RESILIENCE

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1. Introduction

1.1 RESILIENCE – research infrastructure for the new generation studies of religion

The term "research infrastructures" refers to a diverse range of resources available for public use. As research infrastructures are central to scientific and social progress in Europe, we will adopt the definition provided by the European Commission:

> *"Research Infrastructures" are facilities, resources and services that are used by the research communities to conduct research and foster innovation in their fields. They include: major scientific equipment (or sets of instruments), knowledge-based resources such as collections, archives and scientific data, e-infrastructures, such as data and computing systems and communication networks and any other tools that are essential to achieve excellence in research and innovation. They may be "single-sited," "virual" and "distributed."[1]*

RESILIENCE is a new ESFRI research infrastructure (RI) project identified in the 2021 update of the ESFRI Roadmap. Its mission is to address the challenge of creating a larger, structured involvement of excellent scholars who innovatively produce competencies, knowledge, approaches and impact within the scientific domain of Religious Studies (RS). RESILIENCE is a distributed infrastructure, developed by and for the Religious Studies (RS) community. In the long term, the RI aims at:

- o increasing and systematizing inter- and multidisciplinary activities to create larger scientific aggregations capable of facilitating further exchanges between the various super-specialised and overarching research approaches to religion;
- o assembling results and paving the way for more effective research (investing money to produce knowledge) and more innovation (investing knowledge to produce money);
- o offering access to a platform supplying data, tools and expertise for the Religious Studies community;
- o supplying data, tools and expertise for the Religious Studies community;
- o supporting scholars in bringing knowledge about religion back to the academic and public debate, on topics such as religious rights and freedoms, violence, contrasting hermeneutics;
- o making expertise and knowledge on Religious Studies accessible to public actors.

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[1] European Research Infrastructures, https://research-and-innovation.ec.europa.eu/strategy/strategy-research-and-innovation/our-digital-future/european-research-infrastructures_en

Through the RI, the scholarly community will take advantage of broader and more structured involvement in a platform of highly qualified scholars and with community-tailored technology.

1.2   RESILIENCE and its services

RESILIENCE is providing and/or will provide the number of services and resources for the scientific, teaching and policy communities.

In the document named „Services Preparation and Implementation Strategy" there are four types of services described that are or will be provided by RESILIENCE:

1. **Core services managed by RESILIENCE**:
    RESILIENCE headquarters is responsible for the overall coordination, delivery, maintenance and evolution of the service. These services appear in the RESILIENCE service catalog.

2. **Core services managed by a RESILIENCE member**:
    A RESILIENCE member is responsible for the delivery of the service but receives support (financial and/or human resources) from headquarters. These services should be clearly branded as RESILIENCE and include clear communication towards the BoD and GenA concerning the status, continuity, and development roadmap of the service. These services appear in the RESILIENCE service catalogue.

3. **Community services**:
    Services managed by community members and made available to the wider community as in-kind contributions by the national nodes. Services that demonstrate sustainable structures and a high level of T/SRL, are discoverable in the RESILIENCE service catalogue.

4. **Internal services**:
    These are services necessary for managing and operating the RI and can be both technical and non-technical. Examples are the website, the communication platform, … Internal services are managed by the headquarters and are not part of the RESILIENCE service catalogue.

Currently, there are **four core services** as mature services owned by RESILIENCE to support the Religious Studies community alongside decentralised (in-kind) services and the implementation of existing resources from the wider European e-Infrastructure landscape. Those are:

1.   Horizon – Zen: Data Repository Community for FAIR Data Publication

2. TNA – transnational access

3. Data Hub and Discovery environments

4. RDM Support – Research Data Management Support

Apart of the core services, there are number of **active services** already developed like:

1. ReIReSearch – the platform with digital resources and databases related to Religious Studies

2. Trainings

3. Datasets for Studies of Religion (some of them are part of ReIReSearch and some of them not yet).

1.3   The purpose and objectives of Impact Assessment

The term impact describes all the changes which are expected to happen due to the implementation and application of a given policy option/intervention [such as investment in a Research Infrastructure and its activities]. Such impacts may occur over different timescales, affect different actors and be relevant at different scales (local, regional, national and EU).

OECD definition describes the impact in the following way: "Impact is the extent to which the intervention has generated or is expected to generate positive or negative, intended or unintended, higher-level effects."[2]

The main purpose of Impact Assessment (IA) for RESILIENCE RI is to identify, describe and evaluate the effects of the resources and activities offered through the RESILIENCE services by connecting the outputs and outcomes as key performance indicators with lasting structural changes manifested in scientific, teaching, human resources, economic, communal and policy development.

RI PATH[3] is a guide in establishing the goals and procedures of the IA, but as WP5 serves as a cross-functional WP, we collaborate with all other WPs to create a method for measuring impact. This method aims to identify, assess, and quantify the long-term RESILIENCE impact across various sectors such as science, society, economy, politics and policy, innovation, and human resources. The Impact Assessment plan details the RESILIENCE impact measures, the selected methodology for their identification and

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[2] OECD (2021), *Applying Evaluation Criteria Thoughtfully*, OECD Publishing, Paris, https://doi.org/10.1787/543e84ed-en.
[3] Research Infrastructures' Impact Assessment Toolkit, available, at https://ri-paths-tool.eu/en

measurement in accordance with the RESILIENCE impact areas, and the geographical regions where RESILIENCE hubs and nodes are located.

The main objectives of IA for RESILIENCE are defined as:

1. To identify the key indicators for impact assesment of each services
2. To create the methodology of data gathering in terms of timelines, ways of data gathering, methods (quantitative and qualitative), data analysis and reporting schedules
3. To define specific responsibilities for data management and reporting in terms of geographic areas where hubs and nodes are present (currently those are Italy, Germany, Belgium, Bosnia&Herzegovina, Bulgaria, Israel, France, Nederlans, Albania, Poland, Greece).

2 Methodology of impact assessment

2.1 Key indicators for impact assessment

The key indicators are to be defined according to the recommendations of RI PATH. Moreover, in the grant agreement for RESILIENCE, it is already described that the research infrastructure expects to have an impact on SOCIETY, POLICY, ECONOMY AND INNOVATION AND HUMAN RESOURCES.

The impact that RESILIENCE aims to have on SOCIETY is multifaceted. It seeks to enhance awareness of research-based information on religions, thereby promoting understanding of religious pluralism in Europe and globally, along with its associated challenges, opportunities, and paradoxes. It also aspires to function as a comprehensive European scientific platform, uniting researchers and experts. Their combined knowledge, skills, and expertise, supported by necessary technology, will aid in comprehending the significance of religion in evolving social and demographic processes, and contribute to the creation of an inclusive, open, and respectful European society. RESILIENCE plans to utilize technology and innovation in Religious Studies to benefit society and culture, actively promoting democratic citizenship, human rights, and religious diversity. It aims to enhance the accessibility of religion-related resources for various groups including citizens, faith communities, students, teachers, publishing companies, NGOs, healthcare institution's ethical boards, and public officers dealing with migration and prison systems, as well as police forces.

RESILIENCE aims to impact the POLICY sector by fostering communication between society, science, and policy makers. This is achieved through media engagement, such as TV, radio, and newspaper interviews, and roundtable discussions at major international religious conferences. RESILIENCE's impact is further enhanced through its communication activities, such as RI presentations and initiatives to understand the views and needs of decision and policy makers. Additionally, it disseminates research conducted through the RI's TNA program and directly involves policy makers in the RI's establishment. The RI's impact includes influencing decision and policy makers by disseminating knowledge on religion's role in shaping societal values, influencing public entities' approaches to analyzing multicultural and multireligious societies, evaluating the effectiveness of social inclusion and innovation plans, guiding diplomacy actions towards protecting religious minorities and preserving religious heritage, understanding and guiding the global digital transformation process in humanities, and creating synergies between private and public institutions at local, national, and European levels.

RESILIENCE is to bring significant INNOVATIONS to the field of Religious Studies by shifting its academic model towards Digital Religious Studies (DRS), which directly impacts the digital transformation of the community. This is and is going to be achieved through training activities and service provision, enabling the community to transition from a digitization-focused approach to a fully digital one, supplemented by spaces for innovation and creativity like Innovation LABs. The RI ensures long-term data preservation for future use and promotes FAIR-design to impact publishing practices in the field and encourage data re-use. RESILIENCE also supports multilingual metadata availability to overcome language barriers and challenge under-representation in the private sector. It provides an opportunity to reduce the dispersion of funding allocated to smaller infrastructural components and projects, impacting government levels responsible for the Smart Specialisation Strategy. The RI enhances its users' economic and scientific efficiency by reducing research costs through increased resource accessibility and technical solutions to boost research performance. RESILIENCE transforms research and prototypes from Digital Humanities into usable products for research in religious studies, while also exploring business opportunities for the adaptation of its tools and software beyond the academic scope.

A significant impact of RESILIENCE is its role in fostering the growth of a new generation of researchers and professionals, but thus improving the HUMAN RESOURCES in the field of Religious Studies. It aids in the creation of a unique group of employees in the European scientific field who can handle the infrastructural aspects of Religious Studies at the partner level and various public administration levels. RESILIENCE also enhances the discoverability of expertise providers in the field of Religious Studies and increases the involvement of researchers associated with the RI as potential experts in their specialized fields. This boosts their ability to serve both the public and private sectors. Furthermore, RESILIENCE contributes to the improvement and development of its users' skills and competences, thereby increasing their professional capital and supporting their position in the academic job market. Specifically, it aids in disseminating the latest IT solutions for Religious Studies within the community, making it an attractive economic factor for companies willing to cooperate with the RI.

2.2   The main methodology structure

The RESILIENCE services are going to be grouped by their similarity in terms of their structure and possible impact indicators. For each service or group of services the methodology of impact data gathering is going to be developed following the next steps:

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1. Keeping track of the RI activity and outcomes in order to connect them and report in impact reports, e.g. number of scientific publications, number of TNA visitors, social media output and other dissemination products, participation in relevant discussion with policy makers, downloads of open data and software

2. Performing surveys on a regular basis with stakeholders like students, policymakers, researchers, users of the platforms, etc…

3. Using qualitative data gatherings, analyses and case studies to capture the unexpected or intangible effects from the use of RESILIENCE RI, like new policies, study programs, new curricula, etc.

2.3 The main instruments for Impact Analysis and reporting

Most of the impact data gathering will be done by using objective data (like the number of citations, number of downloads, …), surveys of different stakeholders, interviews, and content analysis.

The reporting will be organized in different ways:

1. By geographic regions – every year one geographic region will be chosen for the case study. One of the national nodes will use all data from that region to present the impact of the RI

2. By theme – each year one service will be chosen as a case study. The assigned hub will collectdata to create the impact report.

3. Special edition – special editions will be used to present specific features on the impact that some service achieve.

The organization of data collection and responsibility for Impact Assessment

For quantitative data collection, all surveys will be developed in digital form and placed in a centralised reachable repository, while qualitative data collection will be the responsibility of national nodes.

All data from qualitative data collection will be stored on a repository protected according to European regulations so the usage will have to be approved by the national node.

3 Impact assessment

3.1 Impact assessment of services

3.1.1 Impact assessment of training

In pursuit of ensuring the efficacy and impact of the RESILIENCE RI initiative, this document stands as a comprehensive guideline for systematically collecting monitoring and evaluation data across diverse levels of outputs, outcomes, and overall impact of **training programs** within RESILIENCE. Understanding the important role that training programs play within the RESILIENCE framework, it becomes imperative to assess their effectiveness. This extends beyond merely measuring the satisfaction of individual participants, but to explore broader objectives such as enhancing organizational capacity and fostering substantial impact within the academic and research community.

In essence, this guideline serves as a roadmap for navigating the complexities of monitoring and evaluating training programs within RESILIENCE. By adopting a systematic approach to data collection and analysis, we aim to not only measure success but also identify areas for improvement and innovation.

To ensure robust evidence of the quality and efficiency of RESILIENCE trainings, it is proposed to adopt a standardized approach for data collection, encompassing four distinct levels of data:

TRAINING KIT:

The foundation of every training endeavor, the training kit encapsulates essential materials and resources necessary for program delivery. It includes detailed guidelines, curricula, presentation materials, and supplementary resources tailored to meet the specific learning objectives of each training session.

OUTPUT DATA:

Output data entails quantifiable measures reflecting the immediate results and deliverables produced during and after the training sessions. This encompasses metrics such as the number of participants, their demographics, institutional affiliations, and levels of education. Additionally, it includes data on the diversity of participants and their engagement with the training content and activities.

OUTCOME DATA:

Beyond immediate outputs, outcome data captures the discernible changes, improvements, or advancements observed among participants as a direct result of the training program. This includes assessments of participants' knowledge gain, skill enhancement, attitude shifts, and confidence levels. Moreover, it evaluates the application of acquired knowledge and skills within their respective professional or academic contexts.

IMPACT DATA:

Impact data delves into the broader and long-term effects of the training program, extending beyond individual participants to encompass organizational capacity strengthening and societal resilience. This involves evaluating the sustained changes, systemic improvements, policy implications, and societal transformations catalyzed by the collective outcomes of RESILIENCE trainings. It also examines the ripple effects on community resilience, innovation ecosystems, and stakeholder collaborations.

By applying a uniform approach in collecting data at each of these four levels, RESILIENCE can systematically assess and demonstrate the efficacy, relevance, and transformative potential of its training interventions. This holistic evaluation framework not only informs evidence-based decision-making and program refinement but also bolsters accountability, transparency, and stakeholder confidence in the RESILIENCE initiative's endeavors.

3.1.1.1   Training kit

The training kit that is to be delivered by the person or institution organizing the training and should be comprehensive and tailored to meet the needs of the participants. Itemized breakdown of what should be included follows:

a. Description of the Training (Document 01):

This document should provide a detailed overview of the training program, including its objectives, target audience, duration, schedule, and any prerequisites or requirements for participation. It should clearly outline what participants can expect to learn and achieve by the end of the training. This description is essential and should contain if possible:

Training overview:

Clearly state the overall objectives of the training. What specific knowledge, skills, or competencies do you aim to impart to the participants? Objectives should be specific, measurable, achievable, relevant, and time-bound (SMART).

Target Audience:

Define the target audience for the training. Who is the training intended for? This could include specific job roles, departments, or levels within an organization, as well as any prerequisite knowledge or experience required.

Duration and Schedule:

Provide information on the duration of the training program, including the total number of sessions or hours involved, as well as the schedule (e.g., dates, times, and locations of sessions). This helps participants plan their participation accordingly.

Topics Covered:

Provide an overview of the main topics and subjects that will be covered during the training. Break down the content into specific modules or sessions, each with its own learning objectives and key takeaways. This helps participants understand what they will learn and how it will be structured.

Learning Outcomes:

Clearly articulate the expected learning outcomes or benefits for participants upon completion of the training. What new knowledge, skills, or abilities will they gain? How will these contribute to their personal or professional development goals?

Materials Required:

List any materials or resources that participants need to bring to the training (e.g., laptops, notebooks, specific software, etc.). Provide guidance on how participants can prepare for the training to maximize their learning experience.

Trainer Bio:

Provide brief information about the trainer or facilitator leading the training. Highlight their qualifications, expertise, and experience relevant to the training topic. This helps build credibility and trust among participants.

Contact Information:

Include contact details for any inquiries or further information about the training. Provide email addresses, phone numbers, or other contact methods participants can use to reach out with questions or concerns.

Asset	Description	Requirements
Training Title		No special HTML characters
Training Banner Image* (OPTIONAL)	A descriptive image that captures the essence of the training.	Dimensions: 608 x 211px
Short Description including Topics Covered	A one- or two-sentence summary of the training. Your short training description appears in the training catalog.	150 characters
Training Overview and Target Audience	A write-up that briefly describes what the training is about, the topics the training covers, and any general organizational ideas about the training. This is essentially the text that would appear in a traditional training catalog. It's one of the first things a prospective learner sees on your About Page.	400 words
Mode of training	REMOTE (synchronous) ONLINE (asynchronous) ON-SITE HYBRID	
Expected learning outcomes	What will learner acquire in terms of knowledge, skills, competencies, or in terms of social capital, human capital…	200 words
Training ID	The generated training identification number, usually alphanumeric characters with no spaces.	10 characters
Duration and Schedule	When your training will begin and when the final week of your training will end.	N/A
Estimated Effort	The estimated weekly effort for a training, for example 1-3 hours a week.	N/A
Prerequisites	Try to state prerequisites in a general way so that learners around the world are able to interpret the requirements without necessarily knowing terms local to your institution or region.	N/A
Materials Required:	List any materials or resources that participants need to bring to the training (e.g., laptops, notebooks, specific software, etc.). Provide guidance on how participants can prepare for the training to maximize their learning experience	
Trainer Bio and Contact Information	Provide brief information about the trainer or facilitator leading the training. Highlight their qualifications, expertise, and experience relevant to the training topic. This helps build credibility and trust among participants	
Additional info	Is training reusable? Is training accessible for persons with disabilities? Is training supported for multilingualism?	

Table 1: Proposal for Training description

b. PowerPoint Presentations (PPTs):

The training kit should include PowerPoint presentations prepared specifically for the training sessions. These presentations should cover the key topics and concepts outlined in the training description document. Each presentation should be well-organized, visually engaging, and include relevant images, graphs, and examples to enhance understanding.

c. Handouts:

Handouts are supplementary materials that participants can refer to during and after the training sessions. These may include printed copies of the PowerPoint slides, additional reading materials, worksheets, checklists, or reference guides. Handouts should reinforce the content covered in the presentations and provide participants with a tangible resource to support their learning. During compliation of resources please adhere to intellectual property regulations that are in force.

d. Communication Material:

Communication material refers to any materials used to promote or support the training program. This may include email templates, flyers, posters, social media graphics, or promotional videos designed to attract participants and generate interest in the training. Clear and effective communication is essential for ensuring that participants are aware of the training details, deadlines, and any necessary preparations they need to make.

e. Additional Material

In addition to the components mentioned in items a-d, a comprehensive training kit may include the following (not mandatory for all trainings, select item where appropriate):

1. Resource Library:
A curated collection of resources relevant to the training topic, including articles, books, videos, websites, and other supplementary materials for further reading and self-study. This allows participants to deepen their understanding and explore related topics in more depth.

2. Toolkits or Templates:
Ready-to-use toolkits, templates, or guidelines that participants can use to apply the concepts learned in the training to their specific projects or tasks. This provides practical support and facilitates the implementation of new skills or methodologies.

3. Interactive Learning Activities:
Interactive learning activities such as case studies, simulations, role-playing exercises, and group projects that allow participants to apply their knowledge in real-world scenarios and collaborate with peers. This enhances engagement and reinforces learning outcomes.

4. Continuing Education Opportunities:

Information on continuing education opportunities, professional development programs, certifications, or networking events related to the training topic. This encourages lifelong learning and ongoing skill development beyond the training program.

5. Technical Support and Troubleshooting Resources:

Technical support contact information and troubleshooting resources for any issues participants may encounter with technology platforms, software tools, or online learning systems used during the training. This ensures a smooth learning experience and minimizes disruptions.

6. Community or Discussion Forums:

Online community or discussion forums where participants can connect with peers, ask questions, share insights, and engage in ongoing discussions related to the training topic. This fosters a sense of belonging and facilitates peer learning and support.

7. Certificates of Completion:

Certificates of completion or participation awarded to participants who successfully complete the training program. This recognizes their efforts and achievements, and can also serve as a valuable credential for their professional portfolios.

3.1.1.2 Output data

The indicators of outputs:

1. **Number of Participants at the Trainings Disaggregated by Gender, Institutions, and Level of Education:**

This indicator involves collecting data on the total number of participants who attended each training session. The data should be disaggregated by gender (male/female/other), institutions (universities, research institutes, government agencies, etc.), and level of education (students, PhD students, postdoctoral students, academic staff, non-academic staff). SOURCE: PARTICIPANT LIST.

2. **Number of Participants from Enterprises Not Connected to RI:**

This indicator tracks the number of participants from private enterprises or businesses that are not directly affiliated with research institutions (RI). SOURCE: PARTICIPANT LIST.

3. **Demographic Diversity:**

Assess the diversity of participants in terms of age, ethnicity, nationality, and socioeconomic background. This helps ensure inclusivity and identify any underrepresented groups. SOURCE: PARTICIPANT LIST.

4. **Retention Rate:**

Measure the percentage of participants who completed the entire training program compared to the total number of registered participants. This helps assess the level of engagement and interest among participants. Retention rate calculated as (Number of participants completing training / Total number of registered participants) * 100. SOURCE: PARTICIPANT LIST.

5. **Participant Engagement:**

Evaluate the level of participant engagement during training sessions, including attendance, participation in discussions or activities, and interaction with trainers and peers (Attendance records, participation logs, and qualitative observations on participant engagement during training sessions.) SOURCE: SURVEY FOR TRAININERS AND PARTICIPANTS.

6. **Networking Opportunities:**

Assess the networking opportunities provided during the training, including interactions with trainers, guest speakers, and fellow participants (Feedback on networking opportunities collected through post-training evaluations, including the number of new connections made or possible collaborations identified during the training. SOURCE: SURVEY FOR TRAININERS AND PARTICIPANTS.

7. **Satisfaction with Trainings:**
Satisfaction with the trainings can be assessed through various dimensions, including:

      i. **Support Provided:** Participants' satisfaction with the support received during the training, such as guidance from trainers, availability of resources, and assistance with practical exercises.

     ii. **Usability at Work:** Participants' perception of the usefulness and applicability of the training content to their work or research projects.

iii. **Accessibility:** Participants' feedback on the accessibility of training materials, facilities, and accommodations.

iv. **Integration to Scientific Work of Participants:** Participants' assessment of how well the training content integrates with their scientific or research work, including any improvements in skills or methodologies.

SOURCE: SURVEY FOR TRAININERS AND PARTICIPANTS

According to the output indicators, all trainings should have the following:

2. **Training Report (for Trainers):**

- A comprehensive report documenting the training activities, including objectives, agenda, topics covered, materials used, participant demographics, and any notable observations or feedback from trainers.

- Source Data: A written report summarizing key aspects of the training sessions, prepared by the trainers or organizers.

TRAINING TITLE	
TRAINING CODE	
DATES	
TRAINERS	
NUMBER OF PARTICIPANTS	
PARTICIPANT ENGAGEMENT	Rate how engaged were participants on the scale from 1 to 5?
SHORT REFLECTION OF THE TRAINERS	
RECOMMENDATION FOR DEVELOPMENT	

Table 2: Proposal for Training report (Trainers)

2. **Training Output Evaluation (for Participants):**

- An evaluation form or survey administered to participants to gather feedback on the training experience, including satisfaction with support, usability at work, accessibility, and integration to scientific work.

- Source Data: Compiled responses from participant evaluations, providing insights into the effectiveness and impact of the training from the participants' perspective.

		No	Somewhat	Yes
1.	The objectives of the training were clearly defined			
2.	The training objectives were met			
3.	The topics covered were relevant to me			
4.	The content was organized and easy to follow			
5.	The time allotted for the training was sufficient			
6.	The presentations distributed were usefull			
7.	The handouts distributed were useful.			
8.	The facilitator was effective in presenting the material.			
9.	The facilitator made efficient use of time.			
10.	I felt comfortable expressing my own opinions during the course.			
11.	I felt engaged throughout the course.			
12.	This course significantly improved my knowledge.			
13.	This course significantly improved my practical skills.			
14.	This course significantly improved my readiness and confidence in work.			
15.	This training experience will be useful in my work			
16.	This training provided oportunities for future networking.			
17.	Overall, I was satisfied with the course.			
18.	The most significant thing I learned is...			
19.	What I liked most about this course was...			
20.	What I think would enhance or improve this course is			
21.	Other topics I would like to see covered in future workshops include...			
22.	In the next month I plan to use or try the following things I learned at the course:			
23.	Additional comments or testimonial			
	If your comment is a testimonial, may we use your name in public?		YES	NO
	Your name and surname:			

Table 3: Proposal for Training output evaluation (Participants)

3.1.1.3   Outcome data

In terms of outcome data, it's crucial to examine both the impact on participants and trainers. The indicators for outcome evaluation can be categorized into four main areas: economic, human resources, societal, and

policy aspects, each offering insights into the effectiveness and broader implications of the training programs.

INDICATORS FOR PARTICIPANTS:

1. **Economic Outcomes:**
   - Increased Earnings: Assessing whether participants experience a tangible increase in income or financial benefits as a result of acquiring new skills or knowledge from the training.

2. **Human Resource Outcomes:**
   - Deployment and Development of Skills Learned: Evaluating the extent to which participants are able to effectively apply and develop the skills acquired during the training in their professional roles or projects.
   - Improved Data Literacy: Measuring improvements in participants' ability to understand, analyze, and interpret data, leading to more informed decision-making and problem-solving.
   - Improved Use of Tools (Digital): Assessing participants' proficiency in utilizing digital tools and technologies relevant to their field or industry, resulting in enhanced productivity and efficiency.
   - Improved Professional Network: Tracking participants' engagement and involvement in professional networks, collaborations, and projects as a result of expanded connections and opportunities facilitated by the training.
   - More Opportunities for Professional Engagement: Examining whether participants gain access to new job opportunities, research/professional projects, or research collaborations due to their enhanced skills and networks.
   - Contribution to the Disciplines: Quantifying the impact of participants' contributions to their respective fields, such as scientific publications, patents, or citations resulting from their research or collaborative endeavors.

3. **Society Outcomes:**
   - Organization of Events: Assessing participants' involvement in organizing and participating in events such as round tables, workshops, conferences, or community outreach activities, contributing to knowledge dissemination and societal engagement.

- Additional Social Presentations: Examining participants' efforts in disseminating knowledge and expertise through media appearances, educational outreach programs in schools, or public presentations, fostering broader awareness and understanding of relevant issues.

4. **Policy Outcomes:**

- Participation in Local/Regional Networks: Evaluating participants' engagement in local or regional networks involved in policy decision-making, advocacy, or research development efforts, influencing policy agendas and priorities.

- Involvement in Senior Management Structures: Assessing whether participants assume leadership roles or advisory positions in senior management structures within organizations or community initiatives, contributing to strategic decision-making and governance processes.

POSSIBLE INSTRUMENTS ON OUTCOME LEVEL

Outcome Level Questionnaire for RESILIENCE Training Programs (Participants)

Note: This questionnaire aims to evaluate the outcomes of RESILIENCE training programs for participants. Your feedback is crucial in understanding the effectiveness and broader implications of the training initiatives. Please provide your responses based on your perceptions and experiences.

GENERAL DATA ON PARTICIPANT	
Participant name:	
Organization / institution name:	
Which RESILIENCE training program or initiatives have you participated in?	

	Please rate how much of the possible benefits you experienced after the RESILIENCE training?	NOT AT ALL	TO SOME EXTENT	TO GREAT EXTENT	NOT APPLICABLE
EO	Increase in earnings or financial benefits as a result of participating in RESILIENCE training programs				
HR	Learning about good practices in other institutions				
HR	Experimenting and developing the new and innovative research and professional practices or teaching content				
HR	Gaining sector – specific or practical skills relevant to my current job and professional development				
HR	Enhancing the curriculum design				
HR	Enhancing my organizational / management / leadership skills				
HR/S	Reinforcing or extending my professional network or built-up new contacts				
HR/S	Reinforcing the cooperation with the institution providing the training				

HR/S	Building the cooperation with the stakeholders outside of my institution, like labor market				
HR	Improving my foreign language skills				
HR	Improving my social, linguistic or cultural competencies				
HR	Improving my ICT skills (like digital tools or other technologies relevant to your field)?				
HR	Improving data literacy skills				
HR	Increasing my job satisfaction				
HR	Enhancing my employment and career opportunities				
HR	Feeling more confident in an intercultural setting				
HR	Sharing my own knowledge and skills with students and other persons				
HR	Publishing the new article, book, paper,…				
S	Organizing events or participation in social engagement activities connected with RESILIENCE training				
P	Participation in local/regional policy decision processes				
P	Assuming the leadership or advisory role in senior management structures				

Additional Comments:

Please share any additional comments, feedback, or suggestions you may have regarding the outcomes of RESILIENCE training programs for participants. [Open-ended response]

Thank you for taking the time to complete this questionnaire. Your feedback is highly appreciated and will help us assess the outcomes and effectiveness of RESILIENCE training initiatives for participants and trainers.

INDICATORS FOR TRAINERS

1. **Economic Outcomes:**
   - Increased Earnings: Similar to participants, trainers may experience increased earnings through higher demand for their expertise, expanded opportunities for consultancy, or increased rates for training services.

2. **Human Resource Outcomes:**
   - To be filled based on specific outcomes for trainers, such as the development of teaching skills, professional growth opportunities, or advancements in pedagogical methods.

3. **Social Outcomes:**
   - To be filled based on specific social outcomes for trainers, such as their involvement in academic community or RI development initiatives, mentorship programs, or knowledge sharing activities beyond formal training sessions.

4. **Policy Outcome:**

- To be filled based on specific policy outcomes for trainers, such as their involvement in policy advocacy, advisory roles in policy-making bodies, or contributions to the development of educational policies and frameworks.

POSSIBLE INSTRUMENTS ON OUTCOME LEVEL

Outcome Level Questionnaire for RESILIENCE Training Programs (Trainers)

Note: Dear trainers and members of RESILIENCE RI, you have conducted the trainings in the previous 6 months. This questionnaire aims to evaluate the outcomes of RESILIENCE training programs for trainers. Your feedback is crucial in understanding the effectiveness and broader implications of the training initiatives. Please provide your responses based on your perceptions and experiences. Now, we kindly ask you to tell us more about the effects of being involved in the trainings on your own work and work of your organization

GENERAL DATA ON TRAINER	
Participant name:	
Organization / institution name:	
Training you conducted (name and code)	
Number of trainings you conducted in the last 6 months:	

	Please rate how much of the possible benefits you experienced after conducting the RESILIENCE training?	NOT AT ALL	TO SOME EXTENT	TO GREAT EXTENT	NOT APPLICABLE
E	Increase in earnings or financial benefits as a result of conducting RESILIENCE training programs				
HR	Improving the teaching skills				
HR	Opening the opportunities for professional growth				
HR	Learning about good practices in other institutions				
HR	Experimenting and developing the new and innovative research and professional practices or teaching content				
HR	Gaining sector – specific or practical skills relevant to my current job and professional development				
HR	Enhancing the curriculum design				
HR	Enhancing my organizational / management / leadership skills				
HR/S	Reinforcing or extending my professional network or built-up new contacts				
HR/S	Reinforcing the cooperation with the institution providing the training				
HR/S	Building the cooperation with the stakeholders outside of my institution, like labor market				
HR	Improving my foreign language skills				
HR	Improving my social, linguistic or cultural competencies				
HR	Improving my ICT skills (like digital tools or other technologies relevant to your field)?				
HR	Improving data literacy skills				
HR	Increasing my job satisfaction				
HR	Enhancing my employment and career opportunities				

HR	Feeling more confident in an intercultural setting				
HR	Sharing my own knowledge and skills with students and other persons				
HR	Publishing the new article, book, paper,…				
S	Organizing events or participation in social engagement activities connected with RESILIENCE training				
P	Participation in local/regional policy decision processes in the field of religious studies				
P	Assuming the leadership or advisory role in senior management structures in the field of religious studies				
P	Development of educational policies and frameworks				

Additional Comments:

Please share any additional comments, feedback, or suggestions you may have regarding the outcomes of RESILIENCE training programs for participants. [Open-ended response]

Thank you for taking the time to complete this questionnaire. Your feedback is highly appreciated and will help us assess the outcomes and effectiveness of RESILIENCE training initiatives for trainers.

3.1.1.4   Impact data

Impact data provides insights into the broader and long-term effects of training programs, extending beyond individual participants to encompass organizational capacity strengthening and societal resilience. Here's an expanded development of impact data:

1. **Organizational Capacity Strengthening:**
   - Assessing the impact of training programs on enhancing the overall capacity and effectiveness of organizations participating in RESILIENCE initiatives. This includes improvements in organizational processes, systems, and capabilities resulting from the adoption and application of new knowledge, skills, and methodologies acquired through training.
   - Source Data: Surveys or assessments measuring organizational performance indicators such as productivity, efficiency, innovation, and employee satisfaction before and after training implementation.

2. **Policy Impact and Influence:**
   - Examining the influence of training programs on shaping policy agendas, informing decision-making processes, and driving positive changes at the local, regional, or national levels. This includes assessing the extent to which trained individuals and organizations

actively contribute to policy development, advocacy, and implementation efforts in their respective domains.

- Source Data: Documentation of policy changes, legislative reforms, or institutional initiatives influenced or informed by the expertise, insights, and recommendations of trained individuals and organizations. This may include policy briefs, reports, or official endorsements from government agencies or relevant stakeholders.

3. **Economic Empowerment and Development:**

- Measuring the economic empowerment and development outcomes resulting from training programs, including improvements in income generation, employment opportunities, entrepreneurial ventures, and economic growth within communities and regions.
- Source Data: Economic impact assessments, financial indicators, and employment statistics demonstrating the positive correlation between training participation and socio-economic outcomes, such as increased household income, job creation, and portfolio expansion.

4. **Knowledge Sharing and Transfer:**

- Assessing the extent to which training programs facilitate knowledge sharing, transfer, and dissemination among diverse stakeholders, fostering collaborative learning, innovation, and collective problem-solving across sectors and disciplines.
- Source Data: Documentation of knowledge exchange activities, collaborative projects, and partnerships initiated or facilitated as a result of training engagements, showcasing the multiplier effects and broader knowledge diffusion within the RESILIENCE network and beyond.

5. **Long-Term Sustainability:**

- Conducting longitudinal studies or sustainability assessments to evaluate the long-term impact and sustainability of training interventions over time. This involves tracking the continued application, adaptation, and evolution of training knowledge, skills, and practices within organizations and communities.
- Source Data: Longitudinal data analysis, follow-up surveys, and impact evaluations conducted at regular intervals to measure the persistence and scalability of training outcomes, identify emerging trends, and inform future programmatic decisions and investments.

By collecting and analyzing impact data across these dimensions, RESILIENCE can demonstrate the transformative effects of its training initiatives on organizational performance, policy influence, economic development, knowledge sharing, and long-term sustainability, thereby reinforcing the value and relevance of its interventions to stakeholders and beneficiaries.

POSSIBLE INSTRUMENT FOR IMPACT DATA

GENERAL DATA ON PRATICIPANT / ORGANIZATION (TBD)	
Participant name:	
Organization / institution name:	
Training you conducted (name and code)	
Number of trainings you conducted in the last 6 months:	

For the impact, survey should be filled by organization senior management (TBD)

IMPACT Questionnaire for RESILIENCE

Note: This questionnaire aims to evaluate the impact of RESILIENCE training programs on enhancing the overall capacity and effectiveness of organizations participating in RESILIENCE initiatives. Your feedback is essential in understanding the outcomes and areas for improvement. Please provide your responses based on your perceptions and experiences.

	Please rate the following statements based on your perceptions of the impact of RESILIENCE training programs	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	NOT APPLICABLE
E	1. The RESILIENCE training programs have significantly enhanced the overall capacity and effectiveness of my organization in conducting research related to the study of religion.					
E	2. I/My organization have observed tangible improvements in organizational processes, systems, and capabilities as a result of participating in RESILIENCE training programs.					
E	3. The training programs offered by RESILIENCE have contributed to fostering innovation and creativity within my organization, leading to improved productivity and efficiency.					
P	4. The RESILIENCE training programs have effectively equipped me/our organization with the knowledge and skills necessary to engage in policy development and advocacy efforts related to the study of religion across Europe.					
P	5. I/My organization have actively contributed to shaping policy agendas and decision-making processes at the European, national, or regional levels as a result of participating in RESILIENCE training programs.					
P	6. The expertise, insights, and recommendations gained through RESILIENCE training programs have influenced or informed policy changes, legislative reforms, or institutional initiatives related to the study of religion across Europe.					

E	7. The RESILIENCE training programs have contributed to the economic empowerment of individuals and communities by providing valuable skills and knowledge relevant to their economic activities.					
E	8. I/My organization have observed tangible improvements in income generation, employment opportunities, or entrepreneurial ventures as a result of participating in RESILIENCE training programs.					
E	9. The training programs offered by RESILIENCE have facilitated economic growth within communities and regions by fostering innovation, creativity, and entrepreneurship.					
HR/S	10. The RESILIENCE training programs have facilitated effective knowledge sharing and transfer among diverse stakeholders, fostering collaborative learning and innovation across sectors and disciplines.					
HR/S	11. I/My organization have participated in collaborative projects or partnerships initiated or facilitated as a result of RESILIENCE training engagements, contributing to broader knowledge diffusion within the RESILIENCE network and beyond.					
HR/S	12. The training programs offered by RESILIENCE have encouraged collective problem-solving and interdisciplinary collaboration, leading to the development of innovative approaches and solutions in the study of religion and related fields.					
SUS	13. The RESILIENCE training programs have laid a strong foundation for long-term sustainability by providing participants with enduring knowledge, skills, and practices relevant to the study of religion across Europe.					
HR	14. I/My organization have observed continued application, adaptation, and evolution of training outcomes over time, demonstrating the sustainability of skills and practices acquired through RESILIENCE training programs.					
SUS	15. Longitudinal data analysis, follow-up surveys, and impact evaluations conducted at regular intervals have been effective in measuring the persistence and scalability of training outcomes and identifying emerging trends for future programmatic decisions and investments.					

16. Have you or your organization conducted surveys or assessments measuring organizational performance indicators such as productivity, efficiency, innovation, and employee satisfaction before and after the implementation of RESILIENCE training programs?

      o   Yes
      o   No

If yes, please provide a brief summary of the findings [Open-ended response]

17. Have you or your organization documented any instances of policy impact or influence resulting from your participation in RESILIENCE training programs?

      o   Yes
      o   No

If yes, please provide a brief description or examples [Open-ended response]

18. Have you or your organization conducted any economic impact assessments or analyzed financial indicators to measure the effects of RESILIENCE training programs on economic empowerment and development?
    - o Yes
    - o No

If yes, please provide a brief summary of the findings [Open-ended response]

19. Have you or your organization documented any instances of knowledge exchange activities, collaborative projects, or partnerships resulting from your participation in RESILIENCE training programs?
    - o Yes
    - o No

If yes, please provide a brief summary of the activities or projects [Open-ended response]

20. Have you or your organization participated in longitudinal studies or sustainability assessments to evaluate the long-term impact and sustainability of RESILIENCE training interventions?
    - o Yes
    - o No

If yes, please provide a brief summary of the findings [Open-ended response]

21. Please provide a brief summary of most significant change in your organization or community that occurred due to the RESILIENCE activities.

Additional Comments:

Please share any additional comments, feedback, or suggestions you may have regarding RESILIENCE training programs and their impact [Open-ended response]

Thank you for taking the time to complete this questionnaire. Your feedback is highly appreciated and will help us assess the effectiveness and relevance of RESILIENCE training initiatives in promoting long-term sustainability within the study of religion across Europe.

3.1.2   Impact assessment of TNA

Transnational access is one of the most important services within RESILIENCE RI. It refers to legitimate and authorized physical, remote and virtual admission to, interaction with and use of RI and to services offered

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by Research Infrastructure by Users. The development of pan-European research infrastructures require TNA programmes as a central element to ensure their optimal usage.

To date, RESILIENCE TNA is one of the active services of RESILIENCE. It is currently an in-kind service, depending entirely on the services offered by the TNA Host. Each year, the team prepares TNA activities, analyses the cost and resources available and determines the scope of the programme for that year. This is followed by running the TNA Call and Programme and evaluation and feedback of the programme, both of which together take up most of the effort, as acknowledged by the effort division in the DOP. Each year is concluded by a short internal report, analysing the results, summarising the feedback and evaluation, and making recommendations for the following year. These reports will be used towards the final deliverable, which will allow us to present a truly tested and thriving TNA Service.

In pursuit of ensuring the efficacy and impact of the RESILIENCE RI initiative, this document stands as a comprehensive guideline for systematically collecting monitoring and evaluation data across diverse levels of outputs, outcomes, and overall impact of **TRANSNATIONAL ACCESS** within RESILIENCE. Understanding the important role that transnational access play within the RESILIENCE framework, it becomes imperative to assess their effectiveness. This extends beyond merely measuring the satisfaction of individual participants, but to explore broader objectives such as enhancing organizational capacity and fostering substantial impact within the academic and research community.

In essence, this guideline serves as a roadmap for navigating the complexities of monitoring and evaluating TNA within RESILIENCE. By adopting a systematic approach to data collection and analysis, we aim to not only measure success but also identify areas for improvement and innovation.

The Impact Plan for TNA within the RESILIENCE RI is taking into account the activities defined in the Strategy for TNA 2023 – 2026. The documents which are already prepared and used from 2022. are incorporated in the Impact plan for TNA.

To ensure robust evidence of the quality and efficiency of RESILIENCE TNA activities, it is proposed to adopt a standardized approach for data collection, encompassing four distinct levels of data:

OUTPUT DATA:

- o   Output data entails quantifiable measures reflecting the immediate results and deliverables produced during and after the TNA sessions. This encompasses metrics such as the number of hosts, number of participants, their demographics, institutional affiliations, and levels of education. Additionally, it includes data on the diversity of participants and their satisfaction with the TNA activities.

OUTCOME DATA:

- o   Beyond immediate outputs, outcome data captures the discernible changes, improvements, or advancements observed among participants as a direct result of the TNA program. This includes assessments of participants' knowledge gain, skill enhancement, attitude shifts, and confidence levels. Moreover, it evaluates the application of acquired knowledge and skills within their respective professional or academic contexts like the number of publications, presentations, improved technical skills and knowledge among users from TNA and RI use, strengthening of international research collaborations as a result of TNA, shared data sets and collaborative research projects initiated due to TNA, positive ratings and user testimonials regarding RI access and support services.

IMPACT DATA:

- o   Impact data examines the broader, long-term effects of the TNA program, extending beyond individual participants to strengthen organizational capacity and societal resilience. This includes sustained changes, systemic improvements, policy impacts, and community resilience fostered by TNA. It also assesses contributions to scientific discoveries, increased opportunities for underrepresented regions, long-term enhancement of research capacities, indirect economic growth from innovations, and broader societal impacts like technological advancements and solutions to global challenges.

By applying a uniform approach in collecting data at each of these four levels, RESILIENCE can systematically assess and demonstrate the efficacy, relevance, and transformative potential of its TNA activities. This holistic evaluation framework not only informs evidence-based decision-making and

program refinement but also bolsters accountability, transparency, and stakeholder confidence in the RESILIENCE initiative's endeavors.

The process of TNA service is defined in three major phases[4] - before the TNA project, during and after TNA.
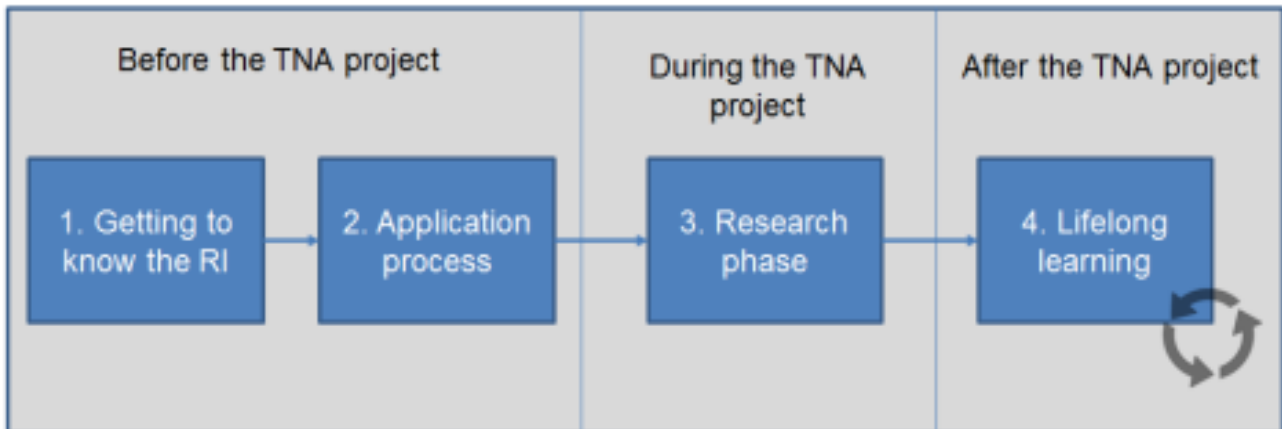

Figure 1: TNA service phases

Before the TNA activity, there are number of steps involved in preparation on the host and participant side. RESILIENCE team prepared the detailed documentation prototypes for hosts[5] including:

1. MOU TNA Host 2023-2024

2. TNA Host Admissions Criteria

3. Workflow 'Becoming a TNA Host'

4. TNA Host Evaluation Board 2023-2024

5. Guide for approaching new TNA Hosts

6. FAQ for approaching new TNA Hosts

7. Host information package

8. Template TNA Host 'Tip Sheet'

9. Template Recommendation Report New TNA Host

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[4] Uiterwaal, F., Edmond, J., & Sanz, M. (2018). *D7.4 - Report on the assessment of Transnational Access activities in participating projects*. PARTHENOS
[5] TNA Strategy 2023 – 2027

The deliverables which also belong to the preparation phase and are going to be developed by the WP2 include **TNA Fellow Online Application Portal**, **TNA Letter of Invitation Template** and **TNA Fellow Selection Criteria Chart for TNA Hosts.** The Application Portal will enable us to easily track the demographics and diversity of applicants as one of the social and scientific indicators of attractivness and usefulness of the TNA RESILIENCE service.

3.1.2.1   Output data

TNA activities are one of the first services offered by RESILIENCE and it belongs to the Work package 2. Based on the experience with TNAs' so far, WP2 developed the document called TNA Strategy 2023 - 2027 that contains the list of the three already developed documentation prototypes that belong to the short term or output indicators for TNA service: TNA Fellow Evaluation Form, TNA Certificate for Fellows and TNA Fellow Selection Criteria, while three more documents are in preparation phase.

To summarize, **the main output indicators** for RESILIENCE TNA service are already developed or in the final phase of development and they are:

1. Host side
    a. Number of hosts
    b. Logistics and infrastructure offered by hosts
    c. effectivness of established procedures at the host institutions for receiving and mentoring the TNA applicant
2. Participant side:
    a. Number of applicants, their demographics, diversity (geographic, field of study, research interests by religious denomination…), level of expertise (novice, intermediate, expert), level and type of motivation for TNA
    b. Selection ratio (number of accepted applicants / number of total applicants)
    c. Satisfation with TNA
    d. Other

3.1.2.2   Outcome data

In order to monitor the mid- and long-term it is important to establish the line of indicators for measuring the outcomes of TNA activities. According to the RI PATH, TNA outcome indicators should be related to

facilitating excellent research; supporting access to collections within the consortium; supporting the international mobility of researchers and fostering international collaborations.

LIST OF INDICATORS

1. Material gains – increased salary, ...
2. Fellows' use the knowledge and skills developed in TNA fellowship at their work (survey):
    a. Perpcetion of knowledge gain
    b. Skills enhancement: research skills, technical skills, communication skills and networking
3. Number of published articles connected to the work at TNA fellowship
4. Public presentations at academic and professional conferences, meetings, etc.
5. Involvement in new and/or strengthening the established academic and professional networks
6. Organization of conferences and policy meetings
7. Number of initiated research projects connected to TNA
8. Frequency and intensity of use of RESILIENCE support services

SPECIFIC INDICATORS FOR PARTICIPANTS OF TNA CATEGORISED BY RI – PATH:

1. **Economic Outcomes:**
    o Increased Earnings: Assessing whether participants experience a tangible increase in income or financial benefits as a result of acquiring new skills or knowledge from the TNA.

2. **Human Resource Outcomes:**
    o Deployment and Development of Skills Learned: Evaluating the extent to which participants are able to effectively apply and develop the skills acquired during the TNA in their professional roles or projects.
    o Improved Data Literacy: Measuring improvements in participants' ability to understand, analyze, and interpret data, leading to more informed decision-making and problem-solving.
    o Improved Use of Tools (Digital): Assessing participants' proficiency in utilizing digital tools and technologies relevant to their field or industry, resulting in enhanced productivity and efficiency.

- o   Improved Professional Network: Tracking participants' engagement and involvement in professional networks, collaborations, and projects as a result of expanded connections and opportunities facilitated by the training.

- o   More Opportunities for Professional Engagement: Examining whether participants gain access to new job opportunities, research/professional projects, or research collaborations due to their enhanced skills and networks.

- o   Contribution to the Disciplines: Quantifying the impact of participants' contributions to their respective fields, such as scientific publications, or citations resulting from their research or collaborative endeavors.

3. **Society Outcomes:**

- o   Organization of Events: Assessing participants' involvement in organizing and participating in events such as round tables, workshops, conferences, or community outreach activities, contributing to knowledge dissemination and societal engagement.

- o   Additional Social Presentations: Examining participants' efforts in disseminating knowledge and expertise through media appearances, educational outreach programs in schools, or public presentations, fostering broader awareness and understanding of relevant issues.

4. **Policy Outcomes:**

- o   Participation in Local/Regional Networks: Evaluating participants' engagement in local or regional networks involved in policy decision-making, advocacy, or research development efforts, influencing policy agendas and priorities.

- o   Involvement in Senior Management Structures: Assessing whether participants assume leadership roles or advisory positions in senior management structures within organizations or community initiatives, contributing to strategic decision-making and governance processes.

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3.1.2.3   Possible instruments on outcome level

Outcome Level Questionnaire for RESILIENCE TNA (Participants)

Note: This questionnaire aims to evaluate the outcomes of RESILIENCE TNA services for participants. Your feedback is crucial in understanding the effectiveness and broader implications of the TNA services. Please provide your responses based on your perceptions and experiences.

GENERAL DATA ON PARTICIPANT	
Participant name:	
Organization / institution name:	
Which RESILIENCE *TNA* initiatives have you participated in?	

	Please rate how much of the possible benefits you experienced after the RESILIENCE TNA?	NOT AT ALL	TO SOME EXTENT	TO GREAT EXTENT	NOT APPLICABLE
EO	Increase in earnings or financial benefits as a result of participating in RESILIENCE TNA service				
HR	Learning about good practices in other institutions				
HR	Experimenting and developing the new and innovative research and professional practices or teaching content				
HR	Gaining sector – specific or practical skills relevant to my current job and professional development				
HR	Enhancing the curriculum design				
HR	Enhancing my organizational / management / leadership skills				
HR/S	Reinforcing or extending my professional network or built-up new contacts				
HR/S	Reinforcing the cooperation with the institution providing the TNA				
HR/S	Building the cooperation with the stakeholders outside of my institution, like labor market				
HR	Improving my foreign language skills				
HR	Improving my social, linguistic or cultural competencies				
HR	Improving my ICT skills (like digital tools or other technologies relevant to your field)?				
HR	Improving data literacy skills				
HR	Increasing my job satisfaction				
HR	Enhancing my employment and career opportunities				
HR	Feeling more confident in an intercultural setting				
HR	Sharing my own knowledge and skills with students and other persons				
HR	Publishing the new article, book, paper,…				
S	Organizing events or participation in social engagement activities connected with RESILIENCE training				
P	Participation in local/regional policy decision processes				
P	Assuming the leadership or advisory role in senior management structures				

- Please, fill the table with numbers of deliverables and activities you have been published or attended from the time you have been in TNA program:

Number of articles published	
Number of books	
Number of other publications	
Number of research projects	
Number of conferences attended	
Number of new research colaborations	
Number of new professional association	

- Write down the title of articles you have published from the time you have been involved in TNA and the number of citations for each of them

Additional Comments:

Please share any additional comments, feedback, or suggestions you may have regarding the outcomes of RESILIENCE TNA services for participants. [Open-ended response]

Thank you for taking the time to complete this questionnaire. Your feedback is highly appreciated and will help us assess the outcomes and effectiveness of RESILIENCE TNA services for participants and trainers.

INDICATORS FOR HOST – SUPERVISOR / MENTOR / HOST

1. **Economic Outcomes:**
   o Increased Earnings: Similar to participants, supervisor may experience increased earnings through higher demand for their expertise, expanded opportunities for consultancy, or increased rates for their services.

2. **Human Resource Outcomes:**
   o Increase supervising skills: development of supervision / mentoring skills, professional growth opportunities, or advancements in pedagogical methods for work with younger researchers.

3. **Social Outcomes:**
   o Increased social impact: involvement in academic community or RI development initiatives, mentorship programs, or knowledge sharing activities beyond formal TNA sessions.

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4. **Policy Outcome:**

      o   Policy engagement: involvement in policy advocacy, advisory roles in policy-making bodies, or contributions to the development of educational policies and frameworks for TNA programs.

Outcome Level Questionnaire for RESILIENCE TNA (SUPERVISOR)

Note: This questionnaire aims to evaluate the outcomes of RESILIENCE TNA service for supervisors. Your feedback is crucial in understanding the effectiveness and broader implications of the TNA initiatives. Please provide your responses based on your perceptions and experiences.

Dear members of RESILIENCE RI, you have been appointed as a supervisor in the previous 6 months. Now, we kindly ask you to tell us more about the effects of being involved in this particular activity on your own work and work of your organization.

Your name and surname:		
Organization:		
The name and surname of your candidate:		
1. Thanks to RESILIENCE TNA, I became the part of supervisiors' network	YES	NO
2. If you are part the supervisiors' network, please shortly describe the work you do together, how often do you meet and what are the gains of this collaboration…		
3. Thanks to being the RESILIENCE TNA supervisor, I improved my scholarly and institutional work.	YES	NO

Economic Outcomes:

4. Have you experienced any increase in earnings or financial benefits as a result of facilitating RESILIENCE TNA programs?

      o   Yes
      o   No
      o   Not applicable

5. If yes, please describe the factors contributing to the increased earnings.

      [Open-ended response]

Human Resource Outcomes:

6. How have you developed your supervision/mentoring skills or professional growth opportunities through facilitating RESILIENCE TNA programs?

      [Open-ended response]

7. Have you observed advancements in pedagogical methods or instructional techniques as a result of your involvement in RESILIENCE TNA programs?

      o   Yes
      o   No

Social Outcomes:

8. How have you been involved in academic community or RESILIENCE infrastructure development initiatives?

      [Open-ended response]

Policy Outcome:

10. Have you been involved in policy advocacy or advisory roles in policy-making bodies related to the field of religion studies or education?

   o Yes
   o No

11. How have you contributed to the development of educational policies and frameworks through your involvement in RESILIENCE TNA services?

   [Open-ended response]

Additional Comments:

12. Please share any additional comments, feedback, or suggestions you may have regarding the outcomes of RESILIENCE TNA services for supervisors and host insitution.

   [Open-ended response]

Thank you for taking the time to complete this questionnaire. Your feedback is highly appreciated and will help us assess the outcomes and effectiveness of RESILIENCE TNA initiatives for trainers.

3.1.2.4   Impact data

Impact data provides insights into the broader and long-term effects of TNA, extending beyond individual participants to encompass organizational capacity strengthening and societal resilience. However, the impact should be measured on the level of organization as well as on the level of individual. The following section gives an overview of impact areas, their descriptions and proposal of the survey questions (individual and institutional)

ECONOMIC / HR IMPACT

Organizational Capacity Strengthening

Description

Assessing the impact of TNA programs on enhancing the overall capacity and effectiveness of organizations participating in RESILIENCE TNA. This includes improvements in organizational processes, systems, and capabilities resulting from the adoption and application of new knowledge, skills, and methodologies acquired through TNA, and enhancement of careers of TNA users.

Data assessment

Surveys assessing organizational performance indicators such as productivity, efficiency, innovation, and employee satisfaction after TNA.

Institutional Productivity refers to improvements at the organizational level, such as increased output, streamlined processes, enhanced collaboration across departments, and overall effectiveness in achieving strategic goals. Individual productivity focuses on how TNA has affected personal work performance, task completion, efficiency, and the ability to innovate or solve problems.

Institutional efficiency focuses on organizational improvements such as process optimization, resource utilization, decision-making speed, and operational effectiveness, while individual efficiency examines the impact on personal work habits, task management, time usage, and overall productivity of employees.

Institutional Innovation refers to the organization's ability to develop new products, services, or processes, foster cross-departmental creativity, and implement strategic innovations that affect the entire organization. Individual Innovation refers to the creativity, idea generation, and innovative problem-solving capabilities of individual employees, as well as their ability to implement new approaches in their daily work.

Institutional Satisfaction refers to the overall satisfaction of the organization with the outcomes of TNA, including strategic alignment, support for organizational goals, and improvements in workplace environment and processes. Individual Satisfaction refers to the satisfaction of employees regarding their personal experience with TNA, including skill development, career growth, job satisfaction, and work-life balance.

Economic Empowerment and Development

Description

Measuring the economic empowerment and development resulting from TNA, including improvements in income generation, employment opportunities, and entrepreneurial ventures.

Data assessment

Employment statistics demonstrating the positive correlation between TNA participation and increased household income; number of new employment opportunities in the institutions and for individuals, opening the start-up or some other entrepreneurial initiative.

ASSESSMENT INSTRUMENT FOR ECONOMIC INDICATORS – INSTITUTION

This questionnaire aims to evaluate the impact of RESILIENCE TNA programs on enhancing the overall capacity and effectiveness of organizations participating in RESILIENCE initiatives. Your feedback is essential in understanding the impact of our activities and areas for improvement. Please provide your responses based on your perceptions and experiences.

SECTION 1: Participant Information

1. Organization/Institution Name:
2. Position/Role:
3. Department/unit
4. Duration of involvement in TNA program
5. Which RESILIENCE TNA initiatives have you participated in?
6. [List of TNA programs/initiatives] – open ended

SECTION 2: Organizational Capacity Strenghtening, Economic Empowerment and development

1. Has the overall output of your organization increased after engaging in TNA programs?

   a. Decreased
   b. No change
   c. Increased slightly
   d. Increased moderately
   e. ncreased significantly

2. To what extent has TNA contributed to streamlining organizational processes (e.g., project management, resource allocation)?

   a. No impact
   b. Minimal impact
   c. Moderate impact
   d. High impact
   e. Very high impact

4. How has TNA influenced your organization's ability to achieve strategic goals and objectives?

   a. Negatively impacted

   b. No change
   c. Slightly improved
   d. Moderately improved
   e. Significantly improved

5. Rate the impact of TNA on the overall efficiency of project execution across the organization: *(Rating scale: 1 - No impact, 5 - Significant impact)*

6. How has TNA influenced the efficiency of decision-making processes within your organization?
   a. Negatively affected
   b. No change
   c. Slightly improved
   d. Moderately improved
   e. Significantly improved

7. Has access to external TNA resources (e.g., specialized equipment, expertise) enhanced your organization's ability to efficiently complete projects?
   a. No impact
   b. Minimal impact
   c. Some impact
   d. High impact
   e. Very high impact

8. How has TNA influenced the efficiency of resource allocation within your organization (e.g., financial resources, human resources, equipment)?
   a. Decreased efficiency
   b. No change
   c. Slightly improved
   d. Moderately improved
   e. Greatly improved

9. To what extent has TNA participation contributed to your organization's ability to develop new products or services?
   a. No contribution
   b. Minimal contribution
   c. Moderate contribution
   d. Significant contribution
   e. Major contribution

10. Has TNA facilitated collaborative innovation projects involving multiple departments or external partners?
    a. Not at all
    b. Rarely
    c. Occasionally
    d. Frequently
    e. Very frequently

11. How has TNA access to external expertise and resources influenced your organization's research and development (R&D) capabilities?
    a. No influence
    b. Slightly enhanced
    c. Moderately enhanced
    d. Significantly enhanced
    e. Greatly enhanced

12. Rate the impact of TNA on your organization's ability to implement innovative strategies (e.g., digital transformation, new business models):
    a. No impact
    b. Low impact
    c. Moderate impact
    d. High impact
    e. Very high impact

13. Since participating in TNA, has your organization introduced new processes or practices that have improved operational performance?
    a. No changes
    b. Minimal changes
    c. Some new processes introduced
    d. Several new processes introduced
    e. Many new processes introduced

14. Overall, how would you rate work satisfaction of the employees after participation in TNA?
    a. Decreased
    b. No change
    c. Increased slightly
    d. Increased moderately
    e. Increased significantly

15. How has participation in TNA programs influenced your organization's ability to generate new sources of income (e.g., through new projects, services, or collaborations)?
    a. No impact
    b. Minimal impact
    c. Moderate impact
    d. Significant impact
    e. Major impact

16. Has TNA participation helped your organization create new job positions or expand employment opportunities?
    a. No new opportunities
    b. Very few new positions
    c. Some new positions
    d. Many new positions
    e. Significant expansion in employment

17. To what degree has TNA facilitated the development of new entrepreneurial ventures or spin-offs within your organization?
    a. Not at all
    b. Slightly
    c. Moderately
    d. Significantly
    e. Extremely

Thank you for taking the time to complete this questionnaire. Your feedback is highly appreciated and will help us assess the effectiveness and relevance of RESILIENCE TNA initiatives.

ASSESSMENT INSTRUMENT FOR ECONOMIC INDICATORS – INDIVIDUAL

1. Since your involvement in TNA programs, how has your personal productivity changed?
   a. Decreased significantly
   b. Decreased
   c. No change
   d. Increased
   e. Increased significantly

2. To what extent have TNA resources (e.g., access to facilities, data, expertise) improved your individual task completion and quality of work?

a. Not at all
b. Slightly
c. Moderately
d. Very much
e. Extremely

3. How often do you apply new skills or knowledge gained from TNA participation in your daily work?
    a. Never
    b. Rarely
    c. Sometimes
    d. Often
    e. Always

4. Has TNA access enhanced your ability to meet deadlines and manage workload effectively?
    a. No impact
    b. Minimal impact
    c. Moderate impact
    d. High impact
    e. Very high impact

5. In what ways has your individual problem-solving ability improved as a result of TNA participation?
    a. No improvement
    b. Minor improvement
    c. Some improvement
    d. Significant improvement
    e. Major improvement

6. How has TNA affected your motivation and engagement at work?
    a. Decreased significantly
    b. Decreased
    c. No change
    d. Increased
    e. Increased significantly

7. How has access to TNA tools and resources improved your personal time management and task prioritization?
    a. No improvement
    b. Minor improvement
    c. Some improvement
    d. Major improvement
    e. Very significant improvement

8. How often do you use new skills or methods learned through TNA to improve your daily work efficiency?
    a. Never
    b. Rarely
    c. Sometimes
    d. Often
    e. Always

9. Has TNA participation led to a reduction in the time you spend on routine tasks or problem-solving?
    a. Increased time required
    b. No change
    c. Slightly reduced
    d. Moderately reduced
    e. Greatly reduced

10. How has TNA influenced your ability to manage multiple tasks or projects simultaneously?
    a. Worsened
    b. No impact
    c. Improved slightly
    d. Improved moderately
    e. Improved significantly

11. To what extent has participation in TNA increased your personal ability to generate creative ideas and solutions?
    a. Not at all
    b. Slightly
    c. Moderately
    d. Significantly
    e. Extremely

12. Since your involvement in TNA, how often have you introduced new approaches or ideas into your daily work?
    a. Never
    b. Rarely
    c. Sometimes
    d. Often
    e. Always

13. Has TNA participation encouraged you to collaborate more frequently with colleagues on innovative projects?
    a. Not at all
    b. Rarely
    c. Occasionally
    d. Frequently
    e. Very frequently

14. To what extent have you been able to implement any new methods or tools learned through TNA into your regular tasks?
    a. Not at all
    b. Slightly
    c. Moderately
    d. Significantly
    e. Extensively

15. Overall, how would you rate your work satisfaction after TNA?
    a. Decreased

    b. No change

    c. Increased slightly

    d. Increased moderately

    e. Increased significantly

16. To what extent has your involvement in TNA programs contributed to increasing your personal income (e.g., through bonuses, salary adjustments, or new funding opportunities)?

    a. No impact

    b. Slight increase

    c. Moderate increase

    d. Significant increase

    b. Slightly

    c. Moderately

    d. Significantly

    e. Completely

    e. Major increase

17. How has your engagement in TNA programs enhanced your career prospects or opened up new job opportunities?

    a. No impact

    b. Minor improvement

    c. Some improvement

    d. Significant improvement

    e. Major improvement

18. Has your participation in TNA provided you with the skills or resources needed to start your own business or entrepreneurial project?

    a. Not at all

POLICY IMPACT

Description

Examining the influence of TNA programs on shaping policy agendas, informing decision-making processes, and driving positive changes at the local, regional, or national levels. This includes assessing the extent to which individuals and organizations involved in TNA actively contribute to policy development, advocacy, and implementation efforts in their respective domains.

Data assessment

Documentation of policy changes, legislative reforms, or institutional initiatives influenced or informed by the expertise, insights, and recommendations of individuals and organizations. This may include policy briefs, reports, or official endorsements from government agencies or relevant stakeholders.

ASSESSMENT INSTRUMENT FOR POLICY INDICATORS – INSTITUTIONAL

1. How has participation in TNA programs influenced the institution's ability to shape or adapt national or international policy agendas?
    a. No impact on policy agendas
    b. Led to minor influence on policy agendas
    c. Significantly influenced national and/or international policy agendas
    d. Facilitated international collaboration, but no significant policy influence
2. In what ways has the institution used the knowledge gained from TNA programs to advocate for policy changes or reforms at the local or national level?
    a. Directly advocated for policy changes based on TNA knowledge
    b. Provided recommendations for policy improvements
    c. Used TNA knowledge to support ongoing policies, but no direct advocacy
    d. No advocacy efforts based on TNA knowledge
3. Has TNA involvement led to the development of new policies or modifications to existing policies within the institution?
    a. Yes, it led to the creation of new policies
    b. Yes, it contributed to modifications of existing policies
    c. TNA involvement resulted in minor adjustments to existing policies
    d. No new policies or modifications were introduced
4. To what extent has the institution incorporated international policy perspectives gained from TNA into its own policy-making processes?
    a. Fully integrated international policy perspectives into policy-making
    b. Partially integrated international perspectives, but more work is needed
    c. International perspectives were considered but not fully integrated
    d. No integration of international perspectives into policy-making

5. How has the institution's policy influence been strengthened or enhanced by the collaborations and partnerships formed through TNA programs?
   a. Collaborations significantly enhanced policy influence
   b. Collaborations had a moderate impact on policy influence
   c. Collaborations provided minimal enhancement to policy influence
   d. No noticeable impact on policy influence from collaborations
6. Please provide links on any policy briefs, reports, or official endorsements you have impacted on (open ended question with box to be filled with links and explanation)

ASSESSMENT INSTRUMENT FOR POLICY INDICATORS – INDIVIDUAL

1. How has participation in TNA programs shaped your personal perspective on the development or implementation of policy at your institution?
   a. It significantly changed my perspective on policy development and implementation
   b. It led to a moderate change in my perspective
   c. It had a minor influence on my perspective
   d. It did not change my perspective on policy development
2. In what ways has your involvement in TNA projects contributed to your ability to propose or implement policy changes within your organization?
   a. Enabled me to propose and implement policy changes
   b. Improved my ability to propose policy changes, but not yet implemented them
   c. Enhanced my understanding of policy, but I have not yet proposed changes
   d. Had no impact on my ability to propose or implement policy changes
3. Has your experience with TNA programs enhanced your understanding of international policy frameworks and their relevance to local policy-making?
   a. Yes, it greatly enhanced my understanding of international policy frameworks
   b. It moderately increased my understanding of international frameworks
   c. It provided limited insight into international policy frameworks
   d. No significant enhancement in understanding international frameworks
4. How have the international collaborations through TNA influenced your approach to policy advocacy or formulation at the individual level?
   a. It significantly improved my approach to policy advocacy and formulation
   b. It moderately improved my approach to policy advocacy and formulation
   c. It had a minor influence on my approach to policy advocacy
   d. It did not affect my approach to policy advocacy
5. To what extent has the knowledge gained from TNA experiences empowered you to influence policy discussions or decisions within your institution or sector?
   a. Fully empowered me to influence policy discussions and decisions
   b. Moderately empowered me to influence policy discussions and decisions
   c. Slightly empowered me, but I have not been able to influence major decisions
   d. Did not empower me to influence policy discussions or decisions
6. Please provide links on any policy briefs, reports, or official endorsements you have impacted on (open ended question with box to be filled with links and explanation)

RESILIENCE

SOCIAL / HR IMPACT

Description

Assessing the extent to which TNA facilitate knowledge sharing, transfer, and dissemination among diverse stakeholders, fostering collaborative learning an innovation, and collective problem-solving across sectors and disciplines.

Data assessment

Documentation of knowledge exchange activities, collaborative projects, and partnerships initiated or facilitated as a result of TNA engagements, showcasing the multiplier effects.

LONG-TERM SUSTAINABILITY

Description

Conducting longitudinal studies or sustainability assessments to evaluate the long-term impact and sustainability of TNA over time.

Data assessment

Follow-up surveys conducted at regular intervals to measure the persistence and scalability of TNA outcomes, identify emerging trends, and inform future programmatic decisions and investments. Assessment should include indicators showing better public understanding of science and TNA activities, promotion of inclusivity and diversity.

By collecting and analyzing impact data across these dimensions, RESILIENCE can demonstrate the transformative effects of its TNA activities on organizational performance, policy influence, economic development, knowledge sharing, and long-term sustainability, thereby reinforcing the value and relevance of its interventions to stakeholders and beneficiaries.

ASSESSMENT INSTRUMENT FOR SOCIAL / HR INDICATORS – INSTITUTIONAL

1. How has TNA participation facilitated knowledge-sharing activities at your institution?
   a. Enabled us to host or participate in international workshops and seminars.
   b. Supported the development of internal training sessions and knowledge networks.
   c. Increased collaborations but did not significantly impact knowledge-sharing events.

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      d.   TNA participation has not impacted knowledge-sharing activities.

2. What new knowledge or skills have been incorporated into your institution's curriculum or research practices due to TNA?
   a. Advanced methodologies and technologies.
   b. New interdisciplinary research approaches.
   c. Knowledge exchange with limited curriculum impact.
   d. No new skills or knowledge have been incorporated.

3. How many new collaborative research projects has your institution initiated due to TNA participation?
   a. Three or more projects in multiple fields.
   b. One to two major collaborative projects.
   c. Preliminary collaborations without formalized projects.
   d. No new collaborative projects have been initiated.

4. How has TNA involvement affected your institution's ability to secure external funding?
   a. Significantly increased funding opportunities through collaborative grants.
   b. Helped with minor funding but not major grants.
   c. No impact on funding, but increased visibility.
   d. No impact on funding or visibility.

5. Partnerships Initiated or Facilitated
   a. How many new institutional partnerships have been established through TNA?
   b. Four or more new partnerships in various research areas.
   c. Two to three partnerships focused on specific fields.
   d. Limited or informal partnerships with other institutions.
   e. No new partnerships have been established.

6. How has TNA affected your institution's reputation in the international research community?
   a. Greatly enhanced our visibility and reputation.
   b. Somewhat improved our visibility in specific research areas.
   c. No significant change in reputation.
   d. Reputation has been negatively impacted.

7. How has participation in TNA programs contributed to the institution's long-term sustainability goals in terms of resource management and environmental impact?**
   a. No impact on sustainability goals
   b. Led to minor improvements in resource management
   c. Contributed to significant improvements in sustainability practices
   d. Facilitated the adoption of international sustainability standards

8. In what ways has TNA involvement helped the institution adopt more sustainable practices in its operations or research activities?**
   a. Increased awareness of sustainability issues
   b. Implemented green technologies and practices in research
   c. Fostered partnerships that focus on sustainability
   d. No noticeable impact on sustainability practices

9. Has the institution leveraged TNA experiences to influence sustainable policy or strategic initiatives at the regional, national, or international level?**
   a. Yes, led to policy changes at the regional level
   b. Yes, influenced national sustainability policies
   c. Yes, helped establish international partnerships for sustainability
   d. No, there was no impact on policy-making

10. How has the institution integrated sustainability considerations into its research agenda or project design as a result of TNA participation?**
    a. Sustainability considerations are now a core component of all research projects

    b.   Sustainability is considered in some projects but not all

    c.   Sustainability is an afterthought in most research activities

    d.   No integration of sustainability into the research agenda

11. Has the engagement with international partners through TNA programs led to the implementation of more sustainable technologies or practices within the institution?**

    a.   Yes, several sustainable technologies have been adopted

    b.   Yes, but only a few practices were changed

    c.   Some technologies were discussed but not adopted

    d.   No sustainable technologies have been implemented

ASSESSMENT INSTRUMENT FOR SOCIAL / HR INDICATORS – INDIVIDUAL

1. What knowledge or skills have you gained through TNA activities that you apply in your research?

    a.   Advanced techniques and methodologies.

    b.   Enhanced project management and collaboration skills.

    c.   Broader field knowledge but limited practical skills.

    d.   I have not gained new skills through TNA activities.

2. How have you shared insights from TNA engagements with others?

    a.   Led workshops or sessions to share TNA-related insights.

    b.   Shared knowledge informally with colleagues and peers.

    c.   Shared minimally within my immediate team.

    d.   I have not shared insights from TNA engagements.

3. Have you initiated or joined new collaborative projects due to TNA?

    a.   Yes, I am actively involved in multiple interdisciplinary projects.

    b.   Yes, I joined one new project relevant to my expertise.

    c.   Some initial collaborations but no formalized project.

    d.   No new collaborative projects as a result of TNA.

4. How has TNA access influenced your ability to engage with interdisciplinary research teams?

    a.   Enabled me to work in diverse, interdisciplinary teams regularly.

    b.   Provided occasional opportunities for interdisciplinary work.

    c.   Minimal impact on interdisciplinary engagement.

    d.   No impact on interdisciplinary engagement.

5. Has TNA enabled you to form new professional partnerships?

    a.   Yes, multiple partnerships with professionals from different institutions.

    b.   Yes, one key partnership in my field.

    c.   Some informal connections but no formal partnerships.

    d.   No new professional partnerships.

6. How have TNA partnerships expanded your research opportunities?

    a.   Enabled access to new resources and research opportunities.

    b.   Opened up limited but useful new opportunities.

    c.   No significant impact on research opportunities.

    d.   I have not experienced expanded opportunities through TNA.

7. How has your involvement in TNA programs changed your understanding or approach to sustainability in your professional field?**

    a.   Deepened my understanding of sustainability issues

    b.   Made me more aware of global sustainability challenges

    c.   Had no impact on my approach to sustainability

    d.   Changed my personal approach to sustainability

8. To what extent has participating in TNA projects influenced your personal commitment to adopting more sustainable practices in your work or daily life?**
   a. Strongly influenced my commitment to sustainability
   b. Moderately influenced my approach to sustainable practices
   c. Slightly influenced my commitment to sustainability
   d. No influence on my personal commitment to sustainability

9. How have you applied the sustainability principles learned from TNA experiences to improve practices or policies at your institution or organization?**
   a. I have initiated projects or policies focused on sustainability
   b. I have shared insights and recommendations on sustainability
   c. I have applied sustainable practices in my own work
   d. I have not applied sustainability principles learned from TNA

10. Has your participation in TNA programs equipped you with new tools or methodologies to address sustainability challenges in your research or professional projects?**
    a. Yes, I have gained valuable tools and methodologies
    b. Yes, but I haven't yet applied them in my work
    c. No, the tools provided were not relevant to my work
    d. No new tools or methodologies were gained

11. How has working with international colleagues on sustainability-related TNA projects influenced your personal approach to collaborating on global sustainability challenges?**
    a. It has made me more proactive in collaborating on global sustainability issues
    b. It has encouraged me to consider global perspectives on sustainability
    c. It had minimal influence on my approach to collaboration
    d. It did not change how I approach global sustainability challenges

4 Applicable Documents

Applicable documents are documents from which all requirements must be fulfilled in the context of the Grant Agreement, although they are not repeated in the present document.

ID	Date	Title/Reference
A1	28/08/2022	Grant Agreement 101079792