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Al-Zaytoonah
University of
Jordan



The University of Jordan



Jordan University of
Science and
Technology



The Hashemite University



Karmeh Design Studio



Tishreen
University



جامعة
المنارة
Manara University



Al-Baath University



World University Service
of the Mediterranean



Blue Room Innovation



CESIE



Università degli Studi di
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2. ACRONYMS AND ABBREVIATIONS

N°	Acronyms abbreviations	and	Name
1	QA		Quality Assurance
2	PM		Project Management
3			
4			
5			
6			
7			

3. EXECUTIVE SUMMARY

This document represents the Project Quality Assessment Plan for the project HANDS. 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 “introducing handicraft traditional techniques and design procedures to Jordanian and Syrian universities in order to preserve their handicraft cultural heritage (HANDS)”. 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 HANDS consortium in order to establish effective cooperation within the consortium and ensure the highest level of quality of project documentation.

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 “introducing handicraft traditional techniques and design procedures to Jordanian and Syrian universities in order to preserve their handicraft cultural heritage (HANDS)”. 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 HANDS project.

4.3. Project Overview

HANDS aim to develop high quality university vocational career-relevant trainings through special designed courses on traditional craft heritage in order to preserve their handicraft cultural legacy.

HANDS’s specific objectives are:

- To transfer the vast craft experience and knowledge in academic courses in higher education;
- To develop the managerial and marketing skills of Syrian and Jordanian master craftsmen through training courses that address the market needs;
- To establish connection between the higher education institutes and the craft society;
- To enrich craft vocational skills and training in Middle East university partners through the European Union partners’ experience in teaching vocational skills.

HANDS is expected to establish a framework and set clear policies on how to introduce handicraft traditional techniques and design procedures to Jordanian and Syrian universities, along with the other partners.

The implementation of this project and training the staff would give all the partner universities and the other ME universities, the chance to set the policies and design a rational framework so other universities follow the steps and integrate handicrafts design procedures in their educational system.

Based on the critical analysis along with the national strategies in introducing hand zone traditional craft teaching techniques, which was collected from partners from the consortium, the consortium was selected based on the experience and executed projects in such field.

4.4. Target Groups and Expected Impact

The project in both partner countries Jordan and Syria will deal with both academic institutions and applied master craftsmen and craft society. The project will offer training courses which will help the students to gain hand zone practical craft knowledge and experience as well as it will provide innovative designs that target the needs of the local and region markets.

- Jordanian Universities (ZUJ, UJ, JUST, HU)
- Syrian Universities (TU, ABU, MU)
- Academic staffs: Faculty members in Art and Design Faculties
 - Network between partners
 - operation plans for the skills and guidance sector of the traditional crafts programs
 - craft vocational skills and competencies
 - Develop teaching and learning courses for the traditional crafts
- Non-academic staff (administrative staffs)
- University undergraduate students.
 - Qualifications required by the labour market Employment sector
- Universities technicians
- Private sector companies and Local Communities
 - Building connection between higher education society and enterprises
- Master craftsmen and craft industry
 - Survey of targeted vocational skills
 - Craft specialists at consortium universities
- Traditional craft workshops and marketing bodies
 - Criteria required by the labour market sector

Expected Impact

1. **An e-learning network:** stakeholders will be benefited from this network: the academic institution, research institution, relevant company, interested individual, and other related private and governmental sectors.
2. **E-learning tools:** students, instructors, academic institutions, research institutions, relevant company and interested individual will be benefited from this tool.
3. **Procedures for designing and adapting courses using crafts:** academic and research institutions in addition to interested individual may be benefit from this outcome
4. **Training University lecturers and technicians:** partners university
5. **The partner country universities. Internally, partner universities will hold the capacity to develop, design and evaluate craft curricula for their courses:** partner country universities
6. **improving the quality and relevance of higher education:** partner universities
7. **Strengthening quality through visits and knowledge transformation and cooperation with the EU partners:** partner universities
8. **Traditional crafts workshops:** partner universities
9. **HANDS Center:** ZUJ and TU

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
Training of Staff /Student form ME Teachers 2020 and 2021.	Staff/Student	7 training-methodical complexes	Development of modern training methodical materials on the bases of the EU experience, corresponding
Establishing the Centre that concerns the life skills in the university.	Staff / trainer /technical/admin	6 universities implemented (all university partners)	Equipment which is needed to Implement the project idea will be procured for the partner universities
Trained specialists worked in Center	Staff/trainer/Student	3 Trainer from Partner country	Number of trained specialists
Publication of information about	Trainees, Teaching staff, Administrative staff,	12 or more entrances in the blog, published	Number of region universities using the

activities of HANDS	Technical staff, Students	articles in mass media, publication in internet, broadcasting on radio and TV	information database
Informative project website	Trainees, Teaching staff, Administrative staff, Technical staff, Students	600 visitors by 3 years	Number of carried out fairs and exhibitions, seminars, training methodical conferences Number of students involved in the research projects
Participation in fairs, exhibitions, seminars, training methodical conferences	Staff/Student	min. 15 students per university, it means 90participants in discussion groups, workshops, conference	
Realization of the HANDS activities according to the developed plan.	Trainees, Teaching staff, Administrative staff, Technical staff, Students	Min 6 workshops, one per university	
Results of the external and internal monitoring carried out by European partners about conformity of the activity of the Centres with the original plan	Staff/trainers	Min 3 conferences (once per year)	Number of conferences and seminars between representatives of enterprises, Vocational Training Centres and students

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
Framework Infrastructure Developed	Staff/Student	15 students per university. 6 universities x 15 = 90	Partner, universities reports, project website, labour market partner reports, student organisations' reports, ministry's report
Developing a curriculum for a course	Trainees, Teaching staff, Administrative staff, Technical staff	6 universities implemented	Developing training curricula for the target groups by specialists in different fields.
Training centres developed	Staff/Student	6 centres developed	Ministry of Vocational Training and Employment / Ministry of Education and Training, including the ministry itself, agencies and training canterers
Cooperation of universities and businessmen with VTC	Staff/Student/ enterprise	3 universities out of the consortium collaborate/interested with the project	Number of students, who make an internship with these companies
Reports	Administrative staff	12 reports (each 6 months)	Timely and accurately prepared report
Knowledge triangle Education vocational training enterprises	Staff/ trainers/ enterprises	Min. 1 letter of interest from VET Organization.	Feedback on the expertise on development of activity

4.5. Expected Results

The lack of national conservation and development of handicrafts framework has negatively affected the preservation of handicraft from being lost. However, the Jordanian and Syrian universities have an attempt to develop Art and Design courses towards the handicraft living tradition, but needed to be framed within a clear local and national education policy in order to preserve this vast knowledge by housing it within the academic curricula.

Based on this, the idea leading to this project is expected to establish a framework and set clear policies on how to introduce handicraft traditional techniques and design procedures to Jordanian and Syrian universities, along with the other partners.

The implementation of this project and training the staff would give all the partner universities and the other ME universities, the chance to set the policies and design a rational framework so other universities follow the steps and integrate handicrafts design procedures in their educational system.

Based on the critical analysis along with the national strategies in introducing hand zone traditional craft teaching techniques, which was collected from partners from the consortium, the consortium was selected based on the experience and executed projects in such field.

Partner universities will be mainly responsible for developing the requirements of the handicraft teaching platform, its design and implementation phases. They will design a group of training programs for practical utilization of the handicraft components (equipment, content and teaching materials). These programs will take place, while consideration of each concept will be evaluated concurrently so as not to distract from project goals.

Key activities to be carried out

- 1.1 Project start up activities
- 1.2 Prepare operation plans for the skills and guidance sector of the project
- 2.1 Define traditional craft skills and competencies
- 2.2 List of equivalence of craft skills and of needed skills
- 2.3 Analyse and quantify qualifications required by the labour market
- 3.1 Nominate craft specialists at consortium universities
- 3.2 Develop a data base to include craft associations and companies
- 4.1 Selection of Equipment
- 4.2 Implementation of the center
- 5.1 Develop teaching and learning programs for the preserving the traditional craft processes
- 5.2 Train lecturers in competency based learning
- 5.3 Integrate competency based learning in study programs
- 6.1 Workshops and trainings in traditional craft design criteria, process, and parameters
- 6.2 Programs in the field of career planning and career management
- 7.1 Quality control, monitoring and budgetary control
- 7.2 Check of courses materials & courses & craft systems
- 7.3 Project task supervision, result evaluation and examination of courses results
- 8.1 Opening of the project data base HANDS for external partners via Internet
- 8.2 Prepare and conduct internal/external information events, mid-term/final conferences (information events and conferences)
- 8.3 Participation in annual Erasmus project representatives meeting and job fairs
- 8.4 Distribution of project documentation material
- 9.1 Involve the public/private employment sector in activities/services of the HANDS centre
- 9.2 Establish a training centre in ZUJ and TU
- 9.3 Workshop on broader strategic options as follow-up project activities
- 10.1. Kick-off Meeting
- 10.2 Establishment of MT and StC
- 10.3 Establishment of Scientific and Supervising Committee (SC)
- 10.4 Operational Staff
- 10.5 Establishment of Training and Technical Group
- 10.6 Auditing

- 10.7 Financial and Administrative Management
- 10.8 Submission of Intermediate and Final Reports
- 10.9 Consortium meeting

4.6. Partners and Roles

The project consortium consists of partners from Jordan, Syria, Spain, Germany, and Italy.

The ZUJ is the project coordinator and takes over the responsibility for the project success. It performs the overall project management, budgetary control, quality control and monitoring, based on its special qualification to manage these processes at international level by special management methods developed for leading the complicated tasks in the ZUJ for Erasmus projects due to modern needs of financial management, organisation, coordination and controlling. This includes hierarchical and regional structured management, accounting, analysing, reporting and communicating. During the project activities like training of teachers from Jordan and Syria, controlling courses, methodology teachers from UNIFI, USGM, OWL UAS, Blueroom will act as experts in the project subjects and topics, supported by WUSMED and CESIE having wide and special experience in training and cooperation with foreign partners. The experience of the ZUJ and the other partners is based on their former works in Tempus and other EU Erasmus projects.

The ZUJ role in the project is to provide the best possible educational experience for the widest possible range of students in ME. It aims at responding actively to the needs of local and national communities. It offers a high quality learning environment and flexible education media for all learners.

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: HANDS Partners and Roles

<u>Partner</u>	<u>Role</u>
Partnership Team	<ul style="list-style-type: none"> • 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- Al-Zaytoonah University of Jordan (ZUJ)	<p>ZUJ will lead WP1 ZUJ will Lead WP10</p> <ul style="list-style-type: none"> • Conducting and participating in the traditional craft training and contributing in the design of training modules activities and procedures. • Designing of traditional craft research and outreach programs activities. • Share their extensive network of relationships with craft Master practitioners of the traditional crafts.

	<ul style="list-style-type: none"> • Contribute to academic course modelling to achieve the project goal in housing the traditional crafts within the academic curricula. • Hosting meetings concerning the project • Contributing to the dissemination of the program • Selection of equipment and assisting in the establishment of the traditional craft workshop • Development of activities and programs for the sustainability of the project. • Participating in surveying and benchmarking activities • Implementing and coordinating an interactive platform for establishing distance learning craft programs
<p>P2- The University of Jordan (UJ)</p>	<p>UJ will be the co-leader of WP7 UJ will be the co-leader WP 3 UJ will be the leader of WP8</p> <ul style="list-style-type: none"> • Conducting and participating in the traditional craft training and contributing in the design of training modules activities and procedures. • Designing of traditional craft research and outreach programs activities. • Share their extensive network of relationships with craft Master practitioners of the traditional crafts. • Contribute to academic course modelling to achieve the project goal in housing the traditional crafts within the academic curricula. • Hosting meetings concerning the project • Contributing to the dissemination of the program • Selection of equipment and assisting in the establishment of the traditional craft workshop • Development of activities and programs for the sustainability of the project. • Participating in surveying and benchmarking activities • Implementing and coordinating an interactive platform for establishing distance learning craft programs
<p>P3- Jordan University of Science and Technology (JUST)</p>	<p>JUST will be the co-leader of WP9 JUST will be the leader of WP2</p> <ul style="list-style-type: none"> • Conducting and participating in the traditional craft training and contributing in the design of training modules activities and procedures. • Designing of traditional craft research and outreach programs activities. • Share their extensive network of relationships with craft Master practitioners of the traditional crafts. • Contribute to academic course modelling to achieve the project goal in housing the traditional crafts within the academic curricula. • Hosting meetings concerning the project

	<ul style="list-style-type: none"> • Contributing to the dissemination of the program • Selection of equipment and assisting in the establishment of the traditional craft workshop • Development of activities and programs for the sustainability of the project. • Participating in surveying and benchmarking activities • Implementing and coordinating an interactive platform for establishing distance learning craft programs
<p>P4- Hashemite University (HU)</p>	<p>HU will be the co-leader of WP2 HU will be the co-leader of WP8</p> <ul style="list-style-type: none"> • Conducting and participating in the traditional craft training and contributing in the design of training modules activities and procedures. • Designing of traditional craft research and outreach programs activities. • Share their extensive network of relationships with craft Master practitioners of the traditional crafts. • Contribute to academic course modelling to achieve the project goal in housing the traditional crafts within the academic curricula. • Hosting meetings concerning the project • Contributing to the dissemination of the program • Selection of equipment and assisting in the establishment of the traditional craft workshop • Development of activities and programs for the sustainability of the project. • Participating in surveying and benchmarking activities • Implementing and coordinating an interactive platform for establishing distance learning craft programs
<p>P5- Karmeh Design Studio (KDS)</p>	<p>KDS will be the co-leader of WP9 KDS will be the co-leader WP 3 & WP4</p> <ul style="list-style-type: none"> • Conducting and participating in the traditional craft training and contributing in the design of training modules activities and procedures. • Designing of traditional craft research and outreach programs activities. • Share their extensive network of relationships with craft Master practitioners of the traditional crafts. • Contribute to academic course modelling to achieve the project goal in housing the traditional crafts within the academic curricula. • Hosting meetings concerning the project • Contributing to the dissemination of the program • Selection of equipment and assisting in the establishment of the traditional craft workshop

	<ul style="list-style-type: none"> • Development of activities and programs for the sustainability of the project. • Participating in surveying and benchmarking activities • Implementing and coordinating an interactive platform for establishing distance learning craft programs
<p>P6- Tishreen University (TU)</p>	<p>TU will be the co-leader of WP1 TU will be the co-leader of WP2</p> <ul style="list-style-type: none"> • Conducting and participating in the traditional craft training and contributing in the design of training modules activities and procedures. • Designing of traditional craft research and outreach programs activities. • Share their extensive network of relationships with craft Master practitioners of the traditional crafts. • Contribute to academic course modelling to achieve the project goal in housing the traditional crafts within the academic curricula. • Hosting meetings concerning the project • Contributing to the dissemination of the program • Selection of equipment and assisting in the establishment of the traditional craft workshop • Development of activities and programs for the sustainability of the project. • Participating in surveying and benchmarking activities • Implementing and coordinating an interactive platform for establishing distance learning craft programs
<p>P7- Manara University (MU)</p>	<p>MU will be the co-leader of WP8 MU will be the co-leader WP6</p> <ul style="list-style-type: none"> • Conducting and participating in the traditional craft training and contributing in the design of training modules activities and procedures. • Designing of traditional craft research and outreach programs activities. • Share their extensive network of relationships with craft Master practitioners of the traditional crafts. • Contribute to academic course modelling to achieve the project goal in housing the traditional crafts within the academic curricula. • Hosting meetings concerning the project • Contributing to the dissemination of the program • Selection of equipment and assisting in the establishment of the traditional craft workshop • Development of activities and programs for the sustainability of the project. • Participating in surveying and benchmarking activities

	<ul style="list-style-type: none"> • Implementing and coordinating an interactive platform for establishing distance learning craft programs workshop
P8- Albaath University , ABU	<p>ABU will be the co-leader WP5</p> <ul style="list-style-type: none"> • Conducting and participating in the traditional craft training and contributing in the design of training modules activities and procedures. • Designing of traditional craft research and outreach programs activities. • Share their extensive network of relationships with craft Master practitioners of the traditional crafts. • Contribute to academic course modelling to achieve the project goal in housing the traditional crafts within the academic curricula. • Hosting meetings concerning the project • Contributing to the dissemination of the program • Selection of equipment and assisting in the establishment of the traditional craft workshop • Development of activities and programs for the sustainability of the project. • Participating in surveying and benchmarking activities • Implementing and coordinating an interactive platform for establishing distance learning craft programs
P9- World Univeristy Service of the Mediterranean (WUSMed)	<p>WUSMED will be the leader of WP7</p> <ul style="list-style-type: none"> • Conducting and participating in the traditional craft training and contributing in the design of training modules activities and procedures. • Designing of traditional craft research and outreach programs activities. • Share their extensive network of relationships with craft Master practitioners of the traditional crafts. • Contribute to academic course modelling to achieve the project goal in housing the traditional crafts within the academic curricula. • Hosting meetings concerning the project • Contributing to the dissemination of the program • Selection of equipment and assisting in the establishment of the traditional craft workshop • Development of activities and programs for the sustainability of the project. • Participating in surveying and benchmarking activities • Implementing and coordinating an interactive platform for establishing distance learning craft programs
P10- Blue Room Innovation S.L	<p>Blueroom will be the co-leader WP5</p> <ul style="list-style-type: none"> • Conducting and participating in the traditional craft training and contributing in the design of training modules activities and procedures.

	<ul style="list-style-type: none"> • Designing of traditional craft research and outreach programs activities. • Share their extensive network of relationships with craft Master practitioners of the traditional crafts. • Contribute to academic course modelling to achieve the project goal in housing the traditional crafts within the academic curricula. • Hosting meetings concerning the project • Contributing to the dissemination of the program • Selection of equipment and assisting in the establishment of the traditional craft workshop • Development of activities and programs for the sustainability of the project. • Participating in surveying and benchmarking activities • Implementing and coordinating an interactive platform for establishing distance learning craft programs
<p>P11- CESIE</p>	<p>CESIE will be the co-leader of WP9 CESIE will be the co-leader WP6 CESIE will be the leader WP 3</p> <ul style="list-style-type: none"> • Conducting and participating in the traditional craft training and contributing in the design of training modules activities and procedures. • Designing of traditional craft research and outreach programs activities. • Share their extensive network of relationships with craft Master practitioners of the traditional crafts. • Contribute to academic course modelling to achieve the project goal in housing the traditional crafts within the academic curricula. • Hosting meetings concerning the project • Contributing to the dissemination of the program • Selection of equipment and assisting in the establishment of the traditional craft workshop • Development of activities and programs for the sustainability of the project. • Participating in surveying and benchmarking activities • Implementing and coordinating an interactive platform for establishing distance learning craft programs
<p>P12- Università degli Studi di Firenze (UNIFI)</p>	<p>UNIFI will be the leader of WP9 UNIFI will be the leader WP5</p> <ul style="list-style-type: none"> • Conducting and participating in the traditional craft training and contributing in the design of training modules activities and procedures. • Designing of traditional craft research and outreach programs activities. • Share their extensive network of relationships with craft Master practitioners of the traditional crafts.

	<ul style="list-style-type: none"> • Contribute to academic course modelling to achieve the project goal in housing the traditional crafts within the academic curricula. • Hosting meetings concerning the project • Contributing to the dissemination of the program • Selection of equipment and assisting in the establishment of the traditional craft workshop • Development of activities and programs for the sustainability of the project. • Participating in surveying and benchmarking activities • Implementing and coordinating an interactive platform for establishing distance learning craft programs
<p>Università degli Studi Guglielmo Marconi (USGM)</p>	<p>USGM will be the leader of WP 4& 6</p> <ul style="list-style-type: none"> • Conducting and participating in the traditional craft training and contributing in the design of training modules activities and procedures. • Designing of traditional craft research and outreach programs activities. • Share their extensive network of relationships with craft Master practitioners of the traditional crafts. • Contribute to academic course modelling to achieve the project goal in housing the traditional crafts within the academic curricula. • Hosting meetings concerning the project • Contributing to the dissemination of the program • Selection of equipment and assisting in the establishment of the traditional craft workshop • Development of activities and programs for the sustainability of the project. • Participating in surveying and benchmarking activities • Implementing and coordinating an interactive platform for establishing distance learning craft programs
<p>P14- Technische Hochschule Ostwestfalen-Lippe (TH OWL)</p>	<p>OWL UAS will be the co-leader of WP1</p> <ul style="list-style-type: none"> • Conducting and participating in the traditional craft training and contributing in the design of training modules activities and procedures. • Designing of traditional craft research and outreach programs activities. • Share their extensive network of relationships with craft Master practitioners of the traditional crafts. • Contribute to academic course modelling to achieve the project goal in housing the traditional crafts within the academic curricula. • Hosting meetings concerning the project • Contributing to the dissemination of the program • Selection of equipment and assisting in the establishment of the traditional craft workshop

	<ul style="list-style-type: none"> • Development of activities and programs for the sustainability of the project. • Participating in surveying and benchmarking activities • Implementing and coordinating an interactive platform for establishing distance learning craft programs
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5. QUALITY ASSURANCE

5.1. 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 WUSMED and all the project team.

5.2. 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.

5.3. Quality Assurance principles in HANDS

Quality Assurance in the HANDS 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 HANDS activities and results due to a regular monitoring and evaluation during the project lifetime. The evaluation activities will be led by P9 WUSMED 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 HANDS 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.

5.4. Quality Assurance Framework in HANDS

QA embraces many “facets”, segments, or dimensions, and all of those are both heavily interwoven and frequently dependant 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 HANDS 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.

5.4.1. 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?
- Do the project results match/serve the needs of the target groups?
- Was partners’ contribution in accordance with the project plan and expectations?

5.4.2. 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?

5.4.3. 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?

5.4.4. 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?

5.4.5. 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?

5.4.6. 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 provided 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?

5.4.7. 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?

5.5. 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.

5.6. 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 hands 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 HANDS, 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.

5.7. 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.

5.7.1. 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	<ul style="list-style-type: none"> • Evaluation data gathering, analysis and presentation at each regular meeting during the development of each deliverable
Document control	<ul style="list-style-type: none"> • Document control - management of printed and electronically documents (e.g. codes for the documents, ways of saving the documents)
Outputs	<ul style="list-style-type: none"> • Accepting intellectual outputs during F2F and online meetings
Finalization	<ul style="list-style-type: none"> • 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.

5.7.2. 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

<i>Term</i>	<i>Definition</i>
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.

5.7.3. *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.

5.7.4. *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.

5.7.5. *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 reports' and outputs' quality 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)	

6. THE QUALITY ASSURANCE PLAN FOR HANDS

6.1. The Project Quality and Assessment Plan Table for all HANDS activities & outputs

Quality control and monitoring mechanisms in place at all participating institutions. Each participating institution, including EU partners, will have to prepare a short document highlighting in a schematic way which are the main Quality control and monitoring in place at their respective institutions.

Quality control and monitoring is provided by ZUJ as coordinator. WUSMED has the overall responsibility to follow activities, to access their implementation and to secure that the achievement envisaged by the consortium as planned in the proposal will be reached. All partner countries coordinators of the project partners must send regular reports and presentations of project progress (e.g., courses methodology presentation) to ZUJ.

Some important parts of the project (like evaluation of courses materials, functionality of craft skills and training) will be checked during visits of specialists from EU partners (WUSMED) to universities from ME.

- All the project progress will be shown at the project website.
- The project budget and costs effectiveness will be thoroughly checked using the strategy for the project.
- Clear financial management / controlling is the base for efficient leading of the project.
- The project progress will be measured quantitatively using following statistics:
 - i. Number of courses available through craft skills training systems;
 - ii. Number of studying people in partner countries universities.
 - iii. Methodology publication;
 - iv. Specifications publication;
 - v. Number of students participating at the university;
 - vi. Number of participant from craft community
 - vii. Number of trained unemployed people;
 - viii. Number of courses established;
 - ix. Number of participants found job after courses;
 - x. Adoption of developed methodology and legal documentation by the arab educational ministries.

If the quality differs from the expected, the partners are granted for a limited time intervals to improve.

Work Packages	Activity (A) and Deliverables (D)	Quantitative Indicator(s)	Qualitative Indicator(s)	Purpose
WP 1: Review and Network between Partners	T.1.1: Project Start up activities	<ul style="list-style-type: none"> • kick of meeting evaluation 	<ul style="list-style-type: none"> • Partners individually and collectively conform to project management requirements related to project performance • Provides a timeline for project development and partners' responsibilities 	<ul style="list-style-type: none"> • Ensure that the project structures and outputs meet the needs of the target groups. •
	T.1.2: Preparation operation plans for skills and guidance sector of the project	<ul style="list-style-type: none"> • Project Management meetings • 	<ul style="list-style-type: none"> • Project workplan • Task distribution among partners • Financial Guidelines • Risk management plan • 	
WP 2: Assessment studies for the needs of master craftsmen and students	T.2.1: Define traditional craft skills and competencies	<ul style="list-style-type: none"> • Traditional craft workshop evaluation 	<ul style="list-style-type: none"> • Research per each country about craft training needs in conjunction with master craftsmen and labour market requirements 	<ul style="list-style-type: none"> • Include in handbooks all information transferred during the course as well as methodology of teaching process • Dissemination • Make all materials accessible on
	T.2.2: List of equivalence of craft skills and need skills	<ul style="list-style-type: none"> • Survey among at least 40 students per country • Survey among 6 different stakeholders 	<ul style="list-style-type: none"> • Workshops satisfaction questionnaires 	

		(one per university) <ul style="list-style-type: none"> • 2 reflective groups with 6 different professionals per country 		the electronic platform
	T.2.3: Analyze and quantify qualifications required by the labor market	<ul style="list-style-type: none"> • determine the appropriate training programs and the type of crafts training 	<ul style="list-style-type: none"> • Conforms to quality standards 	
WP 3: Employment sector database (traditional craft associations)	T.3.1: Nominate craft specialists at consortium universities	<ul style="list-style-type: none"> - Traditional craft labor market data collection for national companies, regional and international. - Create the corresponding data base for the traditional craft workshop in each of the partner universities. - Communicate with businesses to demonstrate the possibility of cooperation. - Cooperation with the local municipalities and Labor. - Cooperation with Ministry of Education. • - 	<ul style="list-style-type: none"> • Conforms to quality standards • - to include craft associations and companies List interested members of the business sector. 	<ul style="list-style-type: none"> • Effective methodologies, teaching techniques, tools, activities to create “Reception school and classroom” this is, inclusive environment at school • Make all materials accessible on the electronic platform • Improve professionals’ skills in the field of education for social inclusion
	T.3.2: Develop a data base to include craft	<ul style="list-style-type: none"> • Annual training programmes 	<ul style="list-style-type: none"> • Requirements and needs covered from 	

	associations and companies		each institution	with cross-cultural classroom and how to benefit from diversity
WP 4: Purchase of equipment and workshop materials	T.4.1: Selection of Equipment	<ul style="list-style-type: none"> Necessary equipment and common teaching platform 	<ul style="list-style-type: none"> Selection of the equipment Procure the equipment. Conforms to quality standards 	<ul style="list-style-type: none"> Equipment purchased Assure exploitation of the purchase Assure course implementation sustainability of the training programmes through advertising, publishing and networking
	T.4.2: Implementation of the center	<ul style="list-style-type: none"> Establishment of the workshop for the traditional craft Installation of the equipment and teaching facilities. 	<ul style="list-style-type: none"> Workshop evaluation 	
WP 5: Make traditional craft skills competency development and integrated part in Teaching	T.5.1: Develop teaching and learning programs for the preserving the traditional processes	Teaching and learning programs for preserving the traditional processes at the workshop through housing the master craftsmen. <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Selection and design of cycles of career skills at the center. 	<ul style="list-style-type: none"> Achieve the implementation with different Workshop skills in leading colleges.

				<ul style="list-style-type: none"> • Skills craft design workshop at UNIFI. • Skills workshop at the universities in EU partners • Documenting and promoting career skills courses by the relevant authorities in universities •
	<p>T.5.2: Train lecturers in competency based learning</p>	<p>Teaching and learning programs for developing design skills at the workshop.</p> <ul style="list-style-type: none"> • Teaching and learning programs for career skills at the workshop. 	<p>Lecturers on training of competency-based learning.</p> <ul style="list-style-type: none"> • 	
	<p>T.5.3: Integrate competency based learning in study programs</p>	<ul style="list-style-type: none"> • Sessions held within the undergraduate programs at leading colleges in the areas of overall efficiency that meets the needs of the labor market. • - Training workshops in the field of competency-based learning. 	<p>Introduction of career skills courses in the study programs at participating</p> <ul style="list-style-type: none"> • universities 	
<p>WP 6: Traditional Craft contemporary design guidance and counseling programs for the career sector</p>	<p>T.6.1: Workshops and trainings in traditional craft design criteria, process, and parameters</p>	<p>- Programs in the field of traditional craft design criteria, process, and parameters</p> <p>- Programs in the field of contemporary traditional craft design criteria, process, parameters, and marketing.</p> <ul style="list-style-type: none"> • - Programs in the field of career planning and career management. 	<ul style="list-style-type: none"> • Conforms to quality standards 	<p>- developing the capacity of the target group in traditional craft guidance</p> <p>- Extract a total training capacity in the future.</p> <p>Sub-objectives of the program:</p> <ul style="list-style-type: none"> - Familiarity with the concepts, rationales, goals, theories, foundations of traditional guidance and counselling

	<p>T.6.2: Workshops and trainings in contemporary traditional craft design criteria, process, and parameters</p>	<p>Annual exhibition of work process and achievements</p> <ul style="list-style-type: none"> • 	<p>Event evaluation</p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> - Providing the target group with the skills to deal with the difficulties professional decision - Empowerment of the target group of detection methods for students' abilities and interests. - Identify methods of alignment between students' abilities, interests and opportunities. • - Enabling the target group to design plans of traditional craft guidance
	<p>T.6.3: Programs in the field of career planning and career management</p>	<p>Automated professional information system</p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Conforms to quality and implementation standards 	
<p>WP 7: Quality control and project monitoring</p>	<p>T.7.1: Quality control, monitoring and budgetary control</p>	<ul style="list-style-type: none"> • Quality and Assessment plan (current document) 	<ul style="list-style-type: none"> • Quality management obligations fulfilled by all partners 	<ul style="list-style-type: none"> • Achieve the maximum standards of quality ensuring that the quality management obligations are fulfilled by all partners • Ensure that a high level of project performance is achieved by all partners • Increase efficiency
	<p>T.7.2: Check of courses materials & courses & craft systems</p>	<ul style="list-style-type: none"> • 3 evaluation reports including the final evaluation report 	<ul style="list-style-type: none"> • Internal evaluations appropriately managed by all partners • High level of satisfaction about project meeting and overall project 	

			progress by all partners	through the improvement of time and project management as well as the early identification of risks
	<p>T.7.3: Project task supervision, result evaluation and examination of courses results</p>	<ul style="list-style-type: none"> • 50 students per country 	<ul style="list-style-type: none"> • Course student satisfaction • Cross-country comparative analysis • Event satisfaction questionnaire 	<ul style="list-style-type: none"> • Ensure that the project structures and outputs meet the needs of the target groups.
<p>WP 8: Project dissemination</p>	<p>T.8.1: Opening of the project data base HANDS for external partners via Internet</p>	<ul style="list-style-type: none"> • Updating information on the project every six months 	<ul style="list-style-type: none"> • Tool users interest • 	<ul style="list-style-type: none"> • Promote and disseminate the project • Assure exploitation of the results • Assure sustainability of the training programmes through advertising, publishing and networking
	<p>T.8.2: Prepare and conduct internal/external information events, mid-term/final conferences (information events and conferences)</p>	<ul style="list-style-type: none"> • Social networks 	<ul style="list-style-type: none"> • Key messages, slogans, #hashtag • National viral videos 	
	<p>T.8.3: Participation in annual Erasmus project representatives</p>	<ul style="list-style-type: none"> • 	<p>Lectures on methods / results of the project and the challenges it faces</p>	

	meeting and job fairs			
	T.8.4: Distribution of project documentation material	<ul style="list-style-type: none"> • Communication and Dissemination Plan • Design of the information brochure • Data base of stakeholders • Newsletters • Management of social networks 	<ul style="list-style-type: none"> • Outline and content template • Conforms to quality standards • Updated regularly • 	
WP 9: Exploitation of results and sustainability	T.9.1: Involve the public/private employment sector in activities/services of the HANDS centre	Complex analysis of craft vocational training processes <ul style="list-style-type: none"> • 	Partnerships between businesses with public and private craft vocational guidance centers. <ul style="list-style-type: none"> • 	1. Organize workshops on broader strategic options for participation institutions. 2. Organize an international workshop for strategic planning of the project options
	T.9.2: Establish a training centre in ZUJ and TU	Courses sustainability in long-term perspective <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> - Develop a plan to expand the options in professional services and skills for the periods in the short and medium term. - Involve businesses in the public and private activities of craft vocational guidance 	

			<p>centers and skills.</p> <ul style="list-style-type: none"> - determine future activities for future project extension, • - describes the tasks and prepare a plan of operation within the time frame for the periods after project end. 	
	<p>T.9.3: Workshop on broader strategic options as follow up project activities</p>	<p>Finding external funding sources</p> <ul style="list-style-type: none"> • 	<p>Organize an international workshop for organizing the project works.</p> <ul style="list-style-type: none"> • 	
<p>WP 10: Management and Operational Structures</p>	<p>T.10.1: Organizing the Kick-off Meeting and other consortium meetings</p>	<ul style="list-style-type: none"> • 1st steering committee meeting (month 1) – kick-off meeting in Jordan • 2nd steering committee meeting (month7) in Siria • 3rd steering committee meeting (month 13) in Jordan • (month 19) • (month 25) • (month 31) • (month 36) 	<ul style="list-style-type: none"> • Partners individually and collectively conform to project management requirements related to project performance • Project timeframe and outputs deadlines are adhered to by all partners • Appropriate attendance at all transnational 	<ul style="list-style-type: none"> • Coordinate and manage the project execution and activities at both local and transnational levels. • Ensure the achievement of project benchmarks, quality of work, punctuality and budget. • Ensure that all partners agree with:

			<p>project team meetings</p> <ul style="list-style-type: none"> • Actions of partners conform to the code of conduct expected in transnational project environments • Contractual obligations fulfilled by all partners 	<ul style="list-style-type: none"> - Requirements related to project management, communication principles, outputs', dissemination and financial guidelines; - Timeframe and various deadlines
	<p>T.10.2: Establishment of management and operational structures</p>	<ul style="list-style-type: none"> • Partnership agreement with each partner 	<ul style="list-style-type: none"> • Partners individually and collectively conform to project management requirements related to project performance • Provides a timeline for project development and partners' responsibilities 	<ul style="list-style-type: none"> - Requirements related to code of conduct, contractual obligations. • Ensure proper fulfilment of all obligations by project consortium and that the Agency is informed about the project progress
	<p>T.10.3: Establishment of Training and Technical Group (TTG)</p>	<ul style="list-style-type: none"> • Among the members of the Steering Committee each 2 month and when needed • Among the WP leaders each 1 month to monitor the progress and workflow • Among the Task leaders within 	<ul style="list-style-type: none"> • Proper fulfilment of all obligations by consortium • Agency is informed about the project progress Conforms to accessibility and quality standards 	

		<p>the same WP to coordinate the actions within the WP</p> <ul style="list-style-type: none"> • Others 		
	<p>T.10.4: Hiring External Auditors</p>	<ul style="list-style-type: none"> • External audit approved 	<ul style="list-style-type: none"> • Document presentation by all partners from the consortium 	
	<p>T.10.5: Reports</p>	<ul style="list-style-type: none"> • Financial reports each 6 months 	<ul style="list-style-type: none"> • Project workplan • Task distribution among partners • Financial Guidelines • Risk management plan 	

6.2. Internal Evaluation: activities and tools

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 HANDS 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 D1](#), [D2](#) and [D3](#)). 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)
- Identify any project risks and propose mitigating solutions in order to keep the Risk Registry (see [Annex C](#) for **Initial Risk Registry**) updated throughout the project life cycle (see [section 4](#) for more details)

B. Conducting evaluations after 9, 18, 27 and 36 months & Evaluation of the results – Deliverables

Online evaluation questionnaires will be distributed to the partners after 9,18,27 (see [Annex E1](#)) and 36 months (see [Annex E2](#)) 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 G](#)) 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 HANDS 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 & Report (as part of WP8):** 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 HANDS (online platform).

B. Progress Reports (as part of WP1): 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.

6.3. 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 assess 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
Framework Infrastructure Developed	Staff/Student		Partner, universities reports, project website, labour market partner reports, student

			organisations' reports, ministry's report
Developing a curriculum for a course	Trainees, Teaching staff, Administrative staff, Technical staff	Modernized curricula	Developing training curricula for the target groups by specialists in different fields.
Training centres developed	Staff/Student		Ministry of Vocational Training and Employment / Ministry of Education and Training, including the ministry itself, agencies and training canter
Cooperation of universities and businessmen with VTC	Staff/Student/ enterprise		Number of students, who make an internship with these companies
Reports	Administrative staff	Number of quarterly reports on the project (12 reports)	Timely and accurately prepared report
Knowledge triangle Education vocational training enterprises	Staff/ trainers/ enterprises		Feedback on the expertise on development of activity

6.4. Risk Management and Assessment

Risk management is concerned with identified internal and external risks and other issues, as well that might affect the adequate progress of the project.

General risks during the implementation of a project can arise from:

- Resistance of other higher education institutions in countries to use the developed methodology and specifications- will be solved
- Local business interests to offer jobs for graduates
- Difficulties in purchase of planned equipment
- Low level of motivation of teacher and trainer staff members for training
- Availability of staff members for the training at the EU – will be solved using substitutions
- Delays in equipment delivery and installation
- Low inflow of craft vocational skills for teachers, trainers and students.
- Ability of using mass media for dissemination.
- Competence of staff in sphere of skills.
- Availability of highly qualified trainers.
- Experience of EU partner Interest and actions of businessmen, student and enterprises on craft vocational skills into production process and organizations in craft vocational skills

Specific risks during the implementation of the HANDS Programme can arise from the following:

- Low interest by policy-makers and other key-stakeholders
- Difficulty to engage role models
- Improve content in awareness campaign
- Change of project staff
- Low partner's commitment
- Social desirability bias in impact evaluation
- Countries present different needs or specificities
- Schools not interested in participating in the project
- Teachers do not have enough knowledge to develop the pilot actions
- Schools do not have enough resources to implement the pilot actions
- Partners do not have real intension to exploit the project results

Potential risks have been identified and evaluated at the beginning of the project, during the Kick Off Meeting, in terms of probability and impact by all partners regularly. The following figure shows the Risk Analysis Process which will be followed in this project:

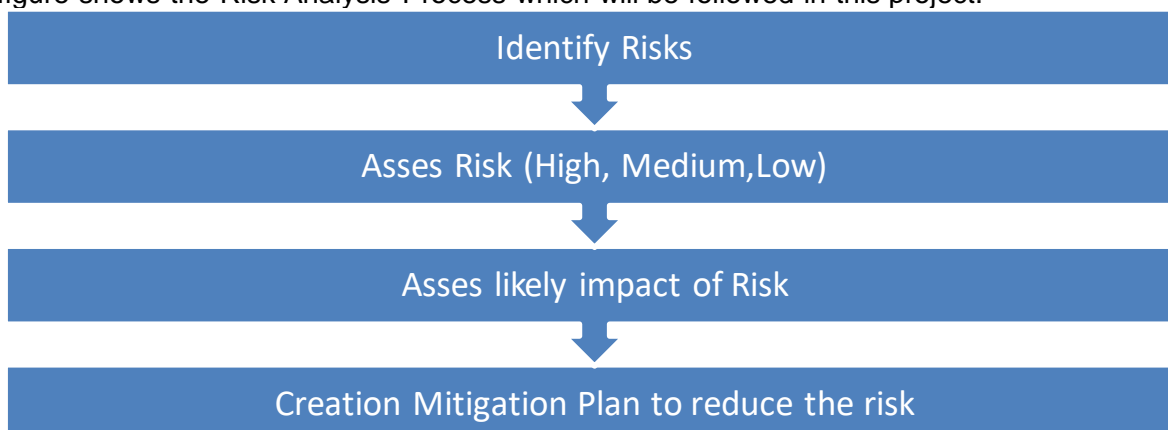


Figure 1: Risk Analysis Process

The efficient communication and appropriate coordination and cooperation procedures as well as internal evaluation and external audits should reduce the possibility of conflicts within consortium or inadequate quality of results. It is noteworthy that the risks, in particular risks of conflict are assessed as the low probability risks, due to the following facts:

- the consortium consists of partners who have necessary experience in implementation of international projects;
- the project leader has significant experience in coordination of European projects;
- partners have already co-worked with each other and still co-operate in many initiatives (also in transnational);
- all experts have experience with work in education, technology, innovation and STE(A)M field;
- all responsibilities have been assigned proportionally with taking into account the expertise field of each organization.
- the budget is justified, coherent with project and partners workload and will allow realization of goals.

For the mitigation of the project risks, some important measures have been already applied during developing the proposal, i.e. in dealing with budget underestimation the budget will be readjusted on the basis of the following rules:

- budget changes are based on the list of priorities adopted by the consortium participants
- interest of direct beneficent takes precedence over indirect one
- if unit participant costs are decisive, lowering the number of participants is considered admissible

In particular, the following guidelines for risk assessment and management will be followed by all partners during the project life time:

- First of all, risk assessment will be routinely carried out by all partners. Risk identification and fast reporting will be a part of an internal evaluator's job description and the internal evaluator will ensure a risk register is up to date. Potential risks will be identified and evaluated in terms of probability and impact. In practice, this means that every 6-month and following each steering committee meeting, each partner will be invited to identify at least 2 risks for the next period, so that we keep the Risk Registry up-to-date throughout the project life-cycle (see questions 8-10 of [Annex D1](#) and questions 12-14 of [Annex D2](#)). An initial Risk Registry has been developed following the kick-off meeting (see [Annex C](#)). The Risk Registry forms the basis of contingency plans and will enable the project team to regularly monitor risk and identify suitable mitigating responses. A time scale, in which reviewing times are identified at appropriate intervals, will be established to deal with possible delays in delivering the outputs throughout the work phases.
- All unpredicted situations will be analysed, and all decisions will be taken collectively. If no consensus is reached or decision is not unequivocal across the partnership, the project coordinator will submit a preliminary decision to all partners for their comments and approval. If partner does not answer to deadline it will means agreement.
- Efficient communication within partners (project meetings, videoconferences, e-mails, phones, virtual exchanging of documents) will ensure the smooth overall project progress
- Internal reporting system. Before every progress report, partners will provide coordinator will information of recent activities made and costs incurred. This will enable the project monitoring and spotting potential problems. Coordinator will provide partner with appropriate templates.
- The consortium and each of its members will sign the consortium agreement defining the roles, obligations, financial rules and payments schemes.
- Settlements to the partners (specified in the agreement) will be done periodically and will be based on partners' performance in the project.
- Timely realization of the project activities will be monitored and encouraged by the project coordinator and leaders of each work package. However, the timeline is designed in way to allow absorption of possible delay without threatening project implementation.

7. CONTINUOUS 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.

8. ANNEXES

8.1. Annex A: Code of conduct

All partners of the HANDS 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. HANDS Grant Agreement and its Annexes (between the Coordinator and its National Erasmus+ Agency) binding for all partners
 - b. HANDS 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 HANDS 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 HANDS 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 HANDS 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 HANDS project, including (online and print) text, images, tables, audio, video, are original, and do not violate any copyright law.

8.2. Annex B: Timeframe for Quality Assurance

All partners of the HANDS 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	Project Quality and Assessment Plan & Initial Risk Registry D7.1	6 – 8	Mai 2020	2022 *
5	Monitoring and Evaluation Report 1 (D.7.1.1)	12	Jan 20201	Jan 20201
6	Monitoring and Evaluation Report 2 (D.7.1.2)	24	Jan 2022	Jan 2022
8	Final Report on the Quality of Results (D.7.1.3)	36	Jan 2023	Jan 2023

* To be updated throughout the project life cycle

8.3. Annex C: Initial Risk Registry of HANDS

Prepared By:	Blue Room Innovation
Date of update:	30/03/2020
Participants:	All partners

Identified Issue	Identified by	Date	Probability High/Med /Low	Impact High/Med /Low	Risk level	Mitigation	To be solved by/ when?	Resolved?
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Example: Delayed deliverables Expected outputs might not be delivered on time, especially if we are slow in reaching police officers	WUS MED	22/05/2020	Medium High	Medium Medium		Continuous progress monitoring by coordinating institution Start as early as possible to avoid possible delays. Engage all partners early on.	All throughout project life cycle	Ongoing
Low interest by policy-makers and other key-stakeholders		22/05/2020	Low	Low		Through dissemination campaign by the coordinator of the project	All throughout project life cycle	Ongoing
Improve content in awareness campaign		22/05/2020	High	Low		Invite key stakeholders to KOM and/or hold a press conference informing about the project	Kick off meeting	yes
Change of project staff		22/05/2020	Medium	High		Availability of staff members for the training at the EU – will be solved using substitutions	All throughout project life cycle	Ongoing

Low partner's commitment		22/05/2020	Low	High		Through follow up by the coordinator of the project	All throughout project life cycle	Ongoing
Social desirability bias in impact evaluation		22/05/2020	Medium	High		Through periodically evaluation of impact indicators achievement.	All throughout project life cycle	Ongoing
Countries present different needs or specificities		22/05/2020	High	High		Mapping of the two countries (state of art) and implement actions according the idiosyncrasy of each country.	All throughout project life cycle	Ongoing
Teachers do not have enough knowledge to develop the pilot actions		22/05/2020	Low	High		Through workshops, seminars and training	All throughout project life cycle	Ongoing
Handcraft, experts in design and architecture have		22/05/2020	Low	High		Through use French and English as working languages.	All throughout project life cycle	Ongoing

difficulties to understand foreign language								
Partners do not have real intention to exploit the project results		22/05/2020	Low	High		All partners universities expressed their needs in terms of development and education implementation Monthly consortium follow up by the coordinator	All throughout project life cycle	Ongoing
Resistance of other higher education institutions in countries to use the developed methodology and specifications- will be solved			High	Medium		Through workshops, seminars and conferences for guidance of the planning and implementation in the field of education and training	All throughout project life cycle	
Local business interests to offer			Medium	High		Will be forced by local government	All throughout project	

jobs for graduates						ntal support. Difficulties in the organisation of courses for graduates – should be solved	life cycle	
Difficulties in purchase of planned equipment			Low	High		ZUJ will take the initiative to buy all partner universities equipment in one central contract according to university regulations	All throughout project life cycle	
Low level of motivation of teacher and trainer staff members for training			Medium	High		Partner universities. Conduct local workshops and seminars	All throughout project life cycle	
Universities do not have enough resources to implement the pilot actions			Low	High		follow up plan from the ZUJ and the WP leaders	All throughout project life cycle	

Delays in equipment delivery and installation								
Low inflow of craft vocational skills for teachers, trainers and students.			Medium	High		ZUJ to conduct workshops and take monitoring actions	All throughout project life cycle	
Ability of using mass media for dissemination.			Medium	High		The dissemination activities have to be strictly planned and precisely targeted to ensure that the results/benefits will be spread throughout and beyond the consortium. Partner Universities have to take an active part in process of the planning of the dissemination activities	All throughout project life cycle	

Colour coding: **Red** is high risk issue
Orange is a medium-high risk issue
Yellow is medium risk issue
Green is low risk issue or the issue has been resolved

8.4. Annex D1: Consortium Meeting Satisfaction Survey & Initial Risk Registry

Dear HANDS partners,

The purpose of this survey is to assess the kick-off meeting of the HANDS project in Amman, Jordania (26-27 February 2020) 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	The meeting in general	The meeting in general	The meeting in general	The meeting in general
2. Meeting agenda	Meeting agenda	Meeting agenda	Meeting agenda	Meeting agenda
3. Meeting venue	Meeting venue	Meeting venue	Meeting venue	Meeting venue
4. Meeting timing (schedule, length of sessions)	Meeting timing (schedule, length of sessions)	Meeting timing (schedule, length of sessions)	Meeting timing (schedule, length of sessions)	Meeting timing (schedule, length of sessions)

5. Organisation of the meeting by the project leader	Organisation of the meeting by the project leader	Organisation of the meeting by the project leader	Organisation of the meeting by the project leader	Organisation of the meeting by the project leader
6. Quality of communication during the meeting	Quality of communication during the meeting	Quality of communication during the meeting	Quality of communication during the meeting	Quality of communication during the meeting
7. Exchange of information	Exchange of information	Exchange of information	Exchange of information	Exchange of information
8. Partners' preparedness and presentations	Partners' preparedness and presentations	Partners' preparedness and presentations	Partners' preparedness and presentations	Partners' preparedness and presentations
9. Partners' participation in meeting discussions	Partners' participation in meeting discussions	Partners' participation in meeting discussions	Partners' participation in meeting discussions	Partners' participation in meeting discussions
10. Partners' participation in decision-making	Partners' participation in decision-making	Partners' participation in decision-making	Partners' participation in decision-making	Partners' participation in decision-making
11. Clarity of project aims, objectives, and work to be completed	Clarity of project aims, objectives, and work to be completed	Clarity of project aims, objectives, and work to be completed	Clarity of project aims, objectives, and work to be completed	Clarity of project aims, objectives, and work to be completed

12. Clarity of workplan (upcoming tasks, deadlines)	Clarity of workplan (upcoming tasks, deadlines)	Clarity of workplan (upcoming tasks, deadlines)	Clarity of workplan (upcoming tasks, deadlines)	Clarity of workplan (upcoming tasks, deadlines)
13. Explanation of partner responsibilities	Explanation of partner responsibilities	Explanation of partner responsibilities	Explanation of partner responsibilities	Explanation of partner responsibilities
14. Social programme during the meeting (free time, lunch/dinner, cultural visits, etc.)	Social programme during the meeting (free time, lunch/dinner, cultural visits, etc.)	Social programme during the meeting (free time, lunch/dinner, cultural visits, etc.)	Social programme during the meeting (free time, lunch/dinner, cultural visits, etc.)	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. Target of Hands project: One of the main outputs of HANDS project consists in the training courses. Which kind of courses is the project oriented to from the kickoff meeting in your opinion?

- A complete bachelor program.
- A complete master program.
- A specific subject included in a current program (bachelor or master), addressed to university students.
- A part of an existing subject.
- A long VET/LLL course addressed to craftsmen.
- A short VET/LLL course addressed to craftsmen.
- It will depend of each partner
- Other (describe)

8. Any additional comments/suggestions?

Thank you for your cooperation!

8.5. Annex D2: Project Meeting Satisfaction Survey, Risks Identification and Project Progress & Outputs Evaluation

Dear partners,

The purpose of this survey is to assess certain aspects of our HANDS project meeting in _____ (*location & dates*) for the aim to develop high quality university vocational career-relevant trainings through special designed courses on traditional craft heritage in order to preserve their handicraft cultural legacy. 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.

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

Thank you for your participation and contribution!

Evaluation of project meeting

- * Please rate the quality of the following aspects of the HANDS _____ 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)					
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.)					

- * What worked well during the meeting?

- * 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.

Risk Assessment: Strengths and Challenges

9. * Please identify a risk (challenge / threat / weakness) you might face in implementing the project in the following period, rate the risk possibility and provide a mitigating solution.

- Identified Risk: _____
- Probability High/Medium/Low: _____
- Impact High/ Medium/ Low: _____
- Mitigation: _____

10. Please identify a second risk (challenge / threat / weakness) you might face in implementing the project in the following period, rate the risk possibility and provide a mitigating solution.

- Identified Risk: _____
- Probability High/Medium/Low: _____
- Impact High/ Medium/ Low: _____
- Mitigation: _____

11. Please identify another risk (challenge / threat / weakness) you might face in implementing the project in the following period, rate the risk possibility and provide a mitigating solution.

- Identified Risk: _____
- Probability High/Medium/Low: _____
- Impact High/ Medium/ Low: _____
- Mitigation: _____

12. Any additional comments/suggestions?

8.1. Annex D3: Final Project Meeting Satisfaction Survey, Project Progress & Outputs Evaluation

Dear partners,

The purpose of this survey is to assess certain aspects of our last HANDS project meeting in _____ (*location & dates*) for the aim to develop high quality university vocational career-relevant trainings through special designed courses on traditional craft heritage in order to preserve their handicraft cultural legacy. 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.

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

Thank you for your participation and contribution!

Evaluation of project meeting

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?

8.2. Annex E1: 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.	

8.1. Annex E2: Table of criteria and indicators for the Dissemination and Sustainability Plan

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

- 8.1 Dissemination Plan

- 9.1 Exploitation of results and sustainability

Activity: 8.1 Dissemination and Sustainability (9.1) strategy (plan)

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.	
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.	

8.2. Annex E3: Table of criteria for the project website

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

- D8.1 Dissemination Plan

Activity Project website

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.					

8.3. Annex E4: Table of criteria for dissemination materials

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

- Informative brochure on the project, its objectives and methodology
- HANDS logo & branding
- Specific brochure for different target groups: pupils, schools, teachers, decision makers
- HANDS 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 HANDS project
- Periodic newsletters
- Local dissemination events
- Final HANDS 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 Twitter
- Communication of the project results in mass media: articles at newspapers, at web portals
- Erasmus+ Project Results Platform

Task / Deliverable: 8.1 Dissemination Plan

Please evaluate the structure, content, and completeness of the outputs 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 overall content of the output is well-organised.					
The output meets its intended objectives as defined by the project.					
The output is formatted according to the agreed-upon requirements and specifications of the commission and the proposal.					
The brochure/video is interesting, relevant to the audience and provides insight into the topic					

Criteria	1	2	3	4	5
The language is used properly and effectively for the intended audience.					
The images and/or graphics relate well to the content					
The sound is edited effectively, flows well and is clear and understandable (<i>only for videos</i>)					
Logos and disclaimers are included.					

8.4. Annex F1: Interim Questionnaire for 12, and 24-month Evaluation

Dear HANDS partners,

The purpose of this survey is to assess the progress of the HANDS 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 HANDS project outputs and activities based on the Likert scale: ; 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.

8.5. Social media awareness

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

- D8.1 Dissemination Plan

Activity: 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.					

8.6. Annex F2: Final Questionnaire for 36-month Evaluation

Dear HANDS partners,

The purpose of this survey is to assess the progress of the HANDS 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 HANDS project outputs and activities based on the Likert scale: ; 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					
Do you want to evaluate something else??					

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.

8.7. Social media awareness

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

- D8.1 Opening of the project data base HANDS 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.					

8.8. Annex G: Tradicional craft Workshop evaluation

HANDS Workshops Participants' (teachers' and students) Evaluation Form (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) Are you a teacher or student?

2) Overall Satisfaction

Q	To what extent do you agree with the following statements? <i>Please use the following scale: 1 = Completely disagree, 2=Partially disagree, 3=Neither agree nor disagree, 4= Partially agree, 5=Completely agree</i>
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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 HANDS Programme	1	2	3	4	5

What have you learned from the workshop?

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