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**Modernisation of Higher Education in  
Central Asia through New  
Technologies (HiEdTec)**



# EVALUATION OF THE FINAL REPORT

**Project: Modernisation of Higher Education in Central Asia through New  
Technologies (HiEdTec)**

**Project No: 598092-EPP-1-2018-1-BG-EPPKA2-CBHE-SP**

**Project Coordinator: ANGEL KANCHEV UNIVERSITY OF RUSE**



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## List of Abbreviations and Meanings

HiEdTec	–	<i>Modernisation of Higher Education in Central Asia through New Technologies</i>
QA	–	<i>Quality assurance</i>
MG	–	<i>Management Group</i>
EB	–	<i>Evaluation Board</i>
KPI	–	<i>Key Performance Indicator</i>
WP	–	<i>Work Package</i>
WP LT	–	<i>WP Leading Team</i>
MP	–	<i>Management Plan</i>
UR	–	<i>University of Ruse Angel Kanchev</i>
ATU	–	<i>Almaty Technological University</i>
InEU	–	<i>Innovative University of Eurasia</i>
AIU	–	<i>Ala-Too International University</i>
IKSU	–	<i>Issyk Kul State University named after K.Tynystanov</i>
KSTU	–	<i>Kyrgyz State Technical University named after I. Razzakov</i>
KhoSU	–	<i>Khorog State University named after M.Nazarshoev</i>
TTU	–	<i>Tajik Technical University named after academician M.Osimi</i>
TUT	–	<i>Technological University of Tajikistan</i>
IUHD	–	<i>International University for the Humanities and Development</i>



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TITU	– <i>Oguz Han Engineering and Technology University of Turkmenistan</i>
SEIT	– <i>State Power Engineering Institute of Turkmenistan</i>
AndMI	– <i>Andijan Machine-Building Institute</i>
TSUE	– <i>Tashkent State University of Economics</i>
TUIT	– <i>Tashkent University of Information Technologies named after Muhammad al-Khwarizmi</i>
UPV	– <i>Università degli Studi di Pavia</i>
UL	– <i>University of Luxembourg</i>
UC	– <i>University of Coimbra</i>
MES	– <i>Ministry of Education and Science of the Republic of Kazakhstan</i>
MES	– <i>Ministry of Education and Science of the Kyrgyz Republic</i>
MES	– <i>Ministry of Education and Science of the Republic of Tajikistan</i>
MET	– <i>Ministry of Education of Turkmenistan</i>
MHSSE	– <i>Ministry of Higher and Secondary specialized education of the Republic of Uzbekistan</i>



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## EXECUTIVE SUMMARY

First version of this report was publishing in April 2020. It was covering first period of the project. Current version is the final version and is mapping period of last two years till end of the HiEdTec project in November 2022.

The base for evolution is deliverable D5.1 Internal Evaluation System, Quality Assurance and its results quantified in Internal Evaluation System and a Quality Assurance (QA) Plan for the Erasmus Project 2018 – 3331 / 001 – 001, Modernisation of Higher Education in Central Asia through New Technologies (HiEdTec).

### **The main objectives of this deliverable remain the same as original first report:**

- Express common understanding of project mission
- Control ongoing work in Work Package 5
- Evaluation of the methodology used for self-assessment
- Create clear procedures for delivery of quality results
- Evaluate guidance for project reporting with regard to the quality of the completed activities and envisaged products
- Evaluate the templates for project outputs evaluation



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## 1 INTRODUCTION

The Quality Assurance plan (QA) was created in the very beginning of the project and published in D5.1 Internal Evaluation System, Quality Assurance

A Quality Assurance (QA) Plan is needed to enable success of the project.

The report addresses the overall project work for the period up to the Progress Report, to which it will be annexed. Additionally, it will encompass the internal evaluation of the developed project materials and meetings undertaken (which will have been prepared by then). The partner responsible for this deliverable is P18 as WP5 lead partner and all members of the EB.

In summary- during the whole project period the main tasks performed in the frame of WP5 to ensure quality and successful implementation of the HiEdTec project are:

- A plan for ensuring the project quality has been created and fulfilled;
- Project evaluation plan for ensuring the project quality has been developed and fully realised;
- Procedures for the evaluation of the all project deliverables have been organized, conducted and reported;
- The results of the project QA activities have been spread among the partners in regular basis;
- Internal evaluations of the interim and final results of the project have been organized and conducted.

The Quality Assurance takes into account the guidelines and tools published as *Survival Kit for Lifelong Learning Projects* (<http://www.european-project-management.eu/indexd61c.html?id=5>) to support coordinators and partners of Projects under the Lifelong Learning Programme to reflect on the value and quality of the project outputs in an objective way and evaluate successfully whether the targets have been met.

## 2 PROJECT OVERVIEW

**The main aim** of the project is to adapt the education system in the Central Asian Partner Countries (PCs) to the digital generation through introduction and effective use of ICT-based Innovative Educational Technologies and Didactic Models (IET&DMs) in the teaching process.

This aim corresponds to the strategic priorities for development of education in each of the PCs, i.e. supporting the use of digital technologies and online delivery to improve pedagogies and assessment methods.



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The project will help turn the partner higher educational institutions (HEIs) into innovative universities and will improve the quality of the trained specialists who are necessary to perform the Digital Transformation of Industries (Industry 4.0).

**The consortium** comprises of 24 full partners – HEIs from 4 EU countries and 5 partner countries.

The consortium includes two types of higher education institutions (HEIs): European HEIs with solid experience in the innovative educational technologies and HEIs from Central Asia which want to introduce these technologies and open pedagogies in the field of higher education in order to improve and extend the supply of high-quality learning opportunities tailored to the needs of digital learners. The consortium also includes all PC Ministries of Education that will contribute to the dissemination, extension of impact and sustainability of project results in each partner country.

The EU partners are well-known European universities with rich experience in innovative educational technologies (IETs). In addition, a part of them have established contacts and cooperation with some of the partners from the PCs and are therefore familiar with the higher education system, the facilities available and the main challenges which HEIs in the partner countries face. This provisional knowledge of some of the EU partners of the partner countries and the universities in them is an essential prerequisite for establishing successful collaboration from the project start.

### **Aims and objectives**

#### **Aim:**

The overall **aim** is to give the opportunity for EVERYBODY to learn at ANY time and at ANY place with the help of ANY lecturer, using ANY device – computer, laptop, tablet, phablet, smart phone, etc. the consortium will create centres for innovative education technologies.

#### **Main project outcomes and products are:**

- Sustainable academic network for sharing experience and exchange of good practices in the field of innovative educational technologies and didactic models;
- 5 Concepts for adapting the education system to the digital generation - 1 per PC;
- 15 Centres for innovative educational technologies - 1 at each PC university;
- 45 active learning classrooms - 3 at each PC university;
- Virtual classrooms – 1 at each PC university;
- Handbook of innovative educational technologies;
- Courses for trainers for the acquisition of digital skills and learning methods;



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- Courses for lecturers for the acquisition of digital skills and learning methods;
- 76 e-Learning courses - 5 at each PC university;
- 1125 PowerPoint presentations of lectures, suitable for delivering using interactive electronic white board - 75 at each PC university;
- 1125 video lectures;
- Cloud-based Virtual Library of the digital educational resources.

Relevant documents:

- Deliverable D5.1 Internal Evaluation System, Quality Assurance plan
- Deliverable D5.12 HiEdTec Progress Evaluation WP5
- Deliverable D5.2 HiEdTec Evaluation of Questionnaires (D1.1 and D1.3) and Deliverables 1.2 and 1.4. final
- Deliverable D5.11 Evaluation of questionnaires
- Deliverable D5.6 Evaluation of the syllabus of the course for the acquisition of digital skills and innovative teaching and learning methods.
- Deliverable D5.3 Evaluation of the developed Concepts of adapting the education system to the digital Generation considering the specific conditions of Uzbekistan,
- Deliverable D5.3 Evaluation of the developed Concepts of adapting the education system to the digital Generation considering the specific conditions of Turkmenistan
- Deliverable D5.3 Evaluation of the developed Concepts of adapting the education system to the digital Generation considering the specific conditions of Kyrgyzstan
- Deliverable D5.3 Evaluation of the developed Concepts of adapting the education system to the digital Generation considering the specific conditions of Tajikistan
- Deliverable D5.3 Evaluation of the developed Concepts of adapting the education system to the digital Generation considering the specific conditions of Kazakhstan
- Deliverable D5.4 Report on the results of the evaluation of the Centres for Innovative Educational Technology Kazakhstan
- Deliverable D5.4 Report on the results of the evaluation of the Centres for Innovative Educational Technology Kyrgyzstan
- Deliverable D5.4 Report on the results of the evaluation of the Centres for Innovative Educational Technology Tajikistan



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- Deliverable D5.4 Report on the results of the evaluation of the Centres for Innovative Educational Technology Turkmenistan
- Deliverable D5.4 Report on the results of the evaluation of the Centres for Innovative Educational Technology Uzbekistan
- Deliverable D5.5 Evaluation of the developed Handbook of Innovative Educational Technologies Kazakhstan
- Deliverable D5.5 Evaluation of the developed Handbook of Innovative Educational Technologies Kyrgyzstan
- Deliverable D5.5 Evaluation of the developed Handbook of Innovative Educational Technologies Tajikistan
- Deliverable D5.5 Evaluation of the developed Handbook of Innovative Educational Technologies Turkmenistan
- Deliverable D5.5 Evaluation of the developed Handbook of Innovative Educational Technologies Uzbekistan
- Deliverable D5.6 Evaluation of the syllabus of the course for the acquisition of digital skills and innovative teaching and learning methods
- Deliverable D5.7 Evaluation of the courses for trainers for the acquisition of digital skills and innovative teaching and learning methods in Kazakhstan
- Deliverable D5.7 Evaluation of the courses for trainers for the acquisition of digital skills and innovative teaching and learning methods in Kyrgyzstan
- Deliverable D5.7 Evaluation of the courses for trainers for the acquisition of digital skills and innovative teaching and learning methods in Tajikistan
- Deliverable D5.7 Evaluation of the courses for trainers for the acquisition of digital skills and innovative teaching and learning methods in Uzbekistan
- Deliverable D5.8 Evaluation of courses for teachers to acquire digital skills and innovative methods of teaching and learning in Kazakhstan
- Deliverable D5.8 Report on the Questionnaire for the evaluation of the courses for lecturers for the acquisition of digital skills and innovative teaching and learning methods: Kyrgyzstan
- Deliverable D5.8 Report on the Questionnaire for the evaluation of the courses for lecturers for the acquisition of digital skills and innovative teaching and learning methods: Tajikistan



- Deliverable D5.8 Report on the Questionnaire for the evaluation of the courses for lecturers for the acquisition of digital skills and innovative teaching and learning methods: Turkmenistan
- Deliverable D5.8 Report on the Questionnaire for the evaluation of the courses for lecturers for the acquisition of digital skills and innovative teaching and learning methods: Uzbekistan
- Deliverable D5.9 Report of Evaluation of the open educational resources in Kazakhstan
- Deliverable D5.9 Report of Evaluation of the open educational resources in Kyrgyzstan
- Deliverable D5.9 Report of Evaluation of the open educational resources in Tajikistan
- Deliverable D5.9 Report of Evaluation of the open educational resources in Turkmenistan
- Deliverable D5.9 Report of Evaluation of the open educational resources in Uzbekistan
- Deliverable D5.10 Report on the assessment of the cloud-based virtual library of the digital educational resources in Kazakhstan
- Deliverable D5.10 Report on the assessment of the cloud-based virtual library of the digital educational resources in Kyrgyzstan
- Deliverable D5.10 Report on the assessment of the cloud-based virtual library of the digital educational resources in Tajikistan
- Deliverable D5.10 Report on the assessment of the cloud-based virtual library of the digital educational resources in Turkmenistan
- Deliverable D5.10 Report on the assessment of the cloud-based virtual library of the digital educational resources in Uzbekistan

***Activities carried out to date to achieve this result in WP5:***

Activity Title	Place	Description of the activity carried out	Specific and measurable indicators of achievement
Internal evaluation system, Quality Assurance (QA) Plan	Luxembourg, Ruse and all the cities of each Project Partners.	Quality assurance plan has been written as a report and has been sent to all partners. A risk table was sent to all partners to be filled in and has been attached to the report. The report has been sent to partners for review. In October 19 a final version has been created. There were some problems collecting the risk	Review done by partners. Document has been sent to all partners. Risk table filled in by most partners. Risks of project evaluated and made aware. Final version published on project web site <a href="https://hiedtec.ecs.uni-ruse.bg/pimages/34/D5.1_QAPlan_EN.pdf">https://hiedtec.ecs.uni-ruse.bg/pimages/34/D5.1_QAPlan_EN.pdf</a>



		tables as well as the translation to Russian.	
Evaluation report on the questionnaire, survey and report in WP1	Luxembourg, and all the cities of each Project Partners	Questionnaire has been created to evaluate the Deliverables WP1.1, WP1.2, WP1.3, WP1.4. Report about the evaluation result in the questionnaire has been created by P18 and has been sent to partners for review. Report was delayed due to a delay in the deliverables. Not all partners gave input on time to the WP1 input. Especially 1.4 took a long time to complete.	Evaluation reports in English and Russian. <a href="https://hiedtec.ecs.uni-ruse.bg/pimages/34/WP5.2_Evaluation_report_WP1_EN.pdf">https://hiedtec.ecs.uni-ruse.bg/pimages/34/WP5.2_Evaluation_report_WP1_EN.pdf</a>
Evaluation of the developed Concepts of adapting the education system to the digital Generation considering the specific conditions of each of the PCs	Luxembourg, and all the cities of each Partner Country's universities	Questionnaire has been created by P18 to evaluate Deliverables WP2.3. Each of the 5 concepts was evaluated for each PC. The results were processed. 5 Evaluation reports were produced in English and Russian by P3, P6, P8, P12, P14.	5 Evaluation reports in English and Russian. <a href="https://hiedtec.ecs.uni-ruse.bg/index.php?cmd=cmsPage&amp;pid=34#Eval_Concepts">https://hiedtec.ecs.uni-ruse.bg/index.php?cmd=cmsPage&amp;pid=34#Eval_Concepts</a>
Evaluation reports on the Centres for Innovative Educational Technologies	Luxembourg, and all the cities of each Partner Country's universities	Questionnaire has been created and translated in Russian. Responses were collected and evaluation report was written in English and translated in Russian.	5 Evaluation reports in English and Russian <a href="https://hiedtec.ecs.uni-ruse.bg/index.php?cmd=cmsPage&amp;pid=34#ER_CJET">https://hiedtec.ecs.uni-ruse.bg/index.php?cmd=cmsPage&amp;pid=34#ER_CJET</a>
Evaluation of the developed Handbook of Innovative Educational Technologies	Luxembourg, and all the cities of each Partner Country's universities	Questionnaire has been created and translated in Russian. Responses were collected and evaluation report was written in English and translated in Russian.	Evaluation report on the Handbook in English and Russian. <a href="https://hiedtec.ecs.uni-ruse.bg/index.php?cmd=cmsPage&amp;pid=34#Handbook_IET_ER">https://hiedtec.ecs.uni-ruse.bg/index.php?cmd=cmsPage&amp;pid=34#Handbook_IET_ER</a>
Evaluation of the syllabus of the course for	Luxembourg, and all the cities of each	Questionnaire has been created and was sent to partners to evaluate the	Evaluation reports in English and Russian. <a href="https://hiedtec.ecs.uni-ruse.bg/index.php?cmd=cmsPage&amp;pid=34#">https://hiedtec.ecs.uni-ruse.bg/index.php?cmd=cmsPage&amp;pid=34#</a>



the acquisition of digital skills and innovative teaching and learning methods	Partner Country's universities	Syllabus. The Syllabus helped the partners to prepare for the training. Evaluation Report was written on the basis of collected responses to the questionnaire.	<a href="#">Syllabi ER</a>
Evaluation of the courses for trainers for the acquisition of digital skills and innovative teaching and learning methods	Luxembourg, and all the cities of each Partner Country's universities	A questionnaire was created and sent out to all participants of the trainings. The partner responsible for this deliverable was P18 with P2, P5, P10, P12, P15 (Leaders from PCs). Evaluation Report was written on the basis of collected responses to the questionnaire and translated in Russian.	5 Evaluation reports in English and Russian <a href="https://hiedtec.ecs.uni-ruse.bg/index.php?cmd=cmsPage&amp;pid=34#CoursesTrainersER">https://hiedtec.ecs.uni-ruse.bg/index.php?cmd=cmsPage&amp;pid=34#Courses Trainers ER</a>
Evaluation of the courses for lecturers for the acquisition of digital skills and innovative teaching and learning methods	Luxembourg, and all the cities of each Partner Country's universities	A questionnaire was created and sent out to all participants of the trainings. The partner responsible for this deliverable was P18 with P2, P5, P10, P12, P15 (Leaders from PCs). Evaluation Report was written on the basis of collected responses to the questionnaire and translated in Russian.	5 Evaluation reports in English and Russian <a href="https://hiedtec.ecs.uni-ruse.bg/index.php?cmd=cmsPage&amp;pid=34#CoursesLecturersER">https://hiedtec.ecs.uni-ruse.bg/index.php?cmd=cmsPage&amp;pid=34#Courses Lecturers ER</a>
Evaluation of the Open educational resources	Luxembourg, and all the cities of each Partner Country's universities	A questionnaire was created and responses collected from lecturers and students in each partner country. The partners responsible for this deliverable were P2, P5, P10, P12, P15. Evaluation Report was written on the basis of collected responses to the questionnaire and translated in Russian.	5 Evaluation reports in English and Russian <a href="https://hiedtec.ecs.uni-ruse.bg/index.php?cmd=cmsPage&amp;pid=34#OERER">https://hiedtec.ecs.uni-ruse.bg/index.php?cmd=cmsPage&amp;pid=34#OER ER</a>
Evaluation of the Cloud base Virtual Library of the digital educational resources	Luxembourg, and all the cities of each Partner Country's universities	A questionnaire was created and responses collected from lecturers and students in each partner country. The partners responsible for this deliverable were P2, P5, P10, P12, P15. Evaluation Report was written on the basis of collected responses to the questionnaire	5 Evaluation reports in English and Russian <a href="https://hiedtec.ecs.uni-ruse.bg/index.php?cmd=cmsPage&amp;pid=34#CB_VL_ER">https://hiedtec.ecs.uni-ruse.bg/index.php?cmd=cmsPage&amp;pid=34#CB_VL ER</a>



		and translated in Russian.	
General evaluation of the work meetings for the Progress and Final reports	Luxembourg and all the cities of each Project Partners	P18 has organised the collection of responses to questionnaires, has prepared a synopsis of the results of meetings and has produced the evaluation reports. All Partners were contributors. The summarised reports are included in the Progress and Final reports. Reports have been sent to all partners for review and have been finalized and uploaded to the website.	A questionnaire for each meeting sent during the meetings. Reports for all meetings published on project web site. <a href="http://hiedtec.ecs.uni-ruse.bg/index.php?cmd=cmsPage&amp;pid=10">http://hiedtec.ecs.uni-ruse.bg/index.php?cmd=cmsPage&amp;pid=10</a>
Evaluation of the Progress report	Luxembourg	This is an evaluation of the interim results prepared by the Evaluation Board (EB). The report addresses the overall project work for the period up to the Progress Report, to which it was annexed. Additionally, it encompasses the internal evaluations of the developed project materials and meetings undertaken. The partner responsible for this deliverable will be P18 as WP5 Lead partner and all members of the EB. Russian translation was be done by a PC university.	Evaluation report in English and Russian
Evaluation of the Final report	Luxembourg	This is an evaluation of the overall project work prepared by the Evaluation Board (EB) and is annexed to the Final report. In addition, internal evaluation of the developed project materials and conducted meetings is included. The partner responsible for this deliverable was P18 as WP5 Lead partner and all members of the EB. Russian translation was done by a PC university.	Evaluation report in English and Russian



External Evaluation of the Progress report	NL	This is an evaluation of the interim results by an external evaluator. His task was to compare activities planned against those actually performed, and to check the extent to which the planned results have been achieved and to what quality and/or quality. The evaluation report is annexed to the Progress Report. The partner responsible for this deliverable is P1 as Coordinator.	Evaluation report in English
External Evaluation of the Final report	NL	This is an evaluation of the final results by an external evaluator. The Evaluator's report is annexed to the Final Report submitted to the EU. The partner responsible for this deliverable is P1 as Project Coordinator.	Evaluation report in English
Independent external audit of the financial section of the final report - "Audit Certificate on the Final Financial Report".	BG	This is an evaluation of the financial section of the final report - "Audit Certificate on the Final Financial Report" undertaken by an external auditor. The auditor's evaluation report is annexed to the Final Report submitted to the EU. The partner responsible for this deliverable is P1 as Project Coordinator.	External auditor's report



### 3 QUALITY EVALUATION OF THE MEETINGS USING QUESTIONNAIRES

Since the first meeting in Ruse P18 set up an Evaluation Form for Project Events which was also published in a similar form in Annex 3 of Deliverable D5.1 Internal Evaluation System, Quality Assurance plan.

There were tree (3) project meetings (Ruse - Bulgaria, Almaty – Kazakhstan and Tashkent – Uzbekistan) and each meeting was evaluated separately with this structure of questions. The meetings questionnaire was evaluated in the deliverable D5.2 HiEdTec Evaluation of Questionnaires (D1.1 and D1.3) and Deliverables 1.2 and 1.4. final and D5.11 Evaluation of questionnaires published on the HiEdTec website.

In the second period till November 2022 we used the same approach to compare both project periods during the project lifetime. There were six (6) project face-to-face meetings and 3 meetings were held online due the pandemic situation.

Productivity of the meeting	Score (1–5) <sup>1</sup>	Score (1–5) <sup>2</sup>	Comments
	Period 1	Period 2	
1. Which country are you from?	N/A	N/A	Reference HiEdTec D5.10 and D5.11 Report from the project meeting
2. How productive was the meeting?	5(55%) 4(44%) 3(1%)	5(68%) 4(28%) 3(4%)	
3. Please tell us why you feel that way about how productive the meeting was.	N/A	N/A	
Meeting content and its organization	Score (1–5) <sup>3</sup>		Comments
1. The meeting objectives were clearly communicated in advance of the meeting	5(82%) 4(17%)	5(67%) 4(27%)	Reference HiEdTec D5.10 Report from the project meeting

<sup>1</sup> 1 – Not at all productive to 5- Extremely productive

<sup>2</sup> 1 – Not at all productive to 5- Extremely productive

<sup>3</sup> 1- strongly Disagree, 2- Disagree, 3- Neutral, 4- Agree, 5-Strongly Agree



	3(1%)	3(6%)	
2. The meeting objectives were met	5(80%) 4(15%) 3(5%)	5(62%) 4(34%) 3(4%)	
3. Follow-up actions resulted from the meeting	5(75%) 4(20%) 3(5%)	5(55%) 4(35%) 3(10%)	
4. Owners of follow-up actions were assigned	5(81%) 4(18%) 3(1%)	5(53%) 4(34%) 3(13%)	
5. The meeting leader(s) effectively moderated the meeting	5(86%) 4(13%) 3(1%)	5(75%) 4(18%) 3(7%)	
6. Meeting attendees had an opportunity to participate	5(82%) 4(17%) 3(1%)	5(67%) 4(25%) 3(18%)	
7. The right people were invited to the meeting	5(55%) 4(44%) 3(1%)	5(60%) 4(28%) 3(12%)	
8. Participants know what is expected of them in advanced and are ready to contribute.	5(85%) 4(10%) 3(5%)	5(64%) 4(31%) 3(5%)	
9. Meeting technology (computers, projectors, screens, phones) are working and prompted and ready to go. Remote attendees included.	5(82%) 4(17%) 3(1%)	5(46%) 4(25%) 3(29%)	
10. Rooms are selected to fit the meeting. Furniture, supplies, space, outlets, etc.	5(82%) 4(17%)	N/A	



encourage creative & productive assembly.	3(1%)		
11. Flip charts, markers, supplies or technology for group memory are ample for any length meeting.	5(79%) 4(20%) 3(1%)	N/A	
12. Meetings are practical, dynamic and interactive. Participants are involved, excited, empowered and informed.	5(80%) 4(19%) 3(1%)	5(46%) 4(48%) 3(6%)	
13. There is a sense of accomplishment and a feeling of progress. People look forward to meetings that assist their work.	5(82%) 4(17%) 3(1%)	5(48%) 4(33%) 3(19%)	
14. The tone of meetings is positive regardless of topic. Discussions are professional, respectful, all opinions valued.	5(79%) 4(20%) 3(1%)	5(70%) 4(23%) 3(7%)	
<b>Environment, materials, resources and equipment</b>	<b>Score (1-5)</b>		<b>Comments</b>
15. The meeting was the appropriate length of time	5(55%) 4(44%) 3(1%)	5(55%) 4(35%) 3(10%)	
16. The meeting location fit all of the attendees comfortably	5(60%) 4(39%) 3(1%)	N/A	
17. The speakers were easily heard	5(75%) 4(20%) 3(5%)	N/A	
18. The presentation was easily seen	5(82%) 4(17%)	N/A	



	3(1%)		
19. What did you find most effective about the meeting?			Reference HiEdTec D5.10 and D5.11 Report from the project meeting
20. What did you find least effective about the meeting?			Reference HiEdTec D5.10 and D5.11 Report from the project meeting
21. Ideas for future meetings, suggestions, comments, etc.			Reference HiEdTec D5.10 and D5.11 Report from the project meeting

### 3.1 Conclusion

Clearly there is trend of less satisfactory in many points when compare Period 1 and Period 2. This was not caused by the project management but evidently the problem was caused by lockdowns during the Covid crises. Project partners and its satisfactory raised with possibility to meet face to face than meet online in the project HiEdTec. This is attached with the type of research done in the field of Higher Education with high social interaction.

## 4 EVALUATION REPORT OF THE COURSES FOR TRAINERS FOR THE ACQUISITION OF DIGITAL SKILLS AND INNOVATIVE TEACHING AND LEARNING METHODS

The quality and benefits of the trainings for the acquisition of digital skills and innovative teaching and learning methods was evaluated considering the specific conditions in Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan.

An Evaluation of the institutional and online courses for the acquisition of digital skills and innovative teaching and learning methods will reflect the opinions of the participants. The aim of this evaluation is to determine whether the conducted trainings will be useful in higher educational institutions of Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan.

The courses were carried out in accordance with the project of Modernization of Higher Education System in Central Asia through new technologies (HiEdTec), WP5.7. Evaluation of the courses for trainers for the acquisition of digital skills and innovative teaching and learning methods in Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan.

The questions were following:



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1. Which country are you from?
2. Overall, please tell us how well structured the training courses were - 1 means not at all well structured and 5 means extremely well structured.
3. Please tell us how you rate the quality using a 1 to 5 scale where 1 means very bad and 5 means extremely good.
4. Now we have a few questions about the objectives of the trainings. Please tell us your level of agreement with the following statements about the training courses, using a 1 to 5 scale, where 1 means you strongly disagree and 5 means you strongly agree. If a statement does not apply to you, please select "NA."
5. We would also like your feedback on the outcome of the trainings. Please tell us your level of agreement with the following statements using a 1 to 5 scale, where 1 means you strongly disagree and 5 means you strongly agree.
6. If the training was not what you expected, what would you have expected?
7. If you disagree with any of the point above in No.5 or 6, please comment here mentioning the reasons.
8. Were the training courses given on time?
9. Did you get the chance for comments and criticism?
10. If the answer to question 10 was no, what comments or criticism would you have on the training courses?

Every country did the evaluation and reports are available on D5.7 Evaluation of the courses for trainers for the acquisition of digital skills and innovative teaching and learning methods in Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan.

#### **4.1 Conclusion**

This report was an evaluation of the institutional and online courses for the acquisition of digital skills and innovative teaching and learning methods. As a result, trainers learned how to organize innovative courses based on digital skills, how to benefit from Moodle learning management system and how to prepare effective video lectures.

We selected the questionnaire as a methodology for assessing the quality of work and evaluating results for future deliverables.

## **5 EVALUATION REPORT OF THE COURSES FOR LECTURERS FOR THE ACQUISITION OF DIGITAL SKILLS AND INNOVATIVE TEACHING AND LEARNING METHODS**

Evaluation of the quality and results of trainings on the acquisition of digital skills and innovative teaching and learning methods, which were conducted in universities in Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan - project partners, is based on the data from a survey of trainees. Evaluation of online digital skills courses and innovative teaching and learning methods is



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based on the opinions of their participants. The purpose of this assessment is to determine the degree of usefulness of the conducted trainings for teachers of higher educational institutions in Kazakhstan, as well as to assess the methodology and quality of their organization and content. This evaluation report will be attached to the final report. The courses were conducted in accordance with the project "Modernization of the higher education system in Central Asia through new technologies" (HiEdTec), WP5.8. Evaluating digital skills courses for educators and innovative teaching and learning methods in Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan.

The questions were following:

1. Which country are you from?
2. Are you referring to the training for a teacher or for a lecturer?
3. Overall, please tell us how well structured the training courses were
4. Please tell us how you rate the quality using a 1 to 5 scale where 1 means very bad and 5 means extremely good
5. Now we have a few questions about the objectives of the trainings.
6. We would also like your feedback on the outcome of the trainings.
7. If the training was not what you expected, what would you have expected?
8. IF you disagree with any of the point above in No.5 or 6, please comment here mentioning the reasons
9. Were the training courses given on time?
10. Did you get the chance for comments and criticism?
11. If the answer to question 10 was "no," what comments or criticism would you make in the training courses?
12. Any other comments

Every country did the evaluation and results are available on D5.8 Evaluation of courses for teachers to acquire digital skills and innovative methods of teaching and learning in Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan.

## **5.1 Conclusion**

The methodology we have chosen for assessing the quality of work and learning outcomes in the form of an anonymous questionnaire allows us to obtain objective reviews, on the basis of which recommendations for further courses can be developed. A sample of many various respondents, including almost all listeners, testifies to the reliability of the results obtained.



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## 6 EVALUATION OF THE OPEN EDUCATIONAL RESOURCES

The report on the Questionnaire for the Assessment of Open Educational Resources was prepared in accordance with the training courses that were conducted in partner universities from Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan.

This is an assessment of open educational resources in Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan. The quality and possibilities of using open educational resources were assessed taking into account the specific conditions in Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan.

The evaluation of open educational resources in Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan reflects the opinions of the users of the resources. The purpose of this assessment is to determine whether open educational resources in Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan have been properly created in accordance with the requirements. This evaluation report will be attached to the final reports.

Open Educational Resources in Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan was organized in accordance with the project "Modernization of the system of higher education in Central Asia with the help of new technologies" (HiEdTec), WP4.4.

The questions were following:

1. Which country are you from?
2. Who are you?
3. In general, how well are open educational resources structured?
4. How would you rate quality on a scale of 1 to 5?
5. Level of agreement with the following statements about the courses, using a scale of 1 to 5
6. Level of agreement with the following statements about the use of open educational resources.
7. If open educational resources were not what you expected, what would you expect?
7. If you disagree with any of the points above in #6 or #7, please comment here with reasons
9. Was the open educational resource material provided on time?
8. Did you get an opportunity for comments and criticism?
9. If the answer to question 10 were no, what comments or critiques would you provide about open educational resources?
10. Any other comments

Every country did the evaluation and results are available on D5.9 Report on the assessment of open educational resources in Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan.

### 6.1 Conclusion



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This report is an assessment of open educational resources in Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan. As a result, lecturers/teachers learned how to organize innovative digital skills-based courses, how to benefit from the Moodle learning management system, and how to produce effective video lectures based on the centers.

The questionnaire was chosen as a methodology for assessing the quality of work and evaluating the results for future research.

## **7 EVALUATION OF THE CLOUD-BASED VIRTUAL LIBRARY**

Cloud-based Virtual Libraries of the digital educational resources was developed in accordance with strategic goals of the "Modernization of the Higher Education System in Central Asia through new technologies" HiEdTech project. Cloud-based Virtual Library is a curation of free educational resources and tools to assist students, educators, parents and the community. Evaluation Questionnaire Report of the Cloud-based Virtual Library of the digital educational resources was prepared in partner universities from Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan. The quality and use of the Cloud-based Virtual Library of the digital educational resources were assessed taking into account the specific conditions in Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan. Evaluation Report of the Cloud-based Virtual Library of the digital educational resources in Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan reflects the views of the participants.

This Questionnaire should be the source for the evaluation report of the Cloud-based Virtual Library of the digital educational resources for the deliverable 4.5. The purpose of this assessment is to determine if the Cloud-based Virtual Library of the digital educational resources have been properly established in accordance with the requirements. This evaluation report was published on the project website.

The questions were following:

1. Which country are you from?
2. Who are you?
3. How well-structured the Cloud-based Virtual Library of the digital educational resources?
4. How would you rate quality on a scale of 1 to 5?
5. How you rate the search function of the library using a 1 to 5 scale?
6. Does the library have the following promised features?
7. How would you rate the search functions mentioned in question 6?
8. Level of agreement with the following statements about the Cloud-based Virtual Library of the digital educational resources, using a 1 to 5 scale?
9. Feedback on the outreach of the Cloud-based Virtual Library of the digital educational resources.
10. If the cloud-based Virtual Library of the digital educational resources was not what you expected, what would you have expected?
11. If you disagree with any of the point above in No.8 or 9, please comment here mentioning the reasons.



12. Was the installation of the cloud-based Virtual Library of the digital educational resources done on time?
13. Did you get the chance for comments and criticism?
14. If the answer to question 13 was no, what comments or criticism would you have on the open educational resources?
15. Any other comments

Every country did the evaluation and results are available on D5.10 Report on the assessment of the cloud-based virtual library of the digital educational resources Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan.

### 7.1 Conclusion

This report is an evaluation of the Questionnaire is to serve as the source for the evaluation report of the Cloud-based Virtual Library of the digital educational resources. As a result, valuable information was acquired about the current state of the Cloud-based Virtual Library of the digital educational resources. Appropriate conclusions were made in order to improve the quality of digital educational resources.

This questionnaire was chosen as a methodology for assessing of the quality of the Cloud-based Virtual Library of the digital educational resources.

## 8 RISK REGISTER

The HiEdTec RISK Register serves the purpose of monitoring identified risks and to ensure that proper mitigation actions are timely implemented. It is the responsibility of the HiEdTec partners to raise all risks with the Project Coordinator, and Evaluation Board, and to update the HiEdTec Risk Register accordingly. Risks should be brought to the attention of the Coordination team as soon as they are identified, this is to allow for mitigation plans to be raised and carried out.

### 8.2 Risk Register by partners

#### 8.2.1 University of Ruse P1

Risk nr.	Related WP	Risk category and description	Probability (High/Medium/Low)	Impact (High/Medium/Low)	Avoidance / mitigation strategy or contingency plan
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ORG-1	WP6	<b>Organizational:</b> Not all partners periodically publish information in the media and participate in activities that increase the awareness of the project and its outputs at a local, national and/or international level.	Medium	Medium	More frequent communication with partners, who do not perform this task
ORG-2	WP6	<b>Organizational:</b> Low participation level of partners with respect to activities related to the dissemination and distribution of project results and products to target group end users and key stakeholders at a local, national and/or international level	Medium	Medium	More frequent communication with partners, who do not perform this task
ORG-3	WP7	<b>Organizational:</b> Partners may delay signing and sending their agreements and declarations	Medium	Low	Communicate with partner and send them guidelines and samples of these documents.
ORG-4	WP7	<b>Organizational:</b> Partners may delay the execution of activities due to various reasons (personal, institutional, political, etc.)	Medium	Medium	Appoint WP leaders at each country responsible for task implementation at a local level. Communicate more often with partners delaying their tasks.
ORG-5	WP7	<b>Organizational:</b> Communication problems and conflict management situations might occur	Low	Medium	Involve PC university management (rectors, vice rectors) in the project and seek their support.
ORG-6	WP7	<b>Organizational:</b> Personal changes in the consortium structure (e.g. Contact person leaving the project etc.)	High	Low	Complete necessary modification documents and ask for permission from the EACEA, so that the transition is as smooth as possible.
POL-1	WP7	<b>Political:</b> Political or financial instability in the Partners Countries	Low	Medium	Seek support in the corresponding Ministry of Education. All ministries are project partners.

### 8.2.2 University Eurasian national university P3



Risk nr.	Related WP	Risk category and description	Probability (High/Medium/Low)	Impact (High/Medium/Low)	Avoidance / mitigation strategy or contingency plan
LEG-1	WP 1	Legal: Necessary normative legal acts on higher and postgraduate education can be taken with a delay	Medium	Medium	The early consultations with foreign experts and public authorities.
ORG-1	WP7	Organizational: there is probability of time conflicts for personal meetings.	Medium	Medium	The consultation with project coordinator, sending presentations and trying to set up teleconference with consortium
ORG-2	WP2	Organizational: Collaboration problems between the partners as result of lack of mutual understanding of tasks and activities to be performed	Medium	Medium	Close cooperation with project coordinator, reminders of partners Tasks and deadlines.

### 8.2.3 Innovative University of Eurasia P4

Risk nr.	Related WP	Risk category and description	Probability (High/Medium/Low)	Impact (High/Medium/Low)	Avoidance / mitigation strategy or contingency plan
LEG-1	WP 1	Legal: The legislation for Higher Education may vary from country to country	Medium	Medium	The early consultations with foreign experts and public authorities.
ORG-1	WP2	Organizational: The creation of the IPC may be delayed due to	High	High	Conducting a timely tender commission for the purchase of



		delays in the procurement and delivery of equipment			equipment and constant monitoring of equipment delivery on time
ORG-3	WP4	Organizational: Untimely Filling of Cloud Virtual Library with Digital Educational Resources	Low	Low	Involving more professionals in the development of digital educational resources
ORG-4	WP6	Organizational: failure to implement the distribution and operation plan of the project	Medium	Medium	Monitoring the implementation of the project distribution and operation plan

#### 8.2.4 Ala-Too International University P5

Risk nr.	Related WP	Risk category and description	Probability (High/Medium/Low)	Impact (High/Medium/Low)	Avoidance / mitigation strategy or contingency plan
LEG-1	WP 1	<b>Legal:</b> Necessary normative legal acts on higher and postgraduate education can be taken with a delay	Medium	Medium	The early consultations with foreign experts and public authorities.
ORG-1	WP7	<b>Organizational:</b> there is probability of time conflicts for personal meetings.	Medium	Medium	The consultation with project coordinator, sending presentations and trying to set up teleconference with consortium
ORG-2	WP7	<b>Organizational:</b> Probability of weak coordination between AIU involved staff and researchers	Medium	Medium	Close cooperation should be established with the institutional project coordinator in order to have a proper consultation to send the required information on time and as well as to join the team in the teleconference with consortium.



ORG-3	WP2	<b>Implementation:</b> Implementation of the Concepts among other HEIs	Medium	Medium	There should be established close cooperation between project partner universities and other universities in each region in order to provide assistance in the implementation of the Concepts.
ORG-4	WP2	<b>Organizational:</b> Collaboration problems between the partners as result of lack of mutual understanding of tasks and activities to be performed	Medium	Medium	Close cooperation with project coordinator, reminders of partners Tasks and deadlines.

### 8.2.5 K. Tynystanov Issyk-Kul State University P6

Risk nr.	Related WP	Risk category and description	Probability (High/Medium/Low)	Impact (High/Medium/Low)	Avoidance / mitigation strategy or contingency plan
ORG-1	WP 1	<b>Organizational:</b> Collaboration problems between the partners as result of lack of mutual understanding of tasks and activities to be performed.	Medium	Medium	Close cooperation with the project coordinators from Kyrgyzstan and Europe, reminders of the tasks and deadlines.
ORG-2	WP2	<b>Organizational:</b> Lack of mutual understanding between universities and the relevant Ministries of Education and Science	Medium	Medium	The early consultations with foreign experts and universities with partners from Kyrgyzstan, as well as with state authorities (MoES KR).
ORG-3	WP3	<b>Organizational:</b> Disregard to the deadlines from equipment suppliers	Medium	Medium	The early consultations with foreign experts and university partners from Kyrgyzstan, as well as equipment suppliers.



### 8.2.6 Kyrgyz State Technical University P7

Risk nr.	Related WP	Risk category and description	Probability (High/Medium/Low)	Impact (High/Medium/Low)	Avoidance / mitigation strategy or contingency plan
LEG-1	WP 1	<b>Legal:</b> Difficulty in approving the concept through the Ministry of Education and Science due to bureaucracy.	Medium	Medium	Organization of regular meetings of partner universities from the Kyrgyz Republic with the participation of representatives of the Ministry of Education and Science to discuss current tasks and project implementation in the Kyrgyz Republic
ORG-1	WP7	<b>Organizational:</b> - frequent change of representatives of partner universities from the Kyrgyz Republic at working meetings - Sometimes not all university representatives at work meetings	Medium	Medium	Remote communication through whatsapp group and organizing Skype meetings
ORG-2	WP1	<b>Organizational:</b> Collaboration problems between the partners as result of lack of mutual understanding of tasks and activities to be	Medium	Medium	Close cooperation with project coordinator, reminders of partners Tasks and deadlines.



		performed			
ORG-3	WP1	<b>Organizational:</b> Not enough respondents to complete Google forms survey	Medium	Medium	Attracting personal contacts from other universities, a written appeal to the rectors of universities with a request to participate in the survey.
ORG-4	WP1	<b>Organizational:</b> Delay of creating WP1 outputs	Medium	Medium	Awareness of partners involved in WP1 with incoming Tasks, current status, responsibilities and deadlines
ORG-5	WP5	<b>Organizational:</b> Partners may delay completing evaluation forms for the various deliverables	Low	Low	Close cooperation with WP leader and project coordinator, in justified cases prolongation of deadlines.

### 8.2.7 Technological University of Tajikistan P10

Risk nr.	Related WP	Risk category and description	Probability (High/Medium/Low)	Impact (High/Medium/Low)	Avoidance / mitigation strategy or contingency plan
ORG-1	WP 1	<b>Organizational:</b> Lack of experience in exchange of innovative educational technologies and didactic models	Low	Low	The staff of the Academic Department should be trained according and the effectiveness of



					the use of innovative educational technologies and didactic models, trained staff should share with other staff through organization of series of trainings.
ORG-2	WP7	<p><b>Organizational:</b> Most of TUT involved staff and researchers have their own main job work plans that may cause the problem of missing the project meetings and teleconference meetings</p>	Medium	Medium	Close cooperation should be established with the institutional project coordinator in order to have a proper consultation to send the required information on time and as well as to join the team in the teleconference with consortium.
ORG-3	WP2	<p><b>Implementation:</b> Implementation of the Concepts among other HEIs</p>	Low	Low	There should be established close cooperation between project partner universities and other universities in each region in order to provide assistance in the implementation of the Concepts.
ORG-4	WP3	<p>Organizational: Assurance of the Sustainability of the Centers for innovative educational technologies</p>	Medium	Medium	The Department of Innovative Educational Technologies should further organize regular trainings in order



ORG-5	WP4	Organizational:  Interchangeability of the trained staff	Medium	Medium	to continue activities of the center beyond the project lifecycle. The university administration and Academic Department should take measures to build the capacity of teaching staff on provision of digital skills and innovative teaching and learning methods in order to substitute the trainers who leave their jobs at this university.
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### 8.2.8 International University for the Humanities and Development P11

Risk nr.	Related WP	Risk category and description	Probability (High/Medium/Low)	Impact (High/Medium/Low)	Avoidance / mitigation strategy or contingency plan
ORG-1	WP1	<b>Organizational:</b> Difficulties in establishing close contacts at the initial stage. Distribution of specific tasks according to the established action plan.	Low	Low	Close cooperation with project coordinators. A specific allocation of responsibilities according to the established plan.
ORG-2	WP2	<b>Implementation:</b> Possible difficulties and delays in the implementation of the Concept taking into account specific situations in all higher educational institutions of the partner country.	Low	Low	Close contacts/collaboration with all higher educational institutions of the country in terms of the adaptation of the education system to the digital Generation considering the



					specific conditions of each of the country.
LEG-1	WP2	<b>Legal:</b> Necessary normative legal acts on higher and postgraduate education can be taken with a delay.	Medium	Medium	Early consultation and exchange of views with local authorities, experts.
ORG-3	WP3	<b>Organizational:</b> Collaboration problems between the partners as result of lack of mutual understanding of tasks and activities to be performed.	Medium	Medium	Close cooperation with project coordinator, reminders of partners Tasks and deadlines.
ORG-4	WP4	<b>Organizational:</b> Possible limited amount of the trained staff.	Medium	Medium	Coordinated actions with the project coordinator, with partners, as well as with the managerial authorities of HEIs of every partner with a view to possible replacement or back up of the trained staff.
ORG-5	WP5	<b>Organizational:</b> Possible delays in accomplishing the Quality Plan.	Low	Low	Close cooperation with the project coordinator and partners,
ORG-6	WP6	<b>Organizational:</b> Difficulty with finding experts experienced in dissemination procedure.	Low	Low	Organization of establishment the process in advance.
ORG-7	WP7	<b>Organizational:</b> Probable conflicts in proper time and task distribution by setting priorities between the main work and project workloads.	Medium	Medium	Establishment of the close cooperation and collaboration with the project coordinator in order to have a proper consultation on the required tasks on time and as well as to join the team discussions.



### 8.2.9 Tashkent State University of Economics P15

Risk nr.	Related WP	Risk category and description	Probability (High/Medium/Low)	Impact (High/Medium/Low)	Avoidance / mitigation strategy or contingency plan
ORG-1	WP1	<b>Organizational:</b> The Ministry of Secondary and Higher Education of Uzbekistan might not provide the necessary support	Medium	Medium	Partners should work closely with Ministry and get them involved in the project implementation process.
ORG-2	All work packages	<b>Organizational:</b> Imbalance of implementation of project work packages	Medium	Medium	CA partners should cooperate on implementation and performance of the project tasks. Sharing experience should be initiated. Involvement of European partners to inspect problems



					hindering the process will help to provide balance.
ORG-3	WP2	<b>Implementation:</b> Implementation of the Concepts among other HEIs	Medium	Low	Ministries of Higher education's support is important. Under their responsibility project can reach better implementation of concept among other HEIs
ORG-4	WP3	<b>Organizational:</b> Assurance of the Sustainability of the Centers for innovative educational technologies	Medium	Medium	Roadmap of activities should be developed and activities for providing sustainability should start earliest stage.
ORG-5	WP4	<b>Organizational:</b> Sharing the experience of trained staff to other staff at Universities.	Medium	Medium	Trained trainers should understand importance of diffusion of the experience and by involving university administration certain method for training of other trainers should be developed. All the activities regarding the ToT should start possible earlier stage.
ORG-6	WP7	<b>Organizational:</b> Team work and involvement of focal points and responsible	low	Medium	Organization of team work and their involvement in the different



		project team members in the meetings			packages is crucial in implantation of the project as a whole. Therefore, chemistry of team and responsible staff for certain packages should take part at project meetings and discussions.
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### 8.2.10 University of Pavia P17

Risk nr.	Related WP	Risk category and description	Probability (High/Medium/Low)	Impact (High/Medium/Low)	Avoidance / mitigation strategy or contingency plan
ORG-1	WP7	<b>Organizational:</b> Since the University of Pavia has three researchers working on the project, time conflicts may arise when arranging internal meetings.	Low	Medium	Early planning of meetings, arranging Skype discussions when in-person meetings are not possible.
ORG-2	WP2	<b>Organizational:</b> Delays on the part of Partner Countries in producing the draft versions of the Concepts of adapting the education system to the digital generation with	Medium	Medium	Clear definition of deadlines, sending frequent email reminders to partners, fast reply to their possible questions.



		regard to their specific conditions.			
ORG-3	WP2	<b>Organizational:</b> Delays on the part of Partner Countries in producing the final versions of the Concepts of adapting the education system to the digital generation with regard to their specific conditions.	Low	Low	Clear definition of deadlines, sending frequent email reminders to partners, fast reply to their possible questions.
ORG-4	WP2	<b>Organizational:</b> Resistance to the adoption of the final versions of the Concepts in Partner Countries by their university governances.	Medium	Medium	Raising awareness about the importance of the developed Concepts in the university governances of Partner Countries.
ORG-5	WP2	<b>Organizational:</b> Delays in translating into English and Russian, printing and publishing on universities' websites the Concepts of adapting the education system to the digital generation.	Low	Low	Clear definition of deadlines, sending frequent email reminders to partners, fast reply to their possible questions.
ORG-6	WP3	<b>Organizational:</b> Delays in the development of Centres for innovative educational	Medium	Medium	Clear definition of deadlines, sending frequent email reminders to



		technologies and active learning classrooms.			partners, fast reply to their possible questions; within each university of each Partner Country, sending frequent requests to equipment and software suppliers in case they disregard deadlines.
ORG-7	WP3	<b>Organizational:</b> Delays in the development of the Handbook of Innovative Educational Technologies.	Low	Low	Clear definition of deadlines, sending frequent email reminders to partners, fast reply to their possible questions.
ORG-8	WP3	<b>Organizational:</b> Inefficient use of the created Centres.	Medium	Medium	Raising awareness about the importance of the developed Centres in the university governances of Partner Countries.

### 8.2.11 University of Luxembourg P18

Risk nr.	Related WP	Risk category and description	Probability (High/Medium/Low)	Impact (High/Medium/Low)	Avoidance / mitigation strategy or contingency plan
LEG-1	WP 1	<b>Legal:</b> The legislation for Higher	Medium	Medium	The early consultations with foreign experts and



		Education may vary from country to country			public authorities.
ORG-1	WP7	<b>Organizational:</b> UL involved 3 researchers and there is probability of time conflicts for personal meetings.	Medium	Medium	The consultation with project coordinator, sending presentations and trying to set up teleconference with consortium
ORG-2	WP1	<b>Organizational:</b> Collaboration problems between the partners as result of lack of mutual understanding of tasks and activities to be performed	Medium	Medium	Close cooperation with project coordinator, reminders of partners Tasks and deadlines.
ORG-3	WP1	<b>Organizational:</b> The Ministries of Education and Science of the Partner Countries might not provide the necessary support	Low	Medium	Each project partners report, problems to WP leader. Project coordinator helping to contact Ministries with explanations.
ORG-4	WP1	<b>Organizational:</b> Delay of creating WP1 outputs	Medium	Medium	Awareness of partners involved in WP1 with incoming Tasks, current status, responsibilities and deadlines
ORG-5	WP5	<b>Organizational:</b> Partners may delay completing evaluation forms for the various deliverables	Low	Low	Close cooperation with WP leader and project coordinator, in justified cases prolongation of deadlines.



ORG-6	WP5	<b>Organizational:</b> Difficulty with finding experts experienced in evaluation procedures	Medium	Medium	Report to project coordinator, finding experts before actual deadlines,
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Risk register was used during the project. Only correction has to be handle was some delays of work, what was handled by the coordinator and led to successful results of the project.

## 9 CONCLUSION

This report is following up measures set in Deliverable D5.1 Internal Evaluation System Quality Assurance Plan. All evaluation reports are quite positive and can be found on the project website. For more detailed answers we strongly advice to see internal meetings evaluation reports (Deliverable D5.9), produced after every meeting and Evaluation reports of the main project outcomes: developed Concepts of adapting the education system to the digital Generation considering the specific conditions of each country, Innovative Educational Technologies Centres and Active Learning Classrooms, Courses for trainers and lecturers, Open Educational Resources and Cloud-based Virtual Libraries.