



APPAIS

governance, quality, accountability:
a Piloting Reform Process
in Kurdistan region of Iraq

Project n. 618781-EPP-1-2020-1-IT-EPPKA2

INTERIM EVALUATION REPORT

January 2021 – September 2022

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Content

1. ABOUT APPRAIS	2
2. ABOUT THIS REPORT	2
3. MAIN OUTCOMES	3
3.1. PROJECT DEVELOPMENT AND ROLE OF PARTNERS	3
3.2. COMMUNICATION AND DISSEMINATION	6
3.3. OUTPUTS & DELIVERABLES	8
4. STRONG AND CRITICAL ASPECTS	11
5. CONCLUSIONS AND RECOMMENDATIONS	12
ANNEX – Survey Tool	15

1. ABOUT APPRAIS

APPRAIS addresses governance, strategic planning and management of higher education institutions, with a particular focus on enhancing the capacities of human resources and proposing a reform for the local Higher Education system through the implementation of Bologna process. APPRAIS project idea comes from the willingness of the Ministry of Higher Education and Scientific Research (MOHESR KRG) to improve and develop the higher education system in the Kurdistan region of Iraq. The MOHESR KRG has encouraged several Iraqi Universities to adopt the European higher education model, supporting therefore the implementation of the Bologna Process. Within this context, the overarching goal of APPRAIS is to support, through the cooperation of European institutions, the rebuilding and modernisation of the governance system of higher education institutions (HEIs) in the Kurdistan region of Iraq with a specific focus on strategic planning, quality assurance and Bologna process implementation. Due to the recent crisis and political economic situation, the current higher education system requires a strong intervention to face the weakness of the existing governance system by benefiting from the European expertise. To institutionalize good governance practices in Kurdish HEIs, also means enforcing institutional values such as autonomy, accountability, participation, quality assurance, and internationalization, as well as implementing well-structured management systems, and contribute to the development of HEIs in Kurdistan region of Iraq helping them to meet the international standards. The overall aim of the project is to support HEIs in Kurdistan region of Iraq in order to make them capable of establishing a modern governance framework through the adoption and implementation of Bologna process.

The project is funded in the framework of the Erasmus+ CBHE Programme of the European Union under the Grant agreement number 618781-EPP-1-2020-1-IT-EPPKA2-CBHE-SP.

Project duration: From 15 January 2021 to 14 January 2024.

2. ABOUT THIS REPORT

This document has been drafted by the *External Evaluator*, who is in charge of the APPRAIS project “external” monitoring and evaluation, to ensure that the project’s tasks and activities are performed adequately and accurately. The evaluator developed a framework that identifies procedures, criteria and resources for monitoring the project, a document that contributes to and matches the D6.1 Quality and Evaluation Plan, indicating the criteria and the quality indicators that have to be used, including a series of schemes and checklists to standardize as much as possible the monitoring process, and eventually propose actions to improve the overall effectiveness of the results.

The external monitoring and evaluation includes the evaluation of:

- partnership performance (quality of the management and WP leaderships, effectiveness of communication, meeting deadlines, etc.);
- progress toward the contractual outcomes and respect of the work plan.
- quality and relevance of the project outcomes in reaching the set objectives.

Generally speaking, the Evaluator’s activity covers the three main aspects of the whole process: the **Monitoring**, to measure progress and achievement and to ensure that the project is implemented in a manner which is consistent with the design; the **Evaluation**, to assess the effectiveness of the project and to reflect on the lessons learned; the **Quality**, to assure the effective feature of all processes and outputs produced, guaranteeing that certain quality standards are fulfilled.

The external evaluator also supports the project management and the Evaluation Committee to reinforce the impact assessment of the project, through a specific set of tools and surveys.

One of these surveys is related to the **External Interim Evaluation**, planned to be developed after one year and a half after the project start. Therefore, in September 2022, an **interim evaluation questionnaire** (elaborated as an online form) was circulated among the partners to check and verify the correct coordination and management of the project, as well as the quality of the deliverables. The partners had time until 10th October to fill out the survey, considering the project duration since the beginning (January 2021) to 30th September 2022. Then all the questionnaires were collected, with the aim to highlight the strong and critical aspects so far, and to issue recommendations on how to improve the project development and quality. All the APPRAIS partners filled in the survey (**17 questionnaires** were filled in).

This report collects and analyses all the feedback and comments received by partners, who were asked to evaluate the following themes: *Project development and role of partners; Communication and Dissemination; Outputs and Deliverables; Strong and critical issues*. The partners used a **five-point scale** to rate the quality of the selected key aspects of the project, within the above mentioned sections: *5 = excellent; 4 = good; 3 = sufficient; 2 = poor; 1 = very poor*. For each item, the respondents were also asked about the challenges experienced and the positive features. Such scores were used to make some judgements on the partners' point of views, as well as to elaborate the graphics, whereas the comments on the positive and critical issues were analysed and partially reported, when considered useful for the benefit of the whole project. The report is divided in sections corresponding to the questionnaire structure, includes some conclusions and the survey tool as an annex. The key outcomes report will be used as prompts for discussion and reflection throughout the project duration.

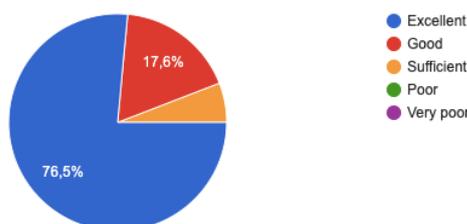
3. MAIN OUTCOMES

3.1. PROJECT DEVELOPMENT AND ROLE OF PARTNERS

Most of the participants agreed that the **role of the co-ordinator** in project development was absolutely efficient. Excellent follow up and monitoring are the positive aspects, showing a great commitment, in spite of the challenges due to the pandemic and the political situations. The coordinator is doing the work in the most professional way, and partners provide their support in all the key activities of the project. According to the partners, the coordinator is also developing a management performance culture, building capacity for the academic staff, balancing between other tasks at the university with the project activities.

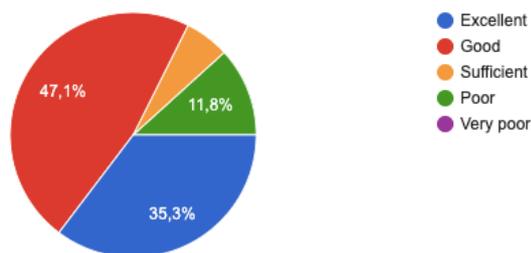
There is only a challenge mentioned by one partner, when Charmo Delegate was not allowed to participate in the Second Partnership meeting in Italy in March 2022. However, they were able to overcome this challenge by presenting the contribution online, and the situation was finally solved.

1.1 Role of the co-ordinator in project development (e.g. project management performance, monitoring of work processes & deadlines)
17 risposte



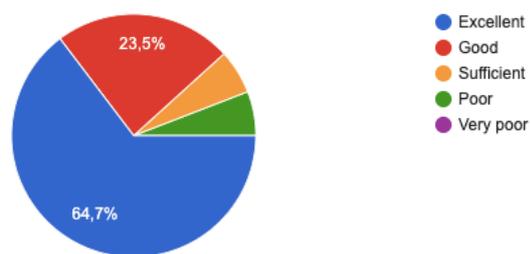
The **handling of administrative and financial matters** is considered positively by most partners, with evident cooperation and collaboration between partner universities to get everything done reasonably and on time. Nevertheless, although there was a good explanation of financial regulations, with the centralization of the financial affairs and administrative works by UNIMED, still there are some delays in some financial aspects. For example, the staff cost payment for those who have worked in the project in the first year have not been processed and/or confirmed. This can risk a lack of motivation and active engagement in the future works. One partner also highlights that the financial responsible did not respond quickly to the emails, causing slowness to the entire process sometimes.

1.2 Handling of administrative and financial matters
17 risposte



The **Project governance** is handled quite well, but some improvements seem to be urgent. For example, UNIMED professionally solved the problem concerning the “visa issue” to participate in the training in Europe. All the decisions taken were collective decisions, after thorough consultation processes, and the coordinator allows for democratic decisions, where possible. One partner stressed that some participants are not getting the things in the right way so quickly, but generally speaking, there is a good communication among all the partners and this facilitates the activities related to the project governance.

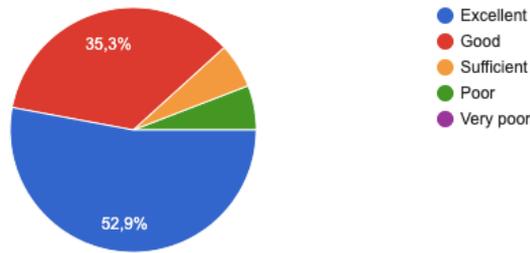
1.3 Project governance (e.g. decision-making, consultation, problem-solving)
17 risposte



The **Management of the partnership** and sharing of tasks look good and clear, the tasks were distributed evenly among the partners and according to their capability and will. As a matter of fact, more interaction by Kurdish partners would be generally welcome though.

1.4 Management of the partnership and sharing of tasks

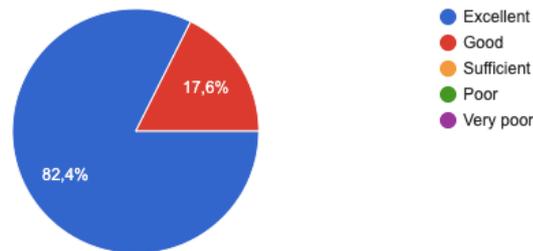
17 risposte



Quality and timely answers are usually provided by the coordinator to questions and issues, showing excellent feedback and speedy recovery. “The coordinator has dedicated her life to this project, she is always providing continuous and prompt reply to all our inquiries; it is very easy to communicate everything with UNIMED” – said one of the partners about the project responsible, and this point of view is shared by all the respondents who provided their feedback.

1.5 Quality and timely answers provided by the coordinator to questions and issues

17 risposte



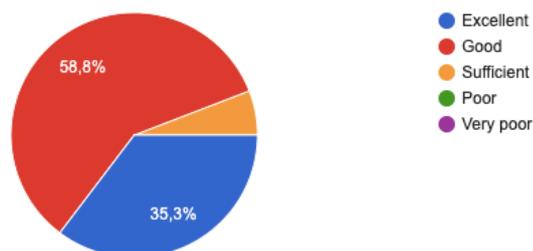
The **virtual meetings** are helpful and saved lots of time and cost, according to the partners' evaluation, even if they are not always as efficient as the personal ones, of course. They were well organized and included interesting discussions; also, meeting times are communicated in a timely manner by the coordinator.

According to one partner, the only exception was the sessions in Erbil in December, where not all partners were allowed to travel due to governmental Covid restrictions. It was very hard to get all the information from the hybrid meeting model, and the technical side had several issues.

Sometimes the meetings did not run according to the time schedule, resulting in people having to leave the meetings before they were finished.

1.6 Efficiency of the virtual meetings

17 risposte



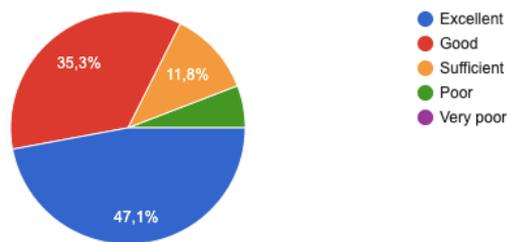
3.2. COMMUNICATION AND DISSEMINATION

The **Communication flows among partners** is generally evaluated as quite good, but needs some improvement among Kurdish partners, who should be more active and engaged in the internal communication. Generally the flow risks to be bi-directional between coordinator and each single partner. There has been little contact between the Kurdish partners and the EU organisations without the participation of the coordinator. Sometimes, for one of the EU partners, it has not been possible to send or receive e-mails from Kurdish e-mail addresses - which naturally has hampered direct communication – and the solution sometimes has been to create extra work for the coordinator.

One of the EU institutions underlines that the high number of e-mails and the length of certain e-mails in the project sometimes lead to important information being "buried" several paragraphs down, which make it easy to miss days, deadlines or tasks. One advantage has been that issues between coordinator and the Kurdish partners have been clearly marked, which makes it easier to disregard content that is irrelevant for other partners.

2.1 Communication flows among partners

17 risposte

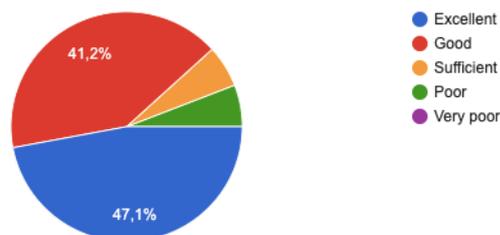


All partners should contribute to the **dissemination activities** and share information. The Oslo Training Week was an important dissemination tool on a national level in Norway, since it involved participants from institutions such as the Ministry of Higher Education, the National Research Council, NOKUT (the Norwegian Enic/Naric), the National Agency for quality and internationalization in education, as well as the university and faculty leaderships at the University of Oslo, student organizations, the student parliament, etc. Other partners have disseminated and translated all material and activities on university website, and reported activities of the project.

Nevertheless, more dissemination events would be welcome, to better promote the project outcomes.

2.2 Effectiveness of the dissemination activities

17 risposte

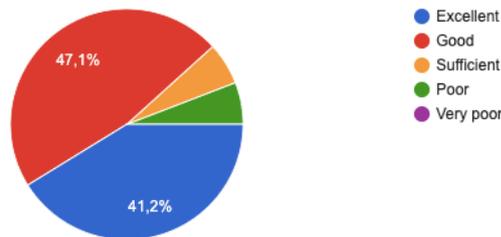


The **website** is very informative and covers most of the activities, but not all material are available in Kurdish. The project coordinator should be able to see the number of actual hits and which

countries they come from. One partner underlines that it is discouraging to look up "Results" - all results headings are there, but unfortunately headings are there also where there is no content (yet) - content is indicated by a small tag to the left. Also the content itself is a little misleading - e.g. no. 7.1 has "Dissemination and exploitation plan" as a heading (not "Development of..."), and the text inside the heading does not focus on the plan as a result of a process.

2.3 Evaluation of the project website

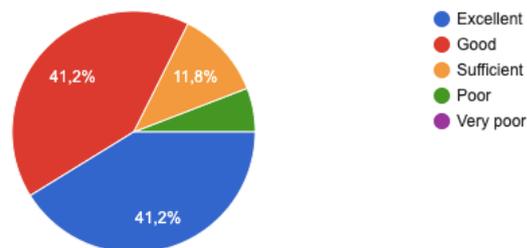
17 risposte



There is a suitable **graphic dissemination material**, and partners like the logo of the project: clear, effective and beautiful. The graphics is in line with the website and creates a distinct sender of information. One partner highlights that producing paper brochures and postcards is a little outdated, unless you have a physical stand at a relevant conference. All the partner universities are **engaged with the dissemination** work package, even if in a different measure and engagement.

2.5 Evaluation of the dissemination graphics and materials

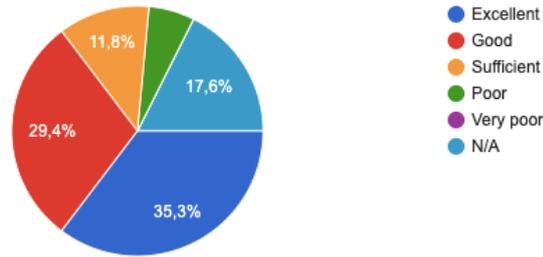
17 risposte



The **impact** of the project at national level is positive in Kurdistan Region, but more community engagement activities are needed. The impact will be more evident in the long term, but in the meantime getting experience from UNIMED and European partners have a positive effect on the KR universities staff. In addition, some of the Kurdish participants had academic contacts with all the European partners and sought up people with the prospect of starting up or continuing collaboration. The respondents agree that APPRAIS helped the Kurdish universities to implement the Bologna process in their universities.

2.7 Impact of the project at national level

17 risposte



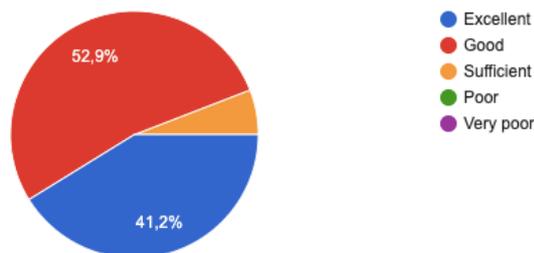
3.3. OUTPUTS & DELIVERABLES

The **WP1.1 - University Governance Glossary** is considered a totally comprehensive work that covers all the aspects. It was important for establishing a common background and a common language, and it could become a handbook for universities outside the European Higher Education Area. The development of the glossary took a lot of time, and each partner had the responsibility for developing one part, even if there was little discussion between the partners what was the scope and where does relevance end in wide topics such as governance. Partners used other glossaries to compile the parts, and one partner thinks it would probably have been more efficient to have a main editor drafting a first edition, where the groups could have discussed such matters and contributed accordingly with suggestions and edits.

For the first time, a Bologna process Glossary was published in Kurdistan, and this is for sure a significant achievement.

3.1 Overall Evaluation of WP1.1 - University Governance Glossary

17 risposte



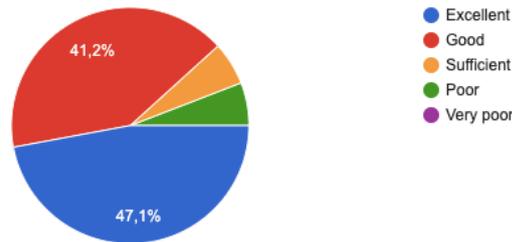
The Focus groups in Erbil, on 30 November 2021 was considered an important moment for knowing each other and start the collaborations.

The **WP1.3 Update needs analysis** was evaluated as very useful for designing the training, and providing information about the situation of the Kurdish universities. The Kurdish partners had many good suggestions and contributions. However, many members are working on Quality Assurance and implementation of Bologna Process assignments with minimal direct interaction, and this can increase the possibility that their work does not combine easily once they finalise it.

It was unfortunate that the idea for a focus group during the Oslo training week came out quite late, for being taken into consideration in the planning of the programme.

3.3 Overall Evaluation of WP1.3 Update needs analysis

17 risposte

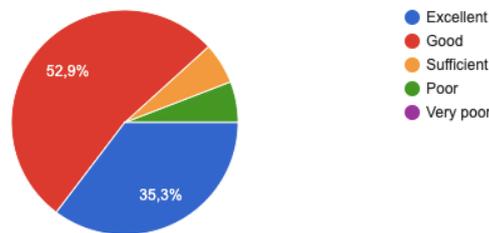


The WP2.1 - Template for designing a **roadmap for Bologna process** implementation is considered very useful for the Kurdish Universities. Although the process needs time to be implemented properly, it is very useful and it could become a tool for universities outside the European Higher Education Area. Scheduled project meetings also helped with implementation, as they allow attendants to hear more details on their Bologna process and allow them to make adjustments in implementation.

Each partner university will be responsible to design their own roadmap for Bologna Process, as it has to be localized to fit local needs.

3.4 Overall Evaluation of WP2.1 - Template for designing a roadmap for Bologna process implementation

17 risposte



The **Training week in Oslo** was evaluated as excellent, and as the most useful training in this project: the participants met all the relevant stakeholders and shared lessons learned.

The meeting provided a general overview of the activities of the HEI in Norway. The focus was on how the University of Oslo works within terms such as Quality assurance of teaching, research, ethics, democracy, student involvement etc. Some participants would have liked more group work instead of plenary sessions with QA sessions at the end of each contribution, but all the training activities went well as it was planned, no risk and or challenge.

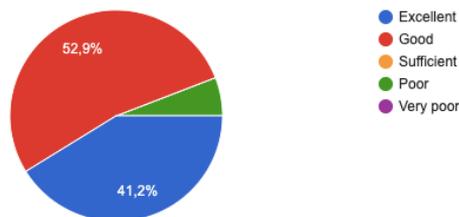
There was a risk of not granting Norwegian visa for all participants in Amman, however, due to timely and effective intervention of Project coordinator in UNIMED and Charmo University coordinator, the organisers were able to not give up until all participants were granted a visa.

The **Training workshop of Sulaymania** had a large number of Kurdish partners participating, and it was considered a very useful training for all the stakeholders. Trainers and different setups of groups depending on the topic were given a short plenary presentation and then left to work on a more or less strictly defined relevant topic. The organizers did an excellent job in providing hotels, transportation, drinks and food and even some touristic events. The results and outcomes of the training will be shared with the staff by those who attended the training.

The **Quality and Evaluation Plan** is considered a useful document, very well defined and implemented, but it's up to the partners to follow the deadlines and the criteria that are set up. Results of the evaluations must impact the project by re-thinking of repairing any incomplete steps. One partner think that the framework could have been kept shorter and in "recipe" format: "I want to do this" - the recipe to ensure quality and good evaluation. There is a risk that a coordinator of a work package does not follow "the recipe" given here, since long texts have a tendency of not being remembered or even not being read.

3.7 Overall Evaluation of the Quality and Evaluation Plan

17 risposte



In partners' opinion, the main strong features of the **Quality Assurance software** regard the Research aspect, because in Kurdistan universities this section is not under the quality assurance directorate. It will unify the work of the university and make it more coherent.

In order to ensure the **project sustainability**, partners suggest different possible measures to be undertaken:

- A continuous communication among Kurdish partners, who have to be always committed and engaged.
- The involvement of more people in the Kurdish universities and to keep in touch even after the project ends.
- To be in line with the overall strategy of the Ministry.
- To draft a handbook to be used as a guideline for implementing and monitoring the strategy, and finally the participants (trainees) to be provided with all the materials to do cascade training in their universities.
- To speak with all the partners at the start of the project, then check in over the training to ensure their work shows an awareness of the project's requirements.
- The project needs to ensure that implementation of the Bologna process in Kurdish universities has support from Kurdish region legislators and the ministerial level, and to prevent that power structures in the present system obstructs processes in ways that hinder the universities to implement change. As in European countries it is vital to define who is entitled to do what - on which issues are the universities independent and can decide their own policies and where do they have to get authorization from ministerial or political levels.
- To carry out a good implementation of the Bologna process in the HEI in Kurdistan.
- Setting up a monitoring committee in the KRI universities.
- If European partner universities of APPRAIS sign a Memorandum of Understanding with their counterpart Kurdish Partner universities, this will ensure the sustainability of the project for teaching, research and third mission.

The main **difficulty** the partners see in the implementation of the next tasks and deliverables would be passing from the planning stage to the implementation stage.

The development of a MOOC and a handbook is a huge task and may demand more working hours than planned - resources to produce video materials for example, would be needed.

4. STRONG AND CRITICAL ASPECTS

Partners finally reflected on a list of **strong aspects** of the APPRAIS project, that are making the activities useful and successful:

- The **project manager** works hard for the implementation of the project. The project leader UNIMED has an extensive experience with Kurdish universities and with project leadership. Partners feel very well taken care of and well informed about the progress in the project.
- The project manager monitors and controls the entire implementation process of the project schedule.
- Really an excellent and informative project for academic institutions, aiming at getting organised in a better way.
- Obtaining information about Bologna Process and implementation from European partner, as well as gathering more information in different aspects by training in Europe and Kurdistan.
- Getting a **software** for quality assurance.
- Excellent practical **training and field visits**.
- This is a strategic long term impact project, which will lead to reform higher education in KR public universities. All the activities and lessons learned will contribute to improving the current system and in the future it will be quite visible.
- Great follow up, expert team, very organized and well set programme.
- The organization of the project is very close to optimal. The main strength of this project is that all the Kurdish participants seem highly **motivated** and have intentions to bring about change. Most of them speak good English and have experienced other university systems - they mostly know what they are talking about and see where the challenges can arise.
- The participating universities are not on the same stage, some have implemented parts of the Bologna system, others have implemented something else - but the project seems to cater well for this internal difference between participants and the "tone" in the discussions have been very positive and optimistic - where doubts have surfaced in the discussions between our Kurdish partners it has mostly been about the overall systemic level, not about the content of or potential weaknesses in the project.
- The project is **in line with the Ministry's strategy**.
- It will reform Kurdish Higher Education Institutions in the medium and long term.

The partners also reported some **critical aspects** of the project, that could be improved in the second part of APPRAIS:

- The **engagement** of different universities can be enhanced, the contributions of Kurdish universities are not the same.
- Not all the university staff members have a **clear idea** about the project.
- The number of **training days** is limited.
- Tasks of Bologna implementation requires **long time** to be done properly.
- More can be done to **strengthen bilateral relations** among Kurdish and EU partner universities in terms of further joint projects, like research, teaching, exchange and applying for further funds.
- Late response in the **financial aspects**.
- Since the head of international relations at the Kurdish universities are the most active persons, it was supposed for them to be in most of the events, but up to now they are not.
- One weakness is potentially hiding on the back side of the strengths medal above - there are systems above the single universities - political and administrative - who may not be on quite the same page as those who want to bring about change. The ministry participates now - has it implemented structures and policies that will **ensure the continued development** towards Bologna process implementation, when, one day, staff members and leadership change? Part of the same potential problem is the fact that there are other universities in the region, including private universities: which procedures and policies ensure that dissemination to the rest takes place?
- Who will administer internally the continued use of the **MOOC and the Handbook** in the Kurdish universities, when appointing new staff, when electing a new rector or quality assurance director who may or may not have heard of the project and has his or her own ideas of how to organize his or her work and for whom implementing the Bologna system is no longer at the forefront of priorities?
- It is important to **spread the information** between all members of the universities in order to facilitate and smooth implementation.
- in the first year most of the activities were implemented online due to the pandemic.

5. CONCLUSIONS AND RECOMMENDATIONS

As highlighted by this internal report, the partners are overall quite satisfied so far about the project implementation, but there are some aspects that should be clarified, and further improved. Some of them seem to be minor issues, and easy to be solved with some more collaboration, whereas others regard the future and the sustainability of the Bologna Process implementation, and might be further elaborated. For those, a specific focus should be put in the next meetings in order to find a proper way to continue the excellent work already begun.

The **confidence of partners in the Project Lead** is an added value, and has a favourable impact on the partners' commitment. This ensures an almost complete trust in the management, monitoring and handling of the coordination and management aspects – and this is valid in spite of a couple of complains concerning the delay of payment transfer. Such “delays” are understandable in a Capacity Building project, because the Project Leader can be cautious in transferring money to partners, in order to avoid possible issues, if the activities are not correctly developed. Therefore, some postponements in the budget distribution are fully understandable, even if this caused several low scores in the evaluation.

On the other hand, a trustful and recognized coordinator, able to ensure a very good governance, is a key factor for a EU project success.

Even if the **internal communication** works quite well, the participation of the Kurdish partners may be more active. In most of EU projects, it is easy that a kind of bilateral communication happens between the coordinator and each single partner. The key is trying to keep up the positive cooperation and trust of the bilateral sharing, but also favouring the creation of small working groups and facilitating a working atmosphere, where everybody takes the responsibility to actively discuss and participate. For each single WP there is usual some stronger collaboration among a group of partners, and such cooperation can be further extended.

The communication is usually ensured by emails, but some partners can “lose” them or simply do not get the main focus. One option to improve the internal communication might be the use of management and collaboration tools, such as *Slack, Teams, Trello, Teamwork*, etc., in order to store all the communication messages, and possibly some key deliverables. This would mean “no excuse” from those who claim to have missed important communication, but also to easily recover and find previous messages and/or documents.

The **external dissemination** seems to be effective, but after almost two years, a step forward might be needed. Beside translating materials and circulating leaflets, it would be interesting to get evidence of how the Kurdish universities are promoting the project topics and empowering the involved staff. More local and national events might be organized, to present the first outputs – although it is clear that a more intense promotional campaign will be carried out in the second part of the project.

As for most Capacity Building projects, the dissemination is a key focus for the Partner Countries, therefore, the most efforts are required from the Kurdish universities. On the other hand, the EU partners can help with their expertise and competencies, in order to improve the multiplier effect of all the dissemination actions (for example using their institutions’ websites, and/or existing events to disseminate the project’s results).

The partners showed very clear ideas on how to ensure the **project sustainability**, but for this kind of programmes, aiming at implementing structural changes in the institutions, it is essential to draft a detailed and thorough plan starting from now, in order to carry out a sustainability strategy, in parallel with the on-going activities. This is particularly significant, when it comes to the leadership of universities and ministries, to ensure a continued development towards the Bologna process implementation.

The **deliverables and outputs** that were developed so far respond to the partners needs and are carried out according to the application form – furthermore, they seem to be very useful qualitative tools (and actions, such as the training and the study visits). Also the roadmap is a promising output, but it is important to see what will happen for instance with the learning modules and the MOOC, that will be a key factor for the future process implementation.

Overall, the project seems to be in line with the planned deadlines and tasks, especially considering the period when it was started (pandemic included), but there is a bit more than one year remaining before the end of the project, and still a lot of activities to carry out. The gut feeling is that **no more delays** can be accepted, in order to complete all the deliverables and to ensure a proper dissemination and implementation of APPRAIS in the Kurdish institutions.

The project will contribute to the modernization of the governance system of HEIs in Kurdistan region in Iraq and to the implementation of the Bologna process, improving capacities on quality assurance mechanisms, and so far it is not easy to detect how much this objective can be fully achieved. Achieving such objectives through a EU project takes time, and the **actual impact** can be fully understood and measured only after a while, and thanks to specific assessments and evaluations, to verify if a change was produced in the management structure, as in the policies and the procedures.

Nevertheless, the commitment of the participating universities is very high, and also during the transnational meetings, it was possible to appreciate how much the participants were eager to learn, to exchange practices, to discuss and share with the European colleagues about the project topics.

A significant way to measure the achievement of the APPRAIS objectives regards the roadmap for the development and implementation of the Bologna process. This process seems well initiated, with the participation of all the Kurdish universities, but its impact at national level should be improved – possibly through specific activities, events, training of staff, etc. The partners themselves gave a low score to this impact in the evaluation form, thus it seems to be an aspect to reflect upon. Also for this reason, it would be interesting to measure the **learning outcomes** at the end of the project, especially for the staff participating in the training visits. This may be done through a specific competencies framework (including assessment tasks), to evaluate the skills of the participants, before and after the activities. This system could also be adapted to the different roles of participants (managers, administrative, academic, quality experts) and to the sectors (international relations, management, quality, etc.). Although there might be no time before the end of the project to properly conduct this kind of survey, the system can be implemented and tested afterwards.

Summary of assumptions and suggestions:

- The **Project Lead** is doing a great work, and it is appreciated by the partners: keep on going this way!
- The efforts of the coordinator are not always corresponded by a strong engagement of all the partners: **more interaction and participation** are needed, especially by some Kurdish universities. Creating small working groups can help?
- A great difference was made by the **face to face meetings**, that helped people to better interact, to know each other, to create informal moments that facilitated the collaboration. However, one suggestion would be to organize some fixed virtual meetings, to keep the partners engaged and timely check the project situation.
- **Internal communication**: adopting an online collaborative tool might facilitate the storage of messages and documents (but it's an added effort!).
- **Dissemination**: more events, more circulation of information, more awareness of staff.
- The partnership seems **highly motivated** and willing to bring changes to the current system.
- The active participation of **key and top management** persons at the events must be pursued for all the project duration, even in the perspective of the project sustainability.
- Creation of an **assessment and evaluation system** to evaluate the project impact.
- Careful with possible **delays**!

ANNEX – Survey Tool

1. PROJECT DEVELOPMENT AND ROLE OF PARTNERS			
Dimensions	A) Overall Rating	B) Challenges experienced	C) Positive Aspects
Role of the co-ordinator in project development (e.g. project management performance, monitoring of work processes & deadlines)	①- ②- ③- ④- ⑤ <i>insufficient - excellent</i>		
Handling of administrative and financial matters	①- ②- ③- ④- ⑤ <i>insufficient - excellent</i>		
Project governance (e.g. decision-making, consultation, problem-solving)	①- ②- ③- ④- ⑤ <i>insufficient - excellent</i>		
Management of the partnership and sharing of tasks	①- ②- ③- ④- ⑤ <i>insufficient - excellent</i>		
Quality and timely answers provided by the coordinator to questions and issues	①- ②- ③- ④- ⑤ <i>insufficient - excellent</i>		
Efficiency of the virtual meetings	①- ②- ③- ④- ⑤ <i>insufficient - excellent</i>		

2. COMMUNICATION AND DISSEMINATION			
Dimensions	A) Overall Rating	B) Challenges experienced	C) Positive Aspects
Communication flows among partners	①- ②- ③- ④- ⑤ <i>insufficient - excellent</i>		
Effectiveness of the dissemination activities	①- ②- ③- ④- ⑤ <i>insufficient - excellent</i>		
Evaluation of the website	①- ②- ③- ④- ⑤ <i>insufficient - excellent</i>		
Evaluation of the dissemination events	①- ②- ③- ④- ⑤ <i>insufficient - excellent</i>		
Evaluation of the dissemination graphics and materials	①- ②- ③- ④- ⑤ <i>insufficient - excellent</i>		
Partners' active attitude in dissemination (e.g. presenting proposals and themes for discussion)	①- ②- ③- ④- ⑤ <i>insufficient – excellent</i>		
Impact of the project at national level	①- ②- ③- ④- ⑤ <i>insufficient - excellent</i>		

3. OUTPUTS & DELIVERABLES			
Dimensions	A) Overall Rating	B) Challenges experienced	C) Positive Aspects
Overall Evaluation of WP1.1 - University Governance Glossary	①- ②- ③- ④- ⑤ <i>insufficient - excellent</i>		
Overall Evaluation of WP1.2 - Focus groups in Erbil, on 30 November 2021	①- ②- ③- ④- ⑤ <i>insufficient - excellent</i>		
Overall Evaluation of WP1.3 Update needs analysis	①- ②- ③- ④- ⑤ <i>insufficient - excellent</i>		
Overall Evaluation of WP2.1 - Template for designing a roadmap for Bologna process implementation	①- ②- ③- ④- ⑤ <i>insufficient - excellent</i>		
Overall Evaluation of WP3.1 - Training week in Oslo	①- ②- ③- ④- ⑤ <i>insufficient - excellent</i>		
Overall Evaluation of WP3.2 - Training workshop of Sulaymania	①- ②- ③- ④- ⑤ <i>insufficient - excellent</i>		
Overall Evaluation of the Quality and Evaluation Plan	①- ②- ③- ④- ⑤ <i>insufficient - excellent</i>		

- In your opinion, what are the main strong features of the software?
- What actions can be undertaken in order to ensure the sustainability of the results?
- Do you see any difficulty in the implementation of the next tasks and deliverables?
- Please explain what are, in your opinion, the strengths and the weaknesses of the APPRAIS project