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INOW ASIA

WP4: Quality Assurance Plan

The INOWASIA Consortium

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Abstract

This document represents the Project Quality Assessment Plan for the project INOWASIA. The aim of the document is to provide detailed information on the QA strategies and procedures that should be followed during the implementation of the project about the “Development of innovative multilevel formation programs for the new water leading professionals in South East Asia (INOWASIA)”. This deliverable will serve as a guide for the project coordinator, in order to ensure that quality reviews will occur at appropriate points in the project execution, and as a reference for all project partners, in order to understand their responsibilities, regarding the project deliverables and outcomes. Quality control mechanisms are defined in order to be easy to identify important tasks and dependencies that are critical for the success of the project. This document will also provide a detailed guide to the INOWASIA consortium in order to establish effective cooperation within the consortium and ensure the highest level of quality of project documentation.

Document History

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Contents

Acronyms

QA	Quality Assurance
PM	Project Management
EC	European Commission
PC	Project Coordinator
PWP	Project Work Plan
SC	Steering Committee
HEIs	Higher Education Institutes
WP	Work Package
KOM	Kick-off Meeting

4. BACKGROUND

4.1 Introduction

Quality Assurance (QA) is a rigorous, systematic, objective, impartial, evaluation and self-evaluation of how effectively the project will work as part of the ongoing pursuit of higher levels of achievement and quality and continuous improvement over the lifecycle of the project and beyond. QA is based on the principle that every aspect of the project can be improved continuously and that the evaluation process, both internally and externally within the consortium, are ongoing practices that serve that improvement. QA is a collaborative exercise, and one of its benefits is a consensus on goals, objectives and intended outcomes of the project, such that there is a common benchmark set of criteria for planning and evaluating the work partners for the project.

4.2 Scope

The purpose of the Project Quality and Assessment Plan is to provide detailed information on the QA strategies and procedures that should be followed during the implementation of the project about the "Development of innovative multilevel formation programs for the new water leading professionals in South East Asia (INOWASIA)" by presenting a systematic method for identifying, monitoring, and resolving quality issues. This document provides a basis for planning, performing, managing, monitoring, and measuring the quality of the activities and outputs related to this project. It also describes the responsibilities for accomplishing the planned QA activities and identifies the required coordination of project quality activities with other programme activities, as this document and quality management activities in general form part of the overall project management procedures related to the INOWASIA project.

Project Overview

INOWASIA aim to develop high quality university vocational career-relevant trainings through special designed courses on modernising PC HEIs teaching tools in the area of Sustainable Water Resources Management, in accordance with EU and international standards and aligned with the EU Bologna education approach, in order to prepare a new generation of water professionals able to tackle, in a sustainable view, the complex challenges of water sector that face these countries, even in the present and next future.

INOWASIA's specific objectives are:

1) Develop, implement and certify basic and advanced water knowledge modules in the existing Master degrees and PhD programs in HEIs from Cambodia (Master in Water and Environmental Engineering, Master in Sustainable ecosystem management), Lao PDR (Master on Green and Innovation for Environmental Sciences, Master in Sustainable Agriculture and Environmental Management) and Vietnam (Master in Environmental chemistry, Master on Climate Change and Delta Management). These new teaching

methodologies will combine on-line modules for the basic knowledge courses, and problem-based learning for the advanced courses, implemented with campus facilities (pilots, etc…), ICT tools, and field visits. Also, the project fosters the training of academic teachers in the field of innovative and sustainable water resources management, and especially in the innovative techniques we pretend to use in the new postgraduate modules.

2) Promote and implement the use of the problem-based learning methodology illustrated with local study cases and indigenous culture, as well as innovative tools (serious games, roles playing study cases, etc.) in postgraduate water courses, including specific formation for academics.
3) Define Water Living Lab in each PC HEI, planning the implementation of real-life water demo sites and creating a multi-stakeholder virtual network.
4) Support entrepreneur and business culture among the students (future young water professionals) through field trips, short visits to success cases among local initiatives, and long stay internships in water companies and administrations.
5) Create an international multilevel network of students, academics, professionals and stakeholders in the field of water resources to encourage cross-disciplinary collaboration to find new and creative solutions to water challenges and to promote dissemination to the society.

INOWASIA is expected to establish a framework and set clear policies on how to introduce new methodology to be developed and implemented in the PC HEIs of South East Asia, which will be specifically designed for each SEA PC HEIs needs, in the fields of integrated water resources management and wastewater treatment for existing Master's and PhD programs in SEA PC HEIs.

By the implementation of this project, the students will improve their knowledge about water, including fundamentals about quality and treatment, and advanced knowledge about innovative technologies and modern concepts, that will lead them to find a better job and have better performance when working in the field. Also, the students will acquire critical personal abilities and skills that will let them to lead a new generation of multi-disciplinary water professionals who can tackle water challenges as a global issue, by dealing with any relevant stakeholder in the field.

On the other hand, the teachers will increase and improve their knowledge and curricula about water issues including innovative concepts about circular economy, nature-based solutions, low-cost ICT, payment for ecosystems, etc… while they improve their teaching capacity once they are trained with problem-based learning methodology.

In general, the Asiatic now opens doors to new future international projects, as well as to maximization of future researchers' mobility. On the other hand, this project will create synergies between Asiatic participating countries with common water problems that will permit exploring new and creative solutions to the water challenges that all of them are facing.

By gathering expertise from academic, as well as local authorities, stakeholders and factories in charge of water management in the training program, this project will contribute to the building of a professional network around water resources management in the partner countries. This network should favour relationships between the academic and professional expertise in the field. Through this network, the teaching contents will be more adapted to perform real problem solving from rising questions about water resources.

Target Groups and Expected Impact

InowAsia project targets in 3 Partner Countries – Vietnam, Laos and Cambodia) for implementing and validating basic and advanced water knowledge modules in the existing Master and PhD programs, which are: Master in Environmental Chemistry (VNU-Vietnam), Master in Climate Change and Delta Management (CTU-Vietnam), Master on Green and Innovation for Environmental Sciences (NUOL-Laos), Master in Sustainable agriculture and environmental management, (SU-Laos), Master in Water and Environmental Engineering (ITC-Cambodia), Master in Sustainable ecosystem management (UBB-Cambodia), PhD programs University of Science (VNU) and additional ones which will be identified during the project life. For all partner countries (PC) HEIs the main target groups are:

- Students: they need an integrative vision of water resources management with problem- based learning tools.

- Academic teachers: they need innovative tools to prepare future professionals with competences and skills demanded by the labour market

- Vulnerable groups: they will have to be included in the evaluation of living labs and online modules. It has been considered vulnerable groups as scholarship students or students with disabilities.

- Scientific and technical staff: they need internationalization and competitiveness of their Research Centers to have access to international research funds. and to implement innovative water research projects. The staff of water related laboratories need knowledge update.

- Water professionals: they need decisive future professionals that bring innovative ideas and effective solutions to complex water challenges in SEA countries and world-wide.

- Universities: they need the modernization of graduate and postgraduate water programmes by incorporating innovative tools and sustainable values, in accordance with EU and international standards.

They also need the internationalization of the institutions in order to attract international talent.

Inow Asia secondary target groups are:

1- governmental organizations and/or governmental companies that manage all kinds of water sector.

- International organizations: They work in the field of water governance, water planning at region/national/international scale and climate change. They may have influence on water policy and Governments. They need an institutional framework and the social and technical capacity to implement development strategies in water planning field.

o Global Water Partnership South-East Asia (associated partner of present project)

o United Nations Water Programme's Asian Action Plan (UNEP/MAP)

o UNSG's Advisory Board on Water and Sanitation (UNSGAB)

o The World Bank Water and Sanitation Project in South Asia

o Water Environmental Partnership in Asia (WEPA) http://www.wepa-db.net/en/index.html

o The International Water Management Institute (IWMI)

o Asian Development Bank http://www.adb.org/Water/default.asp

o Japan International Cooperation Agency

o French Development Agency

o SEAMEO Regional Center for Community Education, Development, Ministry of Education and Sports (associated partner of present project)

o ASEAN Working Group on Water Resources Management (AWGWRM)

o International Water Association (IWA) http://www.iwanet.org/

o Asia-Pacific Water Forum http://www.apwf.org/

- Public companies and administration: They manage 100% water sector in Partner Countries. They need water specialists, especially in the field of integrated water resources management, climate change, watershed management, management and operation of drainage systems, engineers and IT. They need cross-disciplinary specialists, water strategists and at the end technological profiles applied to the water sector, with personal abilities to share knowledge and cooperate with other colleagues in the world.

From Laos:

- Ministry of Agriculture and Forestry (MAF)

- Ministry of Communication, Transport, Post and Construction Urban water supplies and inland waterways.

- Ministry of Energy and Mines (MEM)- Electricity, hydropower and mining

- Ministry of Health.

- Ministry of Natural Resources and Environment (MoNRE) (associated partner of present project)

- Lao National Mekong Committee (LNMC)

From Cambodia:

- Department of Potable Water Supply, Ministry of Industry and Handicrafts –MIH (formerly Ministry of Industry Mines and Energy –MIME)

- Ministry of Public Works and Transport (MPWT)

- Ministry of Water Resources Management and Meteorology (MOWRM)

- Ministry of Environment (MoE)

- Ministry of Health

- Ministry of Rural Development

- The Phnom Penh Water Supply Authority (PPWSA) and the Siem Reap Water Supply Authority (SRWSA), 11 Provincial Water Supply Authorities (known as PWWKs) as well as 147 smaller utilities.

- Mekong River Commission (MRC)

- Tonle Sap Authority

- Cambodian National Mekong Committee

From Vietnam:

- National Water Resources Council (NWRC)

- Ministry of Agriculture and Rural Development (MARD)

- Water Service Companies (WSCs): state-own provincial services.

- National Center for Rural Water Supply

- Other state-owned enterprises

- Community water managers

2- NGOs working in the water field at Partner Countries: They work at local/regional scale on water resources management and wastewater treatment. They need an institutional framework and the social and technical capacity to implement water-related projects at local or regional scale.

- CARE International http://www.care-international.org/

- WaterAid http://www.wateraid.org/

- Consortium for Dissemination of DEWATS (CDD) http://www.bordasa.org/modules/cjaycontent/index.php?id=3

- WTO - World Toilet Organization http://worldtoilet.org/

- Engineers without borders

- Oxfam International

- Safe water network https://www.safewaternetwork.org/

- Water and Sanitation for the Urban Poor (WSUP)

- Water For People

- World Vision: Water and Sanitation

3- Private companies directly or indirectly related to water management, especially in the field of services (e.g., tourism), wastewater treatment (e.g., piped water systems operation, domestic and industrial wastewater treatment plants), industries, consultants and clusters and associations of companies (e.g., B2G, CDM, ...)

4- Citizens: According to Sustainable Development Goals (UN), they need: Good health and wellbeing (Goal 3), Quality education (Goal 4), Clean water and sanitation (Goal 6). It is necessary to empower the citizens in water management as they are the ultimate's beneficiaries, and their involvement and awareness is needed to meet the targets of universal access to water, sanitation and hygiene (WASH) by 2030.

Related to each partner institution, there are different benefits:

1) Vietnam National University (VNU):
    - Recognition of the programmes in environmental chemistry and environmental engineering.
    - Relationship between academy and industry and small entrepreneurship regarding job orientation of learners.
    - Improvement of the teaching and research capacity of faculty staff.
    - Relationship between HEI partners and EU partners in education and research.
    - Entry in the new world economy within ecological conscious.
    - Promotion of all professional activities related to the sustainable water practices (through economic and academic arenas).

2) Can Tho University (CTU)

- Accreditation of research laboratories on hydraulic engineering, water resources and environmental management.
- High quality young researchers in hydraulic engineering, water resources and environmental management, and provide human resources for government agencies, industries and communities.
- Strengthened partnership among universities, government agencies, industries and communities.
- Networking to project partners.

3) Laos National University (NUOL) and University of Souphanouvong (SU):

- Recognition of the programmes in environmental sciences.
- Improvement of the knowledge on water-related issues.
- Relationship between academy and industry and small entrepreneurship regarding job orientation of learners.
- Improvement of the teaching and research capacity of faculty staff.
- Relationship between HEI partners and EU partners in education and research.
- Promotion of all professional activities related to the sustainable water practices
- Implementation of water living labs and water research network with ASEAN universities

4) Technological Institute of Cambodia (ITC)

- The coordination of research unit and research activity for the lecturer and researcher by combining the field education with the existing project.
- Improvement of program in the option of Water and Environmental Engineering (Engineering level and Master level) by having the specific skill and competence on water and wastewater treatment which is really needed for Cambodia to fulfill the national development goal by 2030 on water supply and sanitation.
- Sustainability of the program Urban Water and Sanitation Engineering after finishing of Scholarship from AFD-EU in 2021.

- Mobility of interest to the people in the society on taking the higher education in the field of Water and Environmental Engineering.
- Establishment of the training center for water treatment and water supply at ITC for technicians at master level.

5) University of Battambang (UBB)

- Improvement of the knowledge on water-related issues
- Integration of new innovative water related courses in the UBB masters (Rural development, sustainable ecosystem management, sustainable agriculture)
- Improvement of the teaching and research capacity of faculty staff
- Implementation of water living labs and water research network with ASEAN universities
- Enhancement of collaboration with water enterprises and administration

Expected Impact

1. **Basic water knowledge online course:** Implementation of the on-line courses at the web and long-life access to each PC HEIs.

2. **Advanced water knowledge courses**: Implementation of the courses and formation to teachers, who can teach post-graduate students during and after INOW-ASIA duration.

3. **PBL pedagogic methodology**: Selected teachers will be trained on PBL methodology, that can be used and implemented for any other courses and degrees.

4. **Internships**: Internships will be promoted among the network members and will enhance a win-win relationship between students and companies

5. **Vietnam water Living labs:** The demo site (physical or virtual) will be used for data sharing, formation and training. Additional funding will be asked for long life operation of the infrastructure.

6. **Laotian water living labs**: The demo site (physical or virtual) will be used for data sharing, formation and training. Additional funding will be asked for long life operation of the infrastructure.

7. **Cambodian water living labs**: The demo site (physical or virtual) will be used for data sharing, formation and training. Additional funding will be asked for long life operation of the infrastructure.

8. **Virtual network**: Data, knowledge, experiences, opinions, market opportunities, etc. will be shared through the virtual network.

9. **Dissemination of EU funding for Asia development**: Project website providing all information on the project activities and progress, as well as all the reports produced by the project team Social media dissemination of the project in Facebook, twitter & LinkedIn. Traditional media such press releases, interviews, articles at local and national level to inform the broader public about the programme. Articles in academic journals and the project presentations at international forums and congresses regarding both environmental studies as well as educational innovation to reach a scientific community.

10. **Creation of awareness on the water challenges in the area and the impact of climate change, highlighting the potential of nature-based solutions and innovative technologies for sustainable water resources management**: Organization of local dissemination events with citizens

11. **Collaborations between regional universities**: Periodic meeting for the correct ongoing of the project. Moreover, some students will be promoted to internships at another PC HEI

Short term impact

According to proposal, short term impact has been more detailed in the following table. It shows how the target groups will be reached and involved during the life of the project. It is structured according to the different levels of impact and stakeholders.

Short term impact	Target groups/potential beneficiaries	Quantitative indicators (in numbers please)	Qualitative indicators
Improve teachers' abilities in the PCs	Academic teachers and students	Pool of more than 50 academic teachers will be trained in advanced water contents and PBL methodology	Successful teacher training reflected in the students' evaluations
Increase of water related contents in postgraduate programs	Academic teachers and students	More than 5 basic knowledge courses and more than 10 advanced courses will be defined, accredited and implemented	Formation of future water professionals with better skills to face water challenges in an integrated way.
Modernisation of teaching methodology	Academic teachers and students	5 On-line and 10 PBL new or updated courses	Satisfaction with the introduction and consolidation of ICT as basis for e-learning methodology and

			with PBL methodology, that results in positive evaluation by students and teachers
Highly qualified young professionals in the regional water management sector	Students, HEIs, public and private stakeholders	Total amount of at least 90 graduated per master edition (15 per PC HEI) 50% employment rate within the first 6 month after graduation	Students equipped with competences specifically required by the labour market as reflected in the evaluation of external stakeholders
Close collaboration between HEIs and public and private stakeholders	HEIs, public and private stakeholders	Participation of more than 2 external stakeholders in the definition of at least 5 courses. An additional 5 stakeholders affiliated to the network per country and year	High quality practical classes as reflected in students' evaluations
Living lab platform on the campus and virtual network	Academic teachers and students, public and private stakeholders	5 students formed in implemented water living lab per HEI and year. At least 5 stakeholders visiting the living lab (or connected through the virtual network) per country and year	Satisfaction of students, teachers, HEIs and companies involved in the virtual platform
Consolidation of mobility measures as means of internationalisation efforts	Students, academic teachers, HEIs	Pool of 4 students and 2 teachers per PC HEI and 4 teachers per EU HEI	Positive evaluation of mobility measures by students and academic teachers

Long term impact

Long term impact shows how the target groups will be reached and involved during the life of the project and specially afterwards and how the project will benefit the target group at local, regional, national level. The table is structured according to the different levels of impact and stakeholders.

Long term impact	Target groups/potential beneficiaries	Quantitative indicators (in numbers please)	Qualitative indicators
Better and more professional solutions to water problems in Cambodia, Vietnam and Laos (and SEA in general)	Business stakeholders/ Local and Regional Governmental Institutions, population as a whole	Total amount of at least 90 graduated per year (15 per HEI)	Qualified professionals in the field of water resources sustainable management as reflected in high employment rate of the postgraduate's alumni
Modernisation and Internationalisation of Cambodian, Vietnamese and Laos academia	HEIs, academic teachers, students	1 Additional HEI implementing the internationalised curriculum per country and year	Higher position of participating HEIs in international university rankings
Higher awareness of water related issues	Policy makers and population as a whole	Policies include guidelines for sustainable development	Higher awareness of water related issues
Improve citizens living	Citizens, society, industries	Better water resources management in the cities and industries.	Improved public health and socioeconomic indicators

Expected Results

The expected tangible results obtained at the end of the project for all countries are:

- Report on defined academic and labour-market requirements in each HEI
- Professors and technical/scientific staff trained in PBL and innovative water management concepts
- Accreditation roadmap
- PC HEIs Students mobility (2 students per HEI)
- Industry and companies involved in the programs and internships.
- Manuals and educational material available in each PC HEI
- Implementation of at least 2 modules each PC HEI postgraduate program
- Implementation of Water Related Living labs

Moreover, each PC HEI pretend to obtain the following results:

- Vietnam National University (VNU):
  - To improve the recognition of the programmes in environmental chemistry and environmental engineering.

- To improve the relationship between academy and industry and small entrepreneurship regarding job orientation of learners.
- To Improve the teaching and research capacity of faculty staff.
- To improve the relationship between HEI partners and EU partners in education and research.
- To Entry in the new world economy within ecological conscious.
- To promote all professional activities related to the sustainable water practices (through economic and academic arenas).

- Can Tho University (CTU):
  - To update and obtain accreditation of research laboratories on hydraulic engineering, water resources and environmental management.
  - To produce high quality young researchers in hydraulic engineering, water resources and
  - environmental management, and provide human resources for government agencies, industries and communities.
  - To strength partnership among universities, government agencies, industries and communities.
  - To create networking to project partners.

- Laos National University (NUOL) and University of Souphanouvong, Luang Prabang (SU):
  - To improve the recognition of the programs in environmental sciences.
  - To improve the knowledge on water-related issues.
  - To improve the relationship between academy and industry and small entrepreneurship regarding job orientation of learners.
  - To improve the teaching and research capacity of faculty staff.
  - To improve the relationship between HEI partners and EU partners in education and research.
  - To promote all professional activities related to the sustainable water practices
  - To implement water living labs and water research network with ASEAN universities.

- Technological Institute of Cambodia (ITC):
  - To improve the coordination of research unit and research activity for the lecturer and researcher by combining the field education with the existing project.
  - To improve our program in the option of Water and Environmental Engineering (Engineering level and Master level) by having the specific skill and competence on water and wastewater treatment which is really needed for Cambodia to fulfill the national development goal by 2030 on water supply and sanitation.
  - To help the program Urban Water and Sanitation Engineering to survive after finishing of Scholarship from AFD-EU in 2021.
  - To create more interest to the people in the society on taking the higher education in the field of Water and Environmental Engineering.
  - To establish the training center for water treatment and water supply at ITC for technicians at master level.

- University of Battambang (UBB):
  - To improve the knowledge on water-related issues

- To introduce new innovative water related courses in the UBB masters (Rural development, sustainable ecosystem management, sustainable agriculture)
- To improve the teaching and research capacity of faculty staff
- To implement water living labs and water research network with ASEAN universities
- To enhance collaboration with water enterprises and administration

Key activities to be carried out

1) Preparation

Research, analysis and evaluation of:

- Postgraduate programs related to water at both EU and Asiatic partners,
- Main priorities and challenges on the water field at each PC,
- Innovative and technological gaps in the water field at each PC
- Target public and private stakeholders in the water field at each PC
- Specific required competences of the local labour markets

2) Development I

This stage covers the co-design of the academic content of the modules and the potential structure in each Cambodia, Laos and Vietnam participating universities, the design of student mobility, the plan and development of specific formation for Asian academic teachers in problem-based learning (PBL) and innovative water technologies and concepts, and set the accreditation roadmaps of modules at each participating PC.

3) Development II

Implementation of the 1rst edition of the academic modules will be carried out at participating PC HEIs. Student internships national and international will be carried out to develop Master ‘s Thesis. Revision of 1rst edition module implementation will be carried based on the qualitative and quantitative indicators of impact, quality, and results. At this stage we will obtain the accreditation of implemented modules.

4) Quality Plan

The quality Plan aims at establishing criteria, tools and procedures for monitoring and evaluating the project in terms of both processes and outputs to ensure the quality of the project activities and deliverables. The quality control will take place first during the project, and second at the end of its implementation. This ongoing monitoring will give information to the partners about the weaknesses of the implementation process, in order to take measures to mitigate them during the project and beyond the project for its exploitation and sustainability. Moreover, this evaluation will establish the basis for ensuring that the work plan is carried out according to the time, effort and budget estimates and that the objectives have been achieved through good collaboration between partners.

5) Dissemination & Exploitation

A Dissemination plan and material will be issued and key external stakeholders identified. A

dissemination campaign will cover a project website, a quarterly newsletter, social and traditional media, as well as articles and presentations in academic journals and at congresses. Periodic local dissemination events will be held to raise awareness regarding the new training offer and network. Sustainability of the project results after the project will be addressed by a financial plan, as well as the establishment of an

inter-university association to ensure institutionalisation of the master, as well as sustainable long-term collaboration between the HEIs.

6) Management

Creation of management structures: The Steering Committee (SC) will consist of 1 member from each project partner; WP Leaders and technical implementation teams for each task, as well as Technical Office Coordinator and Project Manager to monitor the daily implementation and coordinate the different teams. A management plan will coordinate financial and administrative management (including Reporting to EACEA), as well as technical project progress management, covering the collection of deliverables, progress monitoring, resolving of possible technical conflicts and risk management.

Partners and Roles

The project consortium consists of partners from Universitat de Girona (P1), Fundacio Solidaritat UB (P2), World University Services of the Mediterranean-WUSMED (P3), Institut de Recherche pour le Développement (P4), Universite Paul Sabatier Toulouse III (P5), Hanoi University of Science (P6), Vietnam National U. Hanoi (P7), Can Tho University, National University of Laos (P8), Souphanouvong University (P9), Institute of Technology of Cambodia (P10), University of Battambang (P11).

Universitat de Girona

Contribution to research, analysis and other preparatory activities for establishment of the knowledge base. Analysis of the PC's HEIs academic offer.

The following table presents these partners and their main roles in the project. It should be noted that each of these main roles entails additional management activities and specific responsibilities, which are not outlined here.

Table 1: INOWASIA Partners and Roles

Partner	***Role***
Partnership Team	• Attend all project meetings • Provide feedback to draft versions of developed material • Produce financial, progress and administrative reports as requested • Contribute to all work package activities and development of intellectual outputs as appropriate • Participate in all evaluation exercises of internal and external evaluator
P1- Universitat de Girona (UDG)	• UdG will be leading WP6 for project management and co-leading WP2 for training about PBL methodologies and advanced water technologies and integrated management.

	• UdG will also be involved in WP1, WP3, WP4 and WP5 for research, analysis and identification of needs, gaps and stakeholders, for development and implementation of the modules, for quality assurance, and for dissemination.
P2- Fundacio Solidaritat (FSUB)	FSUB will be the leader of WP1 FSUB will • deal with the research, analysis and other preparatory activities for establishment of the knowledge base, the planning and implementation of the educational training programs throughout the project (WP2 and WP3) and the implementation of Water Related Living Labs (WP3). • contribute to define and carry out the training programs and providing teaching materials on the following subjects: nature-based solutions for water management and resilience, alternative water resources, water resources for agriculture purposes, innovative technologies and new trends on sanitation (e.g., resources-oriented sanitation), general concepts on water sustainable management. • participate in the dissemination activities (WP5).
P3- World University Services of the Mediterranean-WUSMED	WUSMED will be the co-leader of WP4 WUSMED will be WP1: Feedback to define essential skills, competences, content and competence-based learning materials preparation, identifying requirements of environmental stakeholders. WP3: Contribution to the living lab virtual campus implementation and promotion between potential users and stakeholders. WP4: Collect information to be provided to the WP leader. As coleader, collaborate with the elaboration of the Monitoring and Evaluation Plan and elaborate periodic reports. WP5: Support all the partners for the dissemination of the project. WP6: Active participation in all managerial tasks.
P4- Institut de Recherche pour le Développement (IRD)	IRD will be the leader of WP5 IRD will lead dissemination (WP5), based on their presence and on-going projects with their delegations in Cambodia, Laos and Vietnam, and the established stakeholders' network in Southeast Asia. IRD will be involved in the following other tasks: Formation regarding: Ecohydrology and Ecological Engineering, low-cost ICTs for ecological water management, Agriculture under Water stress (in rural and urban areas), soil and water dynamics (Wp2 and 3) Definition and implementation of the water-related living labs" (Demo sites in the Campus) network for sharing knowledge (student-centered education) and to build entrepreneurship on water management technologies to promote the circular economy (WP3)

P5- University Paul Sabatier Toulouse III (UT3-PS)	TU3-PS will be the co-leader of WP3 Toulouse 3 university will be co-leader of WP3 and participate in WP2. Toulouse 3 will provide teachers in the field of environmental sciences: aquatic ecology and ecological engineering (1 Professor, 1 lecturer and 2 engineers), computer sciences (1 professor) and water engineering (1 professor) These staff fellows are developing learning expertise in the framework of the Master of Biodiversity, Ecology and Evolution, numerical sciences and water civil engineering and treatment In their teaching, they are interacting with stakeholders, in the topic of water management and biodiversity. They foster a dense network of relationships for students' internships and develop problem solving training. This expertise might help at overcoming new teaching challenges for sustainable innovation promotion, open communication and problem-solving techniques. Toulouse 3 will also participate in the other WP for the identification of needs, gaps and stakeholders, quality assurance, dissemination and project management.
P6- Hanoi University of Science, Vietnam National U. Hanoi (HUS-VNU)	HUS-VNU will be the co-leader of WP6 HUS will • participate in the analysis of the needs in both academic and industrial areas (WP1), especially in Vietnam. The professors involved will also participate in the Problem based learning and other advanced knowledge trainings (WP2). • participate in activities in academic education providing their expertise in environmental chemistry and advanced water treatment technologies. HUS will be responsible to update the existing postgraduate programmes in HUS (WP3). • be involved in the implementation of the water-oriented living labs (WP3), based on the existing nature-based infrastructure already existing in the campus. Finally, HUS will take part in the project dissemination and Exploitation (WP5), being responsible for revising, updating and developing annual dissemination plans for the project to maximize the visibility and impact of project outcomes.
P7- Can Tho University (CTU)	CTU will be the leader of WP3 CTU will: • lead WP3 (development II): implementation of the modules and water living labs in the HEIS of Vietnam, Laos and Cambodia. And will be responsible of updating the existing postgraduate programmes in CTU. • participate in the preparation phase, for the establishment of a knowledge's base (identification of priorities, targets.,) and identify the specific water challenges in Vietnam (WP1). • participate in the Problem based learning and other advanced knowledge trainings (WP2). CTU will participate in the basic courses and in educational material redaction mainly in the following topics: water quality, climate change, resilience and water treatment. • participate in the Quality Plan Committee (WP4). • take part in the project dissemination activities (WP6), especially in Vietnam.

P8- National University of Laos (NUOL)	NUOL will be the leader WP4 (Quality Control of the project) NUOL will: ● Participate in the preparation phase, for the establishment of a knowledge's base (identification of priorities, targets,) and identify the specific water challenges in Laos (WP1). ● Laos professors involved in the project will also participate in the Problem based learning and other advanced knowledge trainings. Laos will participate in the basic courses and in educational material redaction (WP2). ● be responsible to update the postgraduate program in Laos (WP3). ● take part of the project dissemination activities (WP6) in Laos.
P9- Souphanouvong University (SU)	SU will be the co-leader of WP5 SU will participate in: ● the preparation phase (WP1) for the analysis research in Laos, ● the preparation and implementation of the modules and water living lab in the university (WP2 and WP3). The SU professors involved will participate in the Problem based learning and other advanced knowledge trainings and will participate in educational material redaction mainly focus on water and sustainable agriculture. SU will be responsible to implement the new program in SU . ● the Quality Plan Committee (WP4) and will take part of the project dissemination activities (WP6) in Laos, altogether with NUOL.
P10- Institute of Technology of Cambodia (ITC)	ITC will be the leader WP2 ITC will: ● participate in the basic courses and in educational material redaction mainly in sanitation and water engineering. ● the preparation phase, for the establishment of a knowledge's base (identification of priorities, targets.,) and identify the specific water challenges in Cambodia (WP1). ● be responsible to update the existing master program in the university, and will be actively involved regarding the co-design and implementation of the living lab (WP3). ● participate in the Quality Plan Committee (WP4) and will take part in the project dissemination activities (WP6), contribute to the dissemination of scientific information and support to decision making for water resource management in Cambodia.
P11- University of Battambang (UBB)	UBB will be the co-leader of WP1 UBB will ● work closely with coordinator, joint coordinator and partners according to the consortium agreement. ● do local research to explore PC needs in relation to water resources managements at local/nation/regional scale. As well as evaluating

	teaching shortcomings of participating PC HEIs on developing professional and competitive competences and skills. • WP3, support as much as possible project activities by getting engagement all stakeholders at university and target groups (local government, community) to ensure the success of project and provide needed facility for implementing the project at the university. UBB will also coordinate all project mobility (for UBB students) by providing opportunities to students, faculty members and staffs to train and update their knowledge and using cutting edge technologies in EU and Cambodian partner universities. • WP5, establish Green growth network to coordinate and develop the green growth related activities; to promote project information to a large number of neighboring academic and scientific communities, research and development partners for sustainability of project results after funding.

QUALITY ASSURANCE

Definition

Quality Assurance (QA) is concerned with activities, procedures, protocols, and relevant actions that aim at ensuring that a project progresses according to the set objectives and within certain standards that monitor its progress. It also aims to affirm that products and services delivered through a project are developed and disseminated based on the intended audience's needs and readiness. It is important to highlight that QA is as much a partnership concern as it is a project management concern, since everyone involved in the project needs to adhere to specific guidelines that assure the attainment of quality throughout the project's life-cycle. QA can be carried out at internal level; this process is carried out from NUOL and all the project team.

Objectives of Quality Assurance

The main objectives of QA are to achieve the maximum standards of quality ensuring that the quality management obligations are fulfilled by all partners; that a high level of project performance is achieved by all partners; that a high level of satisfaction is evident among external stakeholders and participants to the trainings. These objectives will be achieved through the systematic monitoring and evaluation of the project to ensure that:

- Project procedures, products, outputs comply with objectives and purpose
- Mistakes are kept to a minimum through the elimination of common errors
- Increases in efficiency are achieved through the improvement of time and project management
- Quality of project products/outputs is monitored helping to ensure that overall project and specific work package objectives are met
- Feedback throughout the various project phases minimises chances of bad quality in outputs

- Compliance to common standards with partners following the same guidelines in all phases to increase consistency and reliability

Additionally, QA procedures will ensure that:

- a quality assurance framework for partner interaction within the consortium is outlined, agreed and consistent.
- guidelines are set-out and adhered to for the engagement of and interaction with external stakeholders and end-users;
- a robust, fit-for-purpose, internal evaluation framework is established ensuring that the feedback of project partners, stakeholders and end-users is collated and used throughout the project development and implementation phases to improve outputs.

Quality Assurance principles in INOWASIA

Quality Assurance in the INOWASIA project is based on generally-accepted QA principles; that is, guidelines and rules that help ensure the quality of the project and its products. Such guidelines also form part of the whole project management, since QA in general should form part of the successful management of a project.

The actions taken under the QA aim at ensuring a high quality of the INOWASIA activities and results due to a regular monitoring and evaluation during the project lifetime. The evaluation activities will be led by National University of Laos and be examined on three levels:

1. Validation of the project outputs according to the following main criteria which shall be further detailed in the preparation, implementation, and exploitation phases: quality, structure and content, transferability and sustainability.
2. Achievement of the expected targets (from a qualitative and quantitative point of view) set out in this plan
3. Evaluation of the cooperation and collaboration among partner organisations.

In order to ensure that optimal quality and excellence will be obtained in the methodologies, tools, and techniques used in ensuring quality management of this project, these need to be based on the following principles:

- There should be continuous and open communication amongst all partners and the QA coordinator.
- Partners should always do their best to deliver products / services / outputs of high-quality standards within their area of expertise.
- The needs and satisfaction of the target audience and all relevant stakeholders should always be kept in mind in all project activities.

- A commitment to the continued improvement of all project products and outputs should be made by all partners, this including the provision and acceptance of constructive feedback and constant monitoring of all processes related to the project.

Specific QA guidelines that relate to the various components and outputs of the project will be provided throughout the project life-cycle in a timely manner so that all phases of the project are carried out efficiently. In addition, this document will be updated throughout the project's life-cycle so as to reflect such QA guidelines that need to be adhered to by all relevant partners.

Successful application of QA at internal and external level in INOWASIA is based on the responsible participation of all partners in all required actions for the attainment of high-quality standards in all project activities and outputs. Procedures and timeframes related to the achievement of quality should be followed by all partners and any relevant sub-contractors as indicated by the QA coordinator. Concerns or questions with respect to the content, structure, or timeframe of QA activities and actions should be communicated to the QA coordinator immediately, who in return should communicate to all partners involved any decisions or alterations to the specified plan and course of action.

Deliverable Guidelines

- For each major deliverable, guidelines will be sent ahead of time by the relevant WP lead partner and agreed upon by all partners in order to maintain consistency. These guidelines will be used for the purpose of monitoring the deliverable's success and quality.
- All major deliverables should be produced using specific templates and should include the relevant logos and disclaimers. Such templates that will be used throughout the project's life-cycle will be provided by the lead partner (e.g., the agenda produced by the lead partner for the first partner meeting should be used as template for future meetings).
- A deadline reminder should be sent to relevant partners 7 days in advance.
- Any deadline that leads up to completing a deliverable (e.g., deadlines for smaller tasks that lead up to the completion of the deliverable) should be met on time, as well as the final deliverable deadline.
- If a partner will miss a specific deadline, that partner has the responsibility to inform the consortium accordingly in a timely manner (for example 10 days in advance).

Peer Review

Peer review involves the review of deliverables or products by peer partners or external collaborators. This process usually takes place during the development phase of the deliverable with the objective of providing constructive feedback before the final composition and delivery of the product.

Templates

The process of creating templates includes the preparation of specific documents, which determine the format, length, structure and content of the final deliverables. Creating templates and sharing them with

partners in order to follow them during the development of the deliverable is very helpful in ensuring that there is cohesion among the deliverables and that standardisation control takes place.

Minutes

The protocol of taking minutes during face-to-face and online meetings among partners ensures that every important detail is recorded. The minutes are available to all partners in order to be retrieved at any time to stay on the same page with what has been agreed by the consortium.

Document Control

The document control process ensures that all the deliverables are submitted using the final version of the corresponding document, the revisions of the documents are updated and the documents are available where needed.

Quality Assurance Framework in INOWASIA

QA embraces many "facets", segments, or dimensions, and all of those are both heavily interwoven and frequently dependent on each other. The QA and quality management concerns for EU projects have been found to include at least 8 dimensions, each one being able to address separately, or as partially interdependent, or in a fully integrated manner the quality aspects of a project. These 8 dimensions, which consist the Quality Assurance Framework, are presented below and will be used as relatively discrete dimensions for evaluating the quality of the INOWASIA project. It should be noted that the following are preliminary principles that relate to some general aspects and components of the project, and more specifically to the management of internal communication issues.

Project performance quality

This relates to how a project anchors its performance in the context in which it is set to serve and contribute. It includes qualities of the activities both planned and undertaken, and it addresses how these are anchored in the rationale of the project, the engagement of the project partners and stakeholders, as well as the justification and logic for investments and contributions made by the actors involved and the community at large.

Important questions to consider include the following:

- Did the project achieve its overall objectives?
- Did the project achieve its output objectives?
- Did the project results match/serve the needs of the target groups?
- Was partners' contribution in accordance with the project plan and expectations?

Collaboration quality

This relates to how a project engages people and organisations, such as project partners, direct and indirect stakeholders, target groups, and end-users, and how these influence project processes and

outcomes, support each other in their interactions when carrying out joint efforts, as well as how values and dividends from the project are shared among them. Collaboration quality can either involve formal partners, or extended project partnerships, such as a project community.

Important questions to consider include the following:

- Was the collaboration among partners at an acceptable level?
- Did project partners contribute towards the achievement of the project's objectives?
- Were project meetings organised and managed effectively?
- Was the collaboration among partners, direct and indirect stakeholders, target groups, and end-users fruitful?

Resource utilization quality

This relates to how the monetary and non-monetary contributions, assets, and resources that are made available to a project or are potentially accessible by the project are explored, utilised, and accounted for, as well as how the value-added contributions are made to and from the project by its contributors, investors, end-users, and the target market.

Important questions to consider include the following:

- Were resources used in appropriate ways?
- Were all budget expenses documented?
- Did all budget expenses follow the relevant EU and project regulations?
- Were any resource management tools used (e.g., for financial management)? If so, how were they used?

Information management quality

This relates to how a project acquires, handles, documents, shares, and refines the information on which it depends, how it processes and generates information from ideas to completed initiatives, with handling of interactions, contemplations action implications, and decisions taken (or not taken), as well as how such information is owned, validated, documented, stored, and accessed.

Important questions to consider include the following:

- Was information shared with all partners?
- Were documents and information shared in a timely manner?
- Was there a system for keeping versions of each document?
- Were documents stored, secured, and accessed appropriately?

Output quality

This relates to the outcomes of a project, and it includes information on intangible products such as learning and experience, as well as more tangible products and services distributed in whatever format and with whatever compensation-handling modalities (e.g., recognition, payment, etc.). The quality of

outputs is often anchored in externally-imposed technical or sector standards, benchmarks, or conventions.

Important questions to consider include the following:

- Were outputs prepared according to the project's timeframe?
- Were outputs prepared according to high standards?
- Were any standards used for assessing the quality of outputs? If so, how effective were they?

Service Product

This relates to the demands, expectations, and needs that are expressed by or interpreted from users and target populations that the project aims to serve. These qualities are often catered through user-oriented service approaches, and often focus on a project's adaptability to its context.

Important questions to consider include the following:

- Did the service/product provide address the target population's needs?
- Was the service/product usable and user friendly?
- Was the service/product tested, evaluated, and revised?
- How adaptive and flexible was the service/product to target groups' / stakeholders' needs?
- Were any guides provided with respect to the service/product? If so, were they effective?

Dissemination & Exploitation quality

This relates to how a project prepares for, implements, and verifies that the project values, services, and outcomes become known. It also includes information on the users' readiness for such values and services and whether they are being appreciated and used. Furthermore, it focuses on how the propagated "seeds" from the project, in terms of tangible and intangible assets, are "planted" in its intended usage contexts.

Important questions to consider include the following:

- Were dissemination actions implemented as planned?
- How many stakeholders were engaged during the development of the project?
- How many stakeholders were reached throughout the duration of the project?
- How many participants attended the study visits, the intensive study courses and the pilot trainings?
- How many stakeholders are projected to be impacted after the completion of the project?
- What tools were used for dissemination and exploitation and how they were used?

Quality Lifecycle

All the relevant QA actions taken throughout the duration of the project involve both the contextual fulfilments carried by the project (e.g., investments made in the project by relevant EU programmes), as well as the product/service fulfilments it carries towards the set target audience and the needs of the

potential users. In addition, the QA actions need to ensure that there is a valid rationale behind the project, justifying the engagement of the partnership and the resources utilised. Finally, QA actions need to address the project's overall value for the partnership, target groups, and stakeholders.

The quality life-cycle of most EU projects involves a starting-point, an implementation period, and an end-point. From a QA perspective, management stages also follow a rather similar pattern, with the following stages as the main steppingstones:

Quality start-up: this relates to how QA activities are planned, with responsibilities distributed among partners, decision points identified, and risks controlled.

Quality implementation: this relates to the whole timeframe of the project, as QA actions take place throughout the project, involving the planning stages, the implementation of all agreed-upon QA activities, and the exploitation of quality outcomes.

From kick-off meeting to mid-term report: during this phase of the project, QA tends to be more preparatory and proactive, following a more learning-oriented approach for all partners towards QA and its procedures.

Mid-term threshold: this refers to the production of the interim report, in which all promises made and stated performance are documented and verified, providing evidence for what actually took place up to that point in the project and what is to be achieved in the second half.

From mid-term to concluding: during this phase, QA, from a usage and stakeholder perspective, is more predominant and QA concerns become more reactive and corrective, especially if QA issues were not properly addressed during the earlier stages.

Quality closure: this relates to how project activities are completed and accounted for and how post-project and future activities for the developed products have been catered for, as well as how the project's efforts are verified.

From concluding to post-project life: this involves a range of transition concerns and focuses mostly on the assurance of consistency between internal perceptions of the quality achievements of the project to its external assessments and verdicts.

Quality Assurance Procedures

Appropriate and relevant introduction of QA within a project is as significant as the specific QA activities, methodologies, and tools proposed. The readiness of the involved partners as well as their approach towards the specific QA procedures is a crucial factor for the successful implementation of QA. Assurance of project quality involves a planned and consciously attended-to process and it ought to be approached as a joint responsibility of the project partners. The way in which partners participate in the QA internal and external processes can impact how QA is planned, implemented, and its potential outcomes.

There are five types of partner participation, which could also be considered as levels of 'partnership impact' on the various QA processes and procedures. These are described below.

- **Inform**: providing partners with information on the objectives of the QA processes so as to assist them in understanding them.
- **Consult**: obtaining and implementing feedback from partners on issues addressed by, or decisions related to, QA.
- **Involve**: working directly with partners throughout the QA processes to ensure that all concerns are consistently addressed and made public to all partners.
- **Collaborate**: engaging partners in all aspects of QA-related decisions, including identification of preferred approaches and solutions.
- **Empower**: placing final decision-making in the INOWASIA of the partners.

These types of participation do not necessarily exist in all projects, nor are some types supposed to be more preferable than others. Each project needs to decide on its own approach to this issue.

A Project Quality and Assessment Plan for an EU project needs to include the following main steps, which of course should be customised based on the nature and needs of each project:

- **Identify essential quality elements for the project**: in this step, the crucial elements of the aforementioned seven "Dimensions of Quality Assurance" are elaborated and a commitment on those is reached by all partners.
- **Decide on QA models, tools, and approaches**: in this step, the QA framework for the specific project is determined, outlining the QA principles and plan that will be followed.
- **Decide on project management system and QA system**: the QA system to be followed is decided upon, including the elements from the seven QA dimensions mentioned previously and a detailed Quality Assurance Plan is drafted.
- **Document and communicate conclusions drawn on QA approach**: during this step, communication (face-to-face and electronic) among partners is utilised, along with a common document repository, and access to the roles and responsibilities of project partners and stakeholders.
- **Pursue commitment and engagement of partners on adopted QA approach**: through continues communication (face-to-face, electronic, meetings, events, virtual conferences, forums) partners should be monitored in terms of their commitment to and adoption of the agreed upon QA approach.
- **Implement QA Plan and synchronise with project plan and evaluation**

The above steps should be perceived as a simplified illustration of a more complex, interwoven, as well as a both internally and externally influenced reality, in which planning, execution, review, and refinement actions are probably being merged into a combination of incrementally and concomitantly executed set of actions and decisions that lead to effective QA.

For the purpose of INOWASIA, the Project Quality and Assessment Plan presented in the following section addresses many of the issues discussed in the report so far. It should be noted here once more that this document will be updated throughout the project's life-cycle, so as to reflect revisions to the Plan, as well as guidelines and templates that will be formulated to assess the quality of the project's outputs based on the set indicators.

Quality Assurance Project Activities

Quality assurance and evaluation will include formative evaluation and assurance of both process (efficiency, co-operation, valorisation, etc.) and results (outputs). The achievement of high-quality standards in the various stages of the project will be promoted through close collaboration, frequent communication, and hard work.

The Project Quality and Assessment Plan will ensure that: i) both the processes and results of the project conform to quality expectations, and ii) all partners establish and agree on a project evaluation strategy and methodology, so that a culture of ongoing appraisal and continuous improvement are at the heart of the project.

Quality and evaluation control

The process for Quality Control of the outputs and Project Implementation Evaluation is based on the table below. This model covers the procedures ensuring that all the needed activities will be implemented by each partner, including notably the following aspects:

Table 2: Quality and Evaluation Control

Evaluation	• Evaluation data gathering, analysis and presentation at each regular meeting during the development of each deliverable
Document control	• Document control - management of printed and electronically documents (e.g., codes for the documents, ways of saving the documents)
Outputs	• Accepting intellectual outputs during F2F and online meetings
Finalization	• Finalization of each output based on the feedback and suggestions collected in the review process

Below the evaluation, monitoring and QA procedures are presented:

Step 1 - Detailed Project Management Plan:

- Define the detailed procedures to be followed during the management of the project.
- Define the management system and the communication procedures to be followed among the participants in the development of every report.

Step 2 - Project Quality and Assessment Plan: The meeting of high-quality standards of every report will come through the detailed and solid planning of the Evaluation and Quality Assurance processes.

Step 3 - Define the Quality Assurance Framework: The Quality Assurance includes the following:

- Assurance that the requirements and guidelines set during the development of the Plan are appropriate and realistic within the special development conditions of each project output and activity
- Assurance that the development of each deliverable is based on solid methodology and scientific principles
- Assurance that all evaluation activities are applied regularly
- Identification of possible fragmentations and shortfalls for imitate correction measures

Step 4 - Execution of Quality Assurance Activities: The main objective of this step is to identify and solve every problem, shortfall or fragmentation appears during the development of each deliverable as well as following recommendations after internal or external evaluation exercises.

Step 5 - Application of Corrective Measures: Every shortfall identified will be immediately corrected. In order to avoid repetition, the cause of each shortfall will be always identified.

Definitions

The following terms and their corresponding definitions are used in this Project Quality and Assessment Plan, which is presented in detail in the following Section 3.

Table 3: Terms and corresponding definitions used in the Project Quality and Assessment Plan

Term	*Definition*
Formal documentation review	Formal documentation review is to ensure that the structure and information content provided in formal reports meets the minimum requirements and technical substance, as well as addresses editorial and stylistic considerations.
Internal assessment	Internal assessment refers to a continuous and systematic examination to determine whether specific activities and related results comply with planned standards, policies, and procedures and whether these are implemented effectively and are suitable to achieve the project's objectives.
Peer review	Peer review involves the review of products by peer partners and usually takes place during the development phase of the intellectual output with the objective of providing constructive feedback before the final composition and delivery of the product.
Process review	Process review aims to improve the development phase of a specific output, product, or service. It involves an ongoing review of the development process with the objective of preventing or reducing quality-related problems in the final version of the product by yielding continuous improvement recommendations.
User trial/ opinion	User trial/opinion is based on the involvement of users from the project's target audience and/or stakeholders in: (a) testing specific project outputs, products, or service and giving their feedback on them with the purpose of improving

	them before their final composition and delivery; and/or (b) participating in major project events for the purpose of training or dissemination of information.
Walkthrough	The walkthrough is a useful technique to validate the content and structure of a product or intellectual output by ensuring that all parties involved comprehend it. It is considered to be a more informal review process than a peer review as the objective is to achieve uniform understanding of the procedures involved in a specific product or intellectual output so that it is implemented in a consistent manner by everyone involved.

Development of clear guidelines for all outcomes

Guidelines are developed by the leader partner in each deliverable according to the predetermined standards of the proposal. Within the guidelines, certain principles that need to be followed, are clarified. A detailed description of the expected outcomes is provided in relation to the content, the target groups which need to be addressed, the audience the guidelines address, the methodology that needs to be adopted, the timeframe, as well as other important aspects of the outcome, such as annexes.

Guidelines need to be circulated early during the official initiation of the project output by the partner responsible. Partners will be expected to provide their feedback upon a pre-agreed date. The partner responsible will finalise the guidelines according to the predetermined standards and feedback acquired. The final version of the guidelines will be shared and uploaded online in the common folder of partners, where it can be accessible at any time.

Provision templates for project outcomes

Templates are created for each project outcome in order to define the specific parts that need to be developed. Helpful information may be given for each part to guide partners on the expected elements that need to be included. The expected format and word limit are also included to standardise the process and ensure cohesion among partners' deliverables.

Rubrics with clear indicators

Rubrics constitute a set of scoring guidelines. They provide different evaluative criteria, definitions for quality in relation to those criteria and ultimately, a score. They are often developed in a table format in order to assess a task's quality. A rubric is also used as a basis for peer-review. The rubrics' purpose is mainly to offer ongoing feedback in order to improve partners' performance, evaluate the quality of reports and outputs; and eventually, acquire a good quality deliverable. Rubrics' quality criteria are categorised in two sections, as following:

Technical issues	**Content issues**
Length	Structure

Formatting	Coverage
Language	Scientific Content
Declaration of Content Responsibility (including plagiarism and copyright)	

THE QUALITY ASSURANCE PLAN FOR INOWASIA

The Project Quality and Assessment Plan Table for all INOWASIA activities & outputs

The quality assurance (QA) process enables the Project Management to monitor and track the progress of project activities, detect deviations and propose necessary changes to the project in order to allow the team to take appropriate measures in due course. The project monitoring and quality control will take place at the following levels:

- Overall project
- Training programme
- Professionals / students
- Trainers

Quality assurance measures will apply to the project management activities, thus guaranteeing proper technical, but also financial and administrative management of our project. To this end, tri-monthly reports will be issued for evaluation purposes. The monitoring of the students' progress throughout the implementation of the master and their introduction into the labour market will form the core of quality insurance for the project. In addition, close monitoring will also be necessary during the placement phase, when students will do their internships within one of the universities departments (academic internship) or in an external public and private organisation (practical internship). During this phase, students will be monitored by assigned tutors, which will report to the Quality Plan Committee in order to ensure that the expected learning objectives are achieved.

QA will be led by National University of Laos (NUOL) and co-lead by WUSMED (World University Service of the Mediterranean) and corresponds to WP4.

The mechanisms to carry out all this process are mentioned below:

1) Definition and Implementation of the Monitoring and Evaluation Plan (m4(y1))

2) Creation of a Quality Committee in each PC HEI (m6(y1))

3) Project quality control reports (m3,6,9,12 of each year)

4) External evaluation (m12 of each year)

Work Packages	Activity (A) and Deliverables (D)	Quantitative Indicator(s)	Qualitative Indicator(s)	Purpose
WP 1: Preparation	**T.1.1:** Research and Analysis		• Research and analysis activities conducted in	• To implement the research, analysis and other preparatory activities for

			each HEI and reported upon ● Knowledge base creation comprising all reports created	establishment of the knowledge base for the modular formation programs in Cambodia, Laos and Vietnam.
	T1.2: Define local emphases		● Local emphases defined for all PC HEIs	
WP 2: Development I	**T.2.1:** Develop academic content and structure	● At least 10 modules developed ● 2 PC teachers trained at EU HEIs; 4 EU teachers implementing teacher training in PCs.		● Co-design the academic content of the modules and the potential structure in each participating Cambodia, Laos and Vietnam university, student mobility, specific formation for Asian academics and selected students in problem-based learning (PBL), specific formation for Asian academics on the innovative water technologies and concepts, monitoring activities, as well as the validation of the methodology.
	T.2.2: Teaching methodology establishment		● Manuals and educational material issued	
	T.2.3: Start of accreditation procedures		● Accreditation roadmap developed and filled in for accreditation in all 3 partner countries	
	T.2.4: Implement teacher training and mobility		● Teaching guide and mobility schedule	
WP 3: Development II	**T.3.1:** Implement the master programme: academic modules	● 12 modules implemented		● To implement the modules in the existing Master and/or PhD programmes in each participating Cambodia, Vietnam and Laos universities. ● To implement student mobility,
	T.3.2: Implement internship semester		● Virtual network with target groups created and operative	

	T.3.3: Implementation of student mobility	• 2 students from each PC HEI participated in mobility	• Surveys from ex-alumni to evaluate integration into the labour markets	monitoring activities as well as the validation of the methodology • To implement water living labs in the South East Asian IHE campus.
	T.3.4: Formation monitoring		• Monitoring reports on surveys after each semester	
	T.3.5: Continue the Master accreditation procedure		• Accreditation in 3 PC obtained Final report on implementation results at each PC HEI	
	T.3.6: Validation and revision of the methodology for the next edition		• Revised methodology for second master edition: modules definition and teaching material	
	T.3.7: Implementation of living-labs in the PC HEI Campus		• Living lab definition (at least 1 per PC) and implementation (at least 1)	
WP 4: Quality Control	**T.4.1:** Implement Monitoring and Evaluation Plan	• 4 appointed Quality Plan Committee members in each PC HEI	• Monitoring and Evaluation Plan	• To establish criteria, tools and procedures for monitoring and evaluating the project in terms of both processes and outputs.
	T.4.2: Project Quality Control Reports		• Quality assurance reports.	
	T.4.3: External evaluation		• External evaluation reports each year	

WP 5: Dissemination & Exploitation	**T.5.1:** Dissemination plan		• Dissemination plan	• To develop a final dissemination plan. • To develop the dissemination materials • To identify key stakeholders.
	T.5.2: Dissemination campaign		• Campaign launched and carried out throughout the entire project duration	
	T.5.3: Local dissemination events	• 10 informative sessions organised in each PC along the duration of the project • 3 local events held each year in each PC.		
	T.5.4: Planning for sustainability		• Financial sustainability plan	
WP 6: Manage-ment	**T.6.1:** Establishment of the management structures and procedures		• SC reports issued by m3,6,9,12 of each year	• To ensure the overall progress and timely delivery of the project activities and deliverables according to the allocated budget and work plan during the whole project lifetime • To coordinate the consortium and to monitor each partner's work within an effective management and communication mechanisms • To periodically control the financial expenditures of
	T.6.2: Management plan	• 7 international meetings		
	T.6.3: Financial and administrative management			
	T.6.4: Management of project progress		• EACEA annual reports	

				the project consortium ● To report the project progress to the EU Project Officer

Internal Evaluation: activities and tools

NUOL & WUSMED in collaboration with all partners will conduct brief internal evaluation surveys in months 12, 24 and 36 as well as project progress & meeting satisfaction surveys after each steering committee meeting in months 1, 7, 13, 21, 28 and 36 (see Annex B for **QA Timeframe**). These evaluation exercises will involve one participant from each partner organisation. Additionally, participants in multiplier events and learning/training activities will be invited to provide feedback following each occasion.

In general, the purpose of these evaluation exercises is to ensure that the development plan being followed is relevant and tailored to the on-going needs of the partners and eventually the target-groups; that the project progress well, deadlines are met and that the outputs produced are of high quality; and that risks are identified and mitigating solutions are provided at a regular basis. Short summaries of findings will be provided by Blue Room Innovation and recommendations for change and/or improvements will be included. In particular, the following activities will take place and tools will be used as part of internal evaluation during the project development and implementation phases:

A. Evaluation of project progress at every steering committee meeting

Online evaluation questionnaires (Gforms) will be distributed to the partners that have direct involvement in the INOWASIA activities and attend each steering committee meeting. Specifically, after each steering committee meeting an online survey will be developed by the internal evaluator and distributed to the partners of the consortium (see Annexes C1, C2 and C3). One representative from each partner organization will be invited to:

- Rate the quality of certain aspects of the partners' meeting, i.e., that partners are happy with the structure and outcome of the meetings (close-ended & open-ended questions)
- Rate their satisfaction with regard to the overall project progress, the outputs and their scientific quality as well as their deadline expectations (close-ended questions)
- Provide conclusions and recommendations as to the further project developments (open-ended questions)

B. Conducting evaluations after 12, 24, and 36 months & Evaluation of the results – Deliverables

Online evaluation questionnaires will be distributed to the partners after 12 (see Annex D1), 24 (see Annex D2) and 36 (see Annex D3) and one representative from each partner organization will be invited to:

- Rate the overall project progress
- Rate certain statements aimed to check their satisfaction in relation to:
  - ✔ Project management
  - ✔ Support for transnational cooperation
  - ✔ Partners' own contribution and contribution of other partners
- Respond to open-ended questions about strengths & weaknesses, propose improvements and remarks on budget spending

C. Evaluation of local Event/s by the attendees:

Evaluation questionnaires (see Annex F) with open-ended and closed-ended questions will be distributed to all attendees at the end of the local events (open day) of this project aiming at collecting the participants' perceptions/ satisfaction. These questionnaires will be used in order to collect valuable data which will be helpful for the evaluation of the quality of the international conference as well as their satisfaction with the project. Similar questionnaires will be disseminated in local workshops/events/activities. All partners will be responsible to translate the proposed questionnaire in their national language, distribute hard-copies to all attendees, collect the completed questionnaires, analyse the data (percentages in close-ended questions and bullet points in open-ended questions) and provide them in English to the Internal Evaluator. The results from these evaluation exercises will be included in the Final **Report on the Quality of Results** (see section 3.2.B above).

Furthermore, for a complete internal assessment and for measuring the impact of the INOWASIA programme we will also take into consideration the dissemination and reporting dimensions in order to ensure that our activities, and thus the project implementation, are successful:

D. Dissemination

(a) **Dissemination Plan & Reports (as part of WP5):** Each partner will register in a pre-agreed template, in due time the dissemination activities it completed, or participated, where it promoted the project. Each dissemination activity will be accompanied with brief description of the activity, location, participants, links, outcomes and supporting documents where applicable.

(b) For all implementing activities (meetings, local events and learning activities/trainings) applied in the context of project, **attendance lists** will be used to collect the contact details of the participants.

(c) **Google Analytics:** Google Analytics tools will be deployed to measure the traffic of users and their preferences at the online environment of INOWASIA (online platform).

E. Project Quality Control Reports (as part of WP4):

The lead partner with the support of the partners will draft the progress technical and financial reports where it will outline the progress and the achievement of the project implementation. There reports (financial, technical and progress evaluation, interim and final) will be prepared jointly from the inputs of the consortium members and compiled by the consortium leader. Furthermore, 6 progress reports (incl. interim and final reports to the EACEA) shall explain the overall progress, in particular in reference to the initial plan, analyse threats and new opportunities, and recommend corrective and developing actions leading to the improvements of the project plan and its management.

Qualitative and Quantitative Indicators

Analysis of the project impact is one of the important elements for the Quality Assurance and the internal evaluator will independently asses conformity with the adopted standards. For the evaluation, three types of indicators will be included:

- **Realisation indicators**: measured by quantitative indicators, being the actual generation of the foreseen deliverables (number of workshops, number of leaflets generated, web contents generated, etc.)
- **Results indicators**: measured by qualitative and quantitative indicators being the effect of the actions during the project implementation (number of attendees to the events, number of hits at the website, satisfaction of participants in the actions, etc.)
- **Impact indicators**: measured by the results in the long-term after the project (number of stakeholders, number of schools using the guidelines of social inclusion good practice and tools developed by the partners, etc)

All these indicators will be assessed during and after the project and will determine the final quality of the deliverables, results and impacts generated by the project. Thus, the following will be also an integral part for documenting and analysing the project's impact:

Long term impact	Target group	Quantitative indicators	Qualitative indicators
Better and more professional solutions to water problems in Cambodia, Vietnam and Laos (and SEA in general)	Business stakeholders/ Local and Regional Governmental Institutions, population as a whole	Total amount of at least 90 graduated per year (15 per HEI)	Qualified professionals in the field of water resources sustainable management as reflected in high employment rate of the postgraduate's alumni
Modernisation and Internationalisation of Cambodian, Vietnamese and Laos academia	HEIs, academic teachers, students	1 Additional HEI implementing the internationalised curriculum per country and year	Higher position of participating HEIs in international university rankings
Higher awareness of water related issues	Policy makers and population as a whole	Policies include guidelines for sustainable development	Higher awareness of water related issues
Improve citizens living	Citizens, society, industries	Better water resources management in the cities and industries.	Improved public health and socioeconomic indicators

CONTINOUS IMPROVEMENT

Despite the general guidelines that QA follows, it is also a process that depends on the nature and course-of-action of a specific project. For this reason, even though a thorough Project Quality and Assessment Plan is useful and should exist for every project, it should be understood that the Plan is a work-in-progress and should be revisited and updated whenever necessary and if improvements are considered to be necessary.

Step-by-step improvement involves identifying and fixing the cause of problems throughout the duration of a project so that they do not reappear, either in the specific project or in others. Such progressive steps may be small, but they can achieve significant impact when accumulated. For example, if there is an issue with a template, the whole template should be fixed, not just a specific document using the template.

A continuous improvement framework should be implemented in the project, based on which necessary changes should be identified and planned, then implemented on a small scale, revised if necessary, then implemented on a wider scale, and finally assessed on a continuous basis.

ANNEXES

Annex A: Code of conduct

All partners of the INOWASIA consortium agreed on the following Code of Conduct which sets out the principles, main responsibilities and rules of behaviour guiding them throughout the project period for the successful implementation and accomplishment of all aims and objectives:

1. Contractual Obligations: All Partners, including the Coordinator must comply with contractual obligations deriving from the following agreements:
    a. INOWASIA Grant Agreement and its Annexes (between the Coordinator and its National Erasmus+ Agency) binding for all partners
    b. INOWASIA Partnership Agreement and its Annexes (between the Coordinator and each partner)
    c. Code of Conduct (between the Coordinator and the partners)

2. Confidentiality: All partners should tread any information/document/outcome related to the project, the partners, the stakeholders, the target groups and the Agency as confidential, unless agreed otherwise in writing, between the partners and interested actors.

3. Transparency: All partners should communicate within the INOWASIA consortium any progress, shortfalls, or any other information of importance that could affect the successful implementation of the project or that can have an impact on the project.

4. Cooperation: All partners should secure open channels of communication and be proactive towards the preservation of an effective cooperation and communication between the partners to ensure the successful implementation of the project.

5. Commitment: All partners should adhere, in all stages of the project implementation, to the Project Guidelines, the Project Work Plan and the requirements set, and agreed by, the Coordinator and the partners for the successful implementation of the project.

6. Respect to the target groups, stakeholders and partners: Partners will represent the consortium of the INOWASIA project in all of their interactions with target groups, stakeholders, partners and any other relevant actors. In this context Partners must tread with respect and understanding all target groups, stakeholders, partners and other relevant actors, and in any occasion, they should not affect negatively the reliability to perform of the consortium or any individual partner.

7. Data Protection: All partners should treat all personal and other data derived or collected for the purposes of the project with the higher level of confidentiality and according with the jurisdictional laws. Partners should apply data protection processes and procedures to ensure that only authorised members of the INOWASIA project team will have access to the aforementioned data.

8. Copyrights: All partners should secure that all content used in the development of the final outputs to be submitted in the context of the INOWASIA project, including (online and print) text, images, tables, audio, video, are original, and do not violate any copyright law.

Annex B: Timeframe for Quality Assurance

All partners of the INOWASIA consortium agreed to follow the timeframe indicated below for the successful accomplishment of all QA internal procedures:

No.	***Title***	***Month***	***Survey / Draft***	***Due Date/ Final Report***
1	Monitoring Evaluation Plan (D4.1)	2 – 4	Apr 2021	2023 *
2	Trimonthly technical reports (D4.2)	3.6.9.12.15.18.21.24.27.30.33.36	Jan 2021	Jan 2024
3	Monitoring and Evaluation Report 2 **(D.4.3)**	12.24.36	Jan 2022	Jan 2024

* *To be updated throughout the project life cycle*

Annex C1: Consortium Meeting Satisfaction Survey

https://forms.gle/esF2AieJVgZM8kwy5

Dear INOWASIA partners,

The purpose of this survey is to assess the kick-off meeting of the INOWASIA project in Teleconference - ZOOM (25-26 February 2021) and to provide insight as to the strong points of the project from your point of view.

Please complete the survey that follows providing as much information as possible.

One representative from each partner organisation should respond to this survey.

Thank you for your participation and contribution!

1. Name (optional):

2. Email address (optional):

***3. Organization:**

***4. Please rate the quality of the following aspects of the HEADS-UP kick-off meeting based on the provided scale.**

	1-Poor	2-Fair	3-Good	4-Excellent
1. The meeting in general				
2. Meeting agenda				
3. Meeting venue				
4. Meeting timing (schedule, length of sessions)				
5. Organisation of the meeting by the project leader				
6. Quality of communication during the meeting				
7. Exchange of information				
8. Partners' preparedness and presentations				

9. Partners' participation in meeting discussions				
10. Partners' participation in decision-making				
11. Clarity of project aims, objectives, and work to be completed				
12. Clarity of workplan (upcoming tasks, deadlines)				
13. Explanation of partner responsibilities				
14. Social programme during the meeting (free time, lunch/dinner, cultural visits, etc.)				

***5. What worked well during the meeting?**

***6. What could have gone better and could be improved for the next meeting?**

***7. Any additional comments/suggestions?**

Thank you for your cooperation!

Annex C2: Project Meeting Satisfaction Survey and Project Progress & Outputs Evaluation

Dear partners,

The purpose of this survey is to assess certain aspects of our INOWASIA project meeting in _____ (*location & dates*) for the aim to develop the curriculum on Water Resource Management. Provide insight as to the strong points and weaknesses of the project, identify any future risks (weaknesses / challenges / weaknesses) that need to be addressed in order to improve the effectiveness and performance of the project consortium and implementation and, finally, provide conclusions and recommendations as to the further project developments.

For this reason, please complete the survey that follows providing as much information as possible.

<u>One</u> representative from each partner organisation should respond to this survey.

Thank you for your participation and contribution!

<u>Evaluation of project meeting</u>

1. * Please rate the quality of the following aspects of the INOWASIA ____ project meeting based on the provided scale.

1 – Poor	2 – Fair	3 – Good	4 – Very Good	5 - Excellent

Aspect	1	2	3	4	5
The meeting in general					
Meeting agenda					
Meeting venue					
Meeting timing (schedule, length of sessions)					
Aspect	**1**	**2**	**3**	**4**	**5**
Organisation of the meeting by the project leader					
Quality of communication during the meeting					
Exchange of information					
Partners' preparedness and presentations					
Partners' participation in meeting discussions					
Partners' participation in decision-making					
Clarity of project aims, objectives, and work to be completed					
Clarity of work plan (upcoming tasks, deadlines)					
Explanation of partner responsibilities					
Social programme during the meeting (free time, lunch/dinner, cultural visits, etc.)					

2. * What worked well during the meeting?

3. * What could have gone better and could be improved for the next meeting?

Project Progress & Outputs' Quality

4. * Rate the overall progress of the project.

Poor	Fair	Good	Very good	Excellent	Other (textbox)

5. * Satisfaction for the quality of the outputs prepared to date.

Poor	Fair	Good	Very good	Excellent	Other (textbox)

6. * Scientific quality of outcomes.

Poor	Fair	Good	Very good	Excellent	Other (textbox)

7. * Meet the deadlines.

Poor	Fair	Good	Very good	Excellent	Other (textbox)

8. * Name 2 improvements that could be made in the project implementation process so as to ensure that the project achieves its objectives.

9. Any additional comments/suggestions?

Thank you for your cooperation!

Annex C3: Final Project Meeting Satisfaction Survey, Project Progress & Outputs Evaluation

Dear partners,

The purpose of this survey is to assess certain aspects of our last INOWASIA project meeting in _____ (*location & dates*) for the aim to develop curriculum on Water Resource Management. Provide insight as to the strong points and weaknesses of the project meeting from your point of view and rate your satisfaction with regard to the overall project progress and quality of outputs.

For this reason, please complete the survey that follows providing as much information as possible.

<u>One</u> representative from each partner organisation should respond to this survey.

Thank you for your participation and contribution!

<u>Evaluation of project meeting</u>

1. * Please rate the quality of the following aspects of the Final meeting based on the provided scale.

1 – Poor	2 – Fair	3 – Good	4 – Very Good	5 - Excellent

Aspect	1	2	3	4	5
The meeting in general					
Meeting agenda					

Meeting venue						
Meeting timing (schedule, length of sessions)						
Organisation of the meeting by the project leader						
Quality of communication during the meeting						
Exchange of information						
Partners' preparedness and presentations						
Partners' participation in meeting discussions						
Partners' participation in decision-making						
Clarity of project aims, objectives, and work to be completed						
Clarity of work plan (upcoming tasks, deadlines)						
Explanation of partner responsibilities						
Social programme during the meeting (free time, lunch/dinner, cultural visits, etc.)						

2. * What worked well during the meeting?

3. * What areas of improvement would you identify for this meeting?

Project Progress & Outputs' Quality

4. * Rate the overall progress of the project. (Poor-Excellent)

Poor	Fair	Good	Very good	Excellent	Other (textbox)

5. * Satisfaction for the quality of the outputs prepared.

Poor	Fair	Good	Very good	Excellent	Other (textbox)

6. * Scientific quality of outcomes.

Poor	Fair	Good	Very good	Excellent	Other (textbox)

7. * Meet the deadlines.

Poor	Fair	Good	Very good	Excellent	Other (textbox)

8. * Name 3 improvements that could be made in the project in future exploitation?

9. Any additional comments/suggestions?

Thank you for your cooperation!

Annex D1: Table of criteria and indicators for Project Management and QA Plan

The following table of criteria and indicators will be used for the following Deliverables (D):

- Quality and Assessment Plan
- Project Management and coordination plan

Activity: Project Management / Quality Assurance Plan

Please evaluate the structure, content, and completeness of the Project Management / Quality Assurance Plan on the following criteria and relevant scale of satisfaction, with respect to the quality of the criteria provided.

To what extent do you **agree** with the following statements?

Please use the following scale: 1 = Completely disagree, 2=Partially disagree, 3=Neither agree nor disagree, 4= Partially agree, 5=Completely agree

Criteria	1	2	3	4	5
The purpose / scope of plan is clearly presented in the document.					
The principles behind the rationale of the plan are clearly presented.					
The report is formatted according to the agreed-upon requirements and specifications of the commission and the proposal.					
The plan is drafted based on the nature and requirements of EU projects, with respect to quality management.					
The overall content of the plan is well-organised.					
The procedures to be followed for the attainment of quality management/ quality assurance are clearly explained.					

Appropriate quality management/ quality assurance actions are utilised for each deliverable.					
Logos and disclaimers are included.					

The following checklist should be used to ensure quality management with respect to the Project Management / Quality Assurance Plan. Please specify whether the following indicators were implemented.

Indicators	Completion (√ / X)
The plan was made public to all project partners.	
Specific dimensions were presented in the plan explaining the different aspects of the project that will be evaluated.	
Appropriate revisions were made to the plan throughout the project's life-cycle in accordance with specific needs that emerged.	
Evaluation questions were provided to explain how quality management/ quality assurance would be assessed throughout the project's life-cycle.	
Relevant quality management/ quality assurance tools were drafted for each output.	
Appropriate indicators were utilised to evaluate the attainment of quality management/ quality assurance in each output.	

Annex D2: Table of criteria and indicators for the Dissemination and Exploitation for Sustainability Plan

The following table of criteria and indicators will be used for the following Tasks (T):

- 8.1 Dissemination Plan
- 8.2 Exploitation of results for sustainability

Activity: 8.1 Dissemination and Exploitation for Sustainability

Please evaluate the structure, content, and completeness of the Dissemination and Sustainability strategy (plan) on the following criteria and relevant scale of satisfaction, with respect to the quality of the criteria provided.

To what extent do you **agree** with the following statements?

Please use the following scale: 1 = Completely disagree, 2=Partially disagree, 3=Neither agree nor disagree, 4= Partially agree, 5=Completely agree

Criteria	**1**	**2**	**3**	**4**	**5**
The purpose / scope is clearly presented.					
The plan meets its intended objectives as defined by the project.					
The tone and writing style are appropriate for the intended audience.					

The overall content is well-organised.					
Ideas and issues related to the main points presented are thoroughly discussed.					
The methodology followed is clearly described.					
Clear evidence is provided for the arguments and ideas proposed.					
Appropriate solutions/recommendations are presented.					
The plan is formatted according to the agreed-upon requirements and specifications of the commission and the proposal.					
Logos and disclaimers are included.					

The following checklist should be used to ensure quality management with respect to the Project Management / Quality Assurance Plan. Please specify whether the following indicators were implemented.

Indicators	Completion (√ / X)
A dissemination & sustainability methodology was decided and made public to all partners.	
A strategic dissemination & sustainability plan was drafted and explained to all partners.	
The dissemination & sustainability activities were completed within the specified timeframe.	
The dissemination & sustainability activities were appropriate for the key target groups as defined by the project's guidelines.	
Indicators	Completion (√ / X)
The dissemination & sustainability activities were in line with the scope and objectives of the project.	
The dissemination & sustainability activities were adequate for each dissemination & sustainability level as specified by the partnership.	
The dissemination & sustainability objects defined by the partnership were successfully developed and effectively disseminated for each sub-sector as planned.	
Appropriate channels and modalities were utilised, based on the nature of each dissemination & sustainability activity.	
All partners completed their dissemination & sustainability requirements based on the agreed-upon context-specific partner-level dissemination & sustainability planning.	
A dissemination management strategy with relevant tools was used in order to monitor dissemination progress by all partners throughout the project's life-cycle.	

The dissemination & sustainability material produced included all the target languages.	

Annex D3: Table of criteria for the project website and dissemination material 12-, 24- and 36-month Evaluation

The following table of criteria will be used for the following outputs:

- InowAsia Website, Social Media Campaign

Activity Project website

Please, yearly evaluate the structure, content, and completeness of the project website and dissemination material on the following criteria and relevant scale of satisfaction, with respect to the quality of the criteria provided.

To what extent do you **agree** with the following statements?

Please use the following scale: 1 = Completely disagree, 2=Partially disagree, 3=Neither agree nor disagree, 4= Partially agree, 5=Completely agree

Criteria	1	2	3	4	5
The purpose / scope of the project website is clearly presented.					
The website meets its intended objectives as defined by the project.					
The project website is well-organised.					
The interface is aesthetically pleasant.					
The quantity of the project material and information shared is satisfactory.					
The quality of the project material and information shared is satisfactory.					
Information can be easily located.					
The project website is easy to navigate.					
The project website was updated regularly by all partners.					
Logos and disclaimers are included.					

The following table of criteria will be used for the following activities and channels

- Informative brochure on the project, its objectives and methodology
- INOWASIA logo & branding
- Specific brochure for different target groups: pupils, schools, teachers, decision makers
- INOWASIA website to incorporate all project deliverables and to inform on the project progress and events
- Section within partners' websites

- Mailing lists of key people and entities to receive materials and information about INOWASIA project
- Periodic newsletters
- Local dissemination events
- Final INOWASIA Conferences to share the project results with a wider audience
- Networking and meetings with decision makers at all levels
- Cooperation agreements with other projects, networks and relevant regional, national, European and International entities
- Social Networks: groups and profiles on Facebook and InowAsia platforms
- Communication of the project results in mass media: articles at newspapers, at web portals
- Erasmus+ Project Results Platform

Annex E1: Interim Questionnaire for 12-, and 24-month Evaluation

Dear INOWASIA partners,

The purpose of this survey is to assess the progress of the INOWASIA project and its products and provide insight as to the strong points of the management and outputs of the project, as well as any weaknesses/challenges that need to be addressed in order to improve the performance of the consortium and the progress of the project during the remaining timeframe.

For this reason, please complete the survey that follows providing as much information as possible. Please have one representative of each partner organization, who has been involved in the project since its beginning, complete the survey.

Thank you for your participation and contribution!

Instructions

Please rate your satisfaction on the following aspects of the project by selecting the relevant option on the provided scale. If you would like to elaborate on your response to any of the questions below, or if you have any comments to add, please use the corresponding “Other” box to do so, after selecting an option on the provided scale.

1. Name:

2. Organisation:

3. Email:

4. Rate the overall progress of the project. (Poor-Excellent)

Poor	Fair	Good	Very good	Excellent	Other (textbox)

Rate the overall project management. (Poor-Excellent)

5. The management structure is clear.

Poor	Fair	Good	Very good	Excellent	Other (textbox)

6. Project Management provides feedback to partners.

Poor	Fair	Good	Very good	Excellent	Other (textbox)

7. Information, needed to complete work packages, is clear and timely.

Poor	Fair	Good	Very good	Excellent	Other (textbox)

8. Financial aspects are thoroughly explained.

Poor	Fair	Good	Very good	Excellent	Other (textbox)

9. Meeting agendas and reports are clear and well-organized.

Poor	Fair	Good	Very good	Excellent	Other (textbox)

10. Feedback from management structure is appropriate.

Poor	Fair	Good	Very good	Excellent	Other (textbox)

11. Involvement of partners is maintained through appropriate strategies.

Poor	Fair	Good	Very good	Excellent	Other (textbox)

Rate the support for transnational cooperation. (Poor-Excellent)

12. Communication (e-mails and website) is fluent and timely.

Poor	Fair	Good	Very good		Excellent	Other (textbox)

13. Channels of communication are clear and effective.

Poor	Fair	Good	Very good	Excellent	Other (textbox)

14. Face-to-face meeting agendas are clear and timely.

Poor	Fair	Good	Very good	Excellent	Other (textbox)

15. Face-to-face meetings are useful.

Poor	Fair	Good	Very good	Excellent	Other (textbox)

16. Work plan deadlines are met through clear management steering.

Poor	Fair	Good	Very good	Excellent	Other (textbox)

Rate your contribution and the contribution of other partners. (Poor-Excellent)

17. My own contribution.

Poor	Fair	Good	Very good	Excellent	Other (textbox)

18. The coordinator's contribution.

Poor	Fair	Good	Very good	Excellent	Other (textbox)

19. Other partners' contribution.

Poor	Fair	Good	Very good	Excellent	Other (textbox)

20. State 3 areas where the project has worked well so far in terms of management, coordination, partner communication, partner involvement, development work, project outputs, etc.

21. Name 3 major difficulties/challenges that you have experienced so far in the project? How do you feel they could be resolved?

22. Please comment on your budget spending to date; is it on target under each of the allocated budget categories. Are there any foreseen difficulties that might require an alteration to the original budget allocation?

23. Please add any other comments or concerns that you might have, which were not addressed in the previous parts of the survey.

Outputs Evaluation Checklist

24. Please rate your satisfaction for the following aspects of the INOWASIA project outputs and activities based on the Likert scale: 1-Poor; 2-Fair; 3-Good; 4-Very Good; 5-Excellent

Deliverables (D)	1	2	3	4	5
Project Management Plan					
Quality Assurance Plan					
Dissemination Plan					
Project Web					
Dissemination material					

Note: In the 9-month, 18 month and the 27-month survey, we will only include the outputs developed and the activities completed up to that point for evaluation by the partners.

Annex E2: Final Questionnaire for 36-month Evaluation

Dear INOWASIA partners,

The purpose of this survey is to assess the progress of the INOWASIA project and its products and provide insight as to the strong points of the management and outputs of the project, as well as any weaknesses/challenges that you have faced.

For this reason, please complete the survey that follows providing as much information as possible. Please have one representative of each partner organization, who has been involved in the project since its beginning, complete the survey.

Thank you for your participation and contribution!

Instructions

Please rate your satisfaction on the following aspects of the project by selecting the relevant option on the provided scale. If you would like to elaborate on your response to any of the questions below, or if you have any comments to add, please use the corresponding "Other" box to do so, after selecting an option on the provided scale.

1. Name:

2. Organisation:

3. Email:

4. Rate the overall progress of the project. (Poor-Excellent)

Poor	Fair	Good	Very good	Excellent	Other (textbox)

Rate the overall project management. (Poor-Excellent)

5. The management structure was clear.

Poor	Fair	Good	Very good	Excellent	Other (textbox)

6. Project Management provided feedback to partners.

Poor	Fair	Good	Very good	Excellent	Other (textbox)

7. Information, needed to complete work packages, was clear and timely.

Poor	Fair	Good	Very good	Excellent	Other (textbox)

8. Financial aspects were thoroughly explained.

Poor	Fair	Good	Very good	Excellent	Other (textbox)

9. Meeting agendas and reports were clear and well-organized.

Poor	Fair	Good	Very good	Excellent	Other (textbox)

10. Feedback from management structure was appropriate.

Poor	Fair	Good	Very good	Excellent	Other (textbox)

11. Involvement of partners was maintained through appropriate strategies.

Poor	Fair	Good	Very good	Excellent	Other (textbox)

Rate the support for transnational cooperation. (Poor-Excellent)

15. Communication (e-mails and website) was fluent and timely.

Poor	Fair	Good	Very good	Excellent	Other (textbox)

16. Channels of communication were clear and effective.

Poor	Fair	Good	Very good	Excellent	Other (textbox)

17. Face-to-face meeting agendas were clear and timely.

Poor	Fair	Good	Very good	Excellent	Other (textbox)

18. Face-to-face meetings were useful.

Poor	Fair	Good	Very good	Excellent	Other (textbox)

19. Work plan deadlines were met through clear management steering.

Poor	Fair	Good	Very good	Excellent	Other (textbox)

Rate your contribution and the contribution of other partners. (Poor-Excellent)

20. My own contribution.

Poor	Fair	Good	Very good	Excellent	Other (textbox)

21. The coordinator's contribution.

Poor	Fair	Good	Very good	Excellent	Other (textbox)

22. Other partners' contribution.

Poor	Fair	Good	Very good	Excellent	Other (textbox)

23. State 3 areas where the project has worked well in terms of management, coordination, partner communication, partner involvement, development work, project outputs, etc.

24. Name 3 major difficulties/challenges that you have experienced in the project? How do you feel they could be resolved?

25. Please comment on your budget spending. Is it on target under each of the allocated budget categories? Were there any difficulties that required an alteration to the original budget allocation?

26. What are 2 key lessons you learned from your participation in the project? Briefly describe.

27. Please add any other comments or concerns that you might have, which were not addressed in the previous parts of the survey.

Outputs Evaluation Checklist

28. Please rate your satisfaction for the following aspects of the INOWASIA project outputs and activities based on the Likert scale: 1-Poor; 2-Fair; 3-Good; 4-Very Good; 5-Excellent

Deliverables (D)	**1**	**2**	**3**	**4**	**5**
Project Management Plan					
Quality Assurance Plan					
Dissemination Plan					
Project Web					
Dissemination material					

Note: In the 9-month, 18 month and the 27-month survey, we will only include the outputs developed and the activities completed up to that point for evaluation by the partners.

Social media awareness

The following table of criteria will be used for the following outputs:

- D8.1 Opening of the project database INOWASIA for external partners via Internet

Activity D8.1 Social media

Please evaluate the structure, content, and completeness of the project website on the following criteria and relevant scale of satisfaction, with respect to the quality of the criteria provided.

To what extent do you **agree** with the following statements?

Please use the following scale: 1 = Completely disagree, 2=Partially disagree, 3=Neither agree nor disagree, 4= Partially agree, 5=Completely agree

Criteria	1	2	3	4	5
The purpose / scope of the project website is clearly presented.					
The website meets its intended objectives as defined by the project.					
The project website is well-organised.					
The interface is aesthetically pleasant.					
The quantity of the project material and information shared is satisfactory.					
The quality of the project material and information shared is satisfactory.					
Information can be easily located.					
The project website is easy to navigate.					
The project website was updated regularly by all partners.					
Logos and disclaimers are included.					

Annex F: Living Lab workshop/training evaluation

INOWASIA Workshops

Participants' (teachers' and students) Evaluation Form, please note that minimum 5 students per living lab will be trained after the implementation.

(Location / Dates)

Instructions: Please complete this *anonymous* evaluation questionnaire. Your feedback will assist us in evaluating the quality of the intensive study course/ pilot training. This information will be kept confidential and used only for the purpose of evaluating this activity.

1) **University living lab (list of universities)**
2) **Gender**
3) **Are you**
    a. **Student**
    b. **Teacher/researchers**
    c. **Others specify**
4) **Vulnerable group?** (scholarship students, people with disabilities, migrants, minor ethnises…)
    a. **Yes**
    b. **no**
5) **Overall Satisfaction**

Q	To what extent do you **agree** with the following statements? *Please use the following scale: 1 = Completely disagree, 2=Partially disagree, 3=Neither agree nor disagree, 4= Partially agree, 5=Completely agree*	
1.	The workshop was interesting and useful	1 2 3 4 5
2.	I am satisfied with the meeting overall	1 2 3 4 5
3.	I think the participants acquired relevant knowledge and skills in relation to the INOWASIA Programme	2 3 4 5
4.		

6) **What have you learned from the workshop?**

_____
_____
_____

4. **What actions will you take as a result of what you learned today workshop?**

_____
_____
_____

Annex G: PBL training evaluation

Participants' (teachers' and students) Evaluation Form, please note that minimum 50% of the evaluation has to be done by women and 10% has to be vulnerable, so if you send this questionnaire to 100 people (students/teachers/researchers/staff…) 10% of them has to be vulnerable people (scholarship students, people with disabilities, migrants, minor ethnises…) and 50% of them women of total evaluators.

(Location / Dates)

Instructions: Please complete this *anonymous* evaluation questionnaire. Your feedback will assist us in evaluating the quality of the intensive study course/ pilot training. This information will be kept confidential and used only for the purpose of evaluating this activity.

7) **University living lab (list of universities)**

8) **Gender**

9) **Are you**

   a. **Student**

   b. **Teacher/researchers**

   c. **Others specify**

10) **Vulnerable group?** (scholarship students, people with disabilities, migrants, minor ethnises…)

   a. **Yes**

   b. **no**

Partner / Institution name*

Elige

1. Please rate according to your agreement*

1 = Completely disagree

2 = Partially disagree

3=Neither agree nor disagree

4= Partially agree,

5=Completely agree

The PBL Training was interesting and useful for my professor carrer

The structure and length of the course were ideal

The material provided was useful

The examples presented and discussed in the last session were useful

The teacher was an expert in PBL and explained the concepts clearly

I understood the methodology and I am ready to design a new course in PBL

I would like to attend a new PBL course that includes practical and advanced aspects about PBL

The Final test was easy and fair

The PBL Training was interesting and useful for my professor carrer

The structure and length of the course were ideal

The material provided was useful

The examples presented and discussed in the last session were useful

The teacher was an expert in PBL and explained the concepts clearly

I understood the methodology and I am ready to design a new course in PBL

I would like to attend a new PBL course that includes practical and advanced aspects about PBL

The Final test was easy and fair

2. Any suggestions for improvement?*

Tu respuesta

Annex H: Virtual platform (online modules) evaluation

Annex I: Mobility evaluation