Quality Annual Report of DOCKSIDE Project

Doctoral program in Khmer universities strengthening the international development of environmental and maritime research/DOCKSIDE

Project Number 573790-EPP-1-2016-1-FR-EPPKA2-CBHE-SP

Quality Annual Report

Table of Contents

Quality Annual Report of DOCKSIDE Project

Doctoral program in Khmer universities strengthening the international development of environmental and maritime research/DOCKSIDE

Project Number 573790-EPP-1-2016-1-FR-EPPKA2-CBHE-SP

Quality Annual Report

1. Introduction

Doctoral program in Khmer universities **S**trengthening the **I**nternational **D**evelopment of **E**nvironmental and maritime research (**DOCKSIDE**) is a structural project between European and Cambodian universities, co-funded by Erasmus + program and supported by the Ministry of Education, Youth and Sport (MoEYS) of Cambodia.

The objective of DOCKSIDE Project is to strengthen the quality of doctoral programs and to increase the research capacity of Khmer Higher Education Institutions (HEIs) in the field of Environmental and Maritime research. The project also promotes collaboration and contributes to build sustainable partnership between some of the leading public universities in Cambodia, namely National University of Management (NUM), Royal University of Law and Economics (RULE), University of Battambang (UBB), Royal University of Agriculture (RUA), and some renowned European universities, University of Nantes (France), University of Vigo (Spain) and University of Southern Denmark (Denmark). In order to enhance multidisciplinary activities and collaboration between Cambodian and European universities, training sessions and exchange of best practices based on scientific multidisciplinary perspective including field of economics, management, agriculture, environment and fisheries will be organized. Moreover, the project aims to create an Environmental Maritime Research (EMR) Network. The network should be included researchers, students and professional specialized in maritime and environmental fields.

The project is aligned with the MoEYS policy for strengthening the quality and relevance of Cambodian higher education system. Alongside to MoEYS, project partners are sharing expertise and experiences to reform Cambodian doctoral school management. It must lead to the

creation of a Research Director position to supervise PhD candidates and to the constitution of a Scientific Committee to monitor doctoral school management and strategy.

1.1. Vision and Mission of Higher Education in Cambodia

The Government of Cambodia has recognized higher education as a key strategy for achieving its development aspirations. To this end, the government has taken a number of initiatives to expand access to higher education. In the last three decades or so, there has been substantial growth in the number of higher education institutions and student enrollment.Cambodia's higher education system consists of universities, institutes or technical institutes, and a Royal Academy offering associate degrees, bachelor degrees, master degrees and doctors of philosophy degrees. These institutions operate within the purview of different government ministries and agencies. Cambodia has seen rapid quantitative expansion of higher education in recent years. With a view to improving the quality of higher education and enhance higher education's relevance to the needs of the labor market and society, Cambodia has developed a Roadmap for higher education comprising a set of reform strategies to improve coordination, governance, financing and autonomy.

However, the higher education sub-sector is faced with serious challenges in terms of access, quality, equity, relevance, funding and management and administration. These challenges are documented in the Cambodia Higher Education Roadmap (2017-2030) prepared by MOYES in 2016.Higher education has historically been neglected and public funding to higher education is low by all standards (percentage of GDP, share of government recurrent expenditures for education, per student expenditure).The quality and the relevance of Cambodia's higher education has often been questioned. It is said that higher education is not relevant to the needs of the labor market and society. Most HEIs are teaching universities and carry out very little research and extension functions. For higher education to be of high quality and relevant to the economy and the society as a whole, research and extension functions should be well integrated. Faculty members are not adequately trained for advanced research and innovation nor there are incentives and support to the faculty members for these functions.

The MoEYS aims to achieve a balanced development of higher education. A number of strategies are proposed to develop higher education institutions of Cambodia as the centers of

excellence that foster innovation to meet the needs of the workforce, strengthen research capacities, and advance knowledge by increasing higher education opportunities to young people. It is recognized that higher education is well governed and properly coordinated, more inclusive and equitable in terms of access, more diversified and financially sustainable through a number of appropriate financing and partnership schemes. Partnerships will be developed with regional and international universities to strengthen the capacity of Cambodian higher education institutions in the area of quality, joint research, faculty training, etc. Scholarship and loan schemes will be implemented to provide access to girls, students from poorer households, ethnic minorities, and disabilities. There will be focus on improving capacity for research and development to promote a culture of innovation to support economic transformation. There will be emphasis on delivering high quality research in partnership with the private sector. The quality of research and training will be strengthened, particularly in the area of science and technology. National research funds will be established to promote research and innovation.

DOCKSIDE project is fully committed to support the MoEYS to achieve its goals. Indeed, project partners are sharing their resources and expertise to enhance the MoEYS higher education policy.

1.2. The Objective and Scope of the Quality Annual Report

The objective of the quality annual report is to assess all aspects of the project implementation in 2018. Therefore, the MoEYS conducted an internal monitoring in purpose of verification on activities and procedures implemented and to be conformed to the specifications stated in the project application. Furthermore, feedbacks and feelings from project's stakeholders have been recorded. Regarding project's goals already achieved, the report is also assessing the impact of these achievements. Finally, outcomes of this report will propose into the recommendations in order to strengthen the project's implementation for the next steps.

The scope of the quality annual report is to cover on internal and concerns all project's partners and stakeholders. To begin with, this report provides to project partners a fruitful assessment of their works. Therefore, they could identify their respective strengths and weaknesses and estimate their commitments according to project's needs. On the other hand, this evaluation work

has to be seen as a tool providing advice in order to strengthen the project implementation. Thus, all project partners can refer to this assessment to find useful recommendations.

The structure of the quality annual report is organized as following, in a first part, it will identify the vision, mission of higher education in Cambodia and the objective and scope of the quality annual report. Second part, it will present methods to conduct this report writing and also analysis methods. Then a third part, the quality assessment and progress of the project implementation will be described. Fourth part, the project cooperation will be defined and the last part is for conclusion and recommendations.

2. Methods and Analysis

This study employs primarily questionnaire-based survey and secondary observation. A set of questions was designed with thorough consultation with the project team. Then, the questions were designed using Google Survey and sent to the selected participants. The study also takes a great consideration on relevant national education policies to bring more value on analysis later in this study.

Regarding the questionnaires, there are four respective categories: Project Management Board Members (PMB), Scientific Committee Composition (SCC), researchers, and representative from university. This aims to triangulate the data for a better comparison.

The four set of questionnaires aim to understand four main results. First, we wish to get an overall perception on the effectiveness, satisfaction, relevancy, and quality of the project. Secondly, we wish to see the lesson learnt of project stakeholders from project implementation. Thirdly, questionnaires' results will either confirm the relevance of the project's construction and implementation or point out some weaknesses and improvements needed. Finally, a set of recommendations will emerge from the results treatment.

Thematic analysis is used to interpret the collected data by using graphs to illustrate the given data with description on the four categories. After description of the four sections, a consolidate report is given followed by a conclusion of recommendations.

3. Quality of the Project Implementation

3.1.   Result of project implementation

Overall, the progress of the project has high impacts and in line with the MOEYS's policiesin the term of higher education vision 2030. Based on the questionnaires designed and sent to the stakeholders of the DOCKSIDE project and received feedback from them,it illustrated that DOCKSIDE project has a good performance. Their perception is feeling good and acceptable for project implementation.

3.2.   The Perception of Stakeholders

3.2.1. Project Management Board

Figure1: Percentage of PMB satisfied with the effectiveness of the university of Nantes in term of project driven
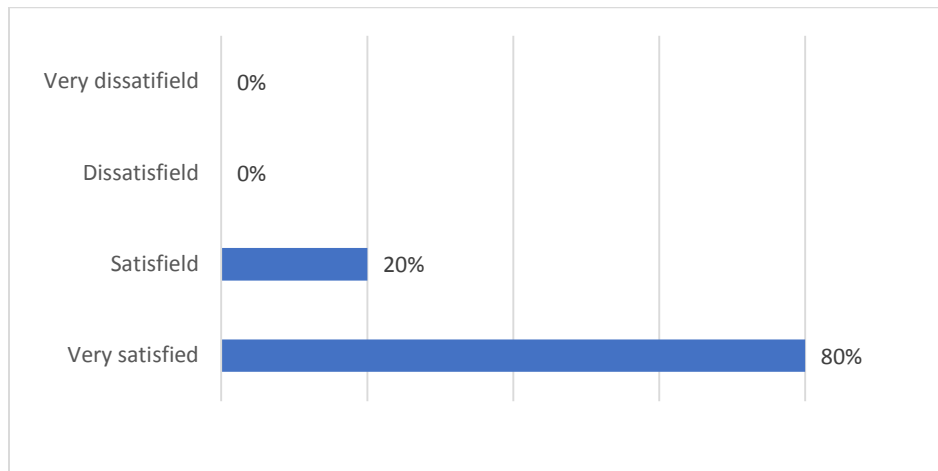
As figure 1, the participants show high satisfaction on the effectiveness of the University of Nantes.

Figure 2: Percentage of PMB satisfied with the work done by the University of Nantes in term of monitoring of the project.

DOCKSIDE

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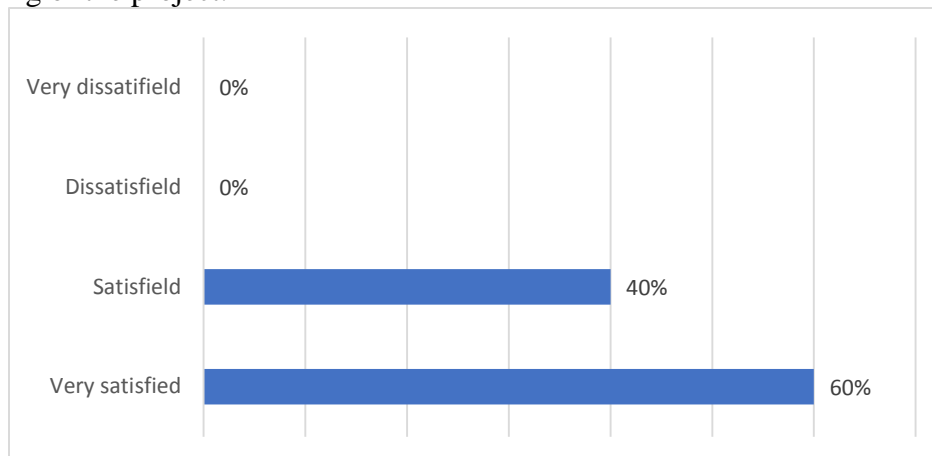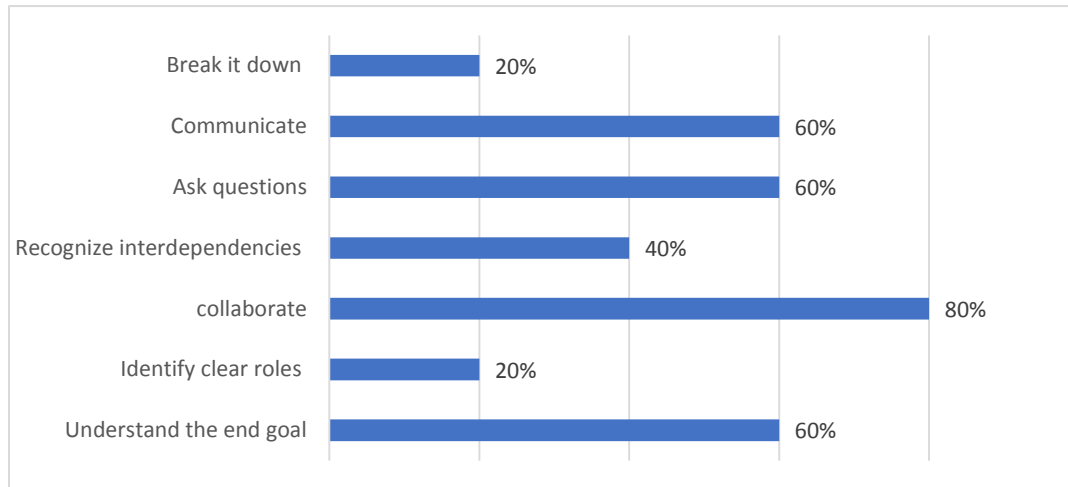Erasmus+ Programme
of the European Union

Figure 3: Percentage of stakeholders involved in the project

When break down, in figure 3, respondents identify various element of their involvement in the project. They indicate that they understand the end goal, good collaboration, communicable and there are rooms for questions. Meanwhile, there is lesser percentage which shows that there is need to improve on identifying roles clearer and managing interdependencies.

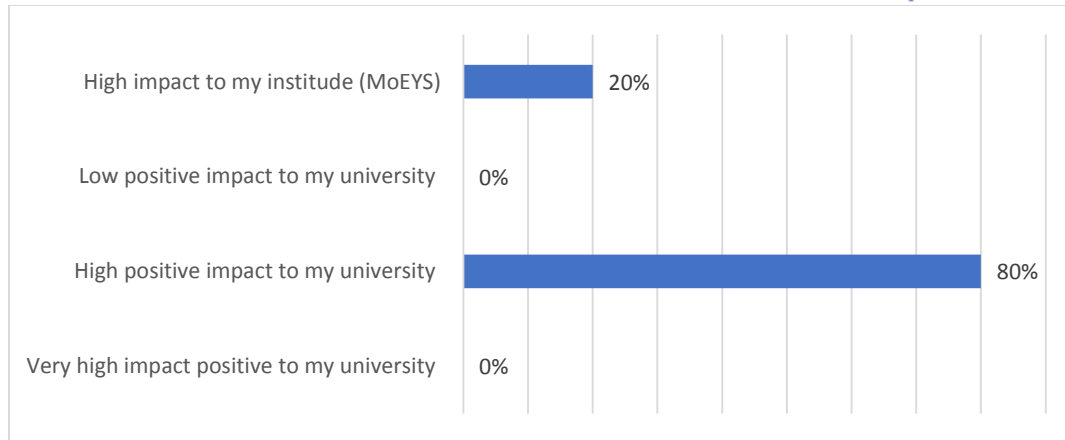**Figure 4:** Percentage of stakeholders contributed to the project
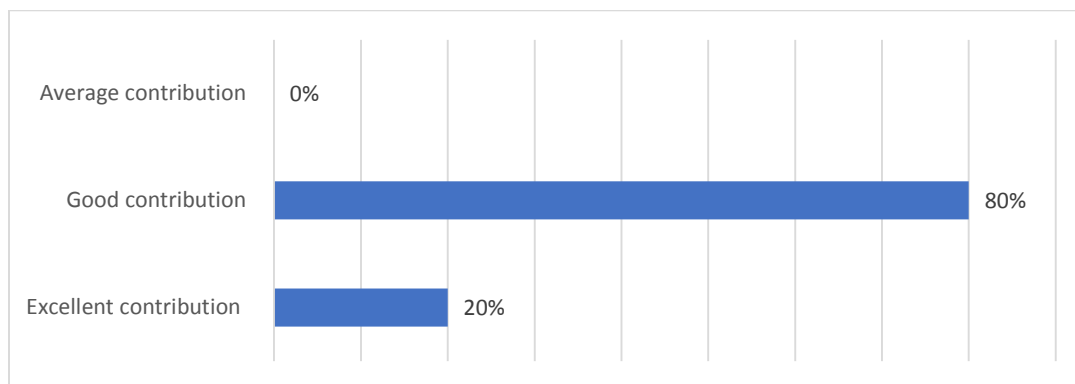
Most participants perceive that their contribution to the DOCKSIDE Project is good while a small number of them choose 'excellent contribution'.

Figure 5: Percentage of positive perception of participants on the impact on theiruniversity

As suggested by Figure 5, the responses are very positive. All of the participants think that the DOCKSIDE project had high impact on their institutions. When probed for more underline their perception, we found out that.

Figure 6: Percentage of PMB think all activities which carried out by the project are relevance to the Ministry policies
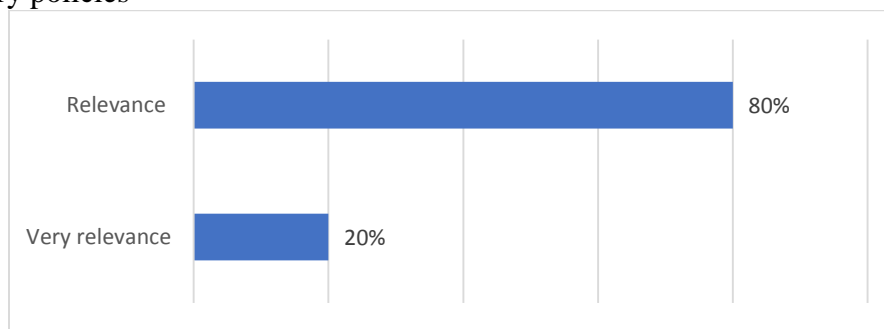

Figure 6 illustratesthe perception of the Project Management Board members regarding the relevance level of the project to Ministry of Education policies. They highlight the effectiveness, monitoring, promptitude and response and communication of the University of Nantes. In additional, in term of financial resources, they indicate that the allocation of the allowance is well estimated and the time of resource allocation for activities is adequate. It is 80 percent of PMB said that they have enough human resource to implement their activities according to the project requirements. However, 40 percent mentions that they easily find a qualified workforce in their institution to take part in the project activities.

80 percent of the responses indicate the disagreement with the project procedures and requirements for hiring staff members and consider it as a burden to smoothly run activities. 80 percent of PMB satisfied with the work done by staff members in the frame of the project. 80

DOCKSIDE

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

percent of PMB indicate that a key factor of success for the project is smart planning and open communication.

In term of their involvement in the project, 80 percent assumes that the good collaboration of the project while 60 percent understand the end goal, 40 percent recognizes interdependencies and 20 percent identifies clear roles, 60 percent perceives strong commitment to participate in the project of project's partners.

There are 80 percent of respondents who mentions that the quality of project outcome is good. They indicate that the overall quality of the project has high positive impact to their university, and 20 percent thinks that there is high impact to ministry policies in terms of capacity building and strengthening of research capacities among the universities in Cambodia. 80 percent said that all activities which carried out by the project are relevance to the Ministry policies and 20 percent said that very relevance. They also mentioned that the objective of the DOCKSIDE project is consistence with the vision of higher education in Cambodia in term of improving the capacity of Cambodia Higher Education Institutions for conducting research and development in order to promote a culture of innovation to support economic transformation.

3.2.2. Scientific Committee Composition

Figure 7: Percentage of SCC satisfied with the work done by the University of Nantes in term of monitoring of the project
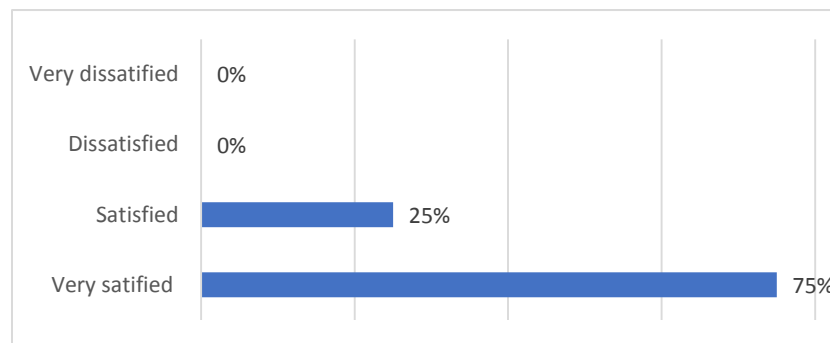

Not much different with the response from the PMB. Higher number of responses from SCC find satisfaction related to the project monitoring, promptitude and the effectiveness of the response of the University of Nantes to partners' requests.

Figure 8: Percentage of SCC mention on project procedures and requirements for student recruitment a burden to smoothly run activities
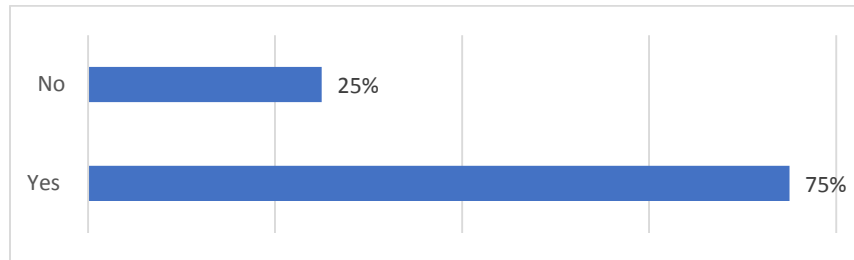
75 percent of the respondents perceive that it is a burden of the project when it comes to student requirement. According to the plan of the project, there is a list of requirements to recruit potential candidates to study in European Universities as part of the project. The requirements are mainly selected questions that the candidates will be asked in order to be selected to join the project.

Figure 9: Percentage of SCC think the key factor of success for their activities
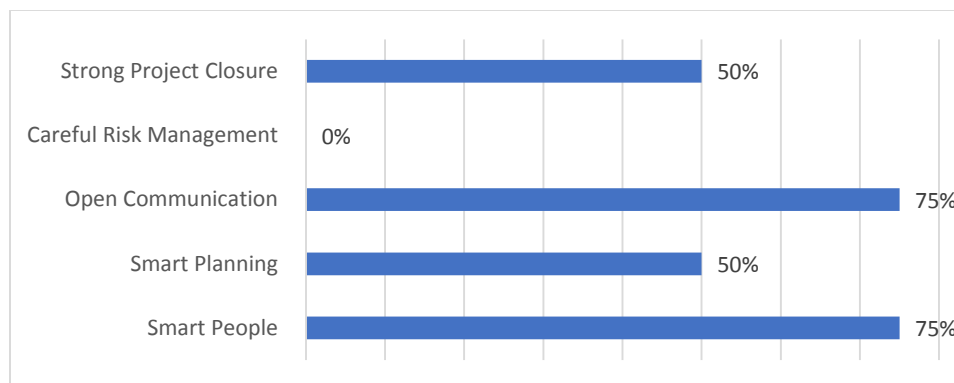
When asked about the key factors of the success of the project on their activities, they raised smart human resource identification and appointment and open communication are the two most important factors while strong project enclosure and smart planning are also two other contribution to the success.

Figure 10: Percentage of SCC perceive their involvement level in the project

Chart data (Figure 11):
- Break it down: 0%
- Communicate: 50%
- Ask question: 0%
- Recognize interdependencies: 50%
- collaborate: 75%
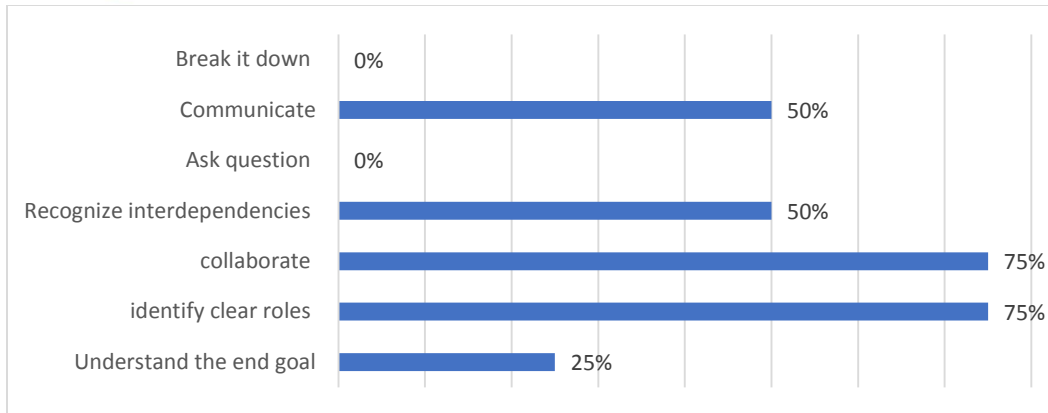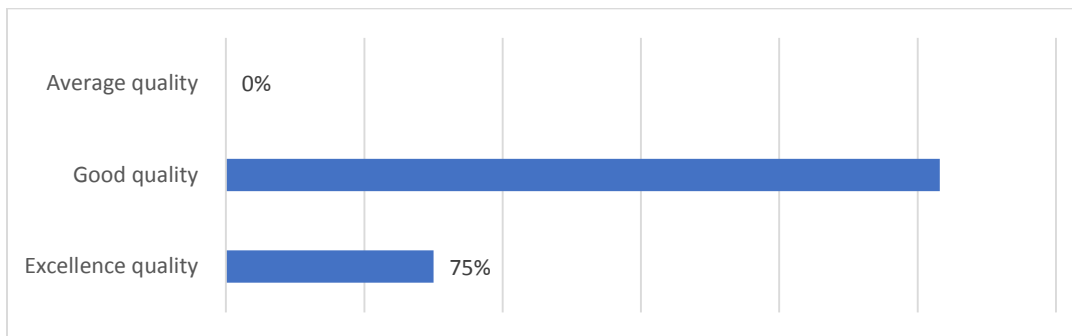- identify clear roles: 75%
- Understand the end goal: 25%

Figure 11: Percentage of SCC think the quality of outcomes that produced by the project

Chart data (Figure 12):
- Average quality: 0%
- Good quality
- Excellence quality: 75%

Three respondents (75%) indicate that there is an excellent quality of the outcomes of their work contributed by the project while (25%) choose to report 'good quality'.

Figure 12: Percentage of SCC contributed to achieve goals of the project

Chart data (Figure 13):
- Average contribution: 0%
- Good contribution: 50%
- Excellence contribution: 50%
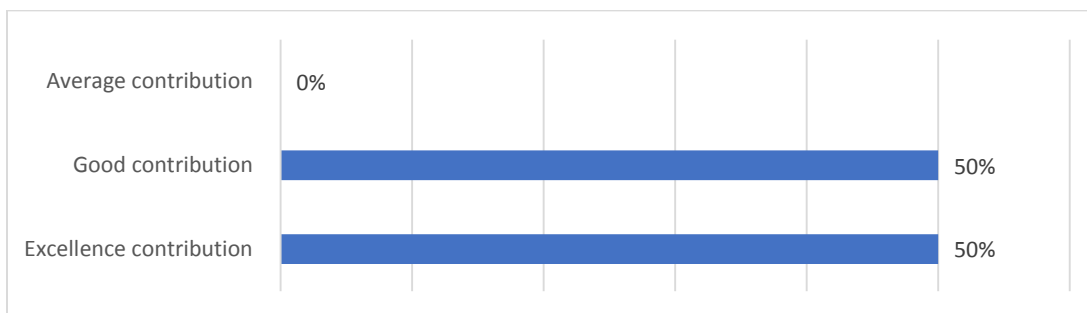
All responses indicate strong contribution of the project to their work.

Figure 13: Percentage of the mobility program benefits to the project. (Individual Benefits)
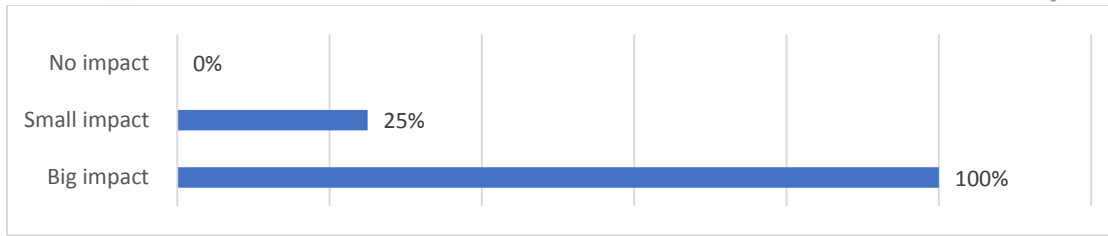
Most respondents agree that the project's mobility grant have big impact while few respondents mention small impact of the mobility grant.

Figure 14: Percentage of SCC think all activities which carried out by the project are relevance to the ministry policies
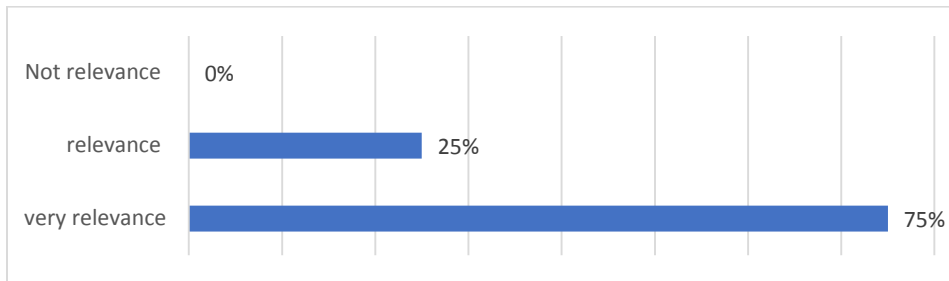
75 percent of the respondents believes that the project is very relevant to the ministry while 25% agree that the project is relevant.

3.2.3. Researchers

With same questions, researchers group reveals similar answer to the rest of the group respondents. When asked about their satisfaction, most of their responses is 'satisfy'. Figure # 15 indicates that researcher find satisfaction to the effectiveness of the University of Nantes when it relates to the project, its technical support, staff members' involvement, and communication within the project. Interestingly, the responses to the monitoring, awareness level of the public vis-a-vis of the project and environment work,and responses to partners, as shown in Figure #16, butfigure # 18the respondents just choose'Ok'. This may suggest that these areas might need to be re-designed and further develop.

The only factor chose by researcher, Figure # 20, as contributing to the success of the project is smart planning. In addition, as suggested by Figure # 21, the respondents view that their involvement in the project is 'collaboration'.

Figure 15: Percentage of researchers satisfied with the effectiveness of the university of Nantes in term of project driven
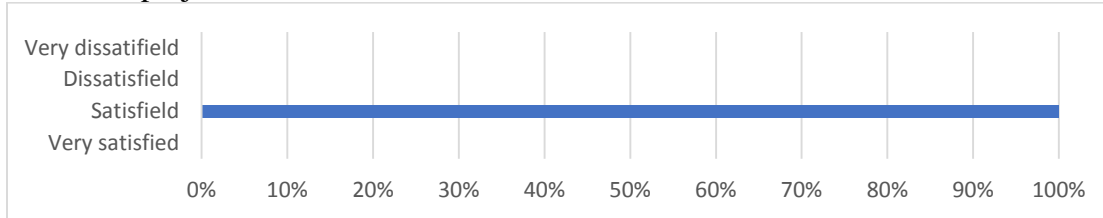

Figure 16: Percentage of researchers satisfied with the work done by the University of Nantes in term of monitoring of the project
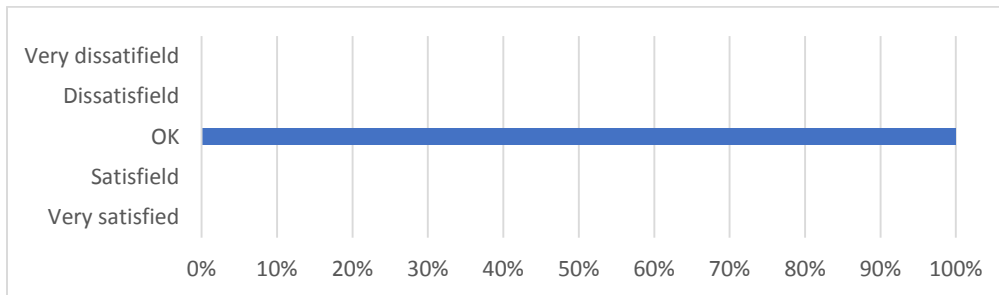

Figure 17: Percentage of researchers satisfied with the work done by university of Nantes in term of technical support to partners
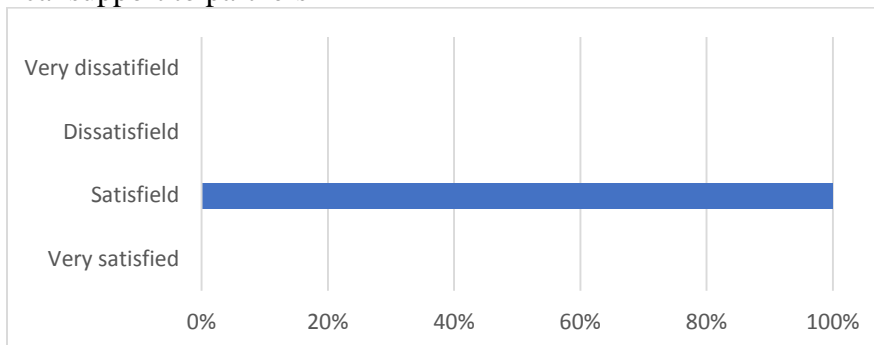

Figure 18: Percentage of researchers satisfied with the promptitude and effectiveness of the response of the University of Nantes to the partners' requests

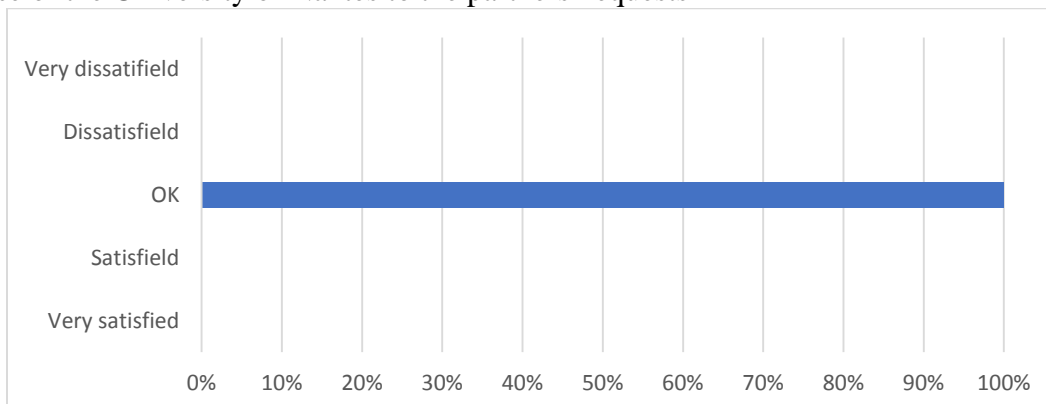**Figure 19:** Percentage of researchers satisfied with the communication with the University of Nantes
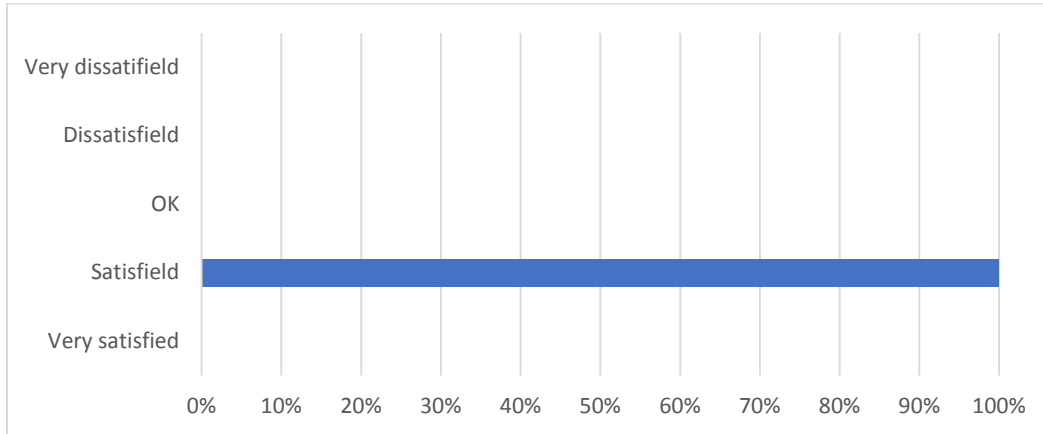

Figure 20: Percentage of a key factor of success for their activities
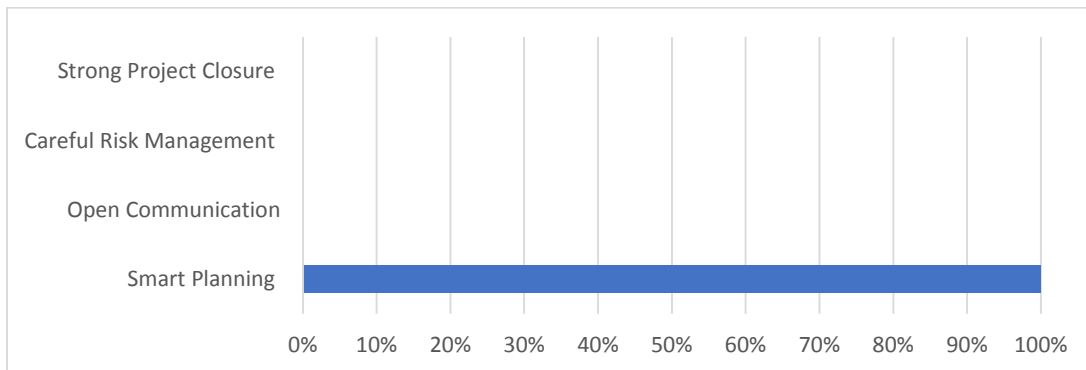

Figure 21: Percentage of researchers involved in the project
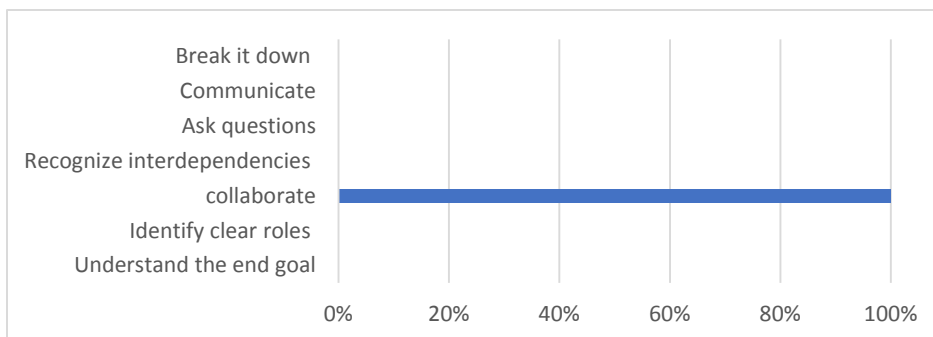
The respondent also perceives that the involvement and commitment of the project's partners show strong commitment. Figure # 23 indicates 'good quality' produced by the project. Also, they believe that 'good contribution' is the level of their contribution to the project. Moreover, the respondent also indicates that the project has a high positive impact on their university. [Questions #16, 17, 18, 19, 20]

Figure 22: Percentage of researchers think the involvement and commitment of the project's partners

Figure 23: Percentage of researchers think the quality of outcomes that produced by the project
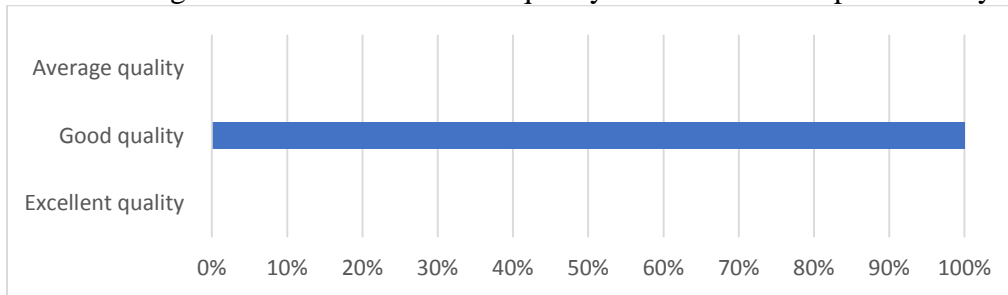
Figure 24: Percentage of researchers contributed to archive goals of the project
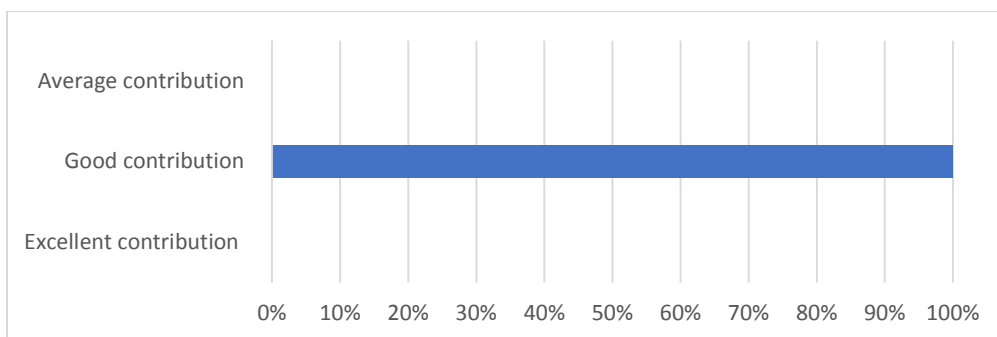
Figure 25: Percentage of researchers think the overall quality of the project
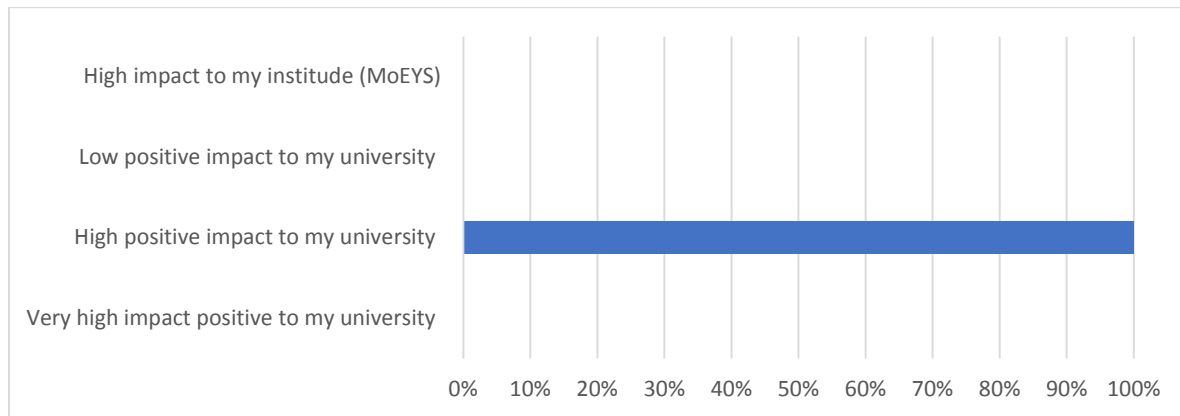
Regarding the question on mobility program, the respondents think that it has a big impact and believe the workshop program is very useful to their students. Figure #27 indicates that all activities carried out by the project are relevant to the Ministry's policies.

Figure 26: Percentage of mobility program in the project that their university received
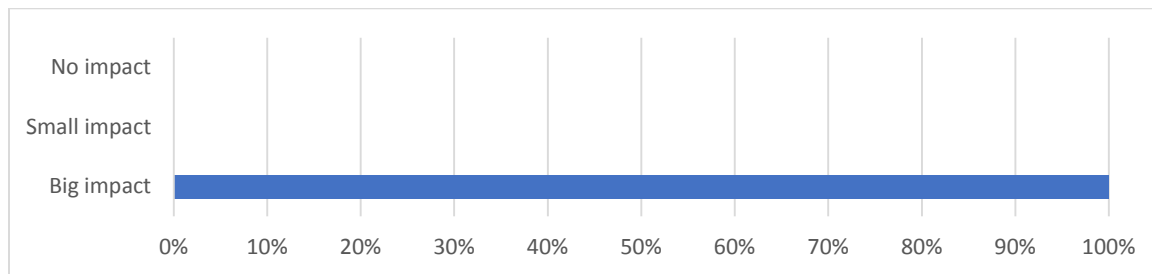
Figure 27: Percentage of activities which carried out by the project are relevance to the Ministry's policies
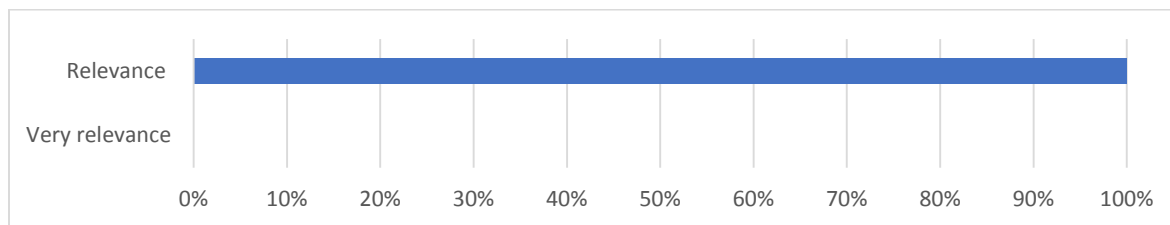
3.2.4. Representative of universities

Two universities out of four universities took part in the survey. Below is the description of their perception regarding the project. According to Figure # 28to Figure # 32 two university representatives indicate high satisfaction on the effectiveness, the implementation, technical support and responsiveness, and communication of the project.

Figure 28: Percentage of rectors satisfied with the effectiveness of the university of Nantes in term of project driven
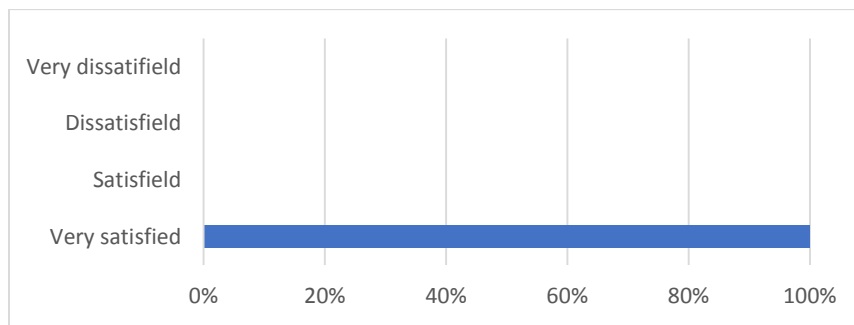
Figure 29: Percentage of rectors satisfied with the work done by the University of Nantes in term of monitoring of the project
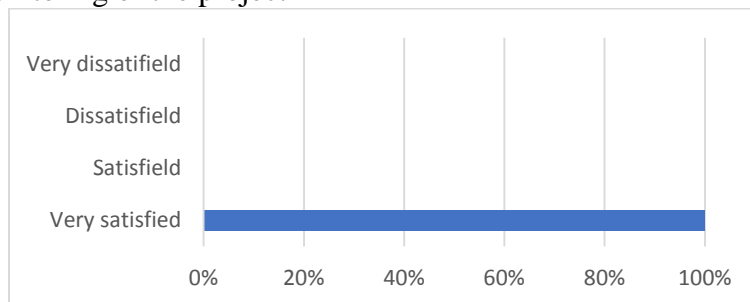
Figure 30: Percentage of rectors satisfied with the work done by university of Nantes in term of technical support to partners
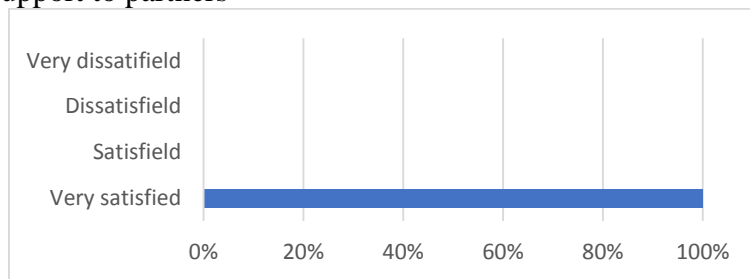
Figure 31: Percentage of rectors satisfied with the promptitude and effectiveness of the response of the University of Nantes to the partners' requests
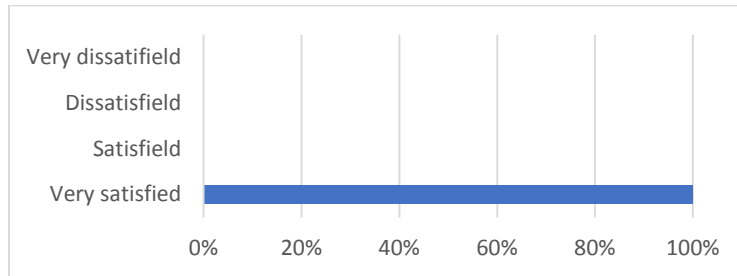
Figure 32: Percentage of rectors satisfied with the communication with the University of Nantes
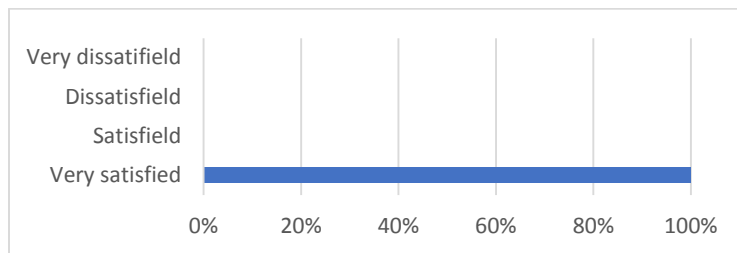
The representatives perceive that the University of Nantes is a good leader in leading the project. Also, when asked what they think about financial resource, the respondents think that the allowance was well estimated which are good for them to implement their activities. In addition, the respondents also indicate that the time and technical support given to them by the project is adequate, relevant, and useful for them and their students. However, according to the Figure # 35, and Figure # 36, they emphasize that there is an inadequate human resource and qualified workforce to implement their activities as required by the project. Interestingly, among the two university representatives, one of them express that it is a burden to follow the project requirement in hiring staff member while the other one said it is not a burden.

Figure 33: Percentage of rectors think the University of Nantes is a good leader
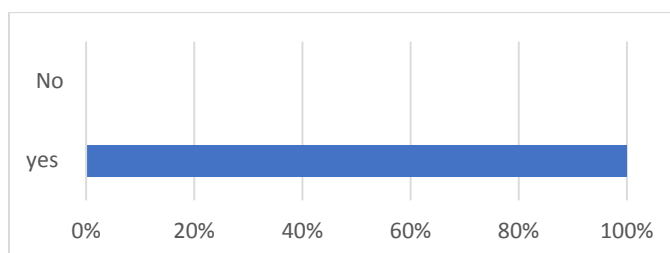
Figure 34: Percentage of rectors think the financial resources are allocated to implement their activities well estimated
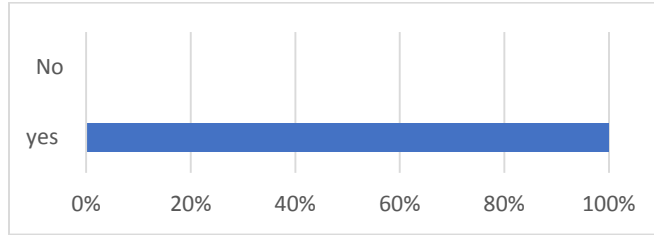
Figure 35: Percentage of rectors think technical support provided for their activities relevant and useful for their university and student
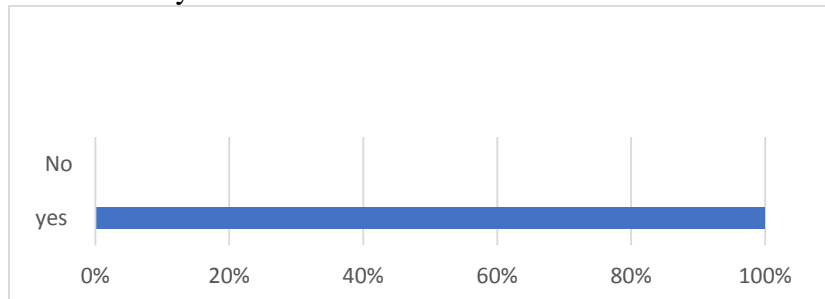
Figure 36: Percentage of rectors thinks enough human resources to implement their activities according to the project requirements
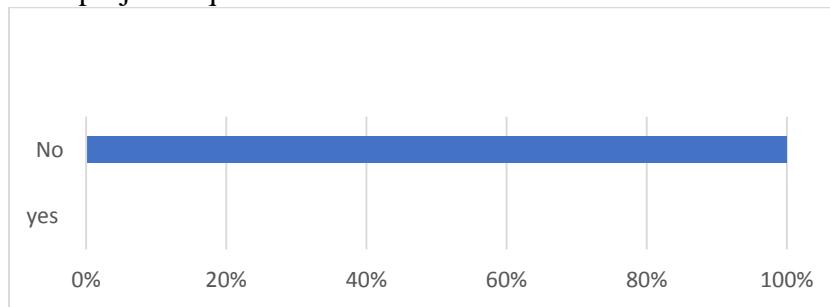
Figure 37: easily find a qualified workforce in your institution to take part in the project activities
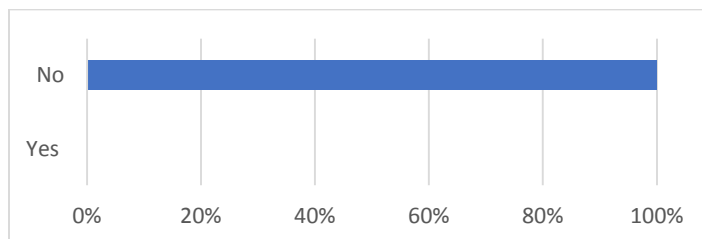
Figure # 38indicates that there is one respondent choose 'satisfaction and another respondent choose 'very satisfied' over the question related to the work done by their staff members who implement the project.

According to Figure #40, respondents indicate four key factors that contribute to the success of their activities. They appreciate smart planning, open communication, careful risk management, and strong project closure.

Figure #41 and Figure #42 informs that the understanding of the end goal and recognizing interdependency are the two most involvement in the project. Besides, they refer to break down, communication, collaboration, and identify clearer roles as their involvement. Similarly, Figure # 42 gives some input on the level of involvement and commitment of project partners. Both respondents think highly on the participation of their project partners.

Figure 39: Percentage of rectors satisfied with the work done by your staff members in the frame of the project
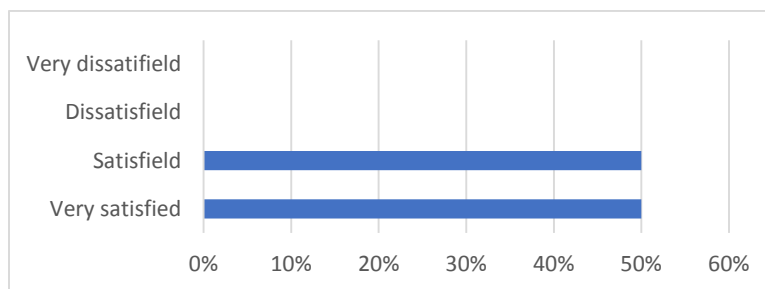
Figure 40: Percentage of a key factor of success for your activities (institutional, politic, economic, or other….)
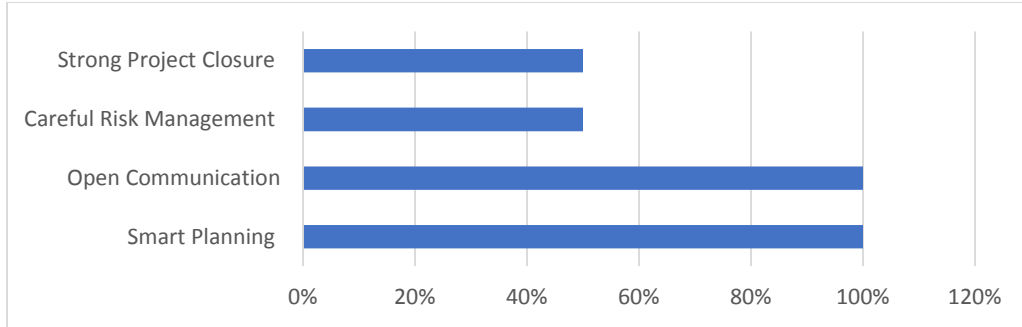
Figure 41: Percentage of rectors thinks of their involvement in the project
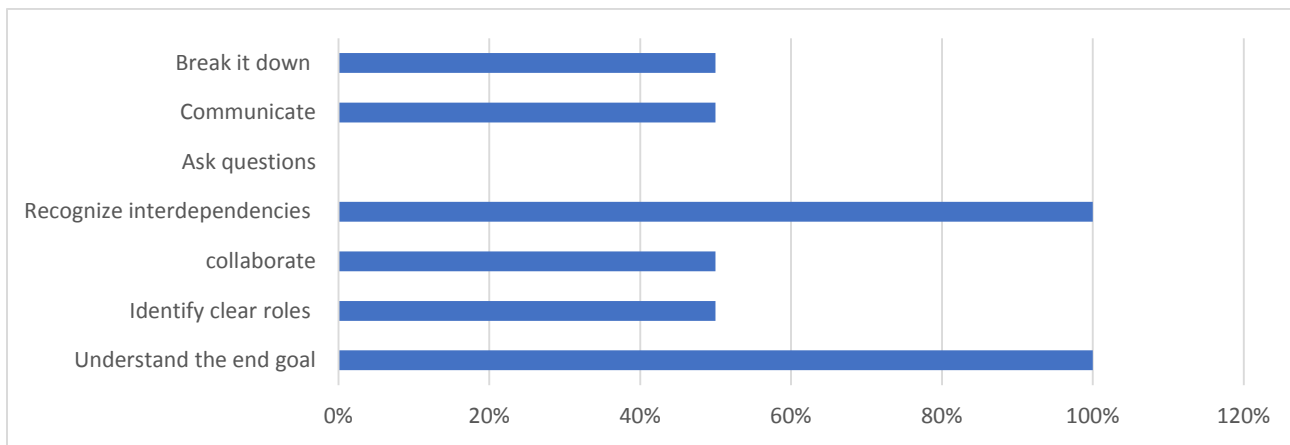
Figure 42: Percentage of rectors think the involvement and commitment of the project's partners
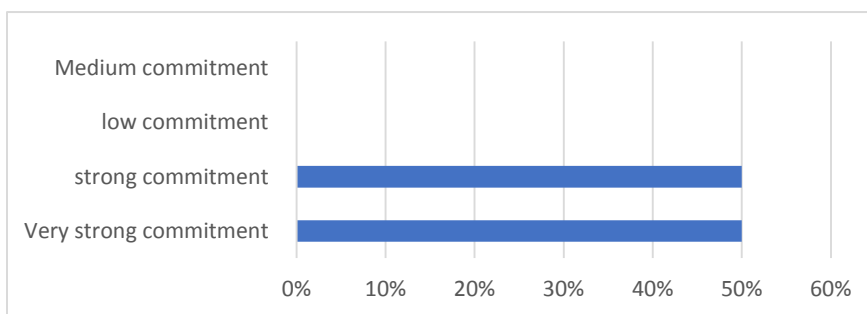
The two university representatives indicate that (please refer to Figure # 43) the project produce 'good quality' of outcomes. In addition, the respondents agree that their contribution is good in achieving the project. Consequently, the both representatives think that the project leaves high positive impact on their respective universities.

Figure 43: Percentage of rectors think the quality of outcomes that produced by the project
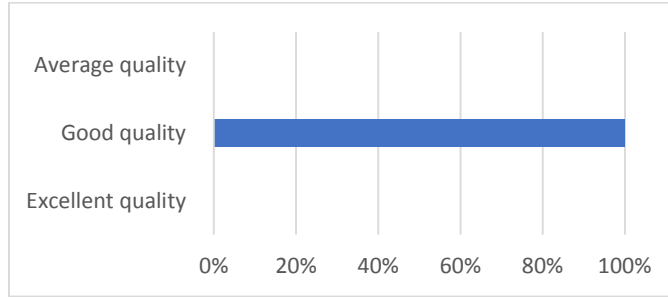
Figure 44: Percentage of rectors think their contribution to archive goals of the project
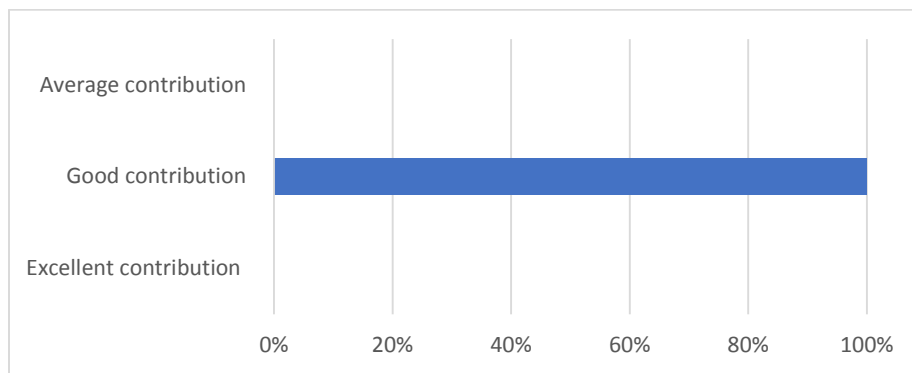
Figure 45: Percentage of rectors think the overall quality of the project
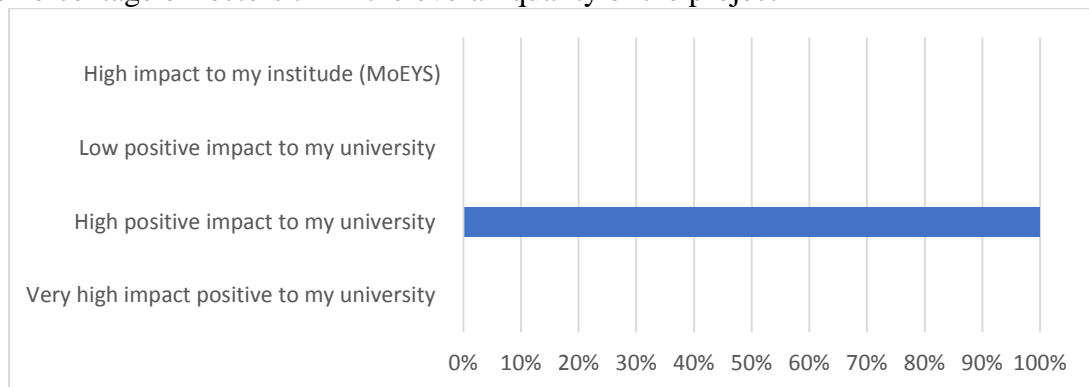
Figure 46: Percentage of mobility program in the project that their university received
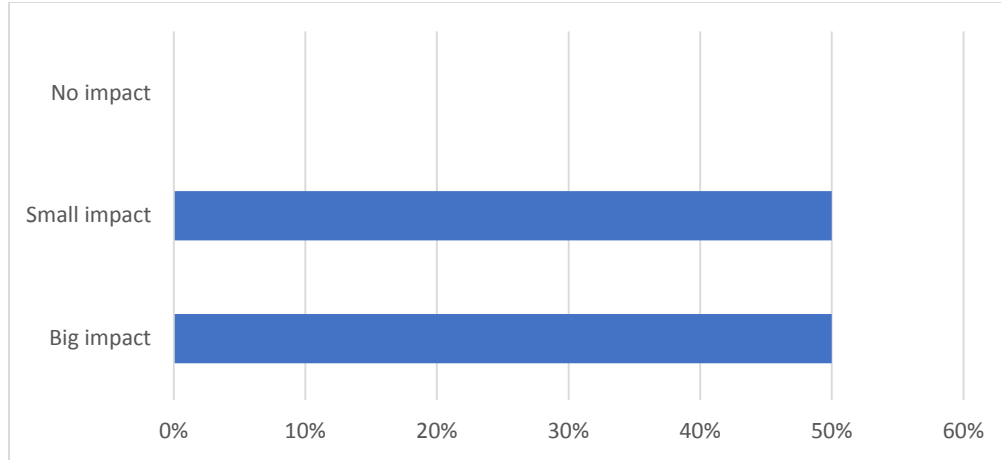
Figure 47: Percentage of rectors thinks the effectiveness of the material which purchased by the project
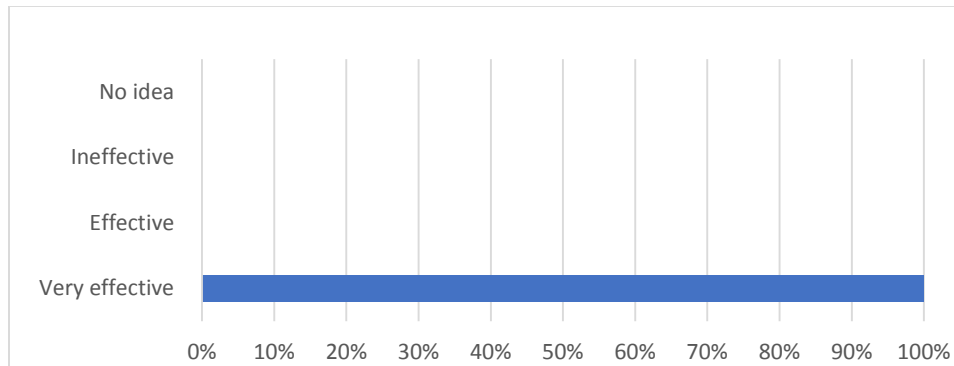
The respondents both appreciate the materials purchased by the project.

Figure 48: Percentage of all activities which carried out by the project are relevance to the Ministry policies
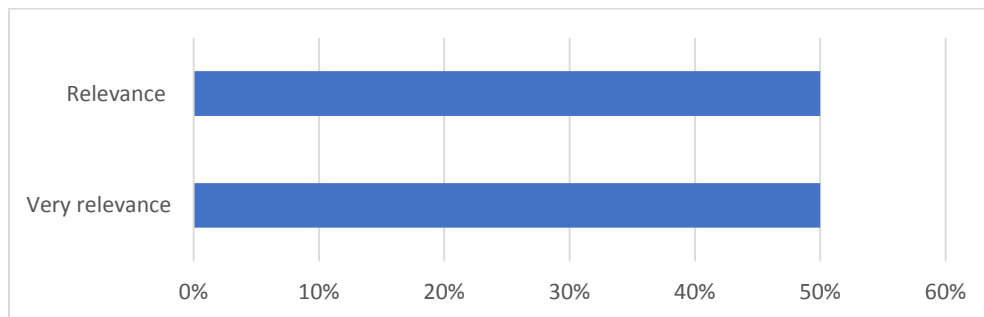
The respondents indicate that the activities carried out by the project are relevant to the Ministry policies. This seems to suggest that the objectives of the project which aims to strengthen the

capacity in research in higher education institutes are quite consistent to the overall objectives of Higher Education Vision in Cambodia.

3.3. Lesson Learns from the Project
3.3.1. Project Management Board

40 percent of the respondent indicate that they have learnt from the project implementation in term of management and implementation with clear roles and responsibilities. 80 percent mention that a linkage across project and support to learning program is a good lesson learnt from the project implementation in term of linkage of information and sharing. 100 percent mention that the putting sustainable human development principles into practice is a good lesson learnt from the project. 60 percent mention that issues concerning organizational structure, culture and process are a good lesson learnt from the project implementation in term of the need for strategic framework and 20 percent indicate that responsibilities for organizational learning, absence of quality control, and scattering of the project are other ways to learn from the project.

There are many challenges raised by the respondents. Lack of time is a high facing challenge for project implementation. 40 percent illustrate that lack of interest from the target public, lack of qualified and dedicated workforce, logistical problems, organizational problems. Besides these, lack of attractiveness of activities, time consuming administrative procedure, and communication problems.

Figure 49: the lesson learnt from the project implement.
(MANAGEMENT AND IMPLEMENTATION)
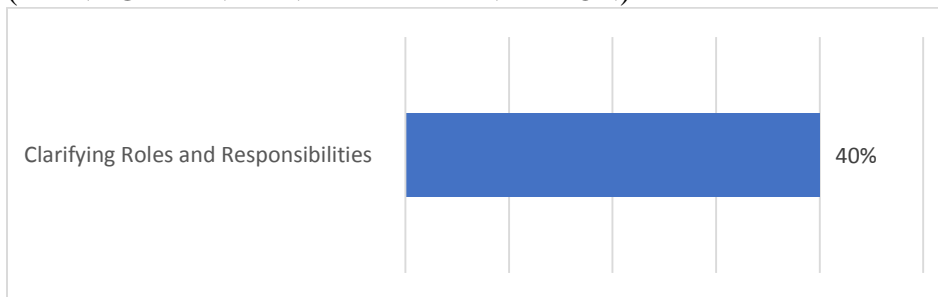
For PMB, 40% mention that they have learn clarifying roles and responsibilities.

Figure 50: the lesson learnt from the project implementation.
(LINKAGES AND INFORMATION-SHARING)

DOCKSIDE

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

Support to Learning Program	80%
Linkages across Projects	80%
Building Linkages into design	0%

Figure 51: the lesson learnt from the project implementation
(PUTTING SUSTAINABLE HUMAN DEVELOPMENT PRINCIPLES INTO PRACTICE)

No	0%
Yes	100%

Figure 52: the lesson learnt from the project implementation.
(ISSUES CONCERNING ORGANIZATITION STRUCTURE, CULTURE AND PROCESS)

Need for a strategic framework	60%
Scattering of projects	20%
Absence of quality control	20%
Responsibities for Organization learn..	20%

Figure 53: Challenges of DOCKSIDE project implementation

Challenge	Percentage
Lack of support from board of university	0%
Lack of attractiveness of activities	20%
Lack of interest from the target public	40%
Lack of clearly defined guideline procedure	0%
Lack of supporting from participarting organization	0%
Time consuming administrative procedure	20%
Lack of financial means	0%
Lack of qualified and dedicated workforce	40%
Logistical problems	40%
Organizational problems	40%
Communicational problems	20%
Lack of time	80%

3.3.2. Scientific Committee Composition

The respondents indicate that what they have learnt from the project implementation is divided in to five categories. The first category is management and implementation. According to the date, respondents learn that there is a clear clarification and responsibilities. Second category is about linkages and information sharing. They indicate that there is evidence related to the project supported to the learning programs. Third, they think that sustainable human development principles into practice are the best practices for the project. Fourth, regarding achieving results and impact, all respondents choose positive answer.

Figure # 55 indicates the lesson learnt the participants learn from their project implementation in regards to issues concerning organizational structure, culture and process. Four respondents mention learning some responsibility for organizational learning while others mention the absence of quality control, scattering of project, and there is need for a strategic framework.

There are many challenges raised by the respondents. Challenges are lack of time, communication problem, organizational problems, lack of financial means are the higher concerns expressed by the participants. Besides these, lack of support from the board of

management of university, lack of interest from the target public, and lack of support from participating organization. Due to small amount of the data, there is limit in comparison.

Figure 54: The lesson leant from the project implementation
(LINKAGES AND INFORMATION-SHARING)

Figure 55: The lesson learnt from the project implementation
(ISSUES CONCERNING ORGANIZATIONAL STRUCTURE, CULTURE AND PROCESS)

Figure 56: Challenges of DOCKSIDE project implementation

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

Lack of support from borad of University	25%
Lack of interest from the target public	25%
Lack of supporting from participating o...	25%
	0%
	25%
Lack of financial means	50%
	50%
Logistical problems	50%
Organizational Problems	50%
Communicational problems	0%
	50%
Lack of time	50%
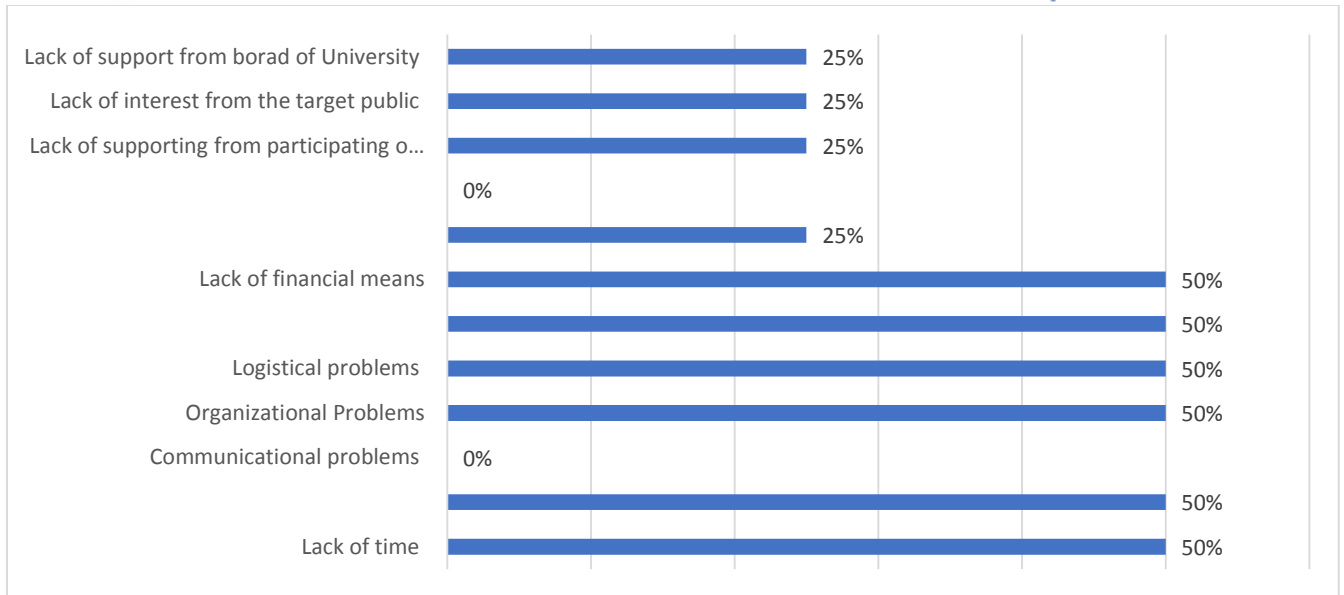
3.3.3. Researchers

Figure 57: The lesson learnt from the project implement
(MANAGEMENT AND IMPLEMENTATION)
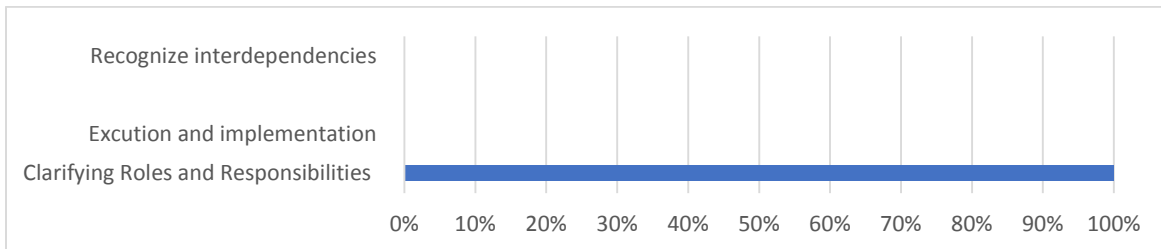
Figure 58: The lesson learnt from the project implementation
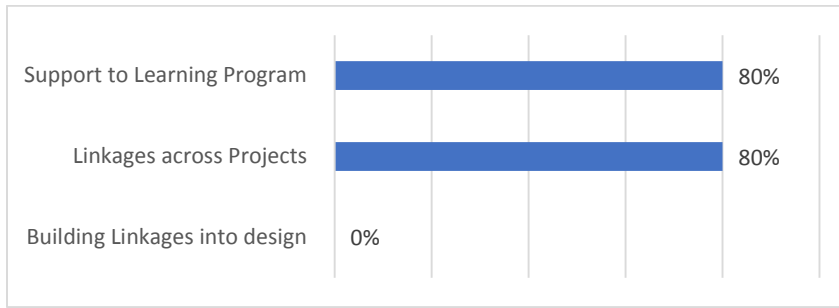(LINKAGES AND INFORMATION-SHARING)
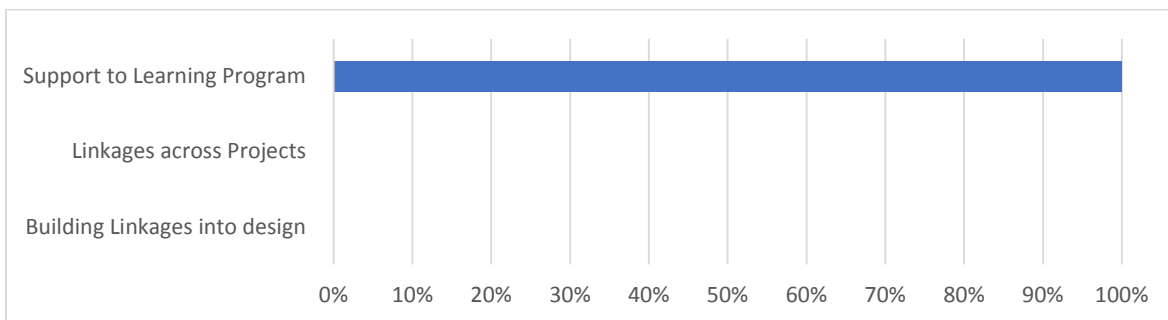
Figure 59: The lesson learnt from the project implementation
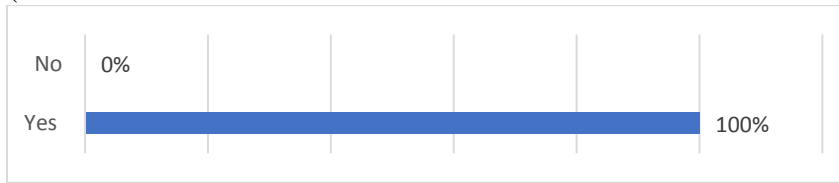(PUTTING SUSTAINABLE HUMAN DEVELOPMENT PRINCIPLES INTO PRACTICE)
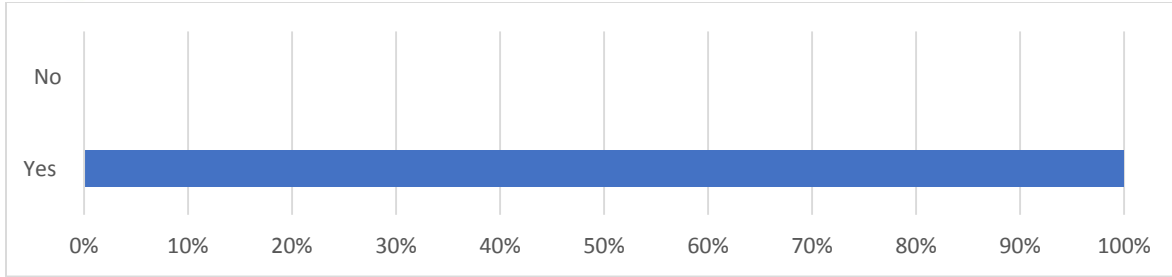
Figure 60: The lesson learnt from the project implementation
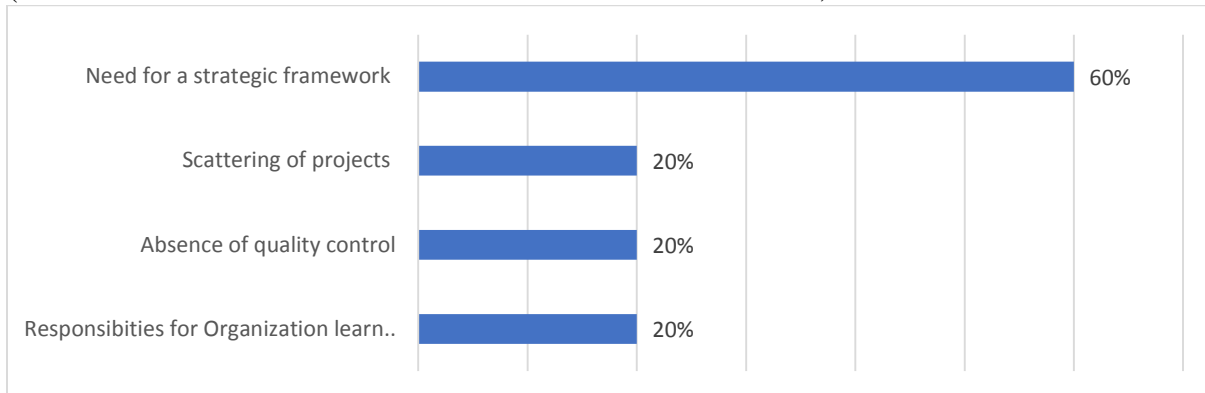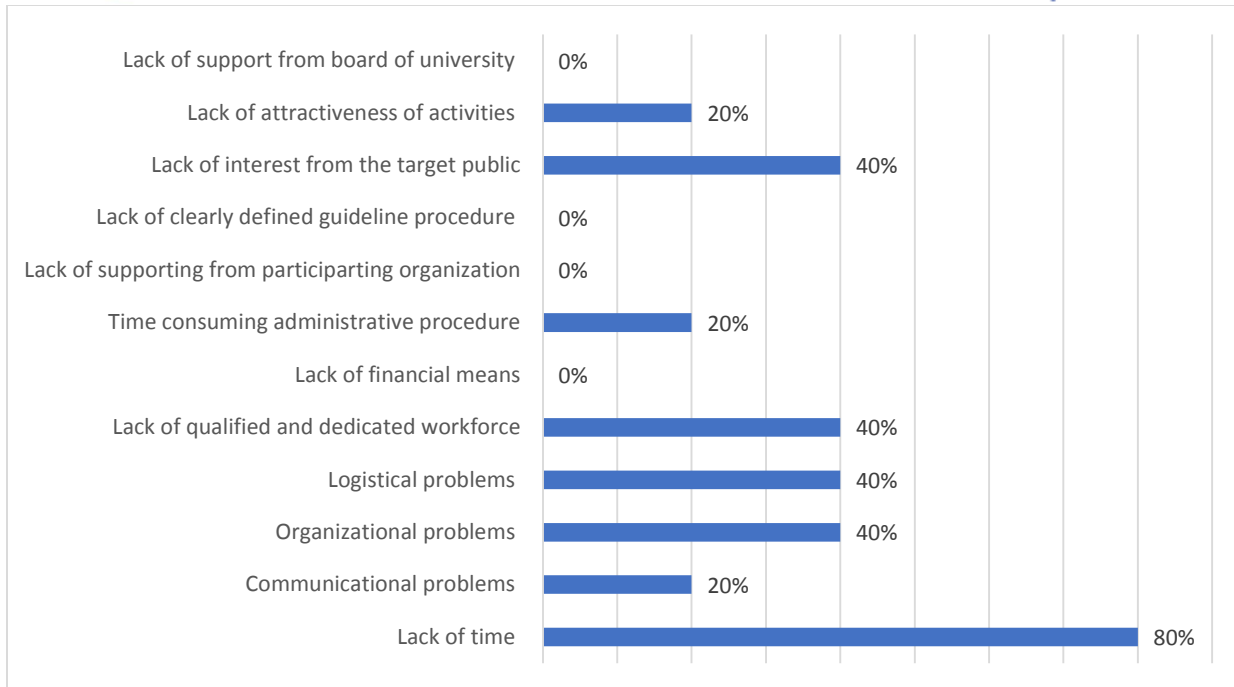(ISSUES CONCERNING ORGANIZATITION STRUCTURE, CULTURE AND
PROCESS)
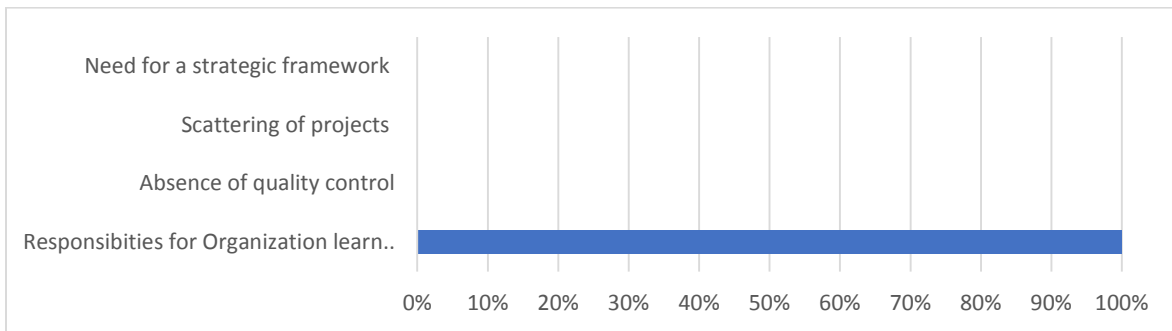
Figure 61: The list below the difficulties you have faced in the implementation of your
activities:
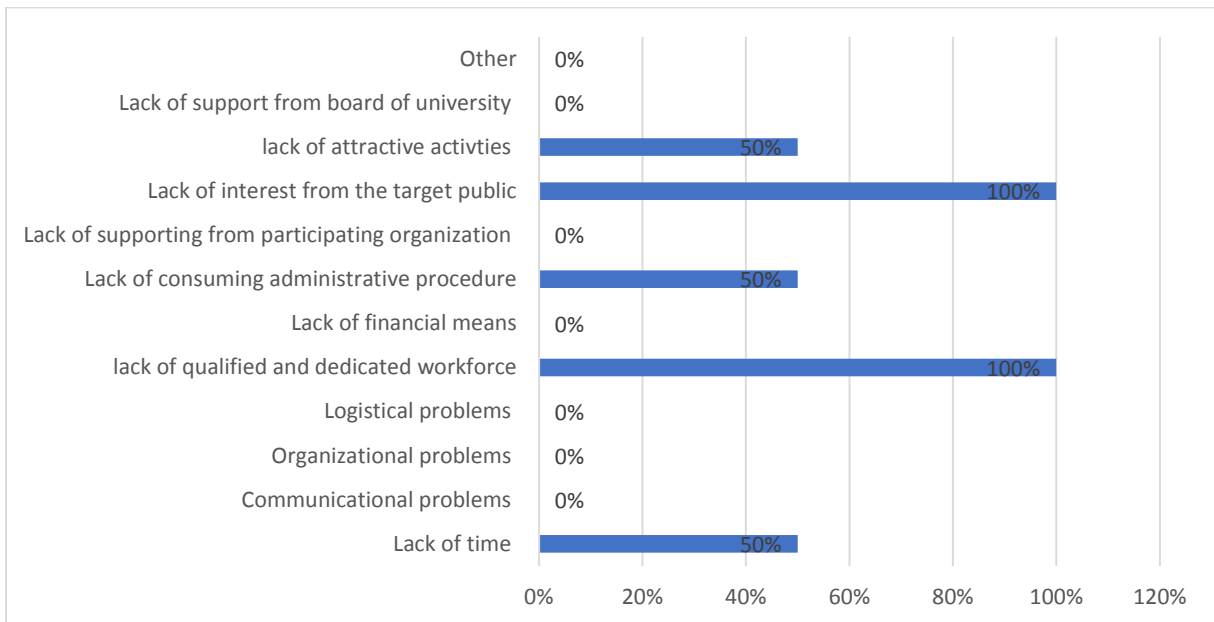
3.3.4. Representative of Universities

This section aims to understand the lesson learns from representative of universities. According to Figure #62, the respondents indicate they have learnt about the clarifying roles and responsibilities and execution and implementation. Similarly, Figure # 63,the respondents showsthat the lesson learnt from the project implementation in term of linkage and information sharing is 50 percent of support learning program and linkages across project.

According to figure # 67, there are five challenges raised by the respondents. They indicate that lack of interest from the public target and lack of qualified and dedicated workforce are the two main issues faced by them when they implement their activities. Besides, lack of attractive activities, lack of consuming administrative procedure and lack of time are also added to their difficulty list.

Figure 62: the lesson learnt from the project implement
(MANAGEMENT AND IMPLEMENTATION)
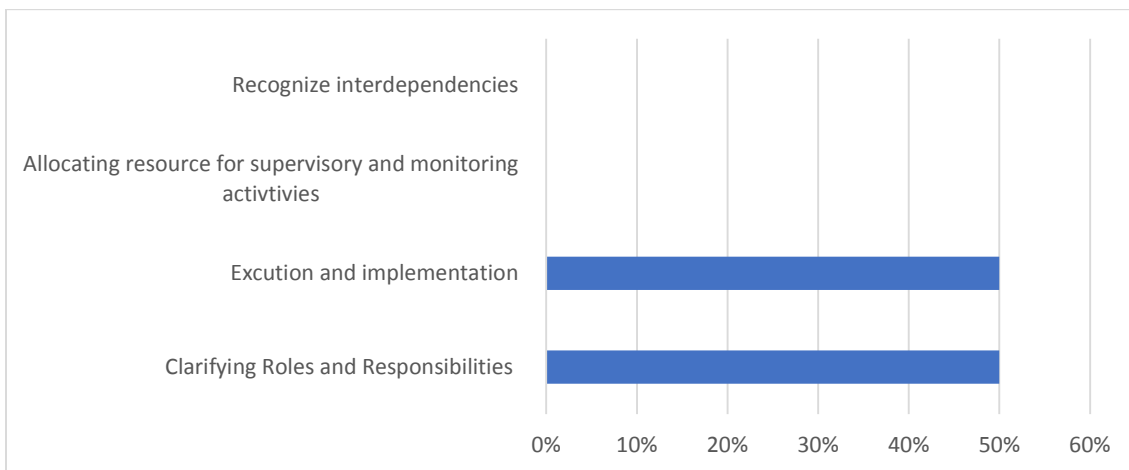
Figure 63: lesson learnt from the project implementation
(LINKAGES AND INFORMATION-SHARING)
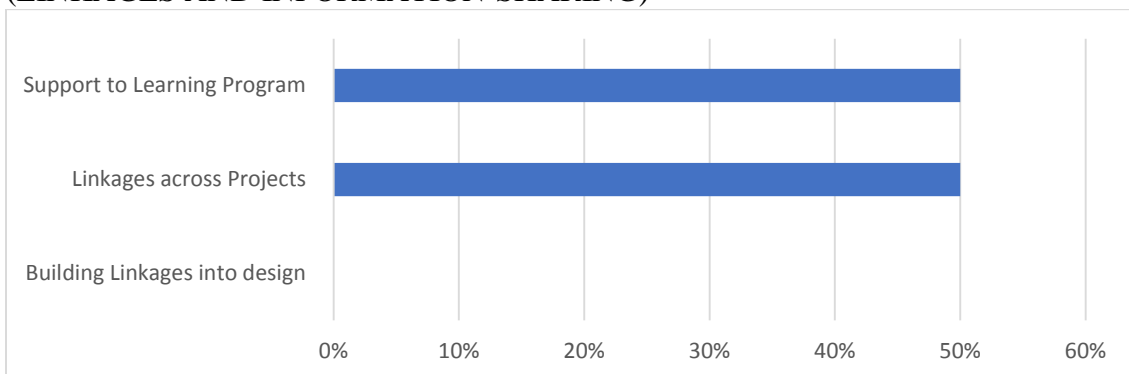
Figure 64: The lesson learnt from the project implementation
(PUTTING SUSTAINABLE HUMAN DEVELOPMENT PRINCIPLES INTO PRACTICE)
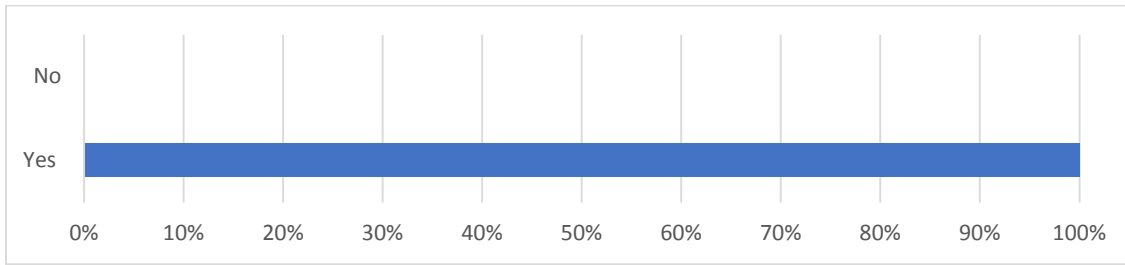
Figure 65: The lesson learnt from the project implementation
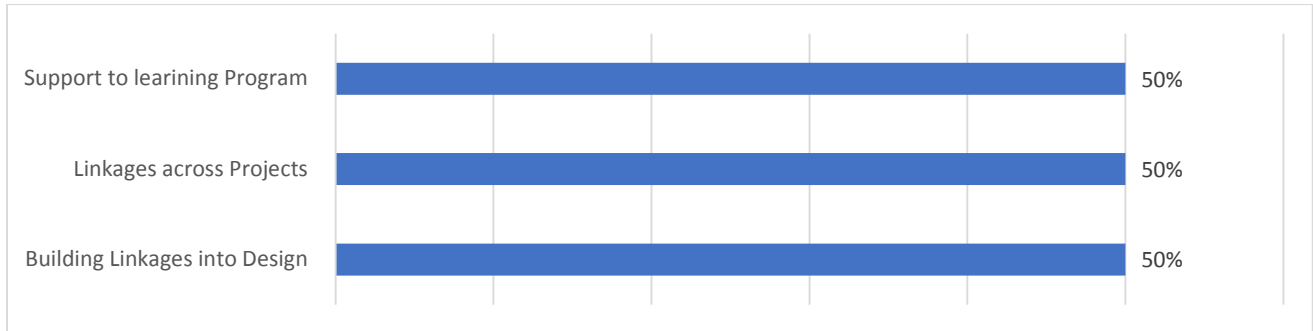(ACHIEVING RESULTS AND IMPADCT: MEASUREMENT OF PERFORMANCE)
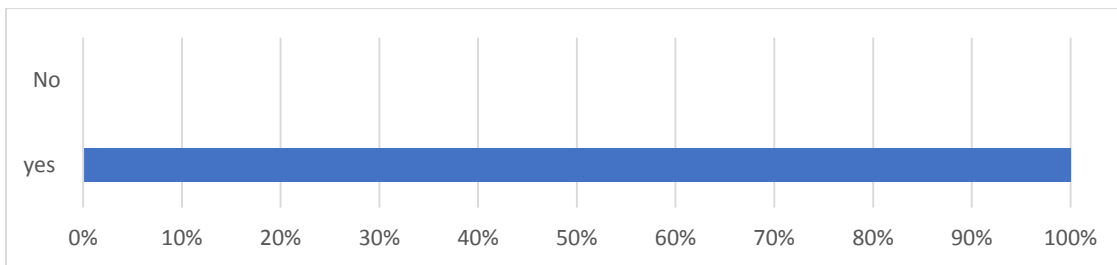
Figure 66: The lesson learnt from the project implementation
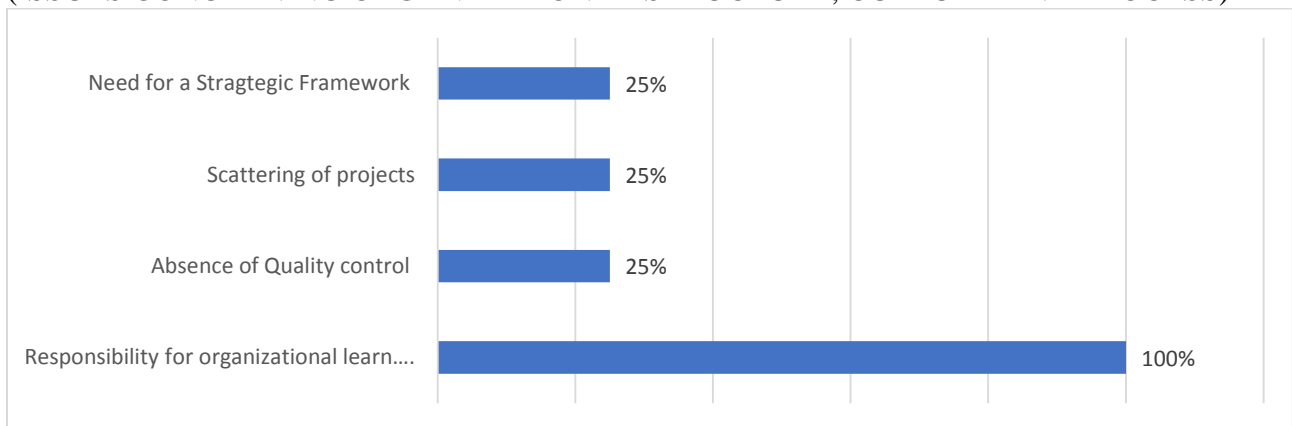(ISSUES CONCERNING ORGANIZATITION STRUCTURE, CULTURE AND PROCESS)
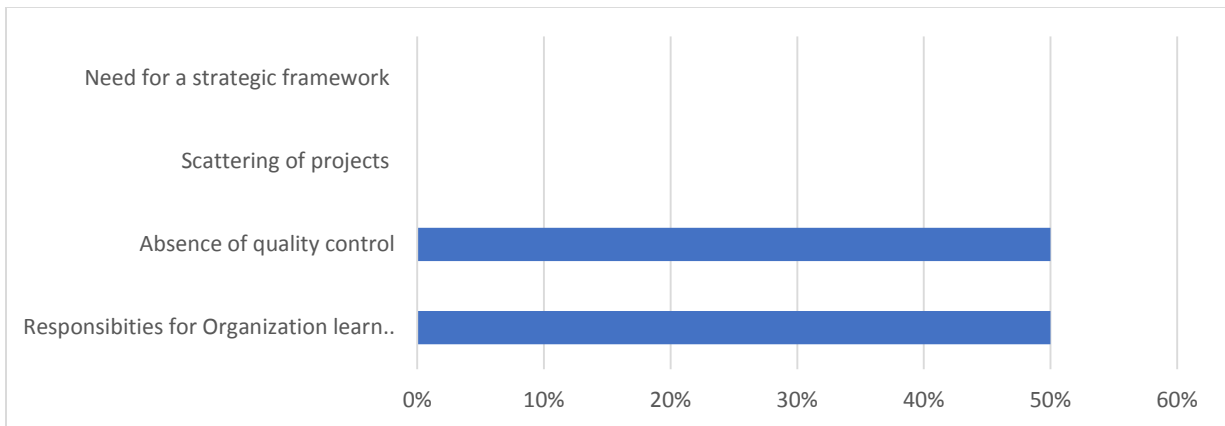
Figure 67: the difficulties have faced in the implementation
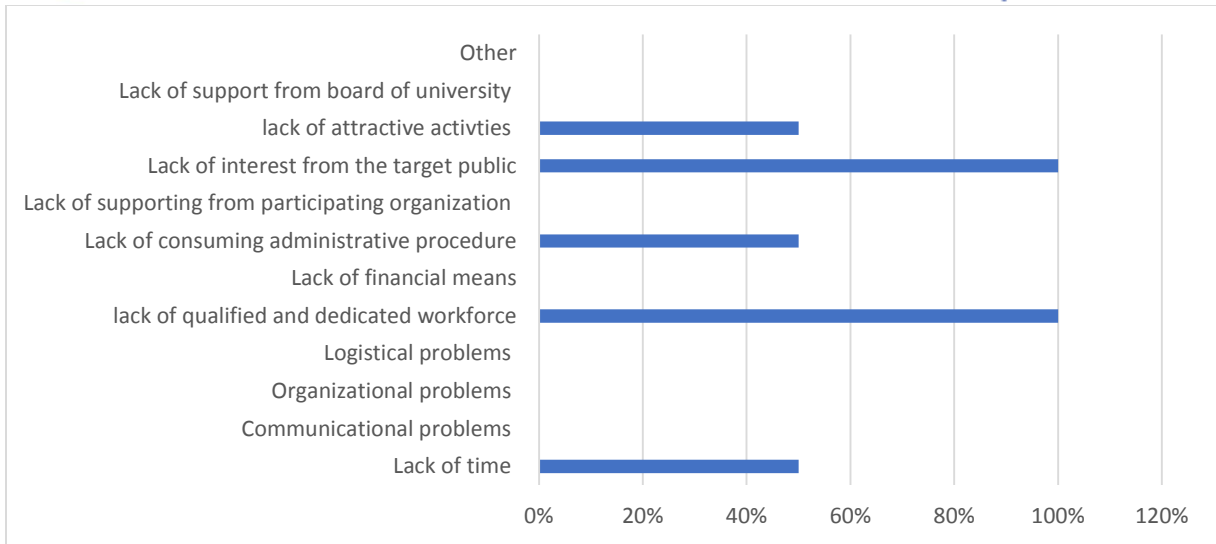
3.4. Stakeholders' Suggestions

According to the responses, please look at the figure # 68 below, the respondents provide many suggestions for project improvement. Higher percentage suggests for allocating more resources for supervisory and monitoring activities and a need for clarification roles and responsibilities. Also, there are some suggestions on improving the process of execution and implementation and a need for more participation from participation.

Figure 68: Suggestion for improving the project
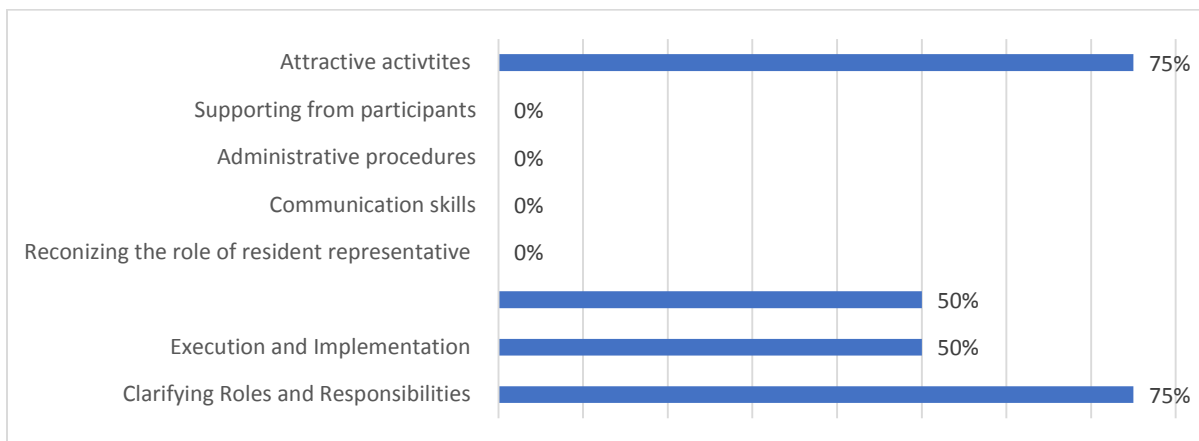
4. Project of the cooperation

4.1. Project Management

The University of Nantes leads the Dockside project. Project management is ensured by two bodies. On one hand, an executive body, the Project Management Board (PMB), including one

representative of each partner institution and one external person from a Cambodian institution. On the other hand, a consultative body, the Scientific Committee, composed of one representative of each partner institution in addition to two external persons from Cambodian and European institutions.

As defined by a Term of Reference, the mission of PMB is to take important decisions regarding the implementation of the project. PMB is assigned to ensure the smooth collaboration between project partners and to avoid any conflicts between them. A Project Manager from UN has been appointed to support the work of the PMB. Project Manager's responsibilities include preparation and delivery of progress and final reports, as well as any additional reporting that might be requested by the EACEA, by the PMB or by the Consortium initiative.

Scientific Committee task stated in a Term of Reference is to provide expertise and guidelines to all members of the EMR network. It also plays the role of a scientific board for the main events as Workshop and Summer Schools and help to manage the different calls for training sessions and mobility.

4.2. Impact of Sustainability

After only two years of implementation, it is always difficult to get a good picture of project impact and sustainability. However, as it was noticed by the EACEA supervisor during the monitoring visit of the project, DOCKSIDE is already contributing to the scientific cooperation between European and Cambodian partners, researches /PhD students and local stakeholders. A good collaboration has been established within the consortium, an efficient internal communication strategy put in place and all partners seem to be engaged and actively involved.

The project has succeeded to get a strong involvement and support from the Ministry of Education, Youth and Sport (MoEYS) which is the key elements for the implementation of a Structural Project. The high interest of the Ministry in the project is a linkage between policies, strategies and HEIs for supporting the Doctoral School Programs, is definitely a good condition to provide visibility to the project and to ensure a sustainable impact of the project activities.

Lastly, DOCKSIDE is a project of capacity building for researchers and PhD students, Cambodian partners must embody the project with the support of European partners. On this point, we can mention that Cambodian partners have demonstrated a good willing to take

responsibilities and they have actively taken part in the project management. So far, the project is on good tracks to reinforce capacity of the Cambodian stakeholders. This effort must continue in the upcoming years to ensure the project sustainability.

5. Conclusion and Recommendations

5.1. Conclusion

The perception of stakeholders, Project Management Board, (PMB), Scientific Committee Composition (SCC), researchers and Universities representatives are quite similar with satisfaction and they indicate that the objective of the project and project activities are relevant to the Ministry's policies. However, there is a caution needed to be exercised to explore more on how they satisfied and on which areas.

Lesson learns of all respondents group are not so different. They illustrate that they have learnt about the clarifying roles and responsibilities, execution and implementation and information sharing, support learning program and linkages across project. Regarding the challenges, most of the responses refer to absence of the quality control, lack of time, lack of interest from target public, lack of attractive project, lack of the support from board management of university and having logistic problems.

The respondents provide many suggestions for improvement of the project. Higher percentage suggests for allocating more resources for supervisory and monitoring activities and a need for clarification roles and responsibilities. Also, there are some suggestions on improving the process of execution and implementation and a need for more participation from participation.

5.2. Recommendations

- Focusing more on attracting the relevant audience than getting as much as possible people for workshops and open-to-public activities;
- Improve time management by anticipating and mobilizing adequate human resources in order to avoid delays. Delays remain the principle reason of work plan noncompliance;
- Increase the attractive activities and consuming administrative procedure
- Continue to provide further support and collaboration
- Need supporting from the board of management of university, make interest from the target public, and support from participating organization.

- Develop human resource and qualified workforce to implement their activities as required by the project.

Appendix # 1

Questionnaire for Quality Annual Report

I.   Quality Annual Report – PMB Questionnaire

The objective of this questionnaire is to collect your feedback and feelings regarding the implementation of Dockside project. Your answers will be compiled and used to feed the qualitative evaluation of the project. It is an anonymous questionnaire so feel comfortable to speak frankly.

1. **Are you satisfied with the effectiveness of the project driven?**
   - ☐ Very satisfied
   - ☐ Satisfied
   - ☐ OK
   - ☐ Dissatisfied
   - ☐ Very dissatisfied

2. **Are you satisfied with the work done by project monitoring?**
   - ☐ Very satisfied
   - ☐ Satisfied
   - ☐ OK
   - ☐ Dissatisfied
   - ☐ Very dissatisfied

3. **Are you satisfied with the work done by technical support to the partners?**
   - ☐ Very satisfied
   - ☐ Satisfied
   - ☐ OK
   - ☐ Dissatisfied
   - ☐ Very dissatisfied

4. **Are you satisfied with the promptitude and effectiveness of the response to the partners' requests?**
   - ☐ Very satisfied
   - ☐ Satisfied
   - ☐ OK
   - ☐ Dissatisfied
   - ☐ Very dissatisfied

5. **Are you satisfied with the communication with the project stakeholders?**
   - ☐ Very satisfied
   - ☐ Satisfied
   - ☐ OK
   - ☐ Dissatisfied
   - ☐ Very dissatisfied

6. **What do you think financial resources are allocated to implement your activities well estimated?**
   - ☐ Yes

☐No

7. **Is time allocated for your activities adequate?**
   ☐Yes
   ☐No

8. **Is the technical support provided for your activities relevant and useful?**
   ☐Yes
   ☐No

9. **Do you have enough human resources to implement your activities according to the project requirements?**
   ☐Yes
   ☐No

10. **Are project procedures and requirements for hiring staff members a burden to smoothly run activities?**
    ☐Yes
    ☐No

11. **Are you satisfied with the work done by staff members in the frame of the project?**
    ☐Very satisfied
    ☐Satisfied
    ☐OK
    ☐Dissatisfied
    ☐Very dissatisfied

12. **What is a key factor of success for your activities? (institutional, politic, economic, or other…)**
    ☐Smart People
    ☐Smart Planning
    ☐Open Communication
    ☐Careful Risk Management
    ☐Strong Project Closure

13. **What do you think your involvement in the project?**
    ☐**Understand the end goal**
    ☐**Identify clear roles**
    ☐**Collaborate**
    ☐**Recognize interdependencies**
    ☐**Ask questions**
    ☐**Communicate**
    ☐**Break it down**

14. **What do you think the involvement and commitment of the project's partners?**
    ☐Very strong commitment
    ☐Strong commitment
    ☐Low commitment

15. What do you think the quality of outcomes that produced by the project?
- ☐ Excellence quality
- ☐ Good quality
- ☐ Average quality

16. What do you think your contribution in order to achieve goals of the project?
- ☐ Excellence contribution
- ☐ Good contribution
- ☐ Average contribution

17. What do you think the overall quality of the project?
- ☐ Very high impact positive to my university
- ☐ High positive impact to my university
- ☐ Low positive impact to my university

18. What are benefits of the mobility program in the project that you received?

Economic Benefits
- ☐ Big impact
- ☐ Small impact
- ☐ No impact

Social Benefits
- ☐ Big impact
- ☐ Small impact
- ☐ No impact

Individual Benefits

- ☐ Big impact
- ☐ Small impact
- ☐ No impact

19. What are benefits of the workshop program in the project that you received?
- ☐ Very useful
- ☐ Useful
- ☐ Lose time

20. What do you think all activities which carried out by the project are relevance to the Ministry policies?
- ☐ Very relevance
- ☐ Relevance
- ☐ Not relevance

21. What do you think the awareness level of the public vis-à-vis of the project?
- ☐ Very satisfied

DOCKSIDE

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

☐ Satisfied
☐ OK
☐ Dissatisfied
☐ Very dissatisfied

22. What do you think the environmental work for this project?
☐ Very satisfied
☐ Satisfied
☐ OK
☐ Dissatisfied
☐ Very dissatisfied

23. What is your lesson learnt from the project implementation?
MANAGEMENT AND IMPLEMENTATION
☐ **Clarifying Roles and Responsibilities**
☐ **Execution and Implementation**
☐ **Allocating Resources for Supervisory and Monitoring Activities**
☐ **Recognizing the Role of Resident Representative**
LINKAGES AND INFORMATION-SHARING
☐ **Building Linkages into Design**
☐ **Linkages across Projects**
☐ **Support to Learning Program**

☐ *PUTTING SUSTAINABLE HUMAN DEVELOPMENT PRINCIPLES INTO PRACTICE*
☐ *ACHIEVING RESULTS AND IMPACT: MEASUREMENT OF PERFORMANCE*

ISSUES CONCERNING ORGANIZATIONAL STRUCTURE, CULTURE AND PROCESS
☐ **Responsibility for Organizational Learning**
☐ **Absence of Quality Control**
☐ **Scattering of Projects**
☐ **Need for a Strategic Framework**

24. What is your suggestion for improving the project?
☐ **Clarifying Roles and Responsibilities**
☐ **Execution and Implementation**
☐ **Allocating Resources for Supervisory and Monitoring Activities**
☐ **Recognizing the Role of Resident Representative**
☐ **Communication Skill**
☐ **Administrative procedures**
☐ **Supporting from participants**
☐ **Attractive activities**

25. What is facing challenges of the project implementation?
☐ Lack of time
☐ Communicational problems
☐ Organizational problems
☐ Logistical problems

☐Lack of qualified and dedicated workforce
☐Lack of financial means
☐Time consuming administrative procedures
☐Lack of supporting from participating organization
☐Lack of clearly defined guideline and procedures
☐Lack of interest from the target public
☐Lack of attractiveness of activities
☐Lack of support from board of university
☐Other…

Thank you for your cooperation!

Appendix # 2

Questionnaire for Quality Annual Report

II.   Quality Annual Report – Scientific Committee Composition Questionnaire

The objective of this questionnaire is to collect your feedback and feelings regarding the implementation of Dockside project. Your answers will be compiled and used to feed the qualitative evaluation of the project. It is an anonymous questionnaire so feel comfortable to speak frankly.

26. Are you satisfied with the effectiveness of the project driven?
- ☐ Very satisfied
- ☐ Satisfied
- ☐ OK
- ☐ Dissatisfied
- ☐ Very dissatisfied

27. Are you satisfied with the work done by project monitoring?
- ☐ Very satisfied
- ☐ Satisfied
- ☐ OK
- ☐ Dissatisfied
- ☐ Very dissatisfied

28. Are you satisfied with the work done by technical support to the partners?
- ☐ Very satisfied
- ☐ Satisfied
- ☐ OK
- ☐ Dissatisfied
- ☐ Very dissatisfied

29. Are you satisfied with the promptitude and effectiveness of the response to the partners' requests?
- ☐ Very satisfied
- ☐ Satisfied
- ☐ OK
- ☐ Dissatisfied
- ☐ Very dissatisfied

30. Are you satisfied with the communication with the project stakeholders?
- ☐ Very satisfied
- ☐ Satisfied
- ☐ OK
- ☐ Dissatisfied

31. What do you think financial resources are allocated to implement your activities well estimated?
    ☐Yes
    ☐No

32. Is time allocated for your activities adequate?
    ☐Yes
    ☐No

33. Is the technical support provided for your activities relevant and useful?
    ☐Yes
    ☐No

34. Are project procedures and requirements for student recruitment a burden to smoothly run activities?
    ☐Yes
    ☐No

35. Do you think the announcement on student recruitment is comprehensive information?
    ☐**Yes**
    ☐No

36. Do you think the student who are selected for Doctoral program meet the requirements?
    ☐Yes
    ☐No

37. What is a key factor of success for your activities? (institutional, politic, economic, or other…)
    ☐Smart People
    ☐Smart Planning
    ☐Open Communication
    ☐Careful Risk Management
    ☐Strong Project Closure

38. What do you think your involvement in the project?
    ☐**Understand the end goal**
    ☐**Identify clear roles**
    ☐**Collaborate**
    ☐**Recognize interdependencies**
    ☐**Ask questions**
    ☐**Communicate**
    ☐**Break it down**

39. What do you think the involvement and commitment of the project's partners?
    ☐Very strong commitment
    ☐Strong commitment

☐Low commitment

40. What do you think the quality of outcomes that produced by the project?
    ☐Excellence quality
    ☐Good quality
    ☐Average quality

41. What do you think your contribution in order to achieve goals of the project?
    ☐Excellence contribution
    ☐Good contribution
    ☐Average contribution

42. What do you think the overall quality of the project?
    ☐Very high impact positive to my university
    ☐High positive impact to my university
    ☐Low positive impact to my university

43. What are benefits of the mobility program in the project that you received?

Economic Benefits
    ☐Big impact
    ☐Small impact
    ☐No impact

Social Benefits
    ☐Big impact
    ☐Small impact
    ☐No impact

 Individual Benefits

    ☐Big impact
    ☐Small impact
    ☐No impact

44. What are benefits of the workshop program in the project that you received?
    ☐Very useful
    ☐Useful
    ☐Lose time

45. What do you think all activities which carried out by the project are relevance to the Ministry policies?
    ☐Very relevance
    ☐Relevance
    ☐Not relevance

46. What do you think the awareness level of the public vis-à-vis of the project?

- ☐ Very satisfied
- ☐ Satisfied
- ☐ OK
- ☐ Dissatisfied
- ☐ Very dissatisfied

47. What do you think the environmental work for this project?

- ☐ Very satisfied
- ☐ Satisfied
- ☐ OK
- ☐ Dissatisfied
- ☐ Very dissatisfied

48. What is your lesson learnt from the project implementation?

MANAGEMENT AND IMPLEMENTATION

- ☐ **Clarifying Roles and Responsibilities**
- ☐ **Execution and Implementation**
- ☐ **Allocating Resources for Supervisory and Monitoring Activities**
- ☐ **Recognizing the Role of Resident Representative**

LINKAGES AND INFORMATION-SHARING

- ☐ **Building Linkages into Design**
- ☐ **Linkages across Projects**
- ☐ **Support to Learning Program**

☐ *PUTTING SUSTAINABLE HUMAN DEVELOPMENT PRINCIPLES INTO PRACTICE*
☐ *ACHIEVING RESULTS AND IMPACT: MEASUREMENT OF PERFORMANCE*

ISSUES CONCERNING ORGANIZATIONAL STRUCTURE, CULTURE AND PROCESS

- ☐ **Responsibility for Organizational Learning**
- ☐ **Absence of Quality Control**
- ☐ **Scattering of Projects**
- ☐ **Need for a Strategic Framework**

49. What is your suggestion for improving the project?

- ☐ **Clarifying Roles and Responsibilities**
- ☐ **Execution and Implementation**
- ☐ **Allocating Resources for Supervisory and Monitoring Activities**
- ☐ **Recognizing the Role of Resident Representative**
- ☐ **Communication Skill**
- ☐ **Administrative procedures**
- ☐ **Supporting from participants**
- ☐ **Attractive activities**

50. What is facing challenges of the project implementation?

- ☐ Lack of time
- ☐ Communicational problems
- ☐ Organizational problems

☐Logistical problems
☐Lack of qualified and dedicated workforce
☐Lack of financial means
☐Time consuming administrative procedures
☐Lack of supporting from participating organization
☐Lack of clearly defined guideline and procedures
☐Lack of interest from the target public
☐Lack of attractiveness of activities
☐Lack of support from board of university
☐Other…

Thank you for your cooperation!

Appendix # 3

Questionnaire for Quality Annual Report

III.   Quality Annual Report –Researchers Questionnaire

The objective of this questionnaire isto collect your feedback and feelings regarding the implementation of Dockside project. Your answers will be compiled and used to feed the qualitative evaluation of the project. It is an anonymous questionnaire so feel comfortable to speak frankly.

51. Are you satisfied with your work done in the frame of Dockside Project?
- ☐ Very satisfied
- ☐ Satisfied
- ☐ OK
- ☐ Dissatisfied
- ☐ Very dissatisfied

52. Are you satisfied with the work done by project monitoring?
- ☐ Very satisfied
- ☐ Satisfied
- ☐ OK
- ☐ Dissatisfied
- ☐ Very dissatisfied

53. Are you satisfied with the work done by technical support to you?
- ☐ Very satisfied
- ☐ Satisfied
- ☐ OK
- ☐ Dissatisfied
- ☐ Very dissatisfied

54. Are you satisfied with the promptitude and effectiveness of the response to your requests?
- ☐ Very satisfied
- ☐ Satisfied
- ☐ OK
- ☐ Dissatisfied
- ☐ Very dissatisfied

55. Are you satisfied with the communication with the project stakeholders?
- ☐ Very satisfied
- ☐ Satisfied
- ☐ OK
- ☐ Dissatisfied
- ☐ Very dissatisfied

56. What do you think financial resources are allocated to implement your activities well estimated?

☐ Yes
☐ No

57. Is time allocated for your activities adequate?

☐ Yes
☐ No

58. Is the technical support provided for your activities relevant and useful?

☐ Yes
☐ No

Do you h
Are p
Are you satisfied w

59. What is a key factor of success for your activities? (institutional, politic, economic, or other…)

☐ Smart People
☐ Smart Planning
☐ Open Communication
☐ Careful Risk Management
☐ Strong Project Closure

60. What do you think of your involvement in the project?

☐ **Understand the end goal**
☐ **Identify clear roles**
☐ **Collaborate**
☐ **Recognize interdependencies**
☐ **Ask questions**
☐ **Communicate**
☐ **Break it down**

61. What do you thinkthe involvement and commitment of the project's partners?

☐ Very strong commitment
☐ Strong commitment
☐ Low commitment

62. What do you think the quality of outcomes that produced by the project?

☐ Excellence quality
☐ Good quality
☐ Average quality

63. What do you thinkyour contribution in order to achieve goals of the project?

☐ Excellence contribution
☐ Good contribution

☐Average contribution

64. What do you thinkthe overall quality of the project?
☐Very high impact positive to my university
☐High positive impact to my university
☐Low positive impact to my university

65. What are benefits of the mobility program in the project that you received?

Economic Benefits
☐Big impact
☐Small impact
☐No impact

Social Benefits
☐Big impact
☐Small impact
☐No impact

Individual Benefits

☐Big impact
☐Small impact
☐No impact

66. What are benefits of the workshop program in the project that you received?
☐Very useful
☐Useful
☐Lose time

67. What do you think all activities which carried out by the project are relevance to the Ministry policies?
☐Very relevance
☐Relevance
☐Not relevance

68. What do you think the awareness level of the public vis-à-vis of the project?
☐Very satisfied
☐Satisfied
☐ OK
☐Dissatisfied
☐Very dissatisfied

69. What do you think the environmental work for this project?
☐Very satisfied
☐Satisfied
☐OK

☐Dissatisfied
☐Very dissatisfied

70. What is your lesson learnt from the project implementation?
MANAGEMENT AND IMPLEMENTATION
☐**Clarifying Roles and Responsibilities**
☐**Execution and Implementation**
☐**Allocating Resources for Supervisory and Monitoring Activities**
☐**Recognizing the Role of Resident Representative**
LINKAGES AND INFORMATION-SHARING
☐**Building Linkages into Design**
☐**Linkages across Projects**
☐**Support to Learning Program**

☐*PUTTING SUSTAINABLE HUMAN DEVELOPMENT PRINCIPLES INTO PRACTICE*
☐*ACHIEVING RESULTS AND IMPACT: MEASUREMENT OF PERFORMANCE*

ISSUES CONCERNING ORGANIZATIONAL STRUCTURE, CULTURE AND PROCESS
☐**Responsibility for Organizational Learning**
☐**Absence of Quality Control**
☐**Scattering of Projects**
☐**Need for a Strategic Framework**

71. What is your suggestion for improving the project?
☐**Clarifying Roles and Responsibilities**
☐**Execution and Implementation**
☐**Allocating Resources for Supervisory and Monitoring Activities**
☐**Recognizing the Role of Resident Representative**
☐**Communication Skill**
☐**Administrative procedures**
☐**Supporting from participants**
☐**Attractive activities**

72. What is facing challenges of the project implementation?
☐Lack of time
☐Communicational problems
☐Organizational problems
☐Logistical problems
☐Lack of qualified and dedicated workforce
☐Lack of financial means
☐Time consuming administrative procedures
☐Lack of supporting from participating organization
☐Lack of clearly defined guideline and procedures
☐Lack of interest from the target public
☐Lack of attractiveness of activities
☐Lack of support from board of university
☐Other…

Appendix # 4

Questionnaire for Quality Annual Report

IV.   Quality Annual Report - University Representative Questionnaire

The objective of this questionnaire is to collect your feedback and feelings regarding the implementation of Dockside project. Your answers will be compiled and used to feed the qualitative evaluation of the project. It is an anonymous questionnaire so feel comfortable to speak frankly.

73. Are you satisfied with the effectiveness of the University of Nantes in term of project driven?
- ☐ Very satisfied
- ☐ Satisfied
- ☐ OK
- ☐ Dissatisfied
- ☐ Very dissatisfied

74. Are you satisfied with the work done by the University of Nantes in term of monitoring of the project?
- ☐ Very satisfied
- ☐ Satisfied
- ☐ OK
- ☐ Dissatisfied
- ☐ Very dissatisfied

75. Are you satisfied with the work done by the University of Nantes in term of technical support to the partners?
- ☐ Very satisfied
- ☐ Satisfied
- ☐ OK
- ☐ Dissatisfied
- ☐ Very dissatisfied

76. Are you satisfied with the promptitude and effectiveness of the response of the University of Nantes to the partners' requests?
- ☐ Very satisfied
- ☐ Satisfied
- ☐ OK
- ☐ Dissatisfied
- ☐ Very dissatisfied

77. Are you satisfied with the communication with the University of Nantes?
- ☐ Very satisfied

☐Satisfied
☐OK
☐Dissatisfied
☐Very dissatisfied

78. Overall, would you say that the University of Nantes is a good project leader?
☐Yes
☐No

79. What do you think financial resources are allocated to implement your activities well estimated?
☐Yes
☐No

80. Is time allocated for your activities adequate?
☐Yes
☐No

81. Is the technical support provided for your activities relevant and useful for your University and your students?
☐Yes
☐No

82. Do you have enough human resources to implement your activities according to the project requirements?
☐Yes
☐No

83. Do you easily find a qualified workforce in your institution to take part in the project activities?
☐Yes
☐No

84. Are project procedures and requirements for hiring staff members a burden to smoothly run activities?
☐Yes
☐No

85. Are you satisfied with the work done by your staff members in the frame of the project?
☐Very satisfied
☐Satisfied
☐OK
☐Dissatisfied
☐Very dissatisfied

86. What is a key factor of success for your activities? (institutional, politic, economic, or other…)

☐ Smart People
☐ Smart Planning
☐ Open Communication
☐ Careful Risk Management
☐ Strong Project Closure

87. What do you think your involvement in the project?
☐ **Understand the end goal**
☐ **Identify clear roles**
☐ **Collaborate**
☐ **Recognize interdependencies**
☐ **Ask questions**
☐ **Communicate**
☐ **Break it down**

88. What do you think the involvement and commitment of the project's partners?
☐ Very strong commitment
☐ Strong commitment
☐ Low commitment

89. What do you think the quality of outcomes that produced by the project?
☐ Excellence quality
☐ Good quality
☐ Average quality

90. What do you think your contribution in order to achieve goals of the project?
☐ Excellence contribution
☐ Good contribution
☐ Average contribution

91. What do you thinkthe overall quality of the project?
☐ Very high impact positive to my university
☐ High positive impact to my university
☐ Low positive impact to my university

92. What are benefits of the mobility program in the project that your University received?

Economic Benefits of your university
☐ Big impact
☐ Small impact
☐ No impact

Social Benefits
☐ Big impact
☐ Small impact
☐ No impact

Individual Benefits

☐ Big impact
☐ Small impact
☐ No impact

93. What are benefits of the workshop program in the project that your students received?
☐ Very useful
☐ Useful
☐ Lose time

94. What do you think the effectiveness of the material which purchased by the project?
☐ Very effective
☐ Effective
☐ Ineffective

95. What do you think all activities which carried out by the project are relevance to the Ministry policies?
☐ Very relevance
☐ Relevance
☐ Not relevance

96. What do you think the awareness level of the public vis-à-vis of the project?
☐ Very satisfied
☐ Satisfied
☐ OK
☐ Dissatisfied
☐ Very dissatisfied

97. What do you think the environmental work for this project?
☐ Very satisfied
☐ Satisfied
☐ OK
☐ Dissatisfied
☐ Very dissatisfied

98. What is your lesson learnt from the project implementation?
MANAGEMENT AND IMPLEMENTATION
☐ **Clarifying Roles and Responsibilities**
☐ **Execution and Implementation**
☐ **Allocating Resources for Supervisory and Monitoring Activities**
☐ **Recognizing the Role of Resident Representative**
LINKAGES AND INFORMATION-SHARING
☐ **Building Linkages into Design**
☐ **Linkages across Projects**
☐ **Support to Learning Program**

☐*PUTTING SUSTAINABLE HUMAN DEVELOPMENT PRINCIPLES INTO PRACTICE*
☐*ACHIEVING RESULTS AND IMPACT: MEASUREMENT OF PERFORMANCE*

ISSUES CONCERNING ORGANIZATIONAL STRUCTURE, CULTURE AND PROCESS
☐**Responsibility for Organizational Learning**
☐**Absence of Quality Control**
☐**Scattering of Projects**
☐**Need for a Strategic Framework**

99. What is facing challenges of the project implementation?
☐Lack of time
☐Communicational problems
☐Organizational problems
☐Logistical problems
☐Lack of qualified and dedicated workforce
☐Lack of financial means
☐Time consuming administrative procedures
☐Lack of supporting from participating organization
☐Lack of clearly defined guideline and procedures
☐Lack of interest from the target public
☐Lack of attractiveness of activities
☐Lack of support from board of university
☐Other…

Thank you for your cooperation!