

## **Results of DARE field monitoring in Georgia and Israel**

As you already know, as part of our ongoing monitoring of Tempus projects, a field monitoring visit to your project 'Developing programs for Access of disadvantaged groups of people and Regions to higher Education' has taken place on 7 August 2016. It was carried out by the National Tempus Office in Israel, represented by Marissa Gross-Yarm and Dina Gallero.

The visit took place at the University of Haifa, where the monitoring team could also meet representatives from Achva College, Gordon College and Sapir College. Another visit took place at the Ilia State University, where the monitoring team could also meet representatives from the Iakob Gogebashvili Telavi State University and Sokhummi State University. We would like to thank the members of the project team that were able to be present for the time they devoted to the discussions and for having provided us with updated information on the progress made towards the achievement of the project objectives.

### **It was positive to note that the project has made progress in the activities or outcomes in the following areas:**

1. Partners have developed framework plans with their assessment of target groups plans for the services and programs to be developed during the project and have begun the development of their training workshops for institutional faculty.
2. The partners have developed a strong QA system, dissemination plan and a sustainability plan. All activities and even the planning of these activities are assessed by the partner responsible for QA. The consensus report that was conducted by the QA staff member contributed to positive changes in the planning of the project and the inclusion of additional target groups in Georgia.
3. Senior management of the institutions are involved and support the project. They ascribe importance to the success of the project and in some cases, take an active role in the different activities. This can be seen as an indication that the potential for sustainability is high.
4. The project has already made an impact on the various partners. In some cases, it impacted the way the different departments work together and increased information flow and cooperation and in other cases it has shaped the priorities of the institution. Most significantly, the project has increased the reputation and importance of the topic within the partner institution. In some cases, the project empowered previous programs that were under threat of being terminated. The fact that there has already been impact on the institutions illustrates the strong potential the project can make a significant impact on the partners.
5. The partners work well together and express great satisfaction with the cooperation, knowledge sharing and partnership between the institutions

involved. Communication between partners is frequent and done through several channels.

6. All partners are dedicated to the success of the project and ownership is high.
7. The coordinator is very organized, in touch with all partners and has several management tools that ensure high quality of the project's activities.
8. The project remains very relevant to higher education in Israel and there is flexibility within the project to ensure that activities achieve the set objectives.
9. All partner Universities are equally involved in the process of elaboration of project aims and goals. All partner HEIs are fully participating in the work package implementations, trainings, development of resources and meetings.

**While we note that there are many positive achievements in the project to date, we also note that there are some weaker areas. For example, we regret to learn that:**

1. Students are involved in designing some of the activities in some of the partner institutions which is encouraged, but not in all.
2. There are a few delays in the project which appear to be a result of the late start of the project. However, the coordinator and partners are aware of this and are focused on completing all activities according to the work plan set in the proposal. Due to the high dedication of the partners for the project and the strong management of the coordinator, the feasibility of the project remains high.
3. The associated partners have not been actively involved in the project's activities.
4. No dissemination activities are elaborated at this point.

**Recommendations:**

1. Associated partners should be integrated into the meetings in the project to utilize their expertise, connections and knowledge in the field. Furthermore, their involvement can support the dissemination of the project's activities and results from an early stage.
2. Continue to work with national bodies, and identify additional forums/bodies, that can assist in the dissemination of project results. The project has a high potential to improve the quality of support systems for disadvantaged/disempowered students on a national level and therefore a strong emphasis should be placed on disseminating the knowledge and outcomes achieved in this project.
3. Students are involved to an extent in some of the partner institutions, however their involvement in the development and implementation of the project's activities could be increased.
4. We would encourage the idea of conducting the workshops via Webinar to increase participation, visibility and sustainability of the workshops.

5. We note that the University of Haifa is utilizing the project in order to re-organize, institutionalize and strengthen existing programs set by different departments and units within the institution and to focus on four target groups: Druze men, decreasing dropout rates, young women and students with disabilities. We would stress the importance of being able to demonstrate the change that has come about as a result of the project as a self-standing intervention and demonstrating that these activities would not have happened in any case due to ongoing university activities.
6. It is recommended to pay special attention to the quality of the external evaluation reports.
7. It is recommended to elaborate the appropriate dissemination strategy of project achievements and results.
8. It is recommended to create special communication links with the Ministry of Education and Science of Georgia – inclusive education is one of the priorities of education reform in country and communication with governmental authorities even at the earlier stage of project implementation is very important.

Otherwise, we congratulate you on the achievements to date and wish you the best of success with future activities.

Best wishes,  
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