



Co-funded by the  
Erasmus+ Programme  
of the European Union

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



# INTERNAL EVALUATION SYSTEM, QUALITY ASSURANCE (QA) PLAN

**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**



Co-funded by the  
Erasmus+ Programme  
of the European Union

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



## Editor

*Deliverable number:* 5.1

*Title:* Internal Evaluation System, Quality Assurance Plan

*Type of nature of deliverable:* Report

*Dissemination level:* International level

*Status/Version:* Final, Updated

*Date:* October, 2019

## Main authors

AUREL MACHALEK – UNIVERSITY OF LUXEMBOURG

STEFANIE OESTLUND – UNIVERSITY OF LUXEMBOURG

LATIF LADID – UNIVERSITY OF LUXEMBOURG

## Contributing persons

STOYANKA SMRIKAROVA – UNIVERSITY OF RUSE

TSVETELINA HARAKCHIYSKA – UNIVERSITY OF RUSE

TZVETOMIR VASSILEV – UNIVERSITY OF RUSE

HABIB HALMAMEDOV – INTERNATIONAL UNIVERSITY FOR THE HUMANITIES AND DEVELOPMENT



This document has been produced with the support of the European Commission under the ERASMUS+ Programme, KA2 – Capacity Building in the Field of Higher Education: 598092-EPP-1-2018-1-BG-EPPKA2-CBHE-SP. It reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

No part of the report may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording; and may not be quoted or cited, without prior permission in writing from the Project Co-ordinator.

## TABLE OF CONTENTS

|   |    |
|---|----|
| Executive Summary .....                                       | 6  |
| 1 Introduction .....  | 7  |
| 2 Project Overview .....                                      | 7  |
| 3 Quality Approach .....                                      | 10 |
| 3.1 Monitoring and evaluation of the performance quality..... | 11 |
| 3.2 Internal project communication .....                      | 12 |
| 3.2.1 Email .....   | 13 |
| 3.2.2 Mailing lists.....                                      | 13 |
| 3.3 External project communication.....                       | 14 |
| 4 Quality Objectives .....                                    | 15 |
| 4.1 Governance metrics .....                                  | 15 |
| 4.2 Services Metrics.....                                     | 16 |
| 4.3 Risk Management.....                                      | 16 |
| 4.4 HiEdTec Issues & Decisions.....                           | 18 |
| 4.5 Deliverable Procedure and quality.....                    | 18 |
| 4.6 Deliverable Structure .....                               | 19 |
| 4.7 Deliverable Production Process.....                       | 20 |
| 5 Quality management.....                                     | 21 |
| 5.1 Quality plan.....   | 22 |
| 5.2 Internal project reviews.....                             | 22 |
| 5.3 Verification and Approval of Deliverables .....           | 23 |
| 5.4 Analysis and Improvement .....                            | 23 |
| 6 Project Evaluation Plan, Framework, Measurements .....      | 23 |
| 7 Conclusion.....   | 25 |
| 8 List of Figures.....  | 26 |
| 9 List of Tables .....  | 26 |
| 10 Document Templates.....                                    | 26 |
| DOCUMENT TEMPLATES .....                                      | 27 |
| ANNEX 1.....  | 28 |
| ANNEX 2.....  | 30 |
| ANNEX 3.....  | 31 |
| ANNEX 4.....  | 33 |
| ANNEX 5.....  | 34 |
| ANNEX 6.....  | 36 |
| ANNEX 7.....  | 39 |
| ANNEX 8.....  | 40 |
| ANNEX 9.....  | 41 |



## 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>                |



Co-funded by the  
Erasmus+ Programme  
of the European Union

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



|       |   |
|-------|---|
| 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> |



Co-funded by the  
Erasmus+ Programme  
of the European Union

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



## EXECUTIVE SUMMARY

This document presents the 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)*. This deliverable envisages the development of an internal evaluation system. The aim of QA is to outline quality management structures and procedures, risk management and quality control mechanisms and to provide project consortium with the guidance for project outputs reporting. In a broad sense the purpose of the QA is to ensure that all project deliverables and reports are submitted in due date and in required quality.

### **The main objectives of deliverable:**

- Express common understanding of project mission
- Establish project management procedures related to the evaluation of project tasks, activities and outputs
- Put in place risk management and quality control mechanisms
- Create clear procedures for delivery of quality results
- Provide consortium with guidance for project reporting with regard to the quality of the completed activities and envisaged products
- Provide consortium with templates for project outputs evaluation



Co-funded by the  
Erasmus+ Programme  
of the European Union

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



## 1 INTRODUCTION

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

The QA Plan for the *HiEdTec Project* is a document establishing the methods, responsibilities, and procedures for ensuring the quality of all Project activities, interim and final outputs, products and results.

It is an integral part of the Project to ensure that objectives are met in the most effective and efficient ways and those they address the needs of all project partners. For this purpose, an essential element of WP5 is the setting of an Evaluation Board (EB). The EB will monitor the implementation of all project tasks at each stage, will develop a QA Plan and will manage all activities related to the project quality assurance and evaluation. The QA Plan will be discussed and approved by the Management Group (MG). It will contain criteria and procedures for quality evaluation and the participants' roles for implementing project tasks. The QA Plan will include internal and external evaluation types.

The purpose of this plan is to:

- Ensure quality is planned;
- Define how quality will be managed;
- Define quality assurance activities;
- Define quality control activities;
- Define acceptable quality standards.

This document is developed in the framework of the WP5 – Quality Assurance (QA) of the *HiEdTec Project* in compliance with the Project description.

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 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 Partner Countries (PCs), i.e. supporting the use of digital technologies and online delivery to improve pedagogies and assessment methods.



Co-funded by the  
Erasmus+ Programme  
of the European Union

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



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 which 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 of adapting the education system to the digital generation - 1 per Partner country (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;



Co-funded by the  
Erasmus+ Programme  
of the European Union

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



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

### Management Structure

The HiEdTec management structure comprises:

- Project Coordinator;
- Management Group (MB)
- WP Leading Team;
- Evaluation Board (EB).

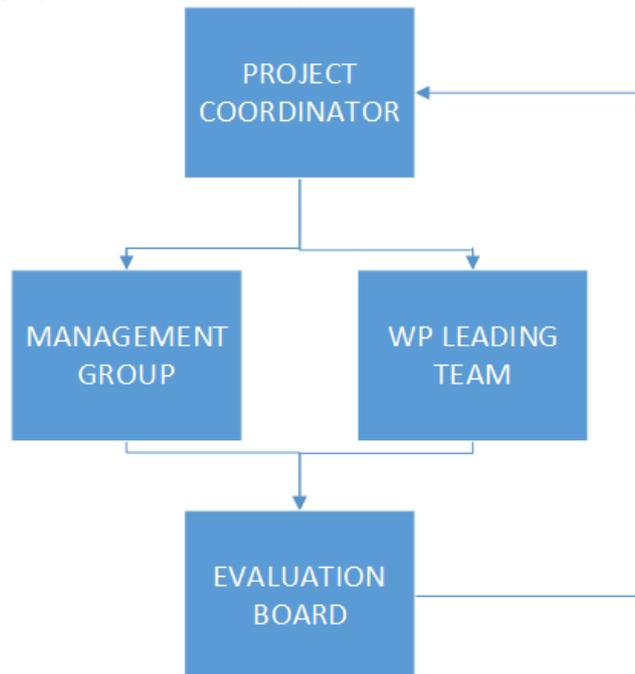


Figure 1 : HiEdTec Org. Chart Flow

### Short description of the project work packages:

**WP 1** involves the investigation of the existing experience and methods of engagement with digital technologies in the formal higher education contexts of the EU and the Partner Country



Co-funded by the  
Erasmus+ Programme  
of the European Union

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



institutions. It will add essential insights to the status-quo of the Partner Countries pre-studied during the project-drafting period.

**WP 2** implies development of five Concepts of adapting the education system to the digital generation considering the specific conditions of each of the partner countries. The goal of the Concepts is to adapt the educational system to the digital generation by introducing and implementing effectively innovative educational technologies and didactic models in teaching.

**WP 3** implies the development of the Centres for Innovative Educational Technologies – one at each PC university. A prerequisite for the development of the Centres for Innovative Educational Technologies is the EU's requirement for opening up education through new technologies.

**WP 4** implies development of courses for trainers and lecturers for the acquisition of digital skills and innovative teaching and learning methods, selecting a Learning management system (LMS) and developing five open educational resources by each partner country university.

**WP 5** includes analysis and evaluation of the developed concepts of adapting the education system to the digital generation in PCs, the created Centres for Innovative Educational Technologies, active learning classrooms, developed Handbook of Innovative Educational Technologies, organized courses, as well as the developed open education resources. It will also perform evaluation of the Progress and Final report, analysis and dissemination of project results.

**WP 6** main objective is to promote the visibility of the project, its outputs and products beyond the members of the consortium, to the main target groups and key stakeholders.

**WP 7** is the overall coordination and management of the project encompassing financial, administrative, content and reporting matters on a daily basis. WP7 establishing appropriate communication channels for project support purposes and will provide efficient and effective synergy between partners' activities.

### **3 QUALITY APPROACH**

Each Consortium Member will be responsible for the quality of their individual contributions to this project:

- Change management - changes against plan should be reported to project coordinator,
- Issue management - any issues with impact to project implementation should be reported to WP leader and Project coordinator

This Quality Assurance plan recognises that a range of Quality Processes and Standards will be in place with the Consortium Members. The Consortium Members will, therefore, work according to Quality Processes and Standards they adopted. Examples include:

- Quality systems such as ISO 9001:2000
- Testing and calibration such as ISO 17025
- Security management such as ISO 27001
- Project management such as KPI



Co-funded by the  
Erasmus+ Programme  
of the European Union

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



- Health, Safety and Environment Legislation

These processes and standards will be used throughout the project lifecycle. Project specific processes related to deliverables and milestones are described in project description of work.

Each Consortium Member will be responsible for the quality of their individual contributions to this project. As part of their project team, each Consortium Member will identify and maintain a representative for quality for their contributions to this project.

The Project Coordinator and the Management Board will work with the quality representatives to address any quality issues with individual contributions to the project. The Project Coordinator will be responsible for the review of the project and progress towards the project milestones as described in project description of work.

For the achievement of maximum effectiveness in realizing the Project ideas the consortium relies upon three basic instruments:

- *Management Board (MB)*
- *Work package Leading Team (WPLT)*
- *Evaluation board (EB)*

### **3.1 Monitoring and evaluation of the performance quality**

The basic mechanisms underlying the monitoring and evaluation of the performance quality of all project activities are an intrinsic part of WP5. They will ensure that all objectives are met in the most effective and efficient ways, and that they address the needs of all project partners.

The QA Plan designed by the EB, discussed by all project partners and approved by the MG, will specify the strategy and methods employed to ensure that the project is being managed, developed, and deployed in a reasonable way. It will contain the criteria, indicators, evaluation forms, processes and procedures for internal and external quality evaluation of both outputs and processes, which will be subject to:

- Formative evaluation – periodic multi-faceted quality assessment aimed at verifying the project relevance, quality, efficacy, efficiency, impact, financial feasibility, and sustainability in order to identify possible weaknesses of the project and, consequently, identify opportune adjustments.
- Summative evaluation – conclusive quality judgement aimed at the assessment of the project and its final results in terms of efficiency and efficacy.
- The benchmarks and indicators envisaged to verify the outcome of the action are of two types: qualitative and quantitative. The qualitative indicators will measure the level of project team performance in the implementation of project tasks and the quality of the outputs, e.g. the evaluation of the questionnaire and survey in WP1; the developed Concepts of adapting the education system to the digital generation; the developed OERs, etc. The quantitative indicators will provide additional information on the quality of the



project related events organized (e.g. number of participants in the Dissemination conference), the number of universities, included in each of the five PCs sustainable academic networks, etc.

- The basic framework for the project's quality assurance will be mainly based on the LFM, which provides the targets and indicators for each activity and result. These targets and indicators will serve as a reference point to the staff responsible for compiling annual reports and equipping the annual plans with achievable milestones. The successful achievement of these milestones will be monitored by conducting midyear progress reports, an internal mid-term evaluation and a final evaluation.
- Internal evaluation reports produced by the EB will be annexed respectively to the Progress Reports and Final Report.
- The evaluation of the final project results will be undertaken by an External Evaluator who will prepare External Evaluation Reports to be annexed to the Progress Report and the Final Report.
- Additionally, an External Auditor will produce an External Audit Certification Report which will be annexed to the Final Report.

### **3.2 Internal project communication**

A project Management Plan (MP) - drafted by the Project Coordinator, discussed virtually and approved during the First project meeting. Defines how the project is executed, monitored and controlled:

- Management Group - led by the University of Ruse Angel Kanchev (UR); includes 1 representative from each project institution. In charge of ultimate decision making; ensures teams undertake planned activities, achieve outcomes and respond appropriately to unforeseen changes or challenges within the set deadlines.
- WP Leading Team - each WP has an EU leader & 1 leader from each PC – coordinates the specific task-force, delivers an internal report on produced outputs.
- Evaluation Board – monitors project task implementation quality; prepares evaluation reports.
- Eight project coordination and work meetings planned – a forum for updates on and discussion of project progress and work quality.
- A cloud based web site – used for managing consortium communication. The password protected area (accessible to project members only) will allow: discussion of project tasks and products; uploading project documents; progress monitoring via a Gantt chart, and other management aspects necessary to run a successful project.

Decisions will normally be made by consensus. If conflict can't be solved on the MG level, the final decision is made by UR. If conflict can't be resolved on the MG level, P1 as Project Coordinator will intervene by helping in the design of implementation steps through which conflict resolution would be possible.



Co-funded by the  
Erasmus+ Programme  
of the European Union

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



Day-to-day communication between partners (e-mails, virtual communication), regular reporting to Coordinator every 6 months will guarantee the successful working practices development at a sufficiently high level.

### 3.2.1 Email

To facilitate efficient communications and avoid unnecessary proliferation of email, the following rules should be observed:

- Subject of all project-related email should start by the word “HiEdTec”;
- Emails should be sent only to the people who are directly concerned with the subject, copying in multiples parties should be avoided;
- Sharing large documents should be done by uploading these to the project cloud space or other large files servers services rather than sending them by email;
- If an action is required, a deadline for response should be included together with the sender’s contact details, especially the phone number, in the email. Major actions raised should also be placed on the HiEdTec Road Map.
- In order to guarantee transparency and facilitate efficient project monitoring, the Project Coordinator should be kept in copy of all relevant emails.

### 3.2.2 Mailing lists

The HiEdTec project has a relatively small number of partners. Therefore, the mailing list mostly used is the one including the consortium as a whole, [hiedtec@ecs.uni-ruse.bg](mailto:hiedtec@ecs.uni-ruse.bg). Through this list all consortium partners will be informed at once and this will help to avoid misunderstandings and information lost.

In addition, a following mailing list has been set up:

[hiedtec-eu@ecs.uni-ruse.bg](mailto:hiedtec-eu@ecs.uni-ruse.bg) - mailing list of the EU project partners

[hiedtec-minedu@ecs.uni-ruse.bg](mailto:hiedtec-minedu@ecs.uni-ruse.bg) - mailing list of the 5 ministry representatives

[hiedtec-kz@ecs.uni-ruse.bg](mailto:hiedtec-kz@ecs.uni-ruse.bg) - mailing list of the Kazakh university partners

[hiedtec-kg@ecs.uni-ruse.bg](mailto:hiedtec-kg@ecs.uni-ruse.bg) - mailing list of the Kyrgyz university partners

[hiedtec-tj@ecs.uni-ruse.bg](mailto:hiedtec-tj@ecs.uni-ruse.bg) - mailing list of the Tajik university partners

[hiedtec-tm@ecs.uni-ruse.bg](mailto:hiedtec-tm@ecs.uni-ruse.bg) - mailing list of the Turkmen university partners



Co-funded by the  
Erasmus+ Programme  
of the European Union

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



[hiedtec-uz@ecs.uni-ruse.bg](mailto:hiedtec-uz@ecs.uni-ruse.bg) - mailing list of the Uzbek university partners

Other mailing lists can be defined according to the need of the project members. Any requests of additional and specific mailing list should be raised with the Project Coordinator.

### **3.3 External project communication**

The project will make full use of all available dissemination channels, media and tools. Dissemination will be conducted over the entire project period, closely monitored by UR as Project Coordinator and the EB.

A detailed Dissemination and Exploitation Plan with project promotion and exploitation activities will be developed at the very beginning of the project.

The following dissemination channels will be used:

1. The project web site will provide information about key aspects of the project at a national and international level. It will have different user access levels where project partners will be able to publish working materials. The web site will be maintained by P1 and will be accessible to all interested parties during and after the project lifetime.
2. The cloud based project space will allow the partners to use some extra features, such as web-based forum; group mailing; file sharing etc.
3. Partner universities' web-sites will serve the purpose of dissemination to key stakeholders on local, regional and national level, as well as to the target groups directly and directly involved in the project.
4. Presentation of the project work at national and international scientific events and publications in research journals, conference proceedings and the mass-media from all project partners – visibility and transparency of project development, along with results available to the research community and general public in and beyond consortium countries.
5. Promotional materials and a dissemination book – handed out to all partners' contacts with relevant organisations, at all project events and at major conferences where the project is presented.
6. Erasmus+ Project Results Platform – uploading the final project results.

The Exploitation strategy will ensure optimal use of project results utilizing the following channels:

1. Open sustainable academic network for sharing experience and exchange of good practices in the field of IET and didactic models will be open for other HEIs in the PCs and will continue functioning after the official end of the project.
2. Workshops to present the Concepts of adapting the education system to the digital generation to lecturers from other universities in the PCs.
3. Workshops for academic staff and invited lecturers from other universities in the PCs for the acquisition of digital skills and innovative teaching and learning methods.



4. The IET centres, active learning classrooms, virtual classrooms and cloud-based Virtual Library of the digital educational resources will continue their existence even after the project is over.
5. Multiplication opportunities – trained university lecturers who will be able to train academic staff at inter-institutional & national levels during and beyond the project lifetime.

#### 4 QUALITY OBJECTIVES

As regards quality objectives, metrics have been identified and summarised in two classes:

- Governance metrics: the indicators for effective governance & project management;
- Service metrics: the indicators defined for the service provision.

Each quality objective will be identified by a key performance indicator (KPI) and defined by a set of elements (ID, Name, Scope, Description, Class, Basic Measurable Data, Unit of measure, Formula, Acceptance criteria, Time of measuring, Time of reporting, Notes) according to the following annotated table schema:

| <b>(Unique) ID - Name (a short title for the KPI)</b>  |  |  |  |
|--|--|--|--|
| <b>Scope</b> – (the aim and the scope of the KPI - purpose of the metrics)   |  |  |  |
| <b>Description</b> – (a description of the KPI's measurements)   |  |  |  |
| <b>Class</b>   | <b>Basic Data</b>                                    | <b>Unit</b>                              | <b>Acceptance Criteria</b>   |
| (Type of KPI, according to a defined classification; in this case class is Governance or Service)  | (Data element useful for the calculation of the KPI) | (Type of Measure for the calculated KPI) | (Measurable criteria for establishing if the KPI is accepted or not) |
| Time of measuring: (when the basic data elements are measured)   |  |  |  |
| Formula: (formula to calculate the KPI starting from the basic data elements)  |  |  |  |
| Time of reporting: (when the KPI is reported)  |  |  |  |
| Notes: (additional comments; e.g., explanations on the decisions behind the KPI definition or possibly additional hints for calculation) |  |  |  |

Table 1: HiEdTec KPI scheme

##### 4.1 Governance metrics

The governance metrics directly measure the effectiveness in WP7. Indirectly, they also measure the effectiveness in all the other WPs, because all the WPs have to provide the PC with the envisaged deliverables within scheduled deadlines. The government's metrics criteria have to be agreed with project partners. Table 2 is an example of such metric.



| KPI - Delivery to EC  |   |              |                     |
|---|---|--------------|---------------------|
| <b>Scope</b>  | Check compliance with the deadlines of the schedule promised to EC (European Commission)  |              |                     |
| <b>Description</b>  | Maximum delay (number of working days late with respect to the schedule) on delivering the envisaged deliverable to EC  |              |                     |
| Class   | Basic Data  | Unit         | Acceptance Criteria |
| Governance  | DaySub: Date of submission of the deliverable to EC (on Participant)<br>DayDead: Scheduled deadline for the delivery<br>noDeliverables: number of expected deliveries in reporting time periods | Working days | KPI02 <= 1          |
| Time of measuring: on submission of the deliverable<br>Formula: $KPI02 = \max(\text{DaySub} - \text{DayDead}; 0)$<br>Time of reporting (month): M11, M18, M36 (in the planned reports for project review)   |   |              |                     |
| <b>Notes:</b> The number of days is calculated for the project as a whole in each reporting period, starting from the data elements related to each single deliverable. Deliverables submitted in advance to the schedule do not compensate for delay on the submission of other deliverables. No real interest to maintain the average number of days per single WP. |   |              |                     |

Table 2: HiEdTec KPI scheme - governance

#### 4.2 Services Metrics

The service metrics for HiEdTec will measure the communication effectiveness in WP6 – Dissemination & Exploitation. Next table is again an example of some criteria and the final version is upon consortium agreement.

| KPI   | Means                        | Metric  | Poor  | Good       | Excellent |
|-------|------------------------------|---|-------|------------|-----------|
| KPI04 | Project website              | Number of Website views (by year)   | <5000 | 5000-10000 | >10000    |
| KPI05 | Social media                 | Number of Followers (from the start of the Project)                             | <50   | 50-100     | >100      |
| KPI06 | Press releases & newsletters | Number of press releases and newsletters (by year)                              | <2    | 2-5        | >5        |
| KPI07 | Scientific publications      | Number of Papers in scientific journals and international conferences (by year) | <7    | 7-10       | >10       |

Table 3: HiEdTec KPI scheme - governance

#### 4.3 Risk Management



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.

- The Risk Register should be reviewed prior to the EB and project partners meetings, and updated by the Work Package Leaders. It will be reviewed on a 6 monthly basis during the project partners meetings. All sections of the RISK register are to be completed:
- RISK: Identify what the RISK is in a short one line description
- Impact, Likelihood, and Impact after mitigation:
  - Low
  - Medium
  - High
- Consequence: Resultant impact on the project if the RISK is not mitigated
- Mitigation plan: A detailed description of how the RISK will be mitigated, and to what measures. Identification of required support, and by whom should be included so that this can be tracked and ensures.
- Risk Owner: RISK must be assigned to one person, who is responsible to ensure that the RISK is mitigated against in accordance with the mitigation plan. The coordinator will focus on the RISK owner to provide detailed updates on the identified RISK and to ensure that the impact on the project is minimised.

If any risk is identified, it should be reported to the respective WP leader and to the Project Coordinator.

Identified risks will be reviewed periodically during teleconferences and project meetings.



Figure 2 : Risk management process



The process will include:

- Planning – WP Leaders review the project requirements and plans;
- Identification - Techniques used to identify risks may include experience, workshops, structured interviews, work breakdown structures and network analysis. Once identified, risks are validated and entered into the risk register. A qualitative analyses of the risks are then conducted, and they are ranked according to their probability impact scores;
- Mitigation - To identify mitigation actions and re-assess the risk, leading to a reduction in the severity of risk. Depending upon the risk, the mitigation strategies may include identifying alternative or additional resources, suppliers, technology and skills;
- Risk review – the risks will be reviewed as part of quarterly progress reporting by the Evaluation Board.

#### 4.4 HiEdTec Issues & Decisions

The HiEdTec Issues & Decisions table will serve as regular reference to the HiEdTec EB for major key issues which are to be resolved by the HiEdTec partners and / or on which the EB /the consortium needs to take a decision. Issues can be raised by any EB member and are then assigned to an EB member who volunteers to take them on. An Issue is closed when the EC considers that it has been properly resolved, either by a decision, the implementation of a decision or simply the course of action.

| Issue ID | Description | Raised By | Assigned to | Due date |
|----------|-------------|-----------|-------------|----------|
|          |             |           |             |          |

| Issue Status | Decision Made | Risk ID | Roadmap ID | Comments |
|--------------|---------------|---------|------------|----------|
|              |               |         |            |          |

Table 4: HiEdTec Issues & Decisions Table

#### 4.5 Deliverable Procedure and quality

Project deliverable is a tangible result of specific activity or more activities in HiEdTec project. It is often related to reporting the result of project task in a consistent document to the project sponsor.



Particular deliverables fulfil one or more project objectives. Deliverables are not an end in themselves. They are the physical outputs that enable the Objectives to be achieved.

Most of HiEdTec deliverables are in the form of a written report, which can encompass extensive amounts of information and data. Beneficiaries should do their best to keep documents concise with clear value added.

#### 4.6 Deliverable Structure

HiEdTec project deliverables will have a common structure. This approach may ease the understanding of deliverable purpose, methodology and added value to both internal team and EC review team.

| <i>Chapter</i>   | <i>Objective</i>  | <i>Extent</i>        |
|--|---|----------------------|
| <b>1. Executive summary</b>  | Explains relevance of deliverable to overall project objectives and specific added value.   | 1 page maximum       |
| <b>2. Version history</b>  | Summarizes history of main changes in the document.   | Concise, not limited |
| <b>3. Glossary / Abbreviations?</b>  | Explains acronyms/ abbreviations used in the document.  | Not limited          |
| <b>4. Deliverable context</b><br>4.1 Purpose of deliverable<br>4.2 Related Documents | Keep the team aware of the purpose of deliverable, its objectives and context. Identify related documents inside project and outside. | 1 page maximum       |
| <b>5. Methodology used</b><br>5.1 Methodology<br>5.2 Partner contributions           | Explain methodology used to create the deliverable and individual roles of partners. Make the understanding of resource use easy.     | 1-2 pages maximum    |



|  |  |                             |
|--|--|-----------------------------|
| <p><b>6 Main contents of deliverable</b><br/><u>Subchapters:</u><br/>6.1 subchapter 1<br/>6.2 subchapter 2</p> | <p>Body of deliverable.<br/>Introduces results of task(s) and new findings.<br/>Includes graphs, diagrams and maps of knowledge.</p> | <p>Concise, not limited</p> |
| <p><b>7. Conclusion</b></p>  | <p>Summarizes the overall conclusion of deliverable - main achievements, recommendations, issues, etc.</p>                           | <p>1 page maximum</p>       |
| <p><b>8. References</b></p>  | <p>References used in the document.</p>  | <p>Not limited</p>          |
| <p><b>9. Annexes</b></p>   | <p>List of annexes</p>   | <p>Not limited</p>          |

Table 5: HiEdTec Deliverable structure description

#### 4.7 Deliverable Production Process

A project deliverable is first of all an important intermediate or final result, which is used by partners for further work (except for periodic progress reports).

The HiEdTec deliverables are strictly tied to the breakdown of the work into Work Packages that constitutes the structure of the project. Deliverables are generally technical documents, which report the major project results. Ultimately deliverables should be concise and to the point with respect to the purpose they aim at, enabling other partners to properly do their work.

Each deliverable tackles a specific subject, and has an owner responsible for the production of the document. The owner of the deliverable is also responsible for the coordination of eventually required partner contributions. The partner responsible for the production of a deliverable is defined in the deliverables list.

Before launching the production of the deliverable, the deliverable owner should define the document structure and the contributions expected from each partner with accordance to the



Co-funded by the  
Erasmus+ Programme  
of the European Union

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



deliverable template created by the Project Coordinator and draft a time plan for the generation and submission of the deliverable which includes:

- Person responsible for the deliverable (Deliverable Leader) assigned
- Persons responsible for the preparation of each chapter/section – contributors assigned
- A specific timetable for the deliverable development, setting deadlines
- Submission of contributions
- Upon receipt of the inputs from the different contributors, the deliverable leader should merge them into a single document
- Production of the first draft
- Internal WP review (partners' comments to be addressed)
- Production of further version/s of the draft
- Submission of the deliverable, once finalised, to the Project Coordinator by deliverable leader, for the quality review process (roadmap item; at least four weeks before the official delivery date)
- Review of deliverable by the Quality Assurance (QA) / Technical reviewer(s) as identified by the deliverable register (roadmap item; at least two weeks before the official delivery date)
- Review by Project Coordinator for contractual and administrative aspects
- Final review by Project Coordinator and validation for submission
- Submission of the deliverable (roadmap item; before the official delivery date)

The roadmap for the WP should at least feature roadmap items for the three major steps (Submission of the deliverable for the quality review process; Review of deliverable by the Quality Assurance (QA) reviewer(s); Submission of the deliverable) (see steps above with comment "roadmap item"). Where appropriate for the effective collaborative process, the WP roadmap can also include other intermediate steps as well as preliminary working documents. Possible delays or changes to the timeline, which may affect the submission date should be communicated as early as possible to the HiEdTec Project Coordinator.

Each deliverable has a due date, the month it should be completed in, which is defined in the project description timeplan. At the end of the respective month the deliverable must be submitted to the EC.

The timeline for the deliverable production and review process is described above, the partners are highly encouraged to aim for a shorter process, in order to avoid delays in the production of deliverables. The Project Coordinator will send an e-mail to the responsible partner with a reminder of an upcoming deliverable due date.

## **5 QUALITY MANAGEMENT**

Quality Management implemented in HiEdTec is made up of activities performed to coordinate, lead and keep under control all the items concerned with the quality of project and processes.



The Quality Management is implemented through a set of activities:

- **Quality Planning:** identifying the quality objectives, the quality standards, the methodologies to ensure the measure and the monitoring of processes; creating the quality environment and how to satisfy them; planning review and inspection. The description of this activity is in the Quality Assurance Plan document;
- **Quality Assurance:** applying systematically quality to all activities of the project, to ensure requirements are met; preventing defects by recurring audits in order to evaluate quality and to define corrective measures;
- **Quality Measurement and Control:** measuring and monitoring results to determine whether they comply with standards, to prevent potential problems or once they occur to eliminate the causes of unsatisfactory performance by eliminating the roots of identified defects;
- **Quality Analysis & Improvement:** monitoring, measurement and analysis of processes, to set the necessary actions to achieve results and the continuous processes improvement.

### 5.1 Quality plan

During the execution of HiEdTec, the EB involved in the HiEdTec project performs internal audits on management, planning and development processes.

The audits consist in the examination of a representative sample of documentation and/or other planned materials produced by these processes, with the following purposes:

- Verify that every deliverable (report or other kind of documentation), required by the project proposal or added to the list of planned deliverables because of EC's request or decision, exists and is subject to the established review, by the competent offices in accordance with requirements and standards;
- Check the effective reach of planned milestones;
- Identify nonconformity and/or lacks of processes and delivery and start opportune corrections or corrective actions, verifying their application and effectiveness;
- Inform the Project Coordinator about the quality status of the program.

The audits are documented in the Quality Audit Report (QAR). The EB keeps under continual control the audit planning, making the necessary updates in case of changes of the timing of the project schedule. The following is a tentative timing table of the audits, but possible revisions are defined in agreement with EB and Project Coordinator.

### 5.2 Internal project reviews

Recurrently and within the jointly agreed period of time (after the quality audits mentioned in 5.1), the Project Coordinator organizes a project review where the Project Management Team and the Evaluation Board members are involved.



The agenda of this review is pre-established and ensures that all following domains are systematically covered, namely: contractual aspects, planning and progress achieved, status of deliverables, KPI, risk analysis and assessment.

### 5.3 Verification and Approval of Deliverables

EB checks and reviews any project deliverables before submission to EC. The result of the verification is reported in an internal note and sent to the Project Coordinator for the opportune review.

### 5.4 Analysis and Improvement

The Consortium will identify, collect and analyse data to demonstrate the adequacy and effectiveness of quality management and to evaluate where improvements can be made to continue the effectiveness of the quality management system.

In order:

- to maintain a precise technical control on deliverables, any products or technical problems or remarks from EC, highlighted by technical bodies corporate or EC, will be formalized on reports for tracking in a single database the state of technical problems and the activated actions for their resolution;
- KPI results will be recorded and analysed to identify areas for improvement.

These activities aim to improvement continually the processes and, in general, the factors which determine the success and its results.

## 6 PROJECT EVALUATION PLAN, FRAMEWORK, MEASUREMENTS

The project evaluation plan is an integral part of the QASP. It outlines the elements of project evaluation, the set of quality indicators against which progress and quality of project outputs will be measured, the evaluation mode and the evaluation instruments to be used.

| Objectives  | Indicators of progress  | Measurements  | Risk                  |
|---|---|---|-----------------------|
| The main project aim is to adapt the education system in the partner countries to the digital | Raised students' motivation, interest and level of satisfaction with their studies. <ul style="list-style-type: none"> <li>• Raised level of satisfaction of teachers with the</li> </ul> | <ul style="list-style-type: none"> <li>• Questionnaires with students</li> <li>• Questionnaires with teachers</li> <li>• Students' grades, increasing employability in the long term</li> </ul> | Internal and external |



|   |   |  |   |
|---|---|--|---|
| <p>generation through introducing and effective use of ICT-based innovative educational technologies and didactic models (IET&amp;DMs) in the teaching process.</p>   | <p>teaching process.</p> <ul style="list-style-type: none"> <li>• Raised quality of education and training in PC Universities.</li> </ul>   |  |   |
| <ul style="list-style-type: none"> <li>• To develop a Sustainable academic network (SAN) by August 2019</li> <li>• to develop Concepts of adapting the education system to the digital generation by December 2019</li> <li>• to create Centres for innovative educational technologies in all PC HEIs by November 2019</li> <li>• to develop OERs &amp; a</li> </ul> | <ul style="list-style-type: none"> <li>• Open SAN for sharing experience and exchange of good practices.</li> <li>• Developed 5 Concepts with regard to the specific conditions of each of the PCs.</li> <li>• Structure of the IET Centre, learning &amp; virtual virtual classrooms, developed Handbook of IETs.</li> <li>• Course Syllabus; Courses for trainers &amp; lecturers; Developed OERs and cloud-based virtual lib.</li> </ul> | <ul style="list-style-type: none"> <li>• The number of universities in each of the five PCs members of the SAN</li> <li>• 550 printed copies of the Concepts in EN, RU.</li> <li>• 15 IET Centres, 45 Active learning classrooms, 15 virtual classrooms, 600 printed Handbooks in EN, RU.</li> <li>• The Course Syllabus, 15 principal trainers, 60 trainers, 600 lecturers; 75 OERs, 5 cloud-based virtual libraries</li> </ul> | <p>Related assumptions:</p> <ul style="list-style-type: none"> <li>• Political, social and economic stability; Flexible management system</li> </ul> <p>Related risks:</p> <ul style="list-style-type: none"> <li>• Low buy-in from the HEIs and reluctance to join the network; Changes in HE regulations in the Partner Countries; Lack of support from university management and academic staff; Political instability in the Partner Countries; Financial instability of the Partner Countries</li> </ul> |



|  |  |  |  |
|--|--|--|--|
| Cloud-based virtual library of the DERs resp. by June 2021 & August 2021 |  |  |  |
|--|--|--|--|

Table 6: HiEdTec Project Framework

**The qualitative and quantitative data gathered as a result of the implementation of the Project Evaluation Plan will be used to produce the necessary reports for the Intermediate Quality Assurance Reports and the Final Quality Assurance Report.**

## 7 CONCLUSION

A need for greater consistency and collaboration in quality assurance approaches: effective interaction between internal and external means in order to ensure the best of quality of the HiEdTec project. Conditions for effective quality assurance have to include ensuring the management of the project through meaningful dialogue and actions, and an opportunity for creative thinking and modern outlook. The objective for quality assurance is to develop and sustain professional approaches to support project development and implementation, with an emphasis on improvement more than mere quality. Whilst the current emphasis the ultimate aim of quality assurance is to ensure that all partner universities have the best digital education modernization opportunities possible.

It is important to meet the requirements and expectations; to develop professional environments; to build mutual trust and respect between the partners; to share the ideas, feedbacks; to promote innovations, new approaches; to build communication networks. To develop quality assurance in setting goals and evaluation progress for the project; to design the plan that will reflect diversity among partnering countries; to ensure transparency in all stages of the project; to set priorities due to the common and local characteristics are the subsequent steps of the quality plan. It might be possible to refer to quality assurance data in order to ensure that partner universities meet standards set out in the project; distribute resources effectively and equitably; identify possible level of risks and in need of additional support; to emphasize and share good practices more widely, with the purpose of stimulating and supporting project improvement. Adaptation to local conditions within the framework of the project demands (maintaining responsibility of every partner HEI) will allow to effectiveness and efficiency.

It is important to have broad indicators of overall performance in the implementation of each work package. Permanent/periodical reports and data may be accumulated to make proper decisions. Timely reports and data will also provide important context and allow a more understanding of the project's progress in all levels.



Co-funded by the  
Erasmus+ Programme  
of the European Union

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



Partner countries should be allowed to better respond to local contexts and needs. External and internal quality assurance mechanisms support evidence-based decision-making for accountability and project development.

## 8 LIST OF FIGURES

|   |    |
|---|----|
| <i>Figure 1 : HiEdTec Org. Chart Flow</i> ..... | 9  |
| <i>Figure 2 : Risk management process</i> ..... | 17 |

## 9 LIST OF TABLES

|   |    |
|---|----|
| <i>Table 1: HiEdTec KPI scheme</i> .....                        | 15 |
| <i>Table 2: HiEdTec KPI scheme - governance</i> .....           | 16 |
| <i>Table 4: HiEdTec Issues &amp; Decisions Table</i> .....      | 18 |
| <i>Table 5: HiEdTec Deliverable structure description</i> ..... | 20 |
| <i>Table 6: HiEdTec Project Framework</i> .....                 | 25 |

## 10 DOCUMENT TEMPLATES



Co-funded by the  
Erasmus+ Programme  
of the European Union

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



## **DOCUMENT TEMPLATES**

**ANNEX 1 – Self-evaluation sheet: Co-ordination and Leadership**

**ANNEX 2 – Evaluation Form: Evaluation of the pre-conditions for effective collaboration**

**ANNEX 3 – Evaluation Form: Questionnaire for evaluation of project event**

**ANNEX 4 – Evaluation Form: Questionnaire for evaluation of project software**

**ANNEX 5 – Evaluation Form: Outcome (Deliverable) Evaluation Form**

**ANNEX 6 – Evaluation Form: Progress of the project (at the interim or final report stage)**

**ANNEX 7 – Evaluation Form: Evaluation of the impact of the project**

**ANNEX 8 – Risk Register**

**ANNEX 9 – Risk Register by Partner**



## ANNEX 1

### Self-evaluation sheet: Co-ordination and Leadership

Evaluation of the co-ordination and leadership in the partnership

#### INDICATORS:

- A clear division of tasks between the partners
- A clear work plan and timetable is available
- All partners know the main goals and results being aimed at
- There is a clear distribution of responsibilities among the partners
- There is an agreed decision-making procedure; each partner has his/her say
- The methods of communication between partners are agreed and regular communication is arranged
- Contributions made by the partners are valued

#### QUESTIONS:

Please, put a tick (✓) in the respective column.

| Decision making procedure  | yes | no |
|--|-----|----|
| Are the language competencies of all representatives taken into account?   |     |    |
| Is everybody able to contribute to the same extent?  |     |    |
| Are all relevant topics tabled during the meetings?  |     |    |
| Is all relevant information available in due time?   |     |    |
| Is each partner consulted when important decisions regarding the process of the project have to be made?                                     |     |    |
| Are the co-ordinators in the different partner institutions authorised to take decisions?  |     |    |
|  |     |    |
| Division of tasks  |     |    |
| Is the work plan and timetable clear for all partners?   |     |    |
| Are the partners aware of the common project goals and the specific goals for each partner institution?                                      |     |    |
| Is each co-ordinator aware of his or her responsibilities?   |     |    |
| Is there a clear and realistic description of the tasks of the international project co-ordinator and each partner?                          |     |    |
| Is there sufficient inside information on the situation in the partner institutions in order to appreciate the contributions of the partner? |     |    |
|  |     |    |
| Timetable and communication  |     |    |
| There is a clear time table with activities for each partner   |     |    |



|   |  |  |
|---|--|--|
| A time schedule for communication between partners and for exchange of material is available. |  |  |
| Every partner is in possession of the time table.   |  |  |
| The co-ordinator respects the deadlines.  |  |  |
| The work plan can be accessed and updated by every partner (e.g. on the Internet).            |  |  |
| The means and frequency of communication are discussed.                                       |  |  |
| The technical communication levels of all partners are taken into account.                    |  |  |
|   |  |  |

Using the following four point scale please rate the quality of selected key aspects of the project.

4= excellent; 3= good; 2=average; 1= poor/requires improvement

| Area                             | Aspect  | 4 | 3 | 2 | 1 |
|----------------------------------|---|---|---|---|---|
| (a) Planning and Management      | Clear planning and management guidelines in the project plan  |   |   |   |   |
|                                  | Clarity of guidelines for the organisation of different aspects of the project                            |   |   |   |   |
|                                  | Clarity of understanding of arrangements for meetings and deadlines for materials                         |   |   |   |   |
|                                  | Clarity of administrative procedures for staff costs, travel costs and all supporting financial documents |   |   |   |   |
|                                  | Clarity of roles and responsibilities   |   |   |   |   |
|                                  | Equality of participation   |   |   |   |   |
| (b) Co-ordination and leadership | Effectiveness of co-ordination and leadership   |   |   |   |   |
|                                  | Acknowledgement of the experience and expertise of all partners by the co-ordinator                       |   |   |   |   |
|                                  | Promotion of teamwork, sharing of experience and expertise  |   |   |   |   |

**What is the co-ordinator's strongest point?**

**Define areas of improvement for the co-ordinator:**

*Thank you very much!*



## ANNEX 2

### Evaluation Form:

### Evaluation of the pre-conditions for effective collaboration

These are a crucial foundation for team building. If one of the conditions is lacking, collaboration can face bigger challenges.

To carry out the evaluation, put a tick (✓) in the respective column in order to show what the situation in your team is. The scale varies from negative (-) to positive (+) – the more negative the results, the more improvement is needed.

*This evaluation can be done at the beginning of the project to support planning, in the middle of the project to monitor and to improve team work or at the end of the project.*

|   | --- | - | - | + | ++ | +++ |
|---|-----|---|---|---|----|-----|
| <b>Common time</b><br>The team has enough common time to meet (virtual & face-to-face) to support, discuss, manage, lead, solve problems etc.                                     |     |   |   |   |    |     |
| <b>Common goal</b><br>The team has a shared and clear understanding of the purpose and expected results   |     |   |   |   |    |     |
| <b>Common tasks</b><br>The team has to do tasks which need two or more people to work together  |     |   |   |   |    |     |
| <b>Expertise in use</b><br>Each team member is respected and acknowledged and may use his/her expertise and special skills  |     |   |   |   |    |     |
| <b>Autonomy</b><br>The team and its individual members have enough responsibility and power to make their own decisions and use their creativity                                  |     |   |   |   |    |     |
| <b>Communication tools and skills</b><br>The team has and uses the best possible tools to communicate and has agreed on how to use them   |     |   |   |   |    |     |
| <b>Trust</b><br>Team members know that each member will deliver and do what is expected of them<br>The team is able to create an open and appreciative space for diverse opinions |     |   |   |   |    |     |

*Thank you very much!*



### ANNEX 3

Evaluation Form (will be provided in Google forms survey):

#### QUESTIONNAIRE FOR EVALUATION OF PROJECT EVENT

(CONFERENCES, WORKSHOPS, SEMINARS)

| Productivity of the meeting   | Score (1-5) <sup>1</sup> | Comments |
|---|--------------------------|----------|
| 1. How productive was the meeting?  |                          |          |
| Meeting content and its organization  | Score (1-5) <sup>2</sup> | Comments |
| 1. The meeting objectives were clearly communicated in advance of the meeting   |                          |          |
| 2. The meeting objectives were met  |                          |          |
| 3. Follow-up actions resulted from the meeting  |                          |          |
| 4. Owners of follow-up actions were assigned  |                          |          |
| 5. The meeting leader(s) effectively moderated the meeting  |                          |          |
| 6. Meeting attendees had an opportunity to participate  |                          |          |
| 7. The right people were invited to the meeting   |                          |          |
| 8. Participants know what is expected of them in advanced and are ready to contribute.  |                          |          |
| 9. Meeting technology (computers, projectors, screens, phones) are working and prompted and ready to go. Remote attendees included. |                          |          |
| 10. Rooms are selected to fit the meeting. Furniture, supplies, space, outlets, etc. encourage creative & productive assembly.      |                          |          |
| 11. Flip charts, markers, supplies or technology for group memory are ample for any length meeting.                                 |                          |          |
| 12. Meetings are practical, dynamic and interactive. Participants are involved, excited, empowered and informed.                    |                          |          |
| 13. There is a sense of accomplishment and a feeling of progress. People look forward to meetings that assist their work.           |                          |          |
| 14. The tone of meetings is positive regardless of topic. Discussions are professional, respectful, all opinions valued.            |                          |          |
| Environment, materials, resources and equipment   | Score (1-5)              | Comments |

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

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



Co-funded by the  
Erasmus+ Programme  
of the European Union

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



|   |                    |                 |
|---|--------------------|-----------------|
| 15. Was the working environment satisfactory?   |                    |                 |
| 16. Was the provision of materials, resources and equipment suitable?                     |                    |                 |
| <b>Quality of the domestic arrangements</b>   | <b>Score (1-5)</b> | <b>Comments</b> |
| 17. Were the accommodation, food, the social element and the comfort factor satisfactory? |                    |                 |

*Thank you very much!*



## ANNEX 4

### Evaluation Form: QUESTIONNAIRE FOR EVALUATION OF PROJECT SOFTWARE (WEB SITES AND SOFTWARE TOOLS)

| Usability  | Score (1-5) <sup>3</sup> | Comments |
|--|--------------------------|----------|
| 1. What is the level of intuitiveness of the design?                                 |                          |          |
| 2. Is it easy to learn the user interface?   |                          |          |
| 3. Is it easy to navigate through headings, menus, etc?                              |                          |          |
| 4. Is it easy to find the necessary information/function?                            |                          |          |
| 5. What is the level of satisfaction of the overall look?                            |                          |          |
| Functionality  | Score (1-5)              | Comments |
| 6. Does the content/functionality correspond to the general purpose?                 |                          |          |
| 7. Is the content/functionality exhaustive in the relation with the general purpose? |                          |          |
| 8. Is the content/functionality logical and clear?                                   |                          |          |
| 9. Is the design/content up to date?   |                          |          |
| 10. Is the design/content professional?  |                          |          |
| 11. Is the design/content informative?   |                          |          |
| 12. What is the level of usefulness for audience outside the project members?        |                          |          |
| 13. Would you recommend it to colleagues?  |                          |          |
| Reliability and Efficiency   | Score (1-5)              | Comments |
| 14. What is the level of efficiency of use?  |                          |          |
| 15. Is the content free from errors?   |                          |          |
| 16. Is the content/functionality reliable?   |                          |          |

1. What aspect of the product / service were you most satisfied by?
2. What aspect of the product / service were you most disappointed by?

*Thank you very much!*

<sup>3</sup> 1– I do not agree at all; 2 – In sufficient degree; 3- I agree; 4 – In low degree; 5 – In no degree.



## ANNEX 5

### Evaluation Form: Outcome (Deliverable) Evaluation Form

|                                 |  |                    |  |
|---------------------------------|--|--------------------|--|
| <b>Name of the institution:</b> |  |                    |  |
| <b>Project outcome:</b>         |  | <b>Partner No:</b> |  |
| <b>Type of outcome:</b>         | Document, software product, web site, etc. |                    |  |

#### 1. Project Activities undertaken to produce the outcome

Activities undertaken, start–end dates, partners involved in the activities.

| <u>ACTIVITY UNDERTAKEN</u> | <u>START DATE</u> | <u>END DATE</u> | <u>PARTNERS</u> |
|----------------------------|-------------------|-----------------|-----------------|
|                            |                   |                 |                 |
|                            |                   |                 |                 |
|                            |                   |                 |                 |

#### 2. Evaluation

Please, give your evaluation of this outcome in a scale from 1 (poor) to 5 (very good) – 1 2 3 4 5. Circle your choice. Please try to justify it.

#### 3. Does the outcome fully correspond to the expected WP results?

#### 4. What aspects of this outcome did you like most?



Co-funded by the  
Erasmus+ Programme  
of the European Union

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



**5. What aspects of this outcome did you like least?**

**6. In what ways could this outcome be improved?**

Do you think anything extra should be done to improve it? Please, describe it.

**7. Further comments and suggestions**

Please, give any other comments you might have on this particular project outcome: difficulties, divergence from the original plan, personal views, etc.

*Thank you very much!*



## ANNEX 6

### Evaluation Form: PROGRESS of the PROJECT

(it should be done at the progress report and at the final report stage)

Evaluation of progress of work done in the project

#### INDICATORS:

- The timetable has been respected
- The sub products are ready and approved
- Planned activities have taken place
- Communication was efficient
- Partners have contributed as stated in the work plan
- The goals of the evaluated period are met
- The partners have learned from each other

#### QUESTIONS:

Please, put a tick (✓) in the respective column.

| Timetable (for each partner)  | yes | No |
|---|-----|----|
| Have all activities taken place according to your work plan and timing?                 |     |    |
| Did you respect the deadlines for delivering (sub) products?                            |     |    |
| Was the work load according to your estimation?   |     |    |
| Did you communicate (within the partnership) as planned?                                |     |    |
| Did you communicate (within your institution) as planned?                               |     |    |
| Was the timetable changed during evaluated period?                                      |     |    |
|   |     |    |
| Products and activities (for each partner)  |     |    |
| Have you undertaken all activities you should have according to your work plan?         |     |    |
| Did you deliver all products (material, training day ...) you were supposed to deliver? |     |    |
| Are you happy with the quality of your activities or products?                          |     |    |
|   |     |    |
| Goals (whole partnership)   |     |    |
| Did the project meet the main goals for the evaluated period?                           |     |    |
| Were all activities appropriately conceived for meeting the goals?                      |     |    |
| Are there some goals that have not been met?  |     |    |
| Are you happy with the quality of activities and products of the partnership?           |     |    |
| Were all activities or products the right ones in the light of the envisaged goals?     |     |    |
|   |     |    |



Co-funded by the  
Erasmus+ Programme  
of the European Union

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



| <b>Learning (added value of European cooperation)</b>  |  |  |
|--|--|--|
| I have learned through being a partner in this project   |  |  |
| European co-operation offered input I would never have obtained if I had not been a partner in this project        |  |  |
| The group has evolved during the evaluated period. Opinions and visions regarding the project subject have changed |  |  |
| We are all aware of each others' point of view   |  |  |
| We know each other well (professionally)   |  |  |
|  |  |  |

**1 What is, according to you, the strength of this project?**

**2 What are, so far, the weak points?**

**3 Define at least two problem areas that should be tackled as soon as possible:**

i)

ii)

**4 Suggest some measures or ways for solving the problem(s):**

**5 Name at least two successful activities (actions) you did within the project:**

i)

ii)



Co-funded by the  
Erasmus+ Programme  
of the European Union

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



**6 Name at least two achievements you realised through the project:**

i)

ii)

**7 What new links have you made at institutional and national level?**

*Thank you very much!*



Co-funded by the  
Erasmus+ Programme  
of the European Union

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



## ANNEX 7

### Evaluation form: Evaluation of the impact of the project

|   |
|---|
| <b>What were your expectations of this project?</b>   |
|   |
| <b>To what extent have these expectations been achieved?</b>  |
|   |
| <b>What impact has the project had on your own professional development?</b>                          |
|   |
| <b>What impact has the project had in your own institution (and beyond)?</b>                          |
|   |
| <b>Have you encountered any problems in implementing the project objectives?</b>                      |
|   |
| <b>To what extent have you been able to contribute to the project publications in the mass media?</b> |
|   |
| <b>To what extent will you be able to contribute to the course, if applicable?</b>                    |
|   |
| <b>Please add any additional comments</b>   |
|   |

*Thank you very much!\*



Co-funded by the  
Erasmus+ Programme  
of the European Union

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



## ANNEX 8 Risk Register (template)

| Risk nr. | Related WP | Risk category and description | Probability (High/Medium/Low) | Impact (High/Medium/Low) | Avoidance / mitigation strategy or contingency plan |
|----------|------------|-------------------------------|-------------------------------|--------------------------|---|
| LEG-1    |            | <b>Legal:</b>                 |                               |                          |   |
| ORG-1    |            | <b>Organisational:</b>        |                               |                          |   |
| FIN-1    |            | <b>Financial:</b>             |                               |                          |   |
| TECH-1   |            | <b>Technical:</b>             |                               |                          |   |



**ANNEX 9**  
**Risk Register Table by Partner**  
**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   |
|----------|------------|--|-------------------------------|--------------------------|---|
| 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. |

### Risk Register Table by Partner 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 | Medium                        | Medium                   | Close cooperation with project coordinator, reminders of partners Tasks and deadlines.                               |



|  |  |           |  |  |  |
|--|--|-----------|--|--|--|
|  |  | performed |  |  |  |
|--|--|-----------|--|--|--|

**Risk Register Table by Partner  
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 delays in the procurement and delivery of equipment | High                          | High                     | Conducting a timely tender commission for the purchase of 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  |



**Risk Register Table by Partner  
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              | Medium                        | Medium                   | Close cooperation with project coordinator, reminders of partners Tasks and deadlines.  |



|  |  |   |  |  |  |
|--|--|---|--|--|--|
|  |  | understanding of tasks and activities to be performed |  |  |  |
|--|--|---|--|--|--|

**Risk Register Table by Partner**  
**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.                     |



**Risk Register Table by Partner  
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><br>- frequent change of representatives of partner universities from the Kyrgyz Republic at working meetings<br>- 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><br>Collaboration problems between the partners as result of lack of mutual  | Medium                        | Medium                   | Close cooperation with project coordinator, reminders of partners Tasks and deadlines.  |



|       |     |   |        |        |  |
|-------|-----|---|--------|--------|--|
|       |     | understanding of tasks and activities to be performed   |        |        |  |
| ORG-3 | WP1 | <b>Organizational:</b><br>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><br>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><br>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.  |



**Risk Register Table by Partner  
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><br>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        | <b>Organizational:</b><br>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 | 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><br>Implementation of the Concepts among   | Low                           | Low                      | There should be established close  |



|       |     |  |        |        |   |
|-------|-----|--|--------|--------|---|
|       |     | other HEIs   |        |        | 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 | Organizational: Assurance of the Sustainability of the Centers for innovative educational technologies | Medium | Medium | The Department of Innovative Educational Technologies should further organize regular trainings in order to continue activities of the center beyond the project lifecycle.   |
| ORG-5 | WP4 | Organizational: Interchangeability of the trained staff  | Medium | Medium | 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. |



**Risk Register Table by Partner**  
**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><br>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><br>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><br>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><br>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><br>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><br>Possible delays in accomplishing the Quality Plan.   | Low    | Low    | Close cooperation with the project coordinator and partners,  |
| ORG-6 | WP6 | <b>Organizational:</b><br>Difficulty with finding experts experienced in dissemination procedure.  | Low    | Low    | Organization of establishment the process in advance.   |
| ORG-7 | WP7 | <b>Organizational:</b><br>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.   |



**Risk Register Table by Partner**  
**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><br>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><br>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><br>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><br>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 earlier stage.  |
| ORG-5 | WP4 | <b>Organizational:</b><br>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><br>Team work and involvement of focal points and responsible project team members in the meetings | low    | Medium | Organization of team work and their involvement in the different 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.        |



**Risk Register Table by Partner  
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><br>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><br>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 regard to their specific conditions. | Medium                        | Medium                   | Clear definition of deadlines, sending frequent email reminders to partners, fast reply to their possible questions. |
| ORG-3    | WP2        | <b>Organizational:</b><br>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><br>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><br>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><br>Delays in the development of Centres for innovative educational technologies and active learning classrooms.   | Medium | Medium | Clear definition of deadlines, sending frequent email reminders to 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><br>Delays in the development of the Handbook  | Low    | Low    | Clear definition of deadlines, sending   |



|       |     |  |        |        |   |
|-------|-----|--|--------|--------|---|
|       |     | of Innovative Educational Technologies.                        |        |        | 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. |

**Risk Register Table by Partner  
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 Education may vary from country to country                                | Medium                        | Medium                   | The early consultations with foreign experts and 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                     | Medium                        | Medium                   | Close cooperation with project coordinator, reminders of partners Tasks and  |



|       |     |  |        |        |   |
|-------|-----|--|--------|--------|---|
|       |     | understanding of tasks and activities to be performed  |        |        | deadlines.  |
| ORG-3 | WP1 | <b>Organizational:</b><br>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><br>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><br>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><br>Difficulty with finding experts experienced in evaluation procedures                                     | Medium | Medium | Report to project coordinator, finding experts before actual deadlines,   |