



|                   | Intervention logic  | Verifiable indicators | Sources of verification | Assumptions |
|-------------------|---|-----------------------|-------------------------|-------------|
| Overall objective |   |                       |                         |             |
| Project purpose   | <b>Asia-Link Projects and the Logical Framework Approach</b>                    |                       |                         |             |
| Results           |   |                       |                         |             |
| Activities        | <i>Adrian Veale,<br/>Asia-Link Programme,<br/>EuropeAid Co-operation Office</i> |                       |                         |             |

**DAAD Seminar:**  
*Best Practice bei der Antragstellung in EU-Drittlandprogrammen*  
 Bonn, 7 March 2005

pre-conditions

# Asia-Link: an overview

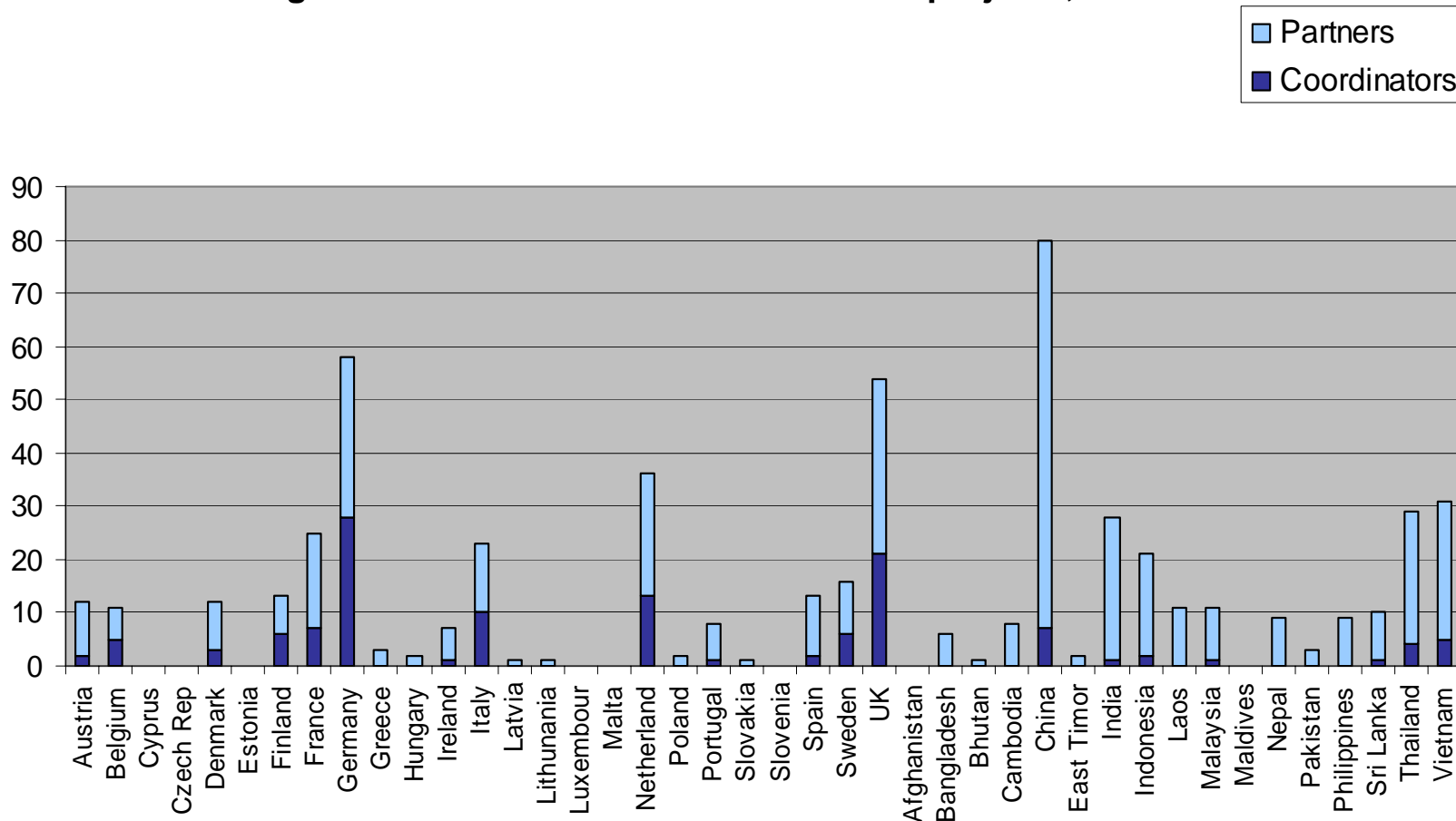
## Key facts and figures

- Programme started in 2001
- Phase I (2001-2005): € 40m for projects
- Phase II (2005) now operational
- (€13.2 m for partnership projects in 2005 Call for Proposals)
  
- 126 projects selected for funding to date
- selected projects involve 550 HEIs
- € 36.6 m in support granted

# Asia-Link: an overview

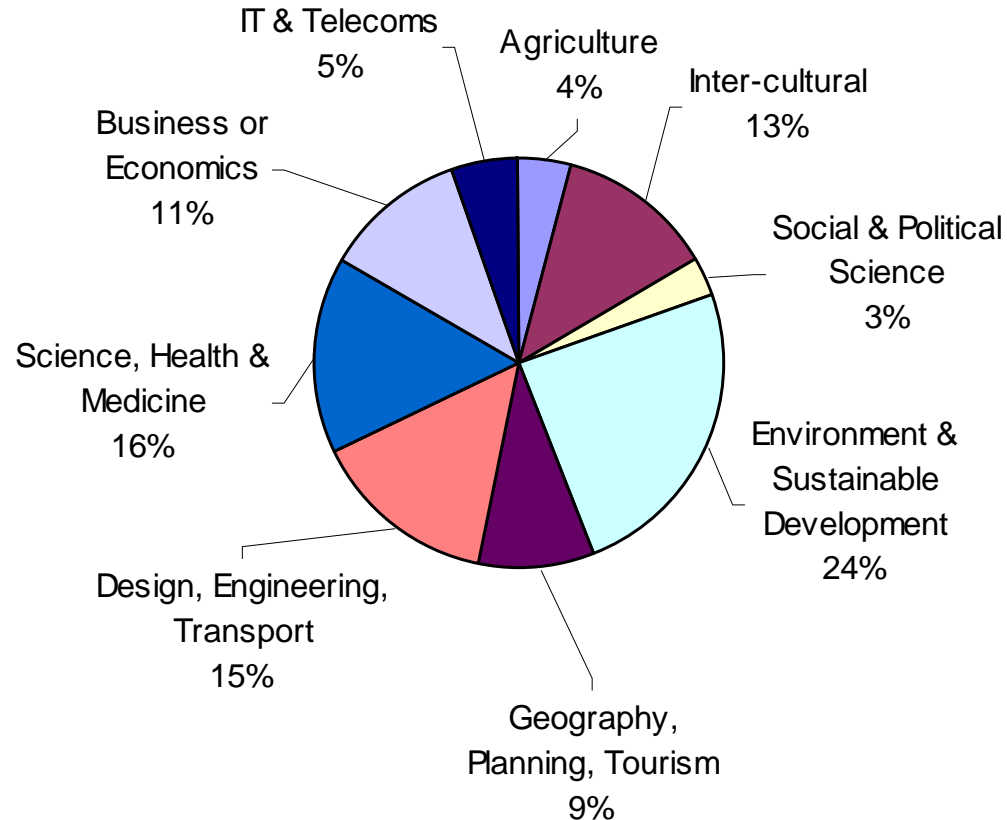
## 126 selected projects by country Calls 1 - 3

Origin of institutions in Asia-Link funded projects, end 2004



# Asia-Link: an overview

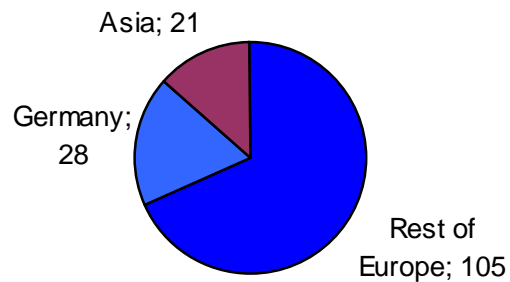
Asia-Link project themes (96 contracted projects)



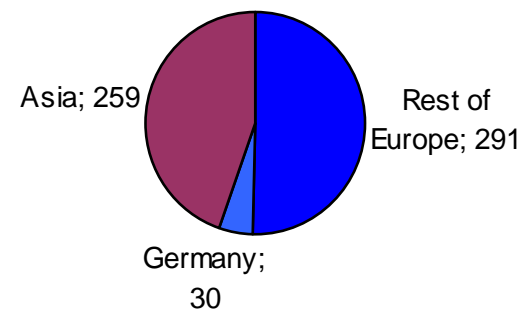
# Asia-Link: an overview

## Involvement of German HE institutions

126 project beneficiaries



Asia-Link: 550 partners in 126 projects



**Using the log frame:**

**Preparing, managing, and evaluating  
projects**

# Why oh why oh why?

## Project Cycle Management approach

- Used in many development project and donor organisations
- Method and tools for project design, management and evaluation (the project cycle)
- Can apply to virtually any project
  - University curriculum
  - Building bridge in Malawi
  - Plan to grow your own vegetables in your garden

# Principles of PCM (1)

## What is a project?

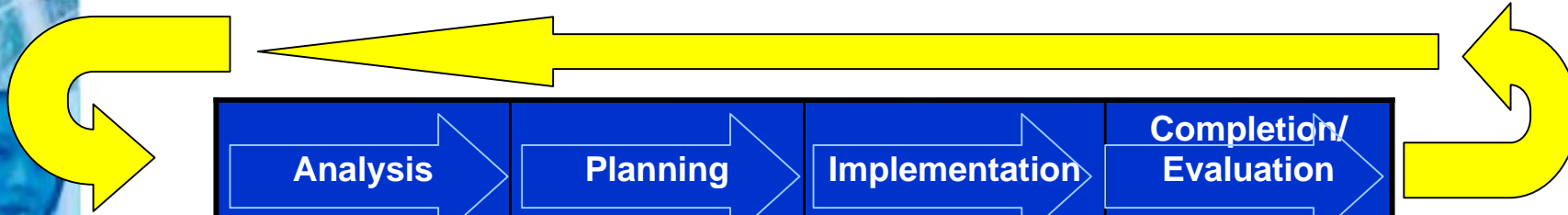
- Consistent with broader (policy) objectives
- Create something new, rather than support ongoing activities
- Project includes:
  - Clearly defined objectives that meet identified needs
  - Clearly identified target groups
  - Start and finish dates
  - Specified resources and budget

These are reflected in the structure of the application form

## Principles of PCM (2)

- Project cycle phases
  - informed decision-making, feedback from evaluation
- Partner/stakeholder ownership
  - Emphasis on teamwork and communication
- Logframe planning
- Integrated documentation

# Logical Framework Approach



| Analysis     | Planning                | Implementation                         | Completion/<br>Evaluation                                |
|--------------|-------------------------|--|--|
| Stakeholders | Develop LogFrame matrix | Indicators                             | Situation/<br>Problem analysis                           |
| ↓ Problems   | ↓ Activity scheduling   | ↓ Assumptions                          | ↓ Objective structure and indicators                     |
| ↓ Objectives | ↓ Resource scheduling   | ↓ Update activity schedules            | ↓ Activity and resource schedules to evaluate efficiency |
| ↓ Strategy   |                         | ↓ Update resource and budget schedules |  |

# Importance of teamwork

- Understanding different perspectives and realities
- Respecting different knowledge and skills
- Establishing responsibilities of different team members
- Giving adequate
  - informed decision-making, feedback from evaluation
- Partner/stakeholder ownership
  - Emphasis on teamwork and communication
- Logframe planning
- Integrated documentation

# The Logframe matrix

|                   | Intervention logic | Verifiable indicators | Sources of verification | Assumptions    |
|-------------------|--------------------|-----------------------|-------------------------|----------------|
| Overall objective |                    |                       |                         |                |
| Project purpose   |                    |                       |                         |                |
| Results           |                    |                       |                         |                |
| Activities        |                    | means                 | costs                   |                |
|                   |                    |                       |                         | pre-conditions |



|                   | Intervention logic  | Verifiable indicators | Sources of verification | Assumptions |
|-------------------|---|-----------------------|-------------------------|-------------|
| Overall objective | Overall broader objectives  |                       |                         |             |
| Project purpose   | Specific objective (one or two)                                       |                       |                         |             |
| Results           | Concrete outputs<br>Effects & benefits<br>Improvements & changes      |                       |                         |             |
| Activities        | Key activities<br><i>What does the project do to produce results?</i> |                       |                         |             |
|                   |   |                       |                         |             |

# Intervention logic

## **Overall Objectives**

***What are the overall broader objectives to which the project will contribute?*** **Examples:** (1) Contribute to the development of sustainable tourism in Thailand and Malaysia (2) Contribute to improve policy-making in the area of tourism (3) Upgrade the skills of people working in the tourist industry (4) Improved University-Industry relations in the tourism sector in Malaysia and Thailand etc.

## **Project Purpose**

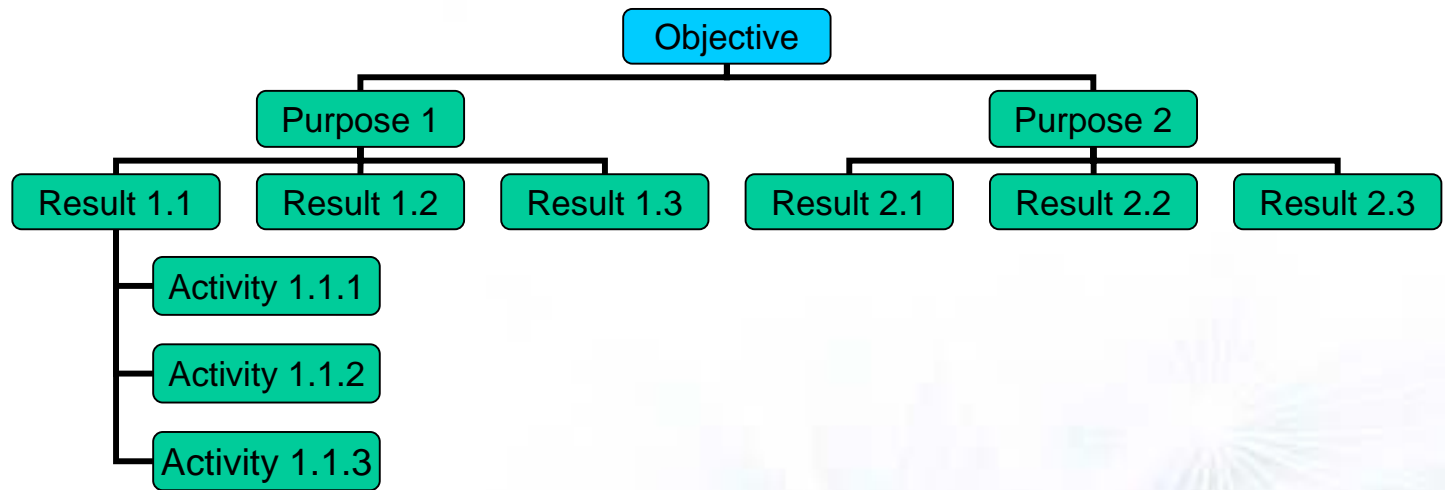
***What is the specific objective which the project shall achieve?*** **Examples:** The project will increase the number and quality of courses offered on tourism and upgrade the skills of the present and future teaching staff in this sector.

## **Expected Results**

***What are the concrete outputs envisaged to achieve the specific objectives? What are the envisaged effects and benefits of the project? What improvements and changes will be produced by the project?*** **Examples:** (1) The skills of the teaching staff involved in teaching tourism will be improved (2) Agreements will be concluded between universities and industries allowing students to carry out internships etc.

## **Activities**

***What are the key activities to be carried out and in what sequence in order to produce the expected results?*** **Example: Activity 1: Teacher training abroad**  
Organisation of study abroad period for teaching staff



# Assumptions

- Required for project success
- Not under the control of project management
- Needs to be monitored
- **Risks** = negative **Assumptions** = positive



Intervention  
logic

Verifiable  
indicators

Sources of  
verification

Assumptions

Overall objective

Overall broader  
objectives

Project purpose

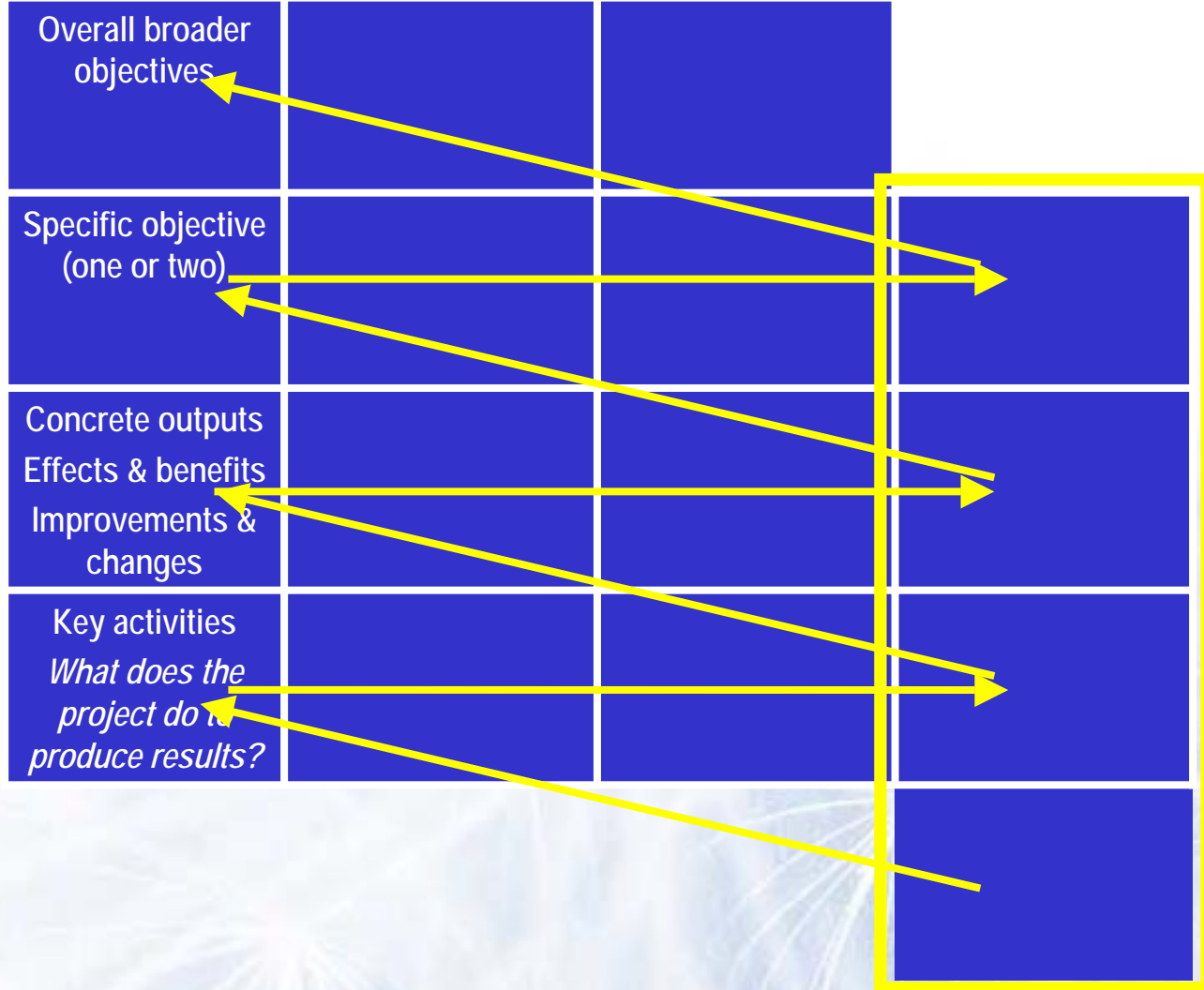
Specific objective  
(one or two)

Results

Concrete outputs  
Effects & benefits  
Improvements &  
changes

Activities

Key activities  
*What does the  
project do to  
produce results?*





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| Overall objective |                    |                       |                         |                |
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| Results           |                    |                       |                         |                |
| Activities        |                    | means                 | costs                   |                |
|                   |                    |                       |                         | pre-conditions |

Objectively verifiable indicators are:

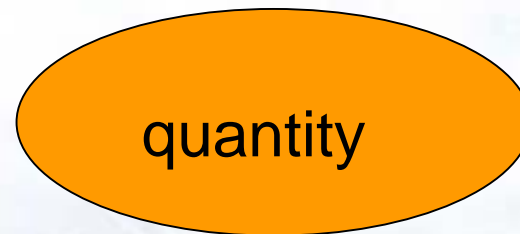
**S**pecific

**M**easurable

**A**vailable

**R**elevant

**T**imely



# OVI

***What are the key indicators related to the overall objectives?***

**Examples:** (1) No. of Master Plans for the Development of tourist areas (2) % of employees in the tourist industry that have graduated of tourist schools

***What are the quantitative or qualitative indicators showing whether and to what extent the project's specific objective is achieved?***

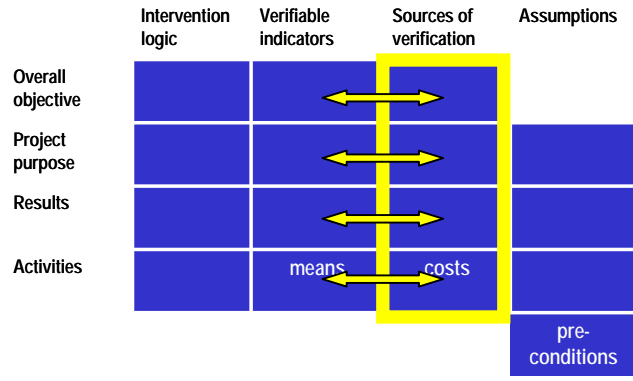
**Examples:** (1) No. of new courses offered on tourism (2) Course attendance (3) No. teaching staff that have attended courses offered on new modules

***What are the indicators to measure whether and to what extent the project achieves the envisaged results and effects?***

**Examples:** (1) 8 teaching staff spent a 3 month period on a training course abroad and improved thereby their knowledge (2) No. of agreements concluded with private firms during the project implementation (3) No. of PhD students having carried out an internship in the tourist industry by the time they graduate

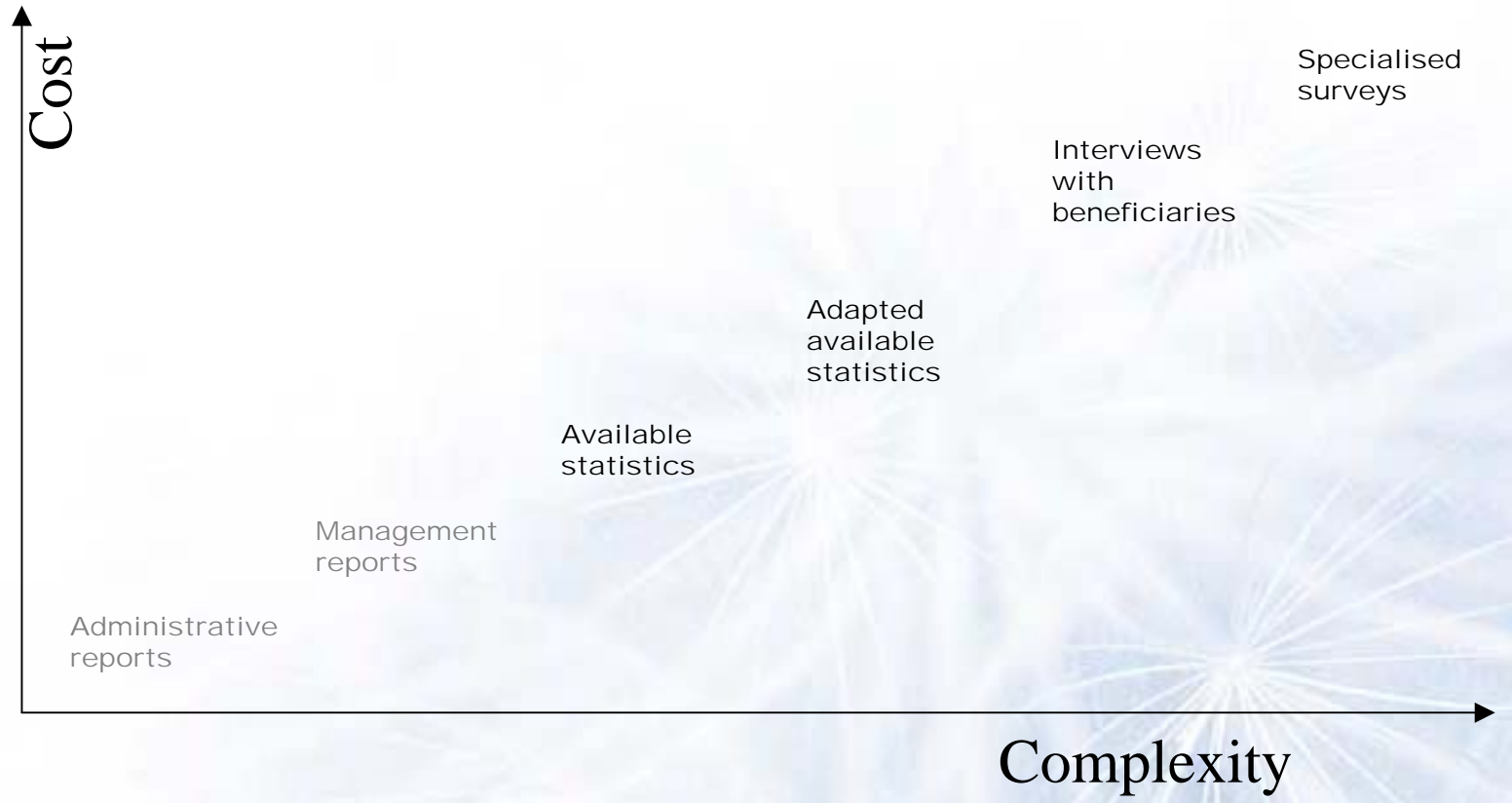
***What are the means required to implement this activity (materiel, personnel, financial means etc.)***

**Example:** (1) 2 person/months of administrative staff (2) 1 person/month of expert (3) 8 full-time professors etc.



## Sources of verification:

- How?
- By whom?
- When? How often?



## Some common faults

- Activities in objectives row
- Indicators are actually results
- Quantify indicators
- Quality for indicators

and bad  
Examples of good practice



# A logical framework for Curriculum Development

|                           | Intervention logic   | Objectively verifiable indicators of achievement  | Sources and means of verification   | Assumptions   |
|---------------------------|--|---|---|---|
| <b>Overall objectives</b> | Strengthening of the country's institutional capacity to identify and implement wise use" strategies for tropical peatlands  | More comprehensive legislation and development plans for sustainable development and management of peatlands  | Surveys and research<br>Independent local and international soil and water scientists<br>(advisory work and scientific publications)<br>Agricultural and Forestry organisations<br>(through feedback to stakeholders)   | Ongoing commitment of the Malaysian and Indonesian governments to enhance sustainable land development and protection of biodiversity and ecosystems  |
| <b>Project purpose</b>    | Development of curriculum on the sustainable development of peatlands by the introduction of innovative education methods and tools  | Detailed and int. acknowledged curriculum<br><br>Students numbers<br>University staff numbers<br><br>Study material, Distance Learning modules<br>Infrastructure for internet-based communication / conferencing  | Int. universities (acknowledgement of curriculum and student exchange)<br>University's students administration<br>University's annual programmes, individual workplans of staff, task descriptions<br>Inventory (written and digital material)<br>Inventory of infrastructure   | The market needs do not dramatically change during the course of the project<br>Student's access to higher education does not deteriorate<br>Work conditions for university staff do not deteriorate<br>Financial situation of universities does not deteriorate  |
| <b>Expected results</b>   | Improved skills and expertise of students and university staff<br><br>Regional scientific co-operation<br><br>Networking European-SE Asian universities<br><br>Lower barriers SE Asian students to follow study programs abroad<br>Innovative educational methods and tools<br>Internet-based communication / conferencing | International reputation of staff, students (scientific publications)<br><br>Common curriculum, pooling of expertise, mutual recognition of study programmes and diplomas, exchange of study credits<br>Number of staff and information exchange<br>Ratio of foreign students<br>Study material, including Distance Learning material<br>Infrastructure for internet-based communication / conferencing | Number of scholarships offered<br>Number of invitations for guest lecturing, workshops, conferences, etc.<br>Scientific journals and conference papers<br>Institutionalised (official) protocols<br>MoU, number of expert missions, number of documents exchanged, etc.<br>University's students administration<br>Inventory of written and digital material<br>Inventory of infrastructure | International scholarship programmes continue<br><br>University's attitude towards regional co-operation does not change, regional political situation does not deteriorate<br>Universities in Europe and Asia will continue to promote networking<br>International political relations do not deteriorate, scholarships programmes will continue |

# Results and Activities (another CD project)

| Intervention logic  | Objectively verifiable indicators of achievement  | Sources and means of verification  | Assumptions  |
|---|---|--|--|
| 1. Nine course units Intellectual Capital<br>2. Student Handbook<br><br>3. Lecturer's Manual<br><br>4. Website/database<br>5. Train-the-Trainer program<br><br>6. Seminars<br>7. Dissemination project results  | Availability of a state-of-the-art, well documented and tested intellectual capital curriculum  | Study programs<br>Evaluation of the quality of the program by the Advisory board<br><br>Proceedings of the seminars  | The willingness of companies to participate in industry-based, case-study research             |
| AREA 1: Development of Course units<br><br>1.1 Identifying the fields of Intellectual Capital management<br><br>1.2 Collecting and analysing examples of good practice and national IC drivers/barriers<br>1.3 Developing course units 3+4<br>1.4 Developing course units 5+6<br><br>1.5 Executing the course units 1-6 - the pilot<br>1.6 Writing adjustments to the preliminary courses 1-6<br>1.7 Developing course units 7-8<br>1.8 Development of the integration course unit 9<br><br>1.9 Executing the course units 7-9 - the pilot<br>. | <b>Means</b><br><br>8 experts<br><br>8 consultant experts<br><br>Libraries & databases<br>Collaborating industries/organizations<br>Good practice organizations<br>Web-based technologies | Reports of activities and information about actions<br>Phased implementation of courses into tutorial trainings<br><br>evaluation reports and lessons learned<br><br>seminar minutes<br>key documents & publications<br><br><b>Costs</b><br><br>Amount requested= 284.190 EURO<br>Technical: 3 * 25% + 1 * 25%*24m<br><br>Administrative staff: 1 * 10%*24m<br>Portuguese experts: 2 * 25%*24m<br>Indonesian experts: 3 * 37,5%*24m<br>Travelling, publication, technology support | Availability of consultants and experts<br><br>Political and economic stability<br><br>Funding |

# A logical framework for HRD (part 1)

| <b>Intervention logic</b>  | <b>Objectively verifiable indicators of achievement</b>   | <b>Sources and means of verification</b>  |
|--|---|---|
| To strengthen teaching and research capacities in South East Asia high education institutions in order to make them coherent with South East Asia economic evolution, which has been sustained in the last years | <i>Research applied to SE Asia economic realities; consulting for economic decision-taking</i>  | <i>Activity report of the institutions; curriculum descriptions</i>   |
| To strengthen and enlarge existing partnerships between 3 European Union Institutions and 5 South East Asian Institutions in teaching and research in rural economics and development.                           | <i>Adapted curriculum in rural economics; jointly developped research themes; future co-operation projects (2-5 years after the EC funding ends); annual teaching missions of "visiting" professors</i>   | <i>Official bi - or multilateral co-operation agreements; annual activity reports</i>   |
| "Training of trainers" is reinforced in the field of rural economics   | <i>Number of PhD graduates (target : 2), number of DEA degrees (target: 4), number of short training missions (target: 8), number of upgraded curricula (8); number of publications (target: 10)</i>  | <i>List of diploma graduates from universities, final project report, list of publications; study programme of SEA institutions</i> |
| Exchange and interuniversity co-operation between 5 Universities from three Asian countries (Cambodia, Laos, Vietnam) are supported  | <i>Yearly regional workshop in a South-East Asian country involving all the project partners (3) with around 20 participants at each workshop; Total number of beneficiaries of the workshop (70); number of Asian partners who form part of international networks (target: 5)</i>                                     | <i>Acts of the regional workshops; publications; upgraded curricula;</i>  |
| Complementarities existing between EU Partner institutions and between the European and Asian institutions are identified and reinforced   | <i>Integration of common subjects relating to the rural economy into university courses; presentation brochure (50 copies), final brochure (200 copies) Closing workshop in the EU with around 20 participants; Internal evaluation report (1); annual progress report (30 copies each); website (number of visits)</i> | <i>Reports</i>  |

## A logical framework for HRD (part 2)

|  |  |   |
|--|--|---|
| The capacity of Academic Authorities to provide political decision makers with information of the rural economy and its evolution will be reinforced   | <i>Number and type of reports provided annually by the academic authorities to political decision makers (Ministries)</i>  | <i>Reports; number of representatives of Ministries (Education, Rural development/agriculture) participating in regional workshops;</i> |
| Qualitative improvement of education of students   | <i>Number of study programmes which integrate rural economics and topics</i>   | <i>Reform in study programmes of the participating university institutions; number of students; future employment of students;</i>      |
| Improved mutual knowledge  | <i>Qualitative appreciation (descriptor)</i>   | <i>Final project report</i>   |
| <p>1. Post-graduate studies for young Academic staff members</p> <p>2. Short term retraining in EU for young Professors and Staff members from Asian Institutions</p> <p>3. Yearly regional workshops in South East Asian countries</p> <p>4. Publications and dissemination of information on the project</p> <p>5. Internal evaluation</p> <p>6. Final meeting and workshop in EU</p> <p>(* )For the sequence of the activities see plan of action</p> | <p><i>Access to computers and internet in EU host institutions; supervising teams (professors and assistants) are available for postgraduate students; library facilities, photocopies, training "à la carte" and supervision insured by EU host institutions; office available;</i></p> <p><i>Equipped conference rooms; photocopies, internet;</i></p> <p><i>Computers, internet, website to be developed by partner 2, supplies for reports and brochures</i></p> <p><i>Academic staff available for 11 days mission in SEA</i></p> <p><i>Equipped conference rooms; photocopies, internet;</i></p> | <p>Annual progress report</p> <p>Internal evaluation report</p>   |

**Project purpose**

*What are the specific objectives, which the project shall achieve?*

(1) Through an international conference on \*\*\*\*\* development and public policy in an era of globalisation", the following specific objectives will achieve:

1.1) identification of current trends in research and policy in six core areas from a \*\*\*\*\* perspective - a) approaches to governance, decentralisation and their \*\*\*\*\* implication; b) \*\*\*\*\* , the technological divide and implications on new market niches and employment; c) \*\*\*\*\* and trade liberalisation implications on women's employment and micro enterprise development; d) \*\*\*\*\* ,

changing boundaries of health service delivery and women's reproductive health; natural resource management: \*\*\*\*\* conflict and cooperation; f) en\*\*\*\*\*ing the rights-based approach to development.

(2) Through \*\*\*\*\* , to jointly develop short, intensive modules under themes selected from those identified at the conferences. Currently, the theme "\*\*\*\*\* , Globalisation, Employment and Livelihoods" appears to be in demand.

(3) Joint theses supervision of master's and Ph.D. students in these institutions and exchange programs for Ph.D. students.

(4) Formulation of research proposals in the thematic areas that are socially relevant and that, at the same time, contribute to the enhancement of the profiles of partner institutions.

*What are the quantitative or qualitative indicators showing whether and to what extent the project's specific objectives are achieved?*

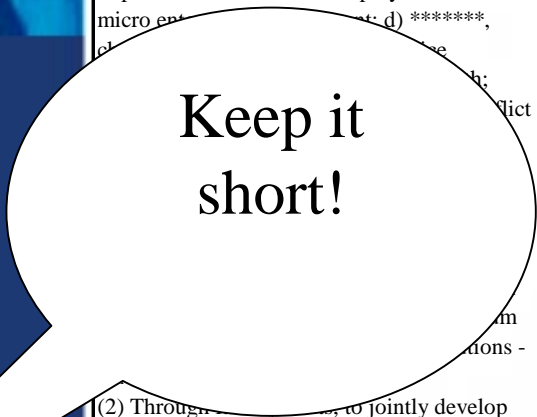
- (1) 13 or more academic institutions in a Asian-European network of \*\*\*\*\* and development;
- (2) 6 teaching modules;
- (3) Joint thesis supervision by 5 faculty members (3 from aaa, 1 from zzz, and 1 from yyy), and 36 Ph.D exchange students between xxx and partner institutions;
- (4) 6 joint research proposals based on six core areas from a \*\*\*\*\* perspective - a) approaches to governance, b) \*\*\*\*\* , the technological divide and implications on new market niches and employment; c) \*\*\*\*\* and trade liberalisation: implications on women's employment and micro enterprise development; d) \*\*\*\*\* , changing boundaries of health service delivery and women's reproductive health; natural resource management: \*\*\*\*\* conflict and cooperation; f) en\*\*\*\*\*ing the rights-based approach to development.
- (5) A curriculum plan for e-learning and distance education.

*What are the sources of information that exist or can be collected? What are the methods required to get this information?*

- (1) Documentation of the conference, short missions, workshop reports;
- (2) Teaching modules in print with IT- facilities;
- (3) Student evaluation of exchange programs, their study reports;
- (4) Research proposals to be screened;
- (5) Progress reports on student's supervision.

*What are the factors and conditions not under the direct control of the project which are necessary to achieve these objectives? What risks have to be considered?*

- (1) Staff career mobility;
- (2) Change of policy on external collaboration in any of these partner institutions.



Keep it short!



Link between activities and results?

|                           | <b>Intervention logic</b>   | <b>Objectively verifiable indicators of achievement</b>  |
|---------------------------|---|--|
| <b>Overall objectives</b> | <p>To transfer European Project Management experience and knowledge to the Pakistan and Afganistan universities</p> <p>To strengthen cooperation between EU and Pakistan Project Management education institutions.</p> <p>To introduce Asian students to a wider range of postgraduate training opportunities in Europe.</p> <p>To promote technology transfer between the EU and Pakistan area.</p> | <p>Increase awareness of key areas in Project Management among postgraduate students and teaching staff within Pakistan geographical region universities.</p> <p>Dissemination of the teaching modules developed to other</p> <p>Project Management education organizations in the involved countries.</p> |
| <b>Specific objective</b> | <p>To advance the knowledge of teaching and postgraduate staff by introducing a range of Project Management skills and methodologies</p> <p>To contribute to the relevant knowledge base that will support future efforts to teach Project Management subjects</p>  | <p>Teaching short an intensive PM training programs</p> <p>Developing the training materials</p> <p>Publishing the training materials in the e-learning platform</p>   |
| <b>Expected results</b>   | <p>Increased awareness of the Project Management methodologies and greater knowledge of how to successfully use it.</p> <p>An established community for universities in Pakistan and neighbourhood countries within Project Management related areas</p> <p>Exchange of postgraduate students between involved countries</p>  | <p>Recognition and input from the teaching staff and postgraduate students.</p> <p>The attention for the web community and the e-learning system.</p> <p>The attention for the courses</p> <p>Disseminate results of the project to a wide audience</p>  |
| <b>activities</b>         | <p>Start-up and networking.</p> <p>Design the courses</p> <p>Build-up the e-learning environment</p> <p>Short teaching in Pakistan Universities</p> <p>Arrange PhD. Students exchange</p> <p>Project results dissemination</p>  | <p><b>Means:</b></p> <p>Partners with accurate knowledge.</p> <p>International travel, computer equipment, office supplies, tel/fax, printing publications, conferences, seminars, web server space, e-learning environment</p>  |



|                    | Intervention logic   | Objectively verifiable indicators of achievement  | Sources and means of verification  |
|--------------------|--|---|--|
| Overall objective  | To increase human resources in the Mekong region in the field of Geosystem Engineering and Exploration, to meet the increasing demand for multidisciplinary experts specialised in geo-science and sustainable geosystem exploration of mineral resources, an economic sector of increasing importance to the development of the Mekong region   | Increased number of professionals trained in Geoscience Engineering and Exploration in the Mekong Region  | Number of professionals and practitioners can be verified through a survey of graduates using follow up questionnaires and by questionnaires sent to employers of these freshly trained experts  |
| Specific objective | To strengthen managerial & teaching staff capacities at the National University of Laos and the Vietnam National University Laos and the National University of Vietnam, in support of the development and implementation of a new, international postgraduate program in Geosystem engineering and Exploration at their respective universities   | Numbers of newly trained staff at VNU and NUOL<br><br>Implementation of international postgraduate program in Geoscience engineering and Exploration at VNU and at NUOL   | P&O information of VNU and NUOL<br><br>Study guides at VNU and NUOL of new programs  |
| Expected results   | <ol style="list-style-type: none"> <li>Detailed project work plan</li> <li>Training needs assessment and market survey</li> <li>Virtual platform for information exchange between the</li> </ol>   | <ol style="list-style-type: none"> <li>Kick-off workshop report with detailed workplan and division of tasks and responsibilities between partners</li> <li>Training needs assessment report and market study report</li> <li>Virtual platform established and updated regularly with information, data and action points for project partners</li> </ol>   | <ol style="list-style-type: none"> <li>Website, project progress report</li> <li>Website, project progress report, documents</li> <li>The platform itself, accessible by password and username.</li> </ol>   |
|                    | <ol style="list-style-type: none"> <li>Communication strategy established, including a project</li> <li>Two young, newly trained teachers at VNU and 2 at NUOL, graduated from a joint AIT-ITC MSc program</li> <li>6a. Two-week train-the-trainers workshop at VNU</li> <li>6b. Two-week train-the-trainers workshop at NUOL</li> <li>7a. One-week management workshop at VNU</li> <li>7b. One-week management workshop at NUOL</li> <li>Case study material developed and collected</li> </ol> | <ol style="list-style-type: none"> <li>Website established and updated regularly with project activities and outputs</li> <li>5. 4 new, freshly trained teachers active in each new international program at VNU and NUOL</li> <li>5a. Ten VNU teachers trained</li> <li>5b. Ten NUOL teachers trained</li> <li>6a. Five VNU managers/administrators trained</li> <li>6b. Five NUOL managers/administrators trained</li> <li>Min. 4 case studies developed</li> </ol> | <ol style="list-style-type: none"> <li>The website itself, press articles etc.</li> <li>MSc diploma's and employers administration data of VNU and NUOL</li> <li>5a. Attendance and diploma's received</li> <li>5b. Attendance and diploma's received</li> <li>6a. Attendance and diploma's received</li> <li>6b. Attendance and diploma's received</li> <li>Case study reports</li> </ol> |

Are these not activities?

## Quote unquote\*

- “We should only prepare a log frame if our project is selected for funding”
- “We managed to get a log frame done the day we had to send the proposal”
- “The log frame really took us a lot of time and work, and we don’t use it.”
- “We didn’t really know much about log frames before the proposal, but it really helped clarify our thinking.”
- “We consider the log frame a good tool for formulating objectives and outputs”

\* From the Asia-Link mid-term evaluation exercise, 2004

## More information

Project cycle page on EuropeAid website

[http://europa.eu.int/comm/europeaid/qsm/project\\_en.htm](http://europa.eu.int/comm/europeaid/qsm/project_en.htm)

- Includes link to PCM handbook (2004 edition)
- English version only

# A bit of fun...

Intervention logic

Verifiable indicators

Sources of verification

Assumptions

Overall objective

Feel healthier

Project purpose

- Reduce /give up smoking
- Get more exercise

Results

Activities

means

costs

pre-conditions



|           |  |            |  |
|-----------|--|------------|--|
| Thank you |  | Are        |  |
| For       |  | There      |  |
| Your      |  | Any        |  |
| Attention |  | Questions? |  |
|           |  |            |  |