Project Title

Teacher training with specialization on life and information technology skills

Project Acronym

21st TeachSkills

Deliverable 5.1: Quality Assurance Plan

Prepared by: Novel Group Sarl

Document Information

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Abstract:	This document presents the framework of the monitoring and quality activities that will be carried out during the implementation of the 21st Teach Skills Project.

Document History

Date	Version	Status	Description
04/06/2020	0.1	Draft	First draft (internal)

Contents

1. Introduction

The purpose of this document is to define the quality expectations and requirements of the 'Teacher training with specialization on life and information technology skills/21st TeachSkills project and describe how the achievement of results will be monitored and assessed, ensuring the high quality of the project's activities and outputs.

2. Overview of the Project

The aim of the project is to develop a student-centered learning environment that covers successfully the needs of a growing diverse population of children in Europe, in China, in India and in Cambodia. The increase of qualified teachers is associated with transferring knowledge, best practices, and experience on innovative and ICT-based teaching methodology. Old and new teachers will become the agents of embedding 21st century knowledge and skills in all subjects in accordance with national and state standards. Academics, tutors, and lecturers will be able to align technologies with content and pedagogy by receiving both a capacity-building programme, and a training, on assessment tools for skills evaluation of the students.

Other objectives of the project are:
- ❖ To enhance the relevance of education with the labour market and the society
- ❖ To make the acquisition of 21st skills the highest priority for pupils by contributing to the upskilling of school graduates who want to be incorporated in the labour market and prepare themselves to satisfy the ever-growing demands of a globalized market.
- ❖ Improve the level of competences and skills in the High Educational Institutions by developing new and innovative education courses for pre-service and in-service teachers and educators, which will modernise the curricula offered and will offer innovative MOOCs.
- ❖ Enhance the innovation capacities as well as the internationalisation of HEIs by promoting transnational cooperation and networking in the field of application and tool development.
- ❖ Exploit ICT potential, use a variety of toolboxes for learning and extent the use of virtual platforms for learning.
- ❖ Develop common pedagogical practices in a globalized market.

- ❖ Promote voluntary convergence with EU developments of curriculum development in the field of educational studies of the Higher Education System.
- ❖ Share best practices and know-how on e-learning.
- ❖ Promote people-to-people contacts, intercultural awareness and understanding via the development of an open digital education platform.
- ❖ Launch a section for learning communities in the educational platform for academics that will help grow them into something influential in the field of Education.
- ❖ Exchange of best practices, tools and methodologies that will help the development of personal contacts and the enrichment of professional knowledge without the limits of borders into a culture.

2.2 Partners and Work Packages

The partnership of the 21st TeachSkills project is composed of 9 partners, while the Coordinator is University of Ioannina. More specifically, the project team includes eight Universities, and one Consulting and Vocational Training Center:

Partner no. 1	Panepistimio Ioanninon (UOI)
Partner no. 2	Klaipeda University (KU)
Partner no. 3	Novel Group Sarl (NG)
Partner no. 4	Symbiosis International (SIU)
Partner no. 5	BANASTHALI VIDYAPITH (BV)
Partner no. 6	Southwest University (SWU)
Partner no. 7	Shenzhen Polytechnic (SZPT)
Partner no. 8	Royal University of Phnom Penh (RUPP)
Partner no. 9	University of Battambang (UBB)

The activities of 21st TeachSkills project are going to be realized based on a structure of 7 Work Packages (WPs). In particular, each WP has been assigned to a lead partner who is going to offer its expertise and its relevant experience to the implementation process. The table below indicates the allocation of each WP to the lead partners:

WP type	WP Ref no.	WP title	WP leader
Preparation	1	Needs Analysis	Panepistimio Ioanninon (UOI)
Development	2	Curricula & Capacity Building Training Content	Klaipeda University (KU)
Development	3	Capacity Building Activities	Southwest University (SWU)
Development	4	Delivery of Educational Programme & Capacity Building Course	Novel Group Sarl (NG)
Quality Plan	5	Quality Assurance & Monitoring	Panepistimio Ioanninon (UOI)
Management	6	Dissemination and Exploitation	Banasthali Vidyapith (BV)
Management	7	Management & Coordination	Panepistimio Ioanninon (UOI)

The lead partners are responsible for the monitoring of their WP's progress and the foreseen reporting to the Quality Assurance & Monitoring leader (Panepistimio Ioanninon), according to the procedure established by both the application and this Quality Plan. The role of the partners and particularly WP leaders will be explained in the following chapters of this document.

2.3 Project Timetable

WP	Deliv. No.	Title	Type of deliv.	Language(s)	Due date
1	1.1	Report on 21st century skills Educational Programme Content	Report	EN	15/04/2020
1	1.2	Report on capacity-building for 21st century university teachers and best practices	Report	EN	15/03/2020
1	1.3	21st century skills teaching state-of-the-art report	Report	EN	15/06/2020
2	2.1	Outline and methodology of the Syllabus for course	Teaching &Training material	EN, CHI, HI, KH	15/07/2020
2	2.2	Study material for course	Teaching &Training material	EN, CHI, HI, KH	15/11/2020
2	2.3	Capacity building Course Material	Capacity Building Course	EN, CHI, HI, KH	15/11/2020
2	2.4	Specs for 21stTeachSkills Platform	Report	EN	15/01/2021
2	2.5	E-tutor's guide	Training material, Report	EN	15/03/2021
2	2.6	Specs for development of 21stTeachSkills e-toolbox	Service / Product	EN	15/03/2021
3	3.1	Delivery of 21stTeachSkills Platform and equipment	Service / Product	EN, CHI, HI, KH	15/06/2021

3	3.2	Study visits	Teaching & Learning material, Event	EN	15/11/2022
3	3.3	Online training sessions	Teaching &Training material, Service / Product	EN, CHI, HI, KH	15/09/2021
3	3.4	Delivery of 21stTeachSkills e-toolbox	Teaching &Training material, Service / Product	EN, CHI, HI, KH	15/07/2021
4	4.1	Delivery of 21st century skills Educational Programme	Event, Service / Product	EN, CHI, HI, KH	15/11/2021
4	4.2	Delivery of Capacity-Building Program	Event, Service / Product	EN, CHI, HI, KH	15/11/2021
4	4.3	Programme Delivery Interim Evaluation Report	Report	EN	15/05/2022
4	4.4	Accreditation Report on developed Course of PC-HEIs	Report	EN	15/11/2022
4	4.5	Programme Delivery Final Evaluation Report	Report	EN	15/11/2022
5	5.1	Quality Assurance Plan	Report	EN	15/11/2020
5	5.2	Quality Board Appointment	Event	EN	15/12/2019
5	5.3	Periodic Quality and Evaluation Report	Report	EN	15/08/2022
5	5.4	Final Impact and Evaluation Report	Report	EN	15/11/2022
6	6.1	Dissemination Plan	Report	EN	15/02/2020

6	6.2	21stcenturyTeachSkills Website	Service / Product	EN	15/03/2021
6	6.3	Networking Events	Event	EN, CHI, HI, KH	15/11/2022
6	6.4	Exploitation and Sustainability planning	Report	EN	15/08/2022
6	6.5	Portfolio of dissemination material	Service / Product	EN, CHI, HI, KH	15/01/2020
7	7.1	Consortium Management and Organization	Report, Service / Product	EN	15/11/2022
7	7.2	Project Meetings	Event, Report, Service / Product	EN	15/11/2022
7	7.3	Funding Management	Report, Service / Product	EN	15/11/2022
7	7.4	Risk Management	Report, Service / Product	EN	15/07/2022
7	7.5	Consortium Agreement	Report, Service / Product	EN	15/12/2020
7	7.6	Coordination and Communication Platform	Service / Product	EN	15/01/2020

3. Monitoring and Quality Assurance (MQA)

This quality management plan offers tools for systematic monitoring of both the management of the project and of the partners via internal and external communication channels. The purpose of this plan is to analyze possible preventive actions in order to minimize the risks at the beginning and during the implementation of the project.

Novel Group Sarl hereby provides clear and quantifiable objectives to assess the quality of progress and to contribute to the feedback needed for the external evaluator. On the other hand, Panepistimio Ioanninon will lead the quality control and monitoring of the project's progress. It is important to note that the timely delivery of the outcomes is an essential procedure to assure the success of the project. Panepistimio Ioanninon will therefore perform the following tasks:

1. Monitor the progress of the activities assigned to each partner according to the work plan. All partners will report to Panepistimio Ioanninon semiannually, following the procedures describes in this Quality Plan, and Panepistimio Ioanninon will compile semiannual Quality Assurance Reports of the Project. These Reports will be sent to the Quality Board Members for discussion and feedback before they become finalized.

2. Monitoring staff visits in order to prepare reports and surveys from teachers, students and trainees, which will be statistically evaluated in a systematic way.

3.1 Methodology

The MQA of the Project will be based on the principle of the Plan-Do-Check-Act (PDCA) cycle, that includes four effective steps:

- PLAN means to establish the objectives we want to achieve and processes needed to deliver results keeping in mind our target and goal. By planning our short/mid/long term objectives and results we would need to achieve, we can better allocate efforts and resources and establish a working methodology and also the responsible partner.

- DO means to implement the foreseen activities (the plan), execute the activities and thus produce the desired results. In our case examples of results could be a report produced, a workshop implemented, a meeting organized, etc.
- CHECK means the analysis of the results achieved in comparison to the expected outcomes detailed in the application document. In this phase, it is important to detect any deviation or area for improvement, but also identify positive aspects that can be further utilized.
- ACT/ADJUST: In case of detecting weaknesses, the formulation of corrective measures is crucial in order to bring the project back into the right track towards the achievement of the expected outcomes. This analysis should also focus on finding the root causes of the problems encountered for the refinement of the next activities.

3.2 QA Procedures

The QA process will be led by Panepistimio Ioanninon with the valuable cooperation of all partners, particularly the WP leaders. Their roles lay only on the provision of feedback and recommendation, as Panepistimio Ioanninon is the ultimately responsible for the final outcomes of the process. However, having not received the relevant input for the proper execution of its responsibilities, Panepistimio Ioanninon will not be able to assure the quality of the Project. The fact that Panepistimio Ioanninon executes a double role in the project, as both the leader of WP5 and the Coordinator of the project, allows it to adjust the timetable according to partners' needs. Given that, Panepistimio Ioanninon will be always aware of cases of non-compliance which could hinder the QA process.

The involvement of partners in the quality assurance of the Project refers to two main activities as described in the following pages:

A. Semiannual Progress Reporting

What is included?

Panepistimio Ioanninon, as leader of WP5 'Quality Assurance & Monitoring' will adopt the Quality and Monitoring Rubrics that can be found in Annex 1 of this document and have been prepared by Novel Group Sarl. Through a series of simple questions, these Rubrics investigate partners' views on various aspects of implementation of the Project, such as Progress and Direction, Management and

Communication, and Team & Roles. In all parts of the Rubrics, partners are encouraged to provide their feedback and recommendation, commenting both on the positive and the more challenging issues they've encountered thus far.

The process for all partners

The Rubrics will be sent by Panepistimio Ioanninon to each and every partner per semester. More specifically:

1. Panepistimio Ioanninon will send via e-mail the Rubrics during the last week of each semester.

2. A two – weeks deadline will be provided for filling in the Rubric and sending it back to Panepistimio Ioanninon.

3. In the meantime, Panepistimio Ioanninon will send a reminder to all partners, asking those who have not responded to do so within the deadline. Please be aware that no further extensions will be granted, unless a serious reason for delays is provided.

4. After the end of the 2 weeks, if there is no comment/review by the side of partners, then it is assumed that they accept the deliverables. **A silence-assent rule applies.**

The process for WP leaders

The partners responsible for specific WPs (WP leaders) will be asked to fill-in another short questionnaire (see Annex 2) that refers to the progress of implementation of their WP. This applies only for the WPs that will be implemented during the evaluation period. The following partners will be asked to provide this kind of feedback:

Partners	Progress of WP	
	No.	Title
Panepistimio Ioanninon (UOI)	1	Needs Analysis
Klaipeda University (KU)	2	Curricula & Capacity Building Training Content
Southwest University (SWU)	3	Capacity Building Activities
Novel Group Sarl (NG)	4	Delivery of Educational Programme & Capacity Building Course

Panepistimio Ioanninon (UOI)	5	Quality Assurance & Monitoring
Banasthali Vidyapith (BV)	6	Dissemination and Exploitation
Panepistimio Ioanninon (UOI)	7	Management & Coordination

It should be highlighted that each WP leader will primarily be responsible for the internal monitoring of progress within his/her Organization, and secondly for the timely reporting to the Quality Assurance & Monitoring leader, Panepistimio Ioanninon. The latter reserves the responsibility to ask for corrections and/or modifications, if it is considered that the monitoring data received do not correspond to the actual work implemented or to the overall implementation of the Project. Panepistimio Ioanninon will eventually compile all Quality Assurance data and feedback into semiannual Quality Assurance Reports that will be circulated among Quality Board Members for the final approval.

__Timetable__

The timetable of the Progress Reporting for the whole lifespan of the Project is summarized in the following table. Should any doubts arise to partners regarding the process, they can refer to this table for clarifications.

Semester	Time period covered	Rubric sent until	Reminder	Deadline
1	15/11/2019-14/05/2020	15/05/2020	22/05/2020	29/05/2020
2	15/05/2020-14/11/2020	16/11/2020	23/11/2020	30/11/2020
3	15/11/2020-14/05/2021	17/05/2021	24/05/2021	31/05/2021
4	15/05/2021-14/11/2021	15/11/2021	22/11/2021	29/11/2021
5	15/11/2021-14/05/2022	16/05/2022	23/03/2022	30/05/2022
6	15/05/2022-14/11/2022	15/11/2022	22/11/2022	29/11/2022

B. Evaluation of Events and Activities

What is included?

This part of the QA process refers to the evaluation of the activities and events implemented in the framework of the Project, meaning Project Meetings, Trainings, Workshops, the Final Conference and/or any other relevant actions.

Novel Group has already created evaluation questionnaires for the events foreseen in the application. For the facilitation of the process, the questionnaire will be available on-line through Google Forms.

The process

The process of the Semiannual Progress Reporting remains the same, as far as deadlines is concerned. This means that a two-weeks deadline is provided to participants for filling in the questionnaire.

All partners should anyhow be aware of the following prerequisites:

➢ Panepistimio Ioanninon should be informed about the dates of all upcoming events (meetings, workshops, final conference) at least two weeks before their realization, to prepare all relevant evaluation documents. The hosting partners are responsible for sending timely notification to the Coordinator.

➢ As soon as Panepistimio Ioanninon is notified, the hosting partner will be contacted through e-mail and provided with details on the evaluation process to be followed. Should the hosting partner face any challenges or needs further clarifications, Panepistimio Ioanninon will be available any time.

➢ The responsibility for gathering the evaluation data lies with the hosting partner.

➢ The evaluation process should be closed two weeks (14 days) upon the end of the event. Panepistimio Ioanninon then proceeds to the elaboration of relevant reports with the data acquired thus far.

➢ It is highly recommended that the hosting partners distribute the Evaluation Questionnaires (via online links) during the last day of the event and notify the participants about the deadline (14 days afterwards) for responses.

Since the exact dates of the foreseen events will be agreed later, the following table provides an overview of the events and an indicative period of implementation, according to the application:

Event/Activity	City/Country	Responsible Partner	Date
Kick off Project Meeting	Ioannina, Greece	UOI	February 2020
Study Visit	Ioannina, Greece	UOI	February 2020
2nd Project Meeting	Pune, India	SIU	June 2020
Study Visit	Pune, India	SIU	June 2020
3rd Project Meeting	Chongqing, China	SWU	December 2021
Study Visit	Chongqing, China	SWU	December 2021
4th Project Meeting	Phnom Penh, Cambodia	RUPP	October 2022
Study Visit	Phnom Penh, Cambodia	RUPP	October 2022

3.3 The role of the Steering Committee

The Steering Committee will be the main decision-making body of the project, having the overall responsibility in issues like:

- The overall legal and financial administration
- The overseeing of scientific and societal issues related to the research activities
- Execution of the time and cost plan
- Quality management based on a plan specifying standards and benchmarks of the quality of results (e.g. deliverables)
- Ensuring the research's compliance with ethical rules and good practices.

Should any partnership conflict arise, a collaborative approach will be sought after, respecting contextual and cultural differences between partners. Each partner has one vote of equal value and the Coordinator, if necessary will count for an additional decisive vote. All major decisions will be taken by a majority of 2/3 by the Steering Committee which is the main decision-making body.

During the Kick Off Meeting of the Project, partners established the Steering Committee, comprising of one member per partner.

Participant Partner No	Surname, Name	Organization	E-mail Address
1	Plakitsi, Katerina	PANEPISTIMIO IOANNINON (UOI)	kplakits@uoi.gr
2	Vismantienė, Reda	Klaipeda University (KU)	vismantiene.r@gmail.com
3	Polytarchi, Evi	Novel Group Sarl (Novel Group)	consulting@4-elements.org

4	Gurpur, Shashikala	Symbiosis International (SIU)	shashi.gurpur@gmail.com
5	Surana, Azay	BANASTHALI VIDYAPITH (BV)	surana.ajay@yahoo.com
6	Zhaochuan, Zhang	Southwest University (SWU)	851859348@qq.com
7	Xuemei, Yan	Shenzhen Polytechnic (SZPT)	172485486@qq.com
8	Kean, Tak	Royal University of Phnom Penh (RUPP)	kean.tak@rupp.edu.kh
9	Yoeng, Hak	University of Battambang (UBB)	hakyoeng@gmail.com

3.4 The role of the Quality Board (QB)

According to the proposal, *'The Quality board will be appointed and it will be comprised by one representative from each Consortium Partner as well as an external Expert Board in order to reassure internal and external evaluation. The external evaluation will be conducted in the end of each project's year and it will be crucial for the objective evaluation of an appointed specialized body with high expertise.'*

The Quality Assurance Plan thus includes standards for all project processes, by evaluating the products' functionality, the regulatory compliance requirements, the project deliverables and the project management performance. The review process of all deliverables will be executed by the partners who will create feedback rounds until the reach the final version of the deliverable. Some of the Quality Control mechanisms include

➢ acceptance decisions (services approved or rejected),

➢ rework (corrective actions on the services),

➢ process adjustments (action to prevent future quality problem)

While the Periodic Quality and Evaluation Report of the project will be based on the minutes from the Project Meetings and the evaluation of qualitative and quantitative indicators, the quality assurance of the all training material will be based on the EQAVET system.

The QB has the authority to manage and perform all quality work. This is recognized in the present document and it is meant to encompass the following aspects:

a. Initiate action to prevent the occurrence of any non-conformity; which means to prevent a non-fulfilment of a requirement.

b. identify and record any relevant problem;

c. constantly control the scientific, technical and financial management of the Project, ***identifying any possible difficulty which may be prejudicial for the Quality of the Project***, creating future misunderstanding, inefficiencies and misalignments from the financed Project;

d. constantly control the dissemination activities of the Project, so as to verify that all target are progressively achieved and that the impact of the Project is the maximum possible;

e. initiate, recommend and/or provide solutions through the reporting system;

f. verify the implementation of solutions;

g. monitor and control further processing, delivery or installation of any preferred solution to ensure that any reported non-conformance has been corrected;

h. assuring the ***conformity of all Deliverables, with the initial criteria defined for them and guaranteeing that the Deliverables are in accordance with the specifications*** in the SSNS Detailed Description of the project;

i. consulting the Work Package (WP) Leaders, on the expected technical characteristics of the Deliverables.

Thus, the main Tasks of this Board are:

- Overview of the technical reports produced.

- Quality control of all Deliverables submitted.

- Guidance to WP Leaders on the expected characteristics and contents of the relevant Deliverables.

Its main objectives are to ensure that:

- The scientific and technical contents of all Project activities are at an appropriate level;

- The technical and economic management of the Project is adequate.

- All the outputs are consistent, with their contractual requirements.

- All the project reports / documents do have the highest quality, regarding their overview / context.

All the above responsibilities and authorities will be exercised through the Project Coordinator (mainly for the financial monitoring) and the QB, with the aim to comply all Objectives, Quality Objectives of the Project, as well as Quality Objectives of this document. Panepistimio Ioanninon, which is at the same time the chairman of the Quality Board and the Project Coordinator will draft the Quality and Evaluation Report every 3 months. Panepistimio Ioanninon will also inform the Steering Committee for the quality results. The Final Impact and Evaluation Report of the project will contain results from each periodic evaluation report and the external evaluation.

All project members are responsible to follow the Quality Assurance Plan and report directly to the relevant WP leader or the Chairman of the QB, who is also the Project Coordinator, when the Plan is not followed. The QB of the 21stTeachSkills project is structured as following:

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

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Participant Partner No	Surname, Name	Organization	E-mail Address
1	Kornelaki, Athina	PANEPISTIMIO IOANNINON (UOI)	athinako91@yahoo.com
2	Vismantienė, Reda	Klaipeda University (KU)	vismantiene.r@gmail.com
3	Zotakis, Vasileios	Novel Group Sarl (Novel Group)	zotakis@novelgroup.lu
4	Gurpur, Shashikala	Symbiosis International (SIU)	director@symlaw.ac.in
5	Surana, Ajay	BANASTHALI VIDYAPITH (BV)	surana.ajay@yahoo.com
6	Tong, Siqian	Southwest University (SWU)	tsqellen@swu.edu.cn
7	Zeng, Xiuzhen	Shenzhen Polytechnic (SZPT)	zengxiuzhen@szpt.edu.cn
8	Kean, Tak	Royal University of Phnom Penh (RUPP)	kean.tak@rupp.edu.kh
9	Rany, Sam	University of Battambang (UBB)	samrany82@gmail.com

3.5 Quality Indicators of progress

According to the Logical Framework Matrix (LFM) of the proposal (pp. 16-25), the **wider objective** of the project is to address the strategic goal of the Education and Training (ET 2020) for improving quality and efficiency of education and training by developing innovating curricula and ICT-based content. In this context, the project also aims to address the challenges posed by a multicultural globalized society and economy in terms of the adequate skills required.

At the same time, the **specific objectives** of the project are related to:
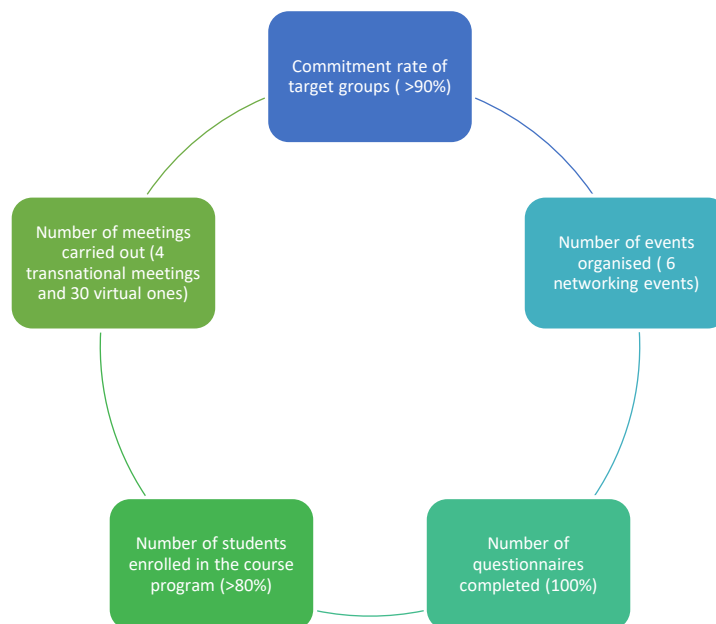
- The improvement of the quality of higher education and life-long learning by transferring new teaching ICT-based methodologies to the Partner Countries and new assessment tools
- The enhancement of the relevance of education for the labour market and society by making the acquisition of 21st skills the highest priority for pupils in elementary and secondary schools.
- The improvement of the level of competences and skills in the HEIs via the development of new and innovative education courses for pre-service and in-service teachers, educators, and other school authorities
- The enhancement of the innovation capacities as well as the internationalisation of HEIs by promoting transnational cooperation and networking in the field of application and tool development
- The extensive exploitation of ICT potential
- The promotion of voluntary convergence with EU curriculum development in the field of education in higher education system through the sharing of best practices and know-how
- The promotion of people-to-people contacts, intercultural awareness, and understanding via the development of an open digital education platform

According to the application, the main **indicators of progress** have been set based on the foreseen results of the Project. Some of them include a number of:

- HEIs delivering accredited course program and graduates of the course Programme (a total of 100 students)
- Active teachers and educators trained in the online course (80 in total)
- Academic staff who have received capacity building training (15 in total)

Quality Assurance

- Feedback forms, filled in by participants in meetings, trainings and events (>80%)
- Number of trainings provided (100%)
- Number of registrations on 21stcenturyTeachSkill Platform (>200)
- Number of visits of the project website (>100/ month)
- Attendance rate at the trainings delivered (>90%)
- Participation rates in training activities (actual vs scheduled) (>80%)
- Actual adaptation of good practices by the target group (>80%)
- Number of stakeholders reached (>500)

Overall, the periodic Quality Assurance reports will collect and examine data which corresponds to the indicators of progress. The data collected will be presenting the interdependence among the targets of the project:

- Commitment rate of target groups (>90%)
- Number of events organised (6 networking events)
- Number of meetings carried out (4 transnational meetings and 30 virtual ones)
- Number of students enrolled in the course program (>80%)
- Number of questionnaires completed (100%)

3.5 External Quality Assurance Procedure

In order to ensure the quality of the Project, an external quality assurance expert will be contracted. The external expert will monitor the progress of the Project, the documents for accreditation, the transformation from credits to ECTS, and the measurable outcomes of the Project.

As showed in the graphic above, the Quality Assurance process involves direct evaluation of the project's implementation targets. It may examine whether the project is successfully recruiting and retaining its intended participants, using training materials that meet standards for accuracy and clarity. It is important that project partners maintain the projected timelines, by coordinating efficiently other ongoing project activities, and meeting applicable legal standards. Evaluation that is organized during the project implementation could be used in order to request interim corrections to the project implementation or to shed light on the implementation processes.

Annexes

Annex 1: Quality and Monitoring Rubric for all Partners

Name of partner organisation:		Partner n.	
Leader of Work-package n			

PROGRESS & DIRECTION	4 (positive)	3 (rather positive)	2 (rather negative)	1 (negative)	COMMENTS (Please, explain your rating)
The work carried out by the project's team (i.e. defining objectives, choice of activities, definition of work procedures, division of roles etc.) has been:	☐	☐	☐	☐	
The calendar proposed for the carrying out of the project's activities was:	☐	☐	☐	☐	

The actual implementation of the distribution of responsibilities among the partners was:	☐	☐	☐	☐	
How would you evaluate the overall quality of the project results?	☐	☐	☐	☐	
The procedure met my expectations	☐	☐	☐	☐	
What support would you have needed?					
MANAGEMENT & COMMUNICATION					
How efficient were the management and coordination arrangements?	☐	☐	☐	☐	
How did the co-ordination of the project impact your ability to deliver on your work package	☐	☐	☐	☐	
How would you evaluate the time management and the respect of deadlines?	☐	☐	☐	☐	
Are the partners' roles consistent with their skills?	☐	☐	☐	☐	
Partners were able to suggest ideas and solutions to various problems	☐	☐	☐	☐	
The methodology used was very stable and efficient	☐	☐	☐	☐	
The circulation of the information within the partnership was:	☐	☐	☐	☐	
Communication with partners was:	☐	☐	☐	☐	
Were the financial resources adequate for the WP completion?	☐	☐	☐	☐	
The channels of communication (e-mails, Skype meetings, Google+, in-presence meeting, phone calls) used were:	☐	☐	☐	☐	
What support would you have needed?					
TEAM & ROLES					
Team work [Cohesive and supportive with all roles being clearly defined and understood]	☐	☐	☐	☐	

How would you evaluate the cooperative work of the partners	☐	☐	☐	☐	
Partners were able to understand the instructions and the procedure	☐	☐	☐	☐	
Partners were able to work autonomously and independently	☐	☐	☐	☐	
Did you encounter any difficulties in setting up the group work?	Yes ☐		No ☐		
What worked well in the Partnership?					
What didn't work well in the Partnership?					
What support would you have needed?					

LESSONS LEARNED	Yes	No	COMMENTS (Please, explain your rating)
Have you personally learned something during this period thanks to this project? Please give details	☐	☐	
What did your organization learn thanks to this project? Please give details			

Transnationality is a principle of carrying out an action across national borders, so as to have effects at a more general level. It is commonly referred to with reference to the actions of the European Union (EU), in distinction to 'international' (among national governments and controlled by them) or 'supranational' (suggesting powers delegated to a higher level of government). According to the principle of subsidiarity, actions ought to be taken at the lowest level of government possible, so as to maximize democratic accountability and responsiveness to people's needs. The actions of the EU are therefore often justified by reference to 'transnational added value'. This means that the lessons of the experience of one country may prove useful in another.

How successful has MESfIA been in demonstrating a trans-national approach?	
What actions could be taken to improve the trans-nationality of the project?	
OPPORTUNITIES & RISKS	COMMENTS

What challenges did you face?	
In your opinion what needs improvement?	
...and what did you like most?	
What opportunities/unexpected benefits did you discover thanks to the project?	
What challenges do you expect in the next period?	
Are there any changes you would suggest for the next part of the project?	

Annex 2: Additional Quality and Monitoring Rubric for WP Leaders

Please, provide a list of all deliverables included in your leading Work-package					
Deliverable n.	Deliverable title		% Achieved	Delivery date (according to application)	Actual delivery date

*Please, add as many rows as necessary

Please use the space below to identify any **deviations in outcomes** from the initial plans (the application form or subsequent amendment approved by the EC) as well as the reasons for the change

WP No (…) – (Title of WP here)				
WP Deliverables	Performance Indicators	% Achieved	Number reached so far	COMMENTS

Annex 3: Project Meetings' Evaluation Form

	QUESTIONS	LEVEL OF THE AGREEMENT (scale 1-5) (1=worst, 3= fair, 5=best)
Q1	Name & Surname	Short answer
Q2	Profession and Institute *	Short answer
Q3	Overall, how would you rate the meeting? *	1=poor, 5=excellent
Q4	The objectives of the meeting were clear to the partners. *	1=not at all, 5=very clear
Q5	The meeting was useful for helping our organization to carry out the expected project activities. *	1= Not at all useful, 5=very useful
Q6	The meeting was useful for establishing communication among partners. *	1= Not at all useful, 5=very useful
Q7	After the meeting, work plan and deadlines for each result were clear. *	1=not at all, 5=very clear
Q8	After the meeting, my role and responsibility within the next project activities were clear. *	1=not at all, 5=very clear
Q9	What is your opinion about the project meeting in terms of issues discussed, social interactions, problem resolution, etc.? *	1= Not at all useful, 5=very useful
Q10	Are you satisfied with the presentations made by the partners in the meeting (timing, content, quality of content, connection with the project tasks, etc.)? *	1= Not at all satisfied, 5=very satisfied
Q11	Were you satisfied with the meeting venue? *	1= Not at all satisfied, 5=very satisfied
Q12	How do you rate the duration, date and timing of the meeting? *	1= very poor, 5=very good
Q13	Was the information provided sufficient for this meeting (e.g. quantity and quality of information flow before the meeting; communication management from promoter and/or hotel etc.) *	1= Not at all sufficient, 5=very sufficient
Q14	Were meeting's activities organized in an efficient manner? *	1= Not at all, 5=very efficient
Q15	What should be improved for the next meeting? Which difficulties detected must be solved? How? Please explain. *	Paragraph text
Q16	Any additional comments? (optional)	Paragraph text

Annex 4: Study Visits' Evaluation Form

(to be filled by all participants of study visits)

	QUESTIONS	LEVEL OF THE AGREEMENT (scale 1-6) (1=totally disagree, 6=totally agree)
Q1	Name & Surname*	Short answer
Q2	Profession and Institute *	Short answer
Q3	The objectives of the study visit were clearly defined *	1=totally disagree, 6=totally agree
Q4	The study visit improved my understanding of subject *	1=totally disagree, 6=totally agree
Q5	I will be able to utilize the knowledge acquired, at some level. *	1=totally disagree, 6=totally agree
Q6	Participation and interaction were encouraged. *	1=totally disagree, 6=totally agree
Q7	There was a correct balance between the theoretical part and discussion. *	1=totally disagree, 6=totally agree
Q8	The objectives of the study visit were met. *	1=totally disagree, 6=totally agree
Q9	How do you rate the duration, date and timing of the study visit? *	1=very poor, 6=excellent
Q10	Overall evaluation of the study visit. *	1=very poor, 6=excellent
Q11	Which aspects do you think could be improved for the next study visit? Any additional comments? (optional) *	Long answer

(questions indicated with "" are compulsory)*