- The time to participate in the teaching and learning
- Language was also mentioned as a challenge. People found the fact that the programme was delivered through English a difficulty if their English was not adequate.
- Clarity about the assignment requirements which was also mentioned during the workshop evaluations. In addition, some found the assignments themselves challenging with one suggestion that they should all be about LEADER.
- The importance of communication. Most LAGs are small organizations with limited financial and human resources, and the issue of communication is treated in a somewhat amateur way.
- Some possible additional subject areas were mentioned for inclusion including financial planning and a logistics course
- Some found the time involved something of a challenge in terms of finding time to fulfil tasks

- Some found the distances travelled to the workshops a challenge
- Some found the on-line learning experience itself a challenge which is not surprising if it was the first time engaging with such a programme
- Some found the literature demanding as well as getting access to on-line learning materials
- Working together as a group. One comment was as follows - *The group were working very well by the last study week. Maybe a team building or networking event in advance of the course commencing would be useful*
- Understanding the goals of TELI2 was also noted as a difficulty
- Connecting students from countries with very little experience in LEADER implementation with students and examples of good practice from countries with very rich experience in LEADER implementation

The things participants had learned which would be most beneficial in their daily work

- A renewed interest in the triple helix approach
- How to keep the LAG partnership involved over time.
- New ways of managing the LEADER management process
- New knowledge about LEADER implementation all over Europe
- Networking and organizing skills
- English language improvement
- Development ideas from some projects which were visited
- How to promote better collaboration between partners (LAG and Paying Agency)
- Knowledge about the LEADER approach
- An understanding of the Importance of communication in field work
- Many examples of good practice and talking to colleagues provided many good ideas that can be applied in participants' regions and improve how they do their work
- How to work with others
- The application of project management approaches to LEADER
- How to approach the concept of innovation in the strategy defined by the LAG.
- Innovative ways of utilizing LEADER funding
- Understanding some of the difficulties with LEADER
- Knowledge about conflict resolution
- Changed ways of looking at Community-Led Local Development.
- The challenges faced in one country are not unique to that country
- Very important topics such as Theory of Neo Endogenous Development, which is very important for further work within this program, but also offers new insights into identifying and solving problems
- How to manage bad situations

How participants believe the course might be improved

- Focus on the metrics of community and how to target those for intervention that can be up skilled to benefit from LEADER projects.
- I could not improve it. For the stipulated duration of the course I think that the most important and key issues in the implementation of the LEADER approach have been selected.

- Perhaps more engagement between lectures. Towards the end many students were much more confident and contributing much more, if this could be achieved from the outset it may add to the whole experience for students and lecturers alike
- More practical experiences
- Minor polishing for modules to connect more "smoothly" between online learning and classes/field visits
- More opportunity for participants to discuss and share their knowledge and experience
- Shorter lectures with more discussion and group work
- More locations and longer workshops (from 5 to 10 days).
- More visits to funding recipients.
- Participation in courses and experts from the Paying Agency.
- Maybe to have contact with more diversity of projects supported by LEADER
- Accommodation in same hotel as on last two visits.
- More opportunity for interaction and discussion (comparing how it is in other countries)
- The possibility of replicating this program across Europe should be considered very seriously. The fact is that this program is quality, correct and contributes to professional development in a very specific field of development policy. It is also a fact that the mobility of LAG staff is very low. The replication of this program will contribute to the strengthening and improvement of LEADER implementation in Europe, especially in less developed countries.
- Improve the Moodle.
- It is very important when promoting this program to other members to take into account the need to tailor the program to each member country, especially because each member country is implementing LEADER in its own way.
- Just improve Moodle!!

Participants' other thoughts on the programme

- Much of the content could be delivered through high quality online video lectures with MC questions immediately after in an interactive session. Links to further learning material could be stronger and more structured.
- The only thought I have is to hope that the staff and Board members of the approximately 2,500 GAL in Europe can attend this course.
- It was a really interesting experience and i hope it can be repeated and successful!
- Except (*perhaps means in addition to*) pure LEADER learning, wonderful life experience with students/partners from 6 EU countries.
- Gained a lot in diplomacy, social aspect, improved foreign language, learning and understanding "other ways -approaches".
- From the point of human capital growth in my organization, I believe my LAG has improved and got a chance to improve even more in future because of new opportunities - solutions and knowledge gained. Now, there is also a chance for us to transfer knowledge and good practices
- How to encourage other Universities and how to find money for the next courses
- How the course is structured is very good. But there is always room for better. continue the good job you do
- It was an excellent learning experience.
- It is important to note that the idea of such an educational initiative was necessary for all LEADER members, especially for those who are just beginning with implementing LEADER. I believe that the best way to properly implement the LEADER approach is with the help of

qualified stakeholders who are already familiar with the implementation principle, who have the necessary knowledge to help them deal with the problems and difficulties they are facing.

- Amazing

Conclusion

This evaluation has focused on the perceptions of participants on the programme. It can be confidently stated that participants are very positive about the programme overall. Whether using qualitative or quantitative measures, participants expressed satisfaction with the course. Overall, the factors which gave rise to satisfaction were –

- The opportunity to share experiences with others
- The mix of theory and practice
- The quality of the lecturers
- The opportunity to mix with others from different countries and different levels of experience
- The opportunity to gain a recognised qualification
- The opportunity to learn about examples of best practice
- The opportunity to reflect on the fundamentals of LEADER and how it can be applied in participants' own LAGs
- The opportunity to be part of a network which will give capacity for shared projects in the future
- Various skill development and personal development opportunities experienced by participants

While the reaction was positive overall, however, a number of areas can be identified for improvement in future iterations –

- Enhancement of the learning portal and the Moodle OLE
- Enhancement of the lectures to make them somewhat more interactive
- Provision of more opportunity for group work and group interaction
- Some group pre-development work to maximise the learning during the workshops
- Enhancement of the online material, provision of better access to relevant literature and more clarity regarding assignments
- Smoother linkage between field-trip examples and the taught element of the programme with which they are associated
- Recognition of the challenge for those whose main language is not English
- Tailoring of the programme for individual countries

These are, however, counsels to perfection and it is reasonable to conclude that based on the evaluation of the participants the programme achieved all of the principal objectives of the project.