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**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



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Abstract

The quality annual report is a deliverable from the work package 5 entitled “Quality control and monitoring” aiming to assess the first year of implementation of Dockside project. The Ministry of Education, Youth and Sport (MoEYS) with the support of the University of Southern Denmark (SDU) was in charge to produce this report.

The quality annual report presents the method and the tools chosen to assess the project. Complementary to the indicators of progress defined in the project grant, a scoring scheme and questionnaires are used to evaluate activities already implemented, procedures and management of the project and also commitment and dedication of the partners to respect project specifications and to achieve project’s goals.

This overall evaluation of the project has shown a great dedication of the partners to follow the work plan and to implement activities as they were thought in the project grant. However, delays appear to be the major issue to tackle. On a management point of view, the University of Nantes, leading institution of the project, is unanimously hailed as an efficient leader which has set adequate procedures and rules to ensure a smooth running of the project.

The quality annual report has also shown that impact of the project is already substantial. The project has strengthened collaboration between European and Cambodian institutions. The MoEYS is well involved in the project and can benefit from partners’ expertise and support to implement its higher education policy, namely opening doctoral schools and improving its management. From these examples, we can see that Dockside project truly fulfill its duty as structural project to involve Cambodian public institutions and to reinforce Cambodian partners’ capacity.

Finally, the report provides a set of recommendations in order to improve upcoming steps of the project. Among these recommendations, some come from the EACEA project supervisor and result from the monitoring visit held in November to the Cambodian partners. In one word, this report shows that Dockside project was well launched and benefit from a great commitment from all partners. Thanks to recommendations and comments made in this report, this good starting must drive the project to achieve its goals during the next years of implementation.



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1. Introduction

DOCToral programme in Khmer universities **Strengthening the International Development of Environmental and maritime research (DOCKSIDE)** is a structural project between European and Cambodian universities, co-funded by Erasmus + programme and supported by Cambodian Ministry of Education, Youth and Sport (MoEYS).

DOCKSIDE Project aims to improve the quality of doctoral programmes and to increase the research capacity of Khmer Higher Education Institutions (HEI) 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 good practices based on scientific multidisciplinary perspective including field of economics, management, agriculture, environment and fisheries will be organize. Moreover, the project aims to create an Environmental Maritime Research (EMR) Network. This network must include researchers, students and professional specialized in maritime and environmental fields.

The project is in line with the MoEYS policy to improve the quality and relevance of Cambodian higher education system. Alongside to MoEYS, project partners are sharing expertise and experience to reform Cambodian doctoral schools 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 schools management and strategy.

1.1. Vision and mission of Higher Education in Cambodia

The MoEYS has built its capacity to strengthen planning and monitoring, manage research grants and scholarships and so absorb more funds for programmes expansion. A research culture has begun to emerge through the implementation of an innovative research grant programme and there is now stronger regional cooperation, collaboration and jointly implemented activities. A number of key policy actions have been taken including the approval of the Research Policy Master Plan, a Royal Decree on Professor ranking and the preparation of the Higher Education Vision 2030.

A major challenge for the coming years will be to address the mismatch between the needs of the labor market in terms of skills, critical thinking ability and knowledge and the current products on the market. This will require better understanding of the labor market, better coordination and links with industry and better information for students so they can select appropriate courses. Maintaining high quality programmes, internationally acceptable certifications within an affordable pricing structure is also a challenge.



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Further work and increased resources will be required to ensure that more talented students from disadvantaged backgrounds can access higher education through scholarship programs or possibly student loan schemes. The Government has recognized the importance of providing opportunities in higher education and the importance to assuring relevance and quality. ASEAN integration will provide opportunities for collaboration between institutions, joint research and quality standard setting.

To summarize, objectives of the MoEYS related to higher education are:

- Increased percentage of scholarship and opportunity for eligible students, especially disadvantaged group, to access to higher education;
- Improving the quality and relevance of higher education;
- Higher education systems are fully functional to support HEIs to meet national and regional standards by 2018.

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. Objective and scope of the quality annual report

The quality annual report is an expected deliverable of the work package 5 entitled “Quality control and monitoring” led by the MoEYS under the supervision of the SDU. The main objective of this work is to assess every aspect of the first year of project implementation. Thus, the MoEYS has conducted an internal audit aiming to verify if activities and procedures implemented are conformed to the specifications stated in the project application. Moreover, 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 should lead to recommendations in order to improve project implementation for the next years.

The scope of the quality annual report is internal and concerns every project partners and stakeholders. First of all, this report provides to project partners a fruitful assessment of their works. Thus, they could identify their respective strengths and weaknesses and estimate their commitments according to project’s needs. Secondly, this evaluation work has to be seen as a tool providing advice in order to improve project implementation. Thus, every project partner can refer to this assessment to find useful recommendations.

The quality annual report is written as follow. In a first part, the methodology used to assess project progress is defined. Methodological tools mobilized are also presented. Then, a second part is dedicated to the quality assessment of the project implementation. Every activity implemented so far will be reviewed and assessed following the method stated previously. In a third part, the quality of the cooperation, namely overall project management and procedures will be evaluated thanks to questionnaires. Finally, the two last parts of this report will focus on the impact of the project and on making recommendations.



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2. Methodology

2.1. Methodological approach

The methodology must explain the evaluation framework and the tools mobilized to assess the project. The methodological approach chosen combines two elements, on one hand a quantitative assessment and on the other hand a qualitative evaluation.

This two levels approach allows us to cover a wide range of project's criteria, from procedures to outputs. On one side, quantitative approach is well-indicated and easy to manage for assessing tangible outputs and deliverables. On the other side, qualitative approach focuses more on intangible outcomes and feelings regarding project cooperation and procedures. Thus, the two assessment methods are complementary and necessary to consider every aspect of the project.

2.1.1. Quantitative assessment

The quantitative assessment is work package-based. It looks at the outputs of each work package and determines if they conform to project grant requirements. In order to do so, indicators of progress have been set. Indicators of progress are diverse and mainly depend on deliverables. For instance, it can be the number of reports released, the number of participants or the size of a network.

First step of the quantitative assessment is to collect indicators of progress for each work package. Indicators of progress will picture the level of completion of each activity. In addition, we will be able to verify if activities implemented respect project specifications.

Secondly, inspired by decision analysis concepts and technics introduced by Robert T. Clemen in *"Making Hard Decisions: An Introduction to Decision Analysis (Business Statistics)"* we have set a scoring method (see 2.2.1) in order to compare work package performance to each other. Scoring method allows us to quantitatively assess several qualitative criteria like time management, level of completion or project requirements. Moreover, scores highlight best practices and needs of support and assistance from partners.

2.1.2. Qualitative evaluation

The qualitative evaluation is questionnaire-based. Two questionnaires designed respectively for Project Management Board members and Staff members evaluate several qualitative criteria. Staff members' category includes various profiles as IT staff, administrative staff or academic staff, all involved in the project. Questionnaires do not rely directly on work package but consider the project as a whole.

In addition, activity's reports analysis leads to build up a set of indicators like rate of satisfaction, knowledge gained or preferred topics regarding each activity implemented. These indicators are crucial to know public and partners feelings toward the project.



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The qualitative evaluation enriches the quantitative work package assessment by giving an overview of the project's perception, essential to make recommendations and to improve upcoming activities and procedures.

2.2. Methodological tools

2.2.1. Scoring method

The scoring method is designed to get a quantitative assessment out of qualitative criteria. We will calculate a score for each activity of every work package as stated in the project grant. We have selected four qualitative criteria to assess and decided to allocate points as follow:

- **Completion:** activity fully completed (2 points), partially completed (more than 50% of the scheduled tasks completed, 1 point), not completed (0 point, next criteria not relevant)
- **Time management:** activity completed on time (1 point), with delay (0 point)
- **Compliance:** activity conforms to project's requirements (1 point), not conform (0 point)
- **Deliverables:** activity generates expected deliverables (1 point), unexpected deliverables (0 point). *By expected deliverables, we refer to deliverables as described in the project application.*

Maximum score is 5 points and stands for an activity fully completed, on time, respecting project's requirements and generating expected deliverables. It represents well the best situation possible regarding activity implementation. A scoring range of 5 is well indicated to underscore performance differences between partners.

2.2.2. Questionnaire

We have designed two questionnaires, respectively for Project Management Board members and for Staff members. They are slightly different but pursue the same objective, namely getting feedback from contributors of the project.

Questionnaires are built around five key factors:

- Driving and monitoring;
- Resources allocation;
- Relationship with contributors and environment;
- Difficulties encountered;
- Self-assessment.

These key factors gather several questions aiming to collect opinions and feelings from contributors. We have decided to ask only closed questions with the same answer modalities. It will allow us to identify more easily some trends and to make simple statistics based on the same framework. Thus, we will be able to sort answers by key factors and underscore the main feeling and feedback.



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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.

3. Quality of the project implementation

3.1. Activities implemented

In this section, we summarise the activities implemented within the first year of the project with a specific focus on the following issues:

- Extent to which these activities are in line with the work programme, timetable and partners' share of responsibilities presented in the application;
- Obstacle or difficulty encountered and the measures taken to address them;
- Added value and impact for the partner countries involved in the activities so far.

To describe and assess the activities implemented, we rely on a table (Annexe A.1) resuming each work package's activities, deliverables and indicators of progress as stated in the project application and in the Logical Framework Matrix. This table constitutes the main guideline that we follow to drive the evaluation.

Firstly, we lead an overall quantitative assessment of the activities implemented. Then, we focus on four qualitative criteria to implement the scoring method in order to highlight partners' performance. Finally, leaning on activity reports, we underscore the most relevant and important features of the activities already done.

3.1.1. Overall quantitative assessment

This first level of assessment is based on the indicators of progress defined in the project application. Indicators of progress aim to evaluate the deliverables assigned to each work package. We have collected elements and data needed to fulfil these indicators from each work package leader.

The table hereafter presents the indicators of progress according to each activity.

Table 1: Indicators of progress evaluation

Work Package	Indicators of progress
WP1: Consortium Agreement Preparation (CAP)	<ul style="list-style-type: none">• PMB composition: 9 members (8 from partners + 1 external)• Scientific Committee: 10 members (8 from partners + 2 externals)• Additional staff: 30 people overall• Guidelines Project Manual: Proven quality and accuracy• Partnership agreement: Proven quality and accuracy



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WP2: Creation of an Environmental Maritime Research (EMR) Network	<ul style="list-style-type: none"> • Size of the network: No data yet • Number of workshop organized: 1 workshop (RUA, Nov. 2017), 1 info session (Apr. 2017) • Number of training sessions organized: None, scheduled for the next two years • Number of mobility organized: 6 interns from UN, SDU and VIGO welcomed in Cambodia to work on EMR and stakeholders' analysis • Number of research mobility organized: None, scheduled for the next two years
WP3: Improve quality of PhD Program in EMR	<ul style="list-style-type: none"> • Remote-access equipment installed: None • Creation and use of the PhD catalogue: 1 study visit to EU partners, exchange on best practices (Sept. 2017) • Number of training and mobility sessions organized: 1 training session organized on "Alternative learning" (RULE, Oct. 2017), 1 workshop organized on "Higher education structure strengthening" (MoEYS, Oct. 2017)
WP4: Improve quality of PhD student Research	<ul style="list-style-type: none"> • Number of mobility organized: 2, 1 PhD student mobility (SRUN Sopheak to UN, Aug. 2017), 1 research mobility (HAY Chanthol to UN, Sept. 2017) • Number of participants in the Summer Schools: None, Summer Schools scheduled for the next two years
WP5: Quality Plan	<ul style="list-style-type: none"> • Number of reports: 2 internal progress reports released • Number of progress indicators collected by the WPs leaders: Several • The rate of satisfaction of conducted trainings and workshops: Estimated thanks to surveys for every training or workshop implemented
WP6: Dissemination and Exploitation	<ul style="list-style-type: none"> • Communication tools: logo, leaflet, brochure, kakemono • Communication channels: Facebook page 528 likes and 534 followers, Website analysis over a 4 months period (Jul. to Nov. 2017): 1 166 single visitor for 2 328 sessions, 7 077 pages viewed, traffic composed for half by new visitor and for half by returning visitor, 44 documents uploaded on the platform.
WP7: Management	<ul style="list-style-type: none"> • 2 PMB meetings held • 2 intermediary reports released

During the first year of the project, partners completed all the preparatory tasks such as the signing of partnership agreements, the establishment of the Project Management Board and the Scientific Committee, the edition of the Guidelines Project Manual, the hiring of additional staff or the creation of communication materials and website design. These tasks are absolutely essential to guarantee an effective and smooth driving of the project's activities.

Once this preliminary work achieved, project partners have launched several activities according to the work programme. Thus, as we can see in the table 1, numerous mobilities and couple of workshop/training sessions have been organized. Besides, the creation of the Environmental Maritime Research network is on good tracks and mainly relies on the online platform which is now fully operational.



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Regarding the project management, progress reports have been released and Project Management Board meetings held. Project management ensures an efficient follow-up of the project.

3.1.2. Qualitative assessment by scoring scheme

We have designed a scoring method (see 2.2.1) based on four criteria in order to provide a quantitative assessment of these qualitative project's dimensions. We calculate a score for each work package's sub-activities. Then, we assign the aggregated score to the leader and participating organization whether they finish the assigned activities successfully or not (please see these task in the Table 3, page number 11). Scores are not made to rank partners or to point out partners with the lowest ones. The aim is to reflect on the reasons why a partner might be less effective and did not entirely fulfil some criteria. It will also help us to make recommendations in order to better implement the upcoming activities.

Table 2: Scoring method results

Activities	Completion	Time	Compliance	Deliverables (as stated in project grant)	Deliverables (expected or not)	Score
1.1 Creation of the PMB and supply of the necessary complementary management tools	1.1 Fully completed	1.1 On time	1.1 Conform to project's requirements	1.1 The final composition of the PMB	1.1 Expected	1.1 5
1.2 Write the guidelines for the project's implementation	1.2 Fully completed	1.2 On time	1.2 Conform to project's requirements	1.2 The Manual Project Guidelines	1.2 Expected	1.2 5
1.3 Write and sign the consortium agreement	1.3 Fully completed	1.3 On time	1.3 Slightly divergent	1.3 Consortium agreement achievement	1.3 Expected	1.3 4
2.1 Describe all the researchers (and researches) working on EMR	2.1 Not completed	2.1 N/A	2.1 N/A	2.1 Mapping the research network	2.1 N/A	2.1 0
2.2 Creation of the Scientific Committee	2.2 Fully completed	2.2 On time	2.2 Conform to project's requirements	2.2 The final Composition of the Scientific Committee	2.2 Expected	2.2 5
2.3 Organization of the Workshop on EMR	2.3 Fully completed	2.3 Delay	2.3 Conform to project's requirements	2.3 Workshop on EMR	2.3 Expected	2.3 4
2.4 Organization of the training sessions and mobility on scientific collaboration and fundraising	2.4 N/A (training sessions and mobility scheduled for the next two years)	2.4 N/A	2.4 N/A	2.4 Training session and mobility on scientific collaboration and fundraising	2.4 N/A	2.4 N/A



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3.1 Inventory of the existing equipment; Procurement procedures to purchase equipment (advertisement in a local journal, evaluate the offers and selection of the best offer) 3.2 Produce a collection of all syllabi of master and PhD program related to EMR 3.3 Discussion about Erasmus+ key 1 project (Master Mundus)	3.1 Partially completed 3.2 Not completed 3.3 N/A	3.1 Delay 3.2 N/A 3.3 N/A	3.1 Conform to project's requirements 3.2 N/A 3.3 N/A	3.1 Upgrade research facilities for Cambodian Partners 3.2 Creation of PhD course catalogue 3.3 Proposal of an Erasmus + key 1 project	3.1 N/A 3.2 N/A 3.3 N/A	3.1 2 3.2 0 3.3 N/A
4.1 Organize mobility (time matching and selection) 4.2 Organize the Summer Schools	4.1 Fully completed 4.2 N/A	4.1 Delay 4.2 N/A	4.1 Conform to project's requirements 4.2 N/A	4.1 Organize mobility of students 4.2 Organize the Summer Schools	4.1 Expected 4.2 N/A	4.1 4 4.2 N/A
5.1 Write the quality annual report	5.1 Fully completed	5.1 Delay	5.1 Conform to project's requirements	5.1 Product the quality annual report	5.1 Expected	5.1 4
6.1 Manage the development and maintenance of the website and the virtual platform 6.2 Define all the necessary communication tools and how to use them 6.3 Diffusion of the proceedings and final report	6.1 Fully completed 6.2 Fully completed 6.3 N/A	6.1 Delay 6.2 On time 6.3 N/A	6.1 Conform to project's requirements 6.2 Conform to project's requirements 6.3 N/A	6.1 Creation of a virtual platform and a specific website of the project 6.2 Development of the communication tools 6.3 Publication of the different proceedings and the final report	6.1 Expected 6.2 Expected 6.3 N/A	6.1 4 6.2 5 6.3 N/A



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7.1 Organization of the PMB meetings and produce intermediary reports 7.2 Final report production	7.1 Fully completed 7.2 N/A	7.1 On time 7.2 N/A	7.1 Conform to project's requirements 7.2 N/A	7.1 Organization of the Project Management Board meeting and producing relevant intermediary reports 7.2 Final report production	7.1 Expected 7.2 N/A	7.1 5 7.2 N/A
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Completed tasks and successes of the project:

We recall that according to the scoring method, the maximum score is 5 points and stands for an activity fully completed, on time, respecting project's requirements and generating expected deliverables. It is the goal that every activity must reach.

We note that 38.5% of the activities scheduled for the first year of the project get the maximum score (5/5) and 77% get a score equal or higher than 4/5 (calculations from Table 2). Saying differently, it means that nearly 2/3 of the activities implemented have successfully fulfilled at least 3 criteria out of 4. It is a satisfying result that shows partners' dedication to respect as much as possible the time constraint, the project requirements and deliverable expectations.

Incomplete tasks and challenges:

If we focus on difficulties and obstacles encountered, we notice that only 3 activities scheduled for the first year weren't fully completed (out of 13 activities). It is a low rate of failure. Concerning the sub-activity "Describe all the researchers (and researches) working on EMR" that has not been completed; a reason of this failure is to be found in human resources management. Indeed, 6 interns from EU partners came for a short-time in Cambodia in order to identify stakeholders and to contribute building an EMR network. Eventually, their length of stay was not long enough to get familiar with the Cambodian environment and to efficiently identify and gather the relevant stakeholders. In consequence, the task has not been completed and the work package leader must now finish the work.

Then, the criterion that hasn't been fulfilled the most regards the time constraint. Indeed, 38.5% of the activities have known some delay (calculation from Table 2). It questions the adequacy between the time allocated and the time really needed to complete activities.



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Table 3: Partners aggregated score

Institution	Score (over maximum score possible)	Score (/20)
University of Nantes (UN)	15.67/18.34	16.04
Royal University of Law and Economics (RULE)	8.67/10	17.34
University of Battambang (UBB)	2.67/3.33	16.07
Southern Denmark University (SDU)	4.33/5	17.32
University of Vigo (UVIGO)	0.67/3.33	<10
National University of Management (NUM)	12.33/16.67	14.79
Royal University of Agriculture (RUA)	1.33/6.67	<10
Ministry of Education, Youth and Sport (MoEYS)	2.67/3.33	16.04

Calculation from Table 2

To calculate the aggregate score of the Table 3, we have decided to give 2/3 of the points collected by work package to the lead organization and 1/3 to the participating organization. For instance, we came up with the score of 15.67/18.34 for the University of Nantes by doing $14 \times 2/3$ (UN lead organization of WP1) + $9 \times 1/3$ (UN participating organization of WP2) + $5 \times 2/3$ (UN lead organization of WP7). Then, we convert this score over 20 to get for the University of Nantes the final score of 16.04/20.

We can sort partners into two groups. The first group with UN, RULE, UBB, SDU, NUM and MoEYS gathers partners that have well performed and obtained a good score (over 14/20). It is important to notice that first group gathers 6 partners out of 8. It means that a vast majority of project partners has shown great dedication to fulfill activities in respecting project specifications. However, the second group with UVIGO and RUA gathers partners that failed to get at least the average score. Explanation of this disappointing performance is easy to identify. RUA and UVIGO are respectively lead and participating organization of the WP 3. These partners did not succeed to complete expected activities of the WP 3 within the first year of the project implementation. As they are not involved in other WP, neither RUA nor UVIGO did have the opportunity to improve their scores with complementary tasks. Thus, this bad performance has to be nuanced and find mostly its roots, as already described in 3.1.2, in a misusing of human resources that led to delays.



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Overall, aggregated scores of partner institutions show us a good level of performance. Partners are dedicated to achieve activities they are responsible for and to respect their duties.

3.1.3. Outcomes from activity's reports

Almost all activities done have resulted in a reporting. A vast majority of reports follow the Guidelines manual in using a similar structure as well as Dockside and partners logos. This is important for communication and dissemination that project reports and outputs effectively respect the same patterns. Moreover, every report is careful to identify weaknesses and to propose a set of recommendations. Last but not least, training sessions and workshops organizers have always conducted a survey in order to get feedback from participants. Participants' opinion is essential to assess the impact of activities.

Focusing on the main activities implemented during the first year, we can highlight the following points:

- Environmental Maritime Research Workshop (Oct. 2017): Despite some logistical issues, the overall quality of this two-days-and-half workshop is really satisfying according to participants' survey. Attendance was very good but outcome gained remained average. It was mainly because the event missed its target public. It leads to a first recommendation, namely focusing more on the right public than trying to fill the room. Then, regarding organizational aspects, roles of each contributor was not clearly defined. Consequently, major protocol problem happened. In the future, they suggest to giving the whole responsibility to only one partner. Finally, this workshop has successfully encouraged some participants to pursue their PhD. It has provided them with useful information regarding scholarship opportunities. It also contributed to raise awareness on environment, maritime and research questions.
- Exchange of the best practices in EU universities (Sept. 2017): Within the framework of the work package 2, a delegation of Cambodian partners travelled to Europe to exchange best practices in EU universities. This study visit was the opportunity to confront the Cambodian higher education system with its pairs in Europe. Cambodian delegation has got an overview of the organization and the functioning of the higher education system from 3 countries. Outcomes of its visit were substantial. Firstly, this visit has reinforced Cambodian partners knowledge of what is done in Europe. Then, it let them consider in which extent a European system is transposable to Cambodia. Finally, it conducted them to establish a list of recommendations in order to improve the current Cambodian higher education system and to strengthen research activities. This visit should have contributed to produce a collection of all syllabi of master and PhD programs related to EMR (sub-activity 3.2). This task has not been completed yet.
- Training session entitled "Active learning and inverted classroom methods" (Oct. 2017): This training session held at RULE and given by an external contributor aimed to introduce new teaching methods in order to reinforce competences of Cambodian partners. 26 participants



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coming from each Cambodian partners of the project attended the session. Considering the rate of satisfaction and the knowledge gained, we can say that the training session achieved its goal even though the limited background in economics of some participants did not allow them to fully take benefits from the activity. To improve this point for the upcoming training sessions, it has been recommended to better target participants in accordance to their competences and to give them in advance training session materials to prepare themselves.

- Research mobility (Aug. 2017 & Oct. 2017): Within the framework of the work package 4, two research mobilities have been organized so far. M. SRUN Sopheak, PhD candidate from RULE, spent three months in the University of Nantes and M. HAY Chanthol, economic lecturer from the University of Battambang, went one month to the same university. Feedbacks from both participants were absolutely positive. They have got the chance to benefit from a high quality research environment and from the full support of French supervisors to either progress in thesis writing or in a research paper. Thus, mobility has been valuable to improve research work of these two Cambodian participants. Moreover, these mobilities were a cross-cultural experience as well and so contributed to enrich their perception of research and to export best practices in their home country.
- Workshop “Higher education structure strengthening” (MoEYS, Oct. 2017): A workshop gathering every stakeholder of the project was organized to reflect on how to strengthen Cambodian higher education structure. Based on EU partners’ best practices and in accordance with MoEYS objectives, creation of a research director position in Cambodian universities has been discussed. These discussions led to produce a Terms of Reference “Research Director of a Higher Education Institution in Cambodia”. Furthermore, as an outcome of this workshop we can underscore the signature of a Prakas stating the establishment of a Scientific Committee in charge to advise research strategies and doctoral schools management.
- Supply equipment necessary to improve quality of PhD Program in EMR (Ongoing): As we can see in table A.3, this task has been partially completed. First step consisting in identifying Cambodian partners’ needs and listing equipment required has been done. However, the supply of this equipment and infrastructure is still under progress and has accumulated delay regarding the schedule.
Delay is mainly due to procurement process that requires an invitation to tender with equipment specifications. Usually, tenders are time consuming and partners must better anticipate this constraint in the future in order to avoid delay.

3.2. Project visibility

The project visibility is ensured by two main tools:

- Facebook page: « Dockside, EU project »
- Website: <http://www.dockside-kh.eu/>



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The Facebook page is used to disseminate project's outcomes, to publish calls for participants, to keep updated followers about project milestones and to share photos and videos of activities. The Facebook page is managed and frequently updated by the project manager. Moreover, the Facebook page forwards to the project website where further details and information are provided.

At the end of the first year of project implementation, we count 528 likes and 534 followers of the Facebook page. To get an idea of the Facebook page performance, we can compare it to a similar project's one, GERESH-CAM European Capacity Building Project implemented in Cambodia. GERESH-CAM's Facebook page has roughly double of likes and followers. Thus, an effort must be done to improve Facebook page visibility in promoting it toward target public and stakeholders.

The Dockside website is the main tool contributing to the project visibility and to disseminate project's outcomes. Development of the website has involved every stakeholder of the project. Indeed, a survey of partners has been done to agree on website design and contents. As for the whole project, a democratic rule of decision applied and led to the following sections:

- **"About"**: this section offers a general presentation of the project. It describes work packages, activities and project time line;
- **"Partners"**: provide a description of each partner;
- **"EMR Platform"**: essential section of the website. It is the online platform sustaining the development of the EMR network. On this platform, every EMR stakeholder can edit research articles or publications related to the topic. Before publication online, a peer-review by partners is proceeded to guarantee the relevance and quality of the submitted articles. This platform aims to become a database of reference for EMR questions;
- **"EMR workshop"**: section dedicated to the EMR workshop held in October 2017. We can find presentation materials of every speaker and articles related to the workshop;
- **"Galleries"**: compilation of photos from project activities;
- **"Contacts"**: contacts of the managing team;
- **"News"**: several type of publication are available as project updates, activity's reports, participant calls, job offers, ...

Purpose of the website stated in the project application was to inform the public about news, deadlines for mobility applications, presentation calls, hiring opportunities for staff members, description of the project and major outcomes of all activities within Dockside. Regarding description of the project and major outcomes of all activities, the website offers a satisfying description and a good presentation of the outcomes. Then, deadlines for mobility applications, presentation calls and hiring opportunities are relayed in the website but all under the "News" section. Thus, it does not offer a clear and easy access to these different publications as we need to scroll down among activity reports and others to find it. A dedicated section to Dockside opportunities for instance would be better indicated to promote well these open calls.

Has Dockside website succeeded to reach a wide audience? From Google analytics' data and for the period between July to November 2017, we see that the website has generated 1 166 single visitors for 2 328 sessions. The traffic is composed for half by new visitor and for half by returning visitor. A



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total of 7 077 pages has been consulted. Regarding the EMR platform, 44 documents has been uploaded, however mainly by partners. As the platform has been operational for a short time only, it is understandable that only few outsiders already published on it. To increase the use of the platform, an important work of promotion among EMR stakeholders is ongoing. For instance, during the EMR workshop a presentation was dedicated to explain the purpose of the platform and how to use it.

The website demonstrates a good overall performance. Structure and contents are mainly effective and well-designed. Frequentation of the website is average and we can guess mostly feeding but partners. An important step forward will be to attract outsiders of the project to the website by reinforcing the communication around it and its promotion.

4. Quality of the cooperation

4.1. Project management

The University of Nantes is Dockside project leader. 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 by 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 mobilities.

4.1.1. Procedures assessment

A guideline project manual describing procedures has been designed and released. This manual covers efficiently every aspect of project management as timeline, administrative reporting, communication and dissemination strategy, outsourcing, equipment and tendering procedure.

Regarding Dockside timeline, several tools have been thought and effectively implemented to guarantee an efficient time management. Thus, partners can consult any time the following tools: Gantt chart, critical phase, timeline and detailed action plan. Within the first year of the project, we have noticed a frequently and accurate updating of these tools. According to unexpected difficulties, constraints and delays, the action plan has been reviewed in order to prioritize the most urgent actions. Thanks to a good use of these tools, time management of the project is satisfying even if



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almost 40% of implemented activities have known some delays (see 2.12). Reasons of these delays have to be searched elsewhere as they do not come from a lack of time management tools.

The guideline project manual provides well-detailed information about staff and travel costs, namely contractual procedures, budget expenditure, exchange rate and documents to submit. Speaking broadly, partners have demonstrated dedication to respect these procedures and to provide every document needed. As no major specification requests have been recorded, it tends to prove the great accuracy of the project manual.

Communication and dissemination strategy both internal and external is also introduced in the project manual. Regarding internal communication, communication flows are mainly from top to bottom, precisely from project coordinator with the assistance of the project manager through PMB members to reach finally every contributor. In practice, the project manager is the pillar of the internal communication. He makes sure that frequent and relevant follow-ups are available. He also highly contributes to share any information, progress and achievement of the project. Means to internally communicate are diverse. Meetings are regularly scheduled and reported. In addition, distant communication goes through emails and a Dropbox is used as information sharing system. Communication between partners seems to be active and good. Indeed, we did not notice any mentions of communication problems in the activity reports. However, one issue was raised in internal progress report that concerns the lack of feedback from partners. Bottom-up communication must be improved and more feedbacks collected as they are essential to better implemented upcoming activities.

Different communication channels for instance the website, the Facebook page or leaflets as well as their purpose and usage have been defined in the project manual. Under project visibility section (see 3.2), we have assessed relevance and efficiency of these communication channels. Overall, we have noticed that in terms of communication, partners are doing their best to respect project manual specifications.

Finally, within the work package 3, a tendering procedure has been launched to acquire new equipment. So far, we have no proof to assess if this procedure deviates from the description given by the project manual.

To briefly sum up, the guideline project manual has proven its efficiency and accuracy as partners are referring to and respecting its specifications and procedures. No major misunderstanding of the manual or lack of information has been recorded. Eventually, we can be sure that the project provides an adequate set of procedures that every partner is eager to respect.

4.1.2. Partners evaluation

As described in 1.1.2, qualitative assessment is questionnaire-based and aims to collect partner's feedbacks over 5 dimensions related to the project management: driving and monitoring, resources allocation, relationship with contributors and environment, difficulties encountered and self-assessment.



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We have designed two questionnaires slightly different for respectively PMB members and staff members.

4.1.2.1. PMB members questionnaire results

Appendix A.3 presents completed results of the questionnaire.

Regarding driving and monitoring, PMB members are almost unanimous. 7 members out of 8 consider that the University of Nantes is overall a good project leader which drives and monitors efficiently the project, provides an adequate technical support and ensures an easy communication by replying promptly to partners' requests. This largely positive feedback confirms the consistency of procedures and management tools seen previously. The University of Nantes alongside with the project's partners has undoubtedly implemented adequate management procedures to ensure a satisfying running of the project.

Analysing resources allocation, opinions are more divided. A vast majority of respondents answered "Yes" or "Rather yes" to questions related to the good allocation of financial resources, time, technical support and human resources. However, one PMB member thinks that financial resources allocated are not well-estimated. Broadly speaking, PMB members estimate that resources allocation of any type is fairly designed to sustain the project and do not represent a brake on its good implementation.

For almost 90% of the PMB members, it is easy to find a qualified workforce in their institution. However, which is not easy is to hire staff members. Indeed, procedures and requirements appear like a burden for almost 80% of the respondents. Then, environment is without any doubt a key factor seen mostly as a strength for the project.

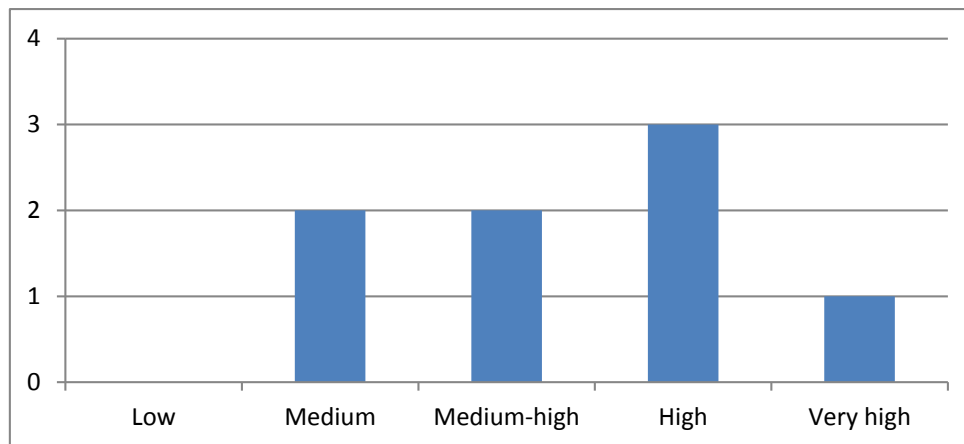
When comes to identify difficulties encountered in activities implementation, the three following propositions have collected more than the average: lack of time, time consuming administrative procedures and lack of interest from the target public. The first two difficulties are obviously linked. Time management remains a major concern for the partners. The third difficulty has been already mentioned in activity reports. This underscores once again that it is very important to well define its target public.

Self-assessment shows us that majority of PMB members consider their involvement as high or very high. However, diagram 1 reveals that appreciation of the partners' commitment is more mixed.



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Diagram 1: Self-evaluation of involvement and commitment of project partners



Finally, the overall quality of the project is high for 6 respondents out of 8 and results, in average, from high quality outcomes made possible by a high contribution of partners to achieve project's goals.

To sum up briefly the questionnaire's outcomes, we can picture the average project perception of PMB members as following: The University of Nantes is a good project leader, fulfilling efficiently its duties. Resources are sufficient and pretty well-allocated. Environment is a strength and a qualified workforce is available to satisfyingly contribute to project's achievements. Partners are highly committed and contributed effectively to produce valuable outcomes. Last but not least, time management is a constraint mainly due to heavy administrative procedures and the public has to be better targeted in order to raise more interest into the project.

4.1.2.2. Staff members questionnaire results

Appendix A.5 presents completed results of the questionnaire.

We have sent the questionnaire to 30 staff members from any partner, recorded as contributors of Dockside project. Only 8 of them have sent back the questionnaire fulfilled, even after reminders. One explanation of this low rate of response might be that some people recorded as contributors work effectively for the project only occasionally or did not start to work for the project. Thus, they may have considered that their opinions were not relevant. Anyway, this low participation is a disappointment and could reveal a weak commitment from contributors to the project.

From a sample of 8 Dockside staff members, let's analyse their feedbacks according to the 5 dimensions related to the project management. Regarding resources allocation, staff members are globally satisfied by the time allocated to implement their activities. We note mixed feelings concerning the relevance and the utility of the technical support provided. Half of respondents consider it useful and relevant when more than 2/3 rather no. As staff members are working for different institutions, it can happen that they do not receive necessary the same technical support. Finally, 6 out of 8 staff members think that tasks they have been assigned for were doable in respecting project requirements.



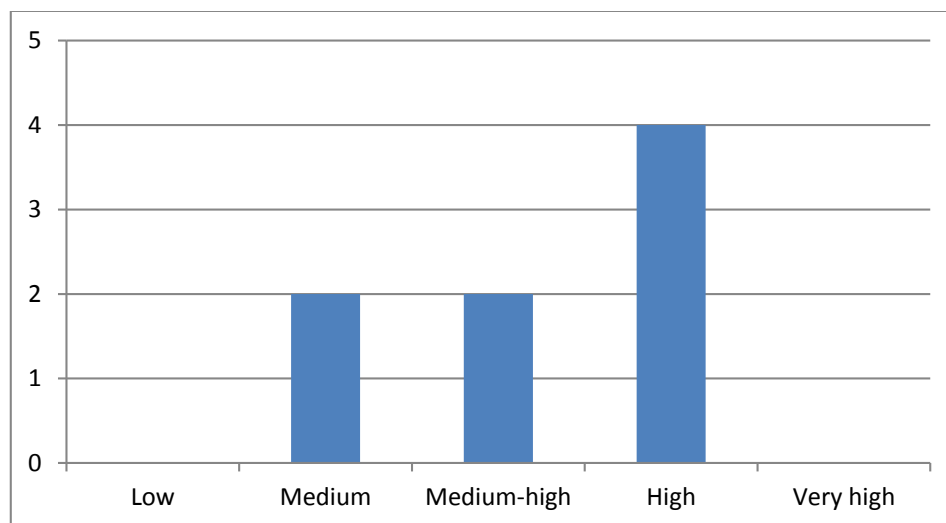
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A vast majority of respondents (7 out of 8) confirms that the local coordinator has clearly introduced their tasks and provided them all necessary means and support to fulfil its successfully. They estimate the quality of their local coordinator management from medium to very high in the same proportions. Once again every staff member does not evaluate necessary the same local coordinator. Despite that, feelings are mostly similar. It leads us to think that every local coordinator demonstrates good management ability. Then, environment is always seen as a key factor of success. Moreover, it is a strength for the project according to 6 respondents.

Organizational problems are the difficulty most quoted by staff members (5). Then, lack of financial means, time consuming administrative procedures and lack of interest from the target public gather each 3 votes. It is interesting to see that the first difficulty quoted is different from the PMB members' one. As the two groups have not the same duties and tasks, it is coherent that they do not firstly face the same difficulty. However, staff members and PMB members agreed on the next difficulties encountered.

Self-assessment reveals that 7 respondents estimate their involvement as medium-high or high. We record exactly the same results for the quality of outcomes that they contributed to generate.

Diagram 2: Staff members' contribution to achieve project's goals



Regarding the diagram 2, we notice that feelings are more divided. Finally, the overall quality of the project goes from medium-high to very high in almost the same proportions.

Answers to this questionnaire notably show a satisfying management from the local coordinator. Resources allocation is not an issue except for the technical support which is largely estimated as weak and not well-indicated. Furthermore, difficulties encountered by staff members are broadly in line with PMB members' ones. Finally, staff members show a great dedication to the project illustrated by a high rate of involvement and goals achievement contribution. They largely think that outcomes' quality and overall project's quality is more than satisfying.



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5. Impact and sustainability

After only one year 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 MoEYS, which is the key element for the implementation of a Structural Project. The high interest of the MoEYS in the project, linked also to their strategy to open doctoral schools, is definitely a good condition to give visibility to the project and ensure a sustainable impact of project activities.

Regarding activities already implemented, the EMR workshop has gathered a large audience made of researchers, professors, administrative staffs and students. Thus, the workshop contributed effectively to disseminate project's objectives and to raise awareness on environmental and maritime topics among Cambodian audience.

The study visit to European partners had a significant impact as well. Thanks to exchanging best practices and sharing knowledge and expertise, Cambodian partners went back with a valuable set of recommendations to provide to MoEYS in order to reflect on doctoral schools implementation. We can expect a long run impact of the project if these recommendations would be taken into account in enriching MoEYS strategic plan for higher education, especially regarding doctoral schools.

Concerning dissemination, despite the fact that no real strategy and plan has been put in place, the project website and the Facebook page remain efficient tools to promote the project. As the website also hosts the EMR platform, it will play an essential role in the sustainability of the project in the long run. Indeed, project's impact will overcome its lifetime if the EMR platform remains lively and becomes a database reference for environmental and maritime research subjects.

Last but not least, as Dockside is a capacity building project, Cambodian partners must embody the project with the support of European partners. On this point, we can say 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.

6. Recommendations

Hereafter, we have compiled two set of recommendations. On one hand, recommendations made by the EACEA supervisor resulting from the monitoring visit held in November. On the other hand, recommendations coming from activity reports analysis and stakeholders feedbacks presented in previous sections of this report.



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EACEA supervisor has asked project partners to take on board the following recommendations in the next few months:

- The role of the Scientific Committee should be further explored, linked to the network, and more visibility should be given to the project website;
- Concerning the Research Network, the project team should make sure that more detailed information will be provided in the Progress Report (members, objectives and activities performed, further sustainability). Moreover, information about this network should be available on the website as well;
- Workshops and training have been started to be organized and this should contribute to improve the quality and attractiveness of PhD programmes in Cambodian universities. The project team should be able to demonstrate already at the stage of the Progress Report submission, the impact of these trainings at the institutional and national level, with qualitative and quantitative indicators;
- The project team should revise the dissemination strategy (which remains still very general) and enrich the list of dissemination tools (as already recommended by the expert). A more detailed dissemination plan, (indicating responsible persons, target groups, tools and deadline) is recommended;
- Any promotional material produced should be made available on the website (nothing has been published so far);
- The website should be enriched in terms of content / documents (i.e. report on stakeholders analysis) produced under the project rather than having mainly pictures;
- A clear and detailed sustainability strategy should already be developed in order to ensure and demonstrate the long lasting impact of the project activities (workshops, trainings mobilities, etc.) beyond the individuals directly involved, namely at the institutional and national level (which is the scope of the CBHE action) after the project life-time. In this regard, synergies should be created with the other SP implemented in the country (573980-EPP-1-2016-1-FR-EPPKA2-CBHE-SP).

Complementary to this first set of recommendations, we can highlight other points important to deal with regarding the first year of project implementation:

- Improving time management by anticipating and mobilizing adequate human resources in order to avoid delays. Delays remain the principle reason of work plan non compliance;
- Regarding activity management, it would be more efficient to give the entire responsibility of one activity to only one partner. Then, the partner in charge can delegate tasks to the others and ask for support;
- Focusing more on attracting the relevant audience than getting as much as possible people for workshops and open-to-public activities;
- It has been mentioned twice in internal progress report a lack of feedbacks from partners. Thus, there is a need to improve bottom-up communication from partners to the institution in charge of the project management;



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- The Facebook page usage could be improved. More frequent updating and appealing contents may contribute to increase its visibility. Broadly speaking, project partners have to be more involved in communication and dissemination of project's outcomes.

7. Conclusion

We have conducted a global assessment of the first year of Dockside project implementation. Within this framework, we have collected every data needed from every work package leader. We have also designed evaluation tools namely a scoring method and questionnaires in order to assess partners' dedication to respect project specifications and to implement project activities as stated. Questionnaires were very useful to get feedbacks from project contributors and to enrich the qualitative evaluation of the project.

Overall, this quality annual report proves that Dockside project is on good tracks, activities are mostly implemented respecting the project grant and management procedures have shown their relevancy and efficiency. Project partners are truly committed to contribute to project success and are actively involved. The collaboration and the communication within the consortium seem to go smoothly and European partners really contribute to reinforce capacity of Cambodian partners.

Finally, despite minor difficulties and problems encountered, the project has already enhanced the cooperation between Cambodian and European universities. Moreover, the proven implication of the MoEYS is essential to ensure the structural aspect of the project and the sustainability of the project's outcomes after its lifetime. Last but not least, this work provides useful recommendations in order to improve the implementation of the project for the upcoming years. We have not doubt that project partners will careful take into consideration advices and requirements set to keep improving their actions.

Appendix

A.1 Work packages description



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Work Package	Lead Organization	Participating Organization	Activities	Deliverables	Indicators of progress
WP1: Consortium Agreement Preparation (CAP)	University of Nantes (UN, France)	National University of Management (NUM, Cambodia)	1.1 Creation of the PMB and supply of the necessary complementary management tools 1.2 Write the guidelines for the project's implementation 1.3 Write and sign the consortium agreement	1.4 The final composition of the PMB 1.5 The Manual Project Guidelines 1.6 Consortium agreement achievement	Number of additional staff; Organizational chart; Quality/accuracy of the guidelines and the Consortium Agreement
WP2: Creation of an Environmental Maritime Research (EMR) Network	NUM, Cambodia	UN, France	2.1 Describe all the researchers (and researches) working on EMR 2.2 Creation of the Scientific Committee 2.3 Organization of the Workshop on EMR 2.4 Organization of the training sessions and mobility on scientific collaboration and fundraising	2.5 Mapping the research network 2.6 The final Composition of the Scientific Committee 2.7 Workshop on EMR 2.8 Training session and mobility on scientific collaboration and fundraising	Size of the network; Number of training sessions organized; Number of mobility organized



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WP3: Improve quality of PhD Program in EMR	Royal University of Agriculture (RUA, Cambodia)	University of Vigo (UVIGO, Spain)	<p>3.1 Inventory of the existing equipment; Procurement procedures to purchase equipment (advertisement in a local journal, evaluate the offers and selection of the best offer)</p> <p>3.2 Produce a collection of all syllabi of master and PhD program related to EMR</p> <p>3.3 Discussion about Erasmus+ key 1 project (Master Mundus)</p>	<p>3.4 Upgrade research facilities for Cambodian Partners</p> <p>3.5 Creation of PhD course catalogue</p> <p>3.6 Proposal of an Erasmus + key 1 project</p> <p>3.7 Training session on teaching with innovations</p>	Remote-access equipment installed; Creation (and use) of the new PhD catalogue; Number of training and mobility sessions
WP4: Improve quality of PhD student Research	Royal University of Law and Economics (RULE, Cambodia)	University of Battambang (UBB, Cambodia)	<p>4.1 Organize mobility (time matching and selection)</p> <p>4.2 Organize the Summer Schools</p>	<p>4.3 Organize mobility of students</p> <p>4.4 Organize the Summer Schools</p>	Number of mobility; Number of participants in the Summer Schools
WP5: Quality Plan	Ministry of Education Youth and Sport (MoEYS, Cambodia)	University of Southern Denmark (SDU, Denmark)	5.1 Write the quality annual report	5.1 Product the quality annual report	Number of reports; Number of progress indicators collected by WP's leaders; The rate of satisfaction of conducted trainings and workshops



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WP6: Dissemination and Exploitation	RULE, Cambodia	SDU, Denmark	6.1 Manage the development and maintenance of the website and the virtual platform 6.2 Define all the necessary communication tools and how to use them 6.3 Diffusion of the proceedings and final report	6.4 Creation of a virtual platform and a specific website of the project 6.5 Development of the communication tools 6.6 Publication of the different proceedings and the final report	Number of communication tools; Number of seminars organized to promote the project; Number of proceedings published; website design; Number of users of the platform; Number of uploaded documents on the platform
WP7: Management	UN, France	NUM, Cambodia	7.1 Organization of the PMB meetings and produce intermediary reports 7.2 Final report production	7.3 Organization of the Project Management Board meeting and producing relevant intermediary reports 7.4 Final report production	Number of meetings of the PMB; Number of conflicts between parties; Number of intermediary reports; Level of completion of the final report



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A.2 PMB members questionnaire

Quality Annual Report - PMB Questionnaire

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

Driving and monitoring

Making recommendations to improve (if needed), the drive of the project by the University of Nantes with a specific focus on communication and technical support.

1. Does the University of Nantes drive efficiently the project?

Une seule réponse possible.

- ☐ Yes
- ☐ Rather yes
- ☐ Rather no
- ☐ No

2. Does the University of Nantes provide a satisfying monitoring of the project?

Une seule réponse possible.

- ☐ Yes
- ☐ Rather yes
- ☐ Rather no
- ☐ No

3. Does the University of Nantes provide an adequate technical support to the partners?

Une seule réponse possible.

- ☐ Yes
- ☐ Rather yes
- ☐ Rather no
- ☐ No

4. Does the University of Nantes reply promptly and efficiently to the partners' requests?

Une seule réponse possible.

- ☐ Yes



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- ☐ Rather yes
☐ Rather no
☐ No

5. Is the communication easy with the University of Nantes?

Une seule réponse possible.

- ☐ Yes
☐ Rather yes
☐ Rather no
☐ No

6. Overall, would you say that the University of Nantes is a good project leader?

Une seule réponse possible.

- ☐ Yes
☐ Rather yes
☐ Rather no
☐ No

Resources allocation

Assessing resources (financial, technical, human and time) in order to identify potential misallocation and to propose adjustments.

7. Are financial resources allocated to implement your activities well estimated?

Une seule réponse possible.

- ☐ Yes
☐ Rather yes
☐ Rather no
☐ No

8. Is time allocated for your activities adequate?

Une seule réponse possible.

- ☐ Yes
☐ Rather yes
☐ Rather no
☐ No



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

Une seule réponse possible.

- ☐ Yes
- ☐ Rather yes
- ☐ Rather no
- ☐ No

10. Do you have enough human resources to implement your activities according to the project requirements?

Une seule réponse possible.

- ☐ Yes
- ☐ Rather yes
- ☐ Rather no
- ☐ No

Relationship with staff members and the environment

Evaluating the impact of the environment on the implementation of the project and getting to know the difficulties to gather adequate human competencies to conduct activities.

11. Do you easily find a qualified workforce in your institution to take part in the project activities?

Une seule réponse possible.

- ☐ Yes
- ☐ Rather yes
- ☐ Rather no
- ☐ No

12. Are project procedures and requirements for hiring staff members a burden to smoothly run activities?

Une seule réponse possible.

- ☐ Yes
- ☐ Rather yes
- ☐ Rather no
- ☐ No



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13. Overall, are you satisfied by the work done by your staff members in the frame of the project?

Une seule réponse possible.

- ☐ Yes
- ☐ Rather yes
- ☐ Rather no
- ☐ No

14. Would you say that your environment (institutional, politic, economic,...) is a key factor of success for your activities?

Une seule réponse possible.

- ☐ Yes
- ☐ Rather yes
- ☐ Rather no
- ☐ No

15. Your environment is a ...for this project:

Une seule réponse possible.

- ☐ Strength
- ☐ Rather a strength
- ☐ Rather a weakness
- ☐ Weakness

Difficulties encountered

Essential to better define the upcoming activities in providing wide range recommendations.

16. Tick in the list below the difficulties you have faced in the implementation of your activities:

Plusieurs réponses possibles.

- ☐ 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 support from the participating organizations
- ☐ Lack of clearly defined guidelines and procedures
- ☐ Lack of interest from the targeted public
- ☐ Lack of attractiveness of activities
- ☐ Lack of support from the university board
- ☐ Autre : _____

Self-assessment

0: very low; 1: low; 2: medium; 3: medium high; 4: high; 5: very high

17. From 1 to 5, how do you estimate your
involvement in the project? *

18. From 1 to 5, how do you evaluate the
involvement and commitment of the project's
partners? *

19. From 1 to 5, how do you evaluate the quality of
outcomes already produced by the project? *

20. From 1 to 5, how do you estimate your
contribution in order to achieve goals of the
project? *

21. From 1 (very bad) to 5 (very high), how to do
estimate the overall quality of the project



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A.3 PMB members questionnaire results

Does the University of Nantes drive efficiently the project?	Does the University of Nantes provide a satisfying monitoring of the project?	Does the University of Nantes provide an adequate technical support to the partners?	Does the University of Nantes reply promptly and efficiently to the partners' requests?	Is the communication easy with the University of Nantes?	Overall, would you say that the University of Nantes is a good project leader?	Are financial resources allocated to implement your activities well estimated?	Is time allocated for your activities adequate?	Is the technical support provided for your activities relevant and useful?	Do you have enough human resources to implement your activities according to the project requirements?
Yes	Yes	Yes	Yes	Yes	Yes	Yes	Rather yes	Rather yes	Rather yes
Yes	Yes	Rather yes	Yes	Yes	Rather yes	Yes	Rather yes	Rather yes	Rather yes
Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Yes	Rather yes	Yes	Yes	Yes	Yes	Rather yes	Rather yes	Yes	Yes
Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Rather yes
Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Rather yes
Yes	Yes	Yes	Yes	Yes	Yes	Rather yes	Yes	Yes	Rather yes
Rather yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes



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Do you easily find a qualified workforce in your institution to take part in the project activities?	Are project procedures and requirements for hiring staff members a burden to smoothly run activities?	Overall, are you satisfied by the work done by your staff members in the frame of the project?	Would you say that your environment (institutional, politic, economic,...) is a key factor of success for your activities?	Your environment is a ...for this project:	Tick in the list below the difficulties you have faced in the implementation of your activities:	From 1 to 5, how do you estimate your involvement in the project?	From 1 to 5, how do you evaluate the involvement and commitment of the project's partners?	From 1 to 5, how do you evaluate the quality of outcomes already produced by the project?	From 1 to 5, how do you estimate your contribution in order to achieve goals of the project?	From 1 (very bad) to 5 (very high), how to do estimate the overall quality of the project?
Rather no	Rather no	Rather yes	Yes	Rather a weakness	Lack of qualified and dedicated workforce, Time consuming administrative procedures, Lack of interest from the targeted public	4	3	3	4	3



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Rather yes	Yes	Rather yes	Yes	Rather a weakness	Lack of time, Organizational problems, Logistical problems, Lack of qualified and dedicated workforce, Time consuming administrative procedures, Lack of support from the participating organizations, Lack of interest from the targeted public	2	2	4	4	4
Rather yes	Yes	Rather yes	Yes	Rather a strength	Lack of time, Organizational problems, Lack of qualified and dedicated workforce, Lack of interest from the targeted public, Lack of attractiveness of activities	5	3	3	4	4
Yes	Rather yes	Yes	Yes	Strength	Time consuming administrative procedures	4	4	4	4	4



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Yes	Rather no	Yes	Yes	Rather a strength	Lack of time, Logistical problems, Lack of interest from the targeted public	5	4	5	5	4
Rather yes	Yes	Rather yes	Yes	Strength	Lack of time, Logistical problems, Lack of qualified and dedicated workforce	3	4	4	3	4
Rather yes	Rather yes	Yes	Rather yes	Strength	Lack of time, Time consuming administrative procedures, General: A greater technical and administrative support in our environment it would be a good thing	4	4	4	4	4
Yes	Yes	Yes	Yes	Strength	Lack of time, Time consuming administrative procedures	4	5	5	4	4



A.4 Staff members questionnaire

Quality Annual Report - Staff Questionnaire

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

Resources allocation

Assessing resources (financial, technical, human and time) in order to identify potential misallocation and to propose adjustments.

1. Is time allocated for your activities adequate?

Une seule réponse possible.

- ☐ Yes
- ☐ Rather yes
- ☐ Rather no
- ☐ No

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

Une seule réponse possible.

- ☐ Yes
- ☐ Rather yes
- ☐ Rather no
- ☐ No

3. Would you consider that tasks you have been assigned for are reasonably doable regarding project requirements?

Une seule réponse possible.

- ☐ Yes
- ☐ Rather yes
- ☐ Rather no
- ☐ No

Relationship with the local coordinator and the environment

Evaluating the impact of the environment on the implementation of the project and getting to know the potential management issues.

4. Does your local coordinator clearly introduce your tasks and the purpose of the project?

Une seule réponse possible.

- ☐ Yes



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- ☐ Rather yes
- ☐ Rather no
- ☐ No

5. Does your local coordinator provide you all the means and necessary support to successfully complete your tasks?

Une seule réponse possible.

- ☐ Yes
- ☐ Rather yes
- ☐ Rather no
- ☐ No

6. From 1 (bad) to 5 (very good), how do you evaluate the management of your local coordinator regarding your tasks?

7. Would you say that your environment (institutional, politic, economic,...) is a key factor of success for your activities?

Une seule réponse possible.

- ☐ Yes
- ☐ Rather yes
- ☐ Rather no
- ☐ No

8. Your environment is a ...for this project:

Une seule réponse possible.

- ☐ Strength
- ☐ Rather a strength
- ☐ Rather a weakness
- ☐ Weakness

Difficulties encountered

Essential to better define the upcoming activities in providing wide range recommendations.



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9. Tick in the list below the difficulties you have faced in the implementation of your activities:

Plusieurs réponses possibles.

- ☐ 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 support from the participating organizations
- ☐ Lack of clearly defined guidelines and procedures
- ☐ Lack of interest from the targeted public
- ☐ Lack of attractiveness of activities
- ☐ Lack of support from the university board
- ☐ Autre : _____

Self-assessment

0: very low; 1: low; 2: medium; 3: medium high; 4: high; 5: very high

10. From 1 to 5, how do you estimate your involvement in the project? *

11. From 1 to 5, how do you estimate your contribution in order to achieve goals of the project? *

12. From 1 (very bad) to 5 (very good), how do you evaluate the quality of outcomes that you contributed to produce? *

13. From 1 (very bad) to 5 (very good), how do you estimate the overall quality of the project? *



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A.5 Staff members questionnaire result

Is time allocated for your activities adequate?	Is the technical support provided for your activities relevant and useful?	Would you consider that tasks you have been assigned for are reasonably doable regarding project requirements?	Does your local coordinator clearly introduce your tasks and the purpose of the project?	Does your local coordinator provide you all the means and necessary support to successfully complete your tasks?	From 1 (bad) to 5 (very good), how do you evaluate the management of your local coordinator regarding your tasks?	Would you say that your environment (institutional, politic, economic,...) is a key factor of success for your activities?
Yes	Rather yes	Yes	Rather yes	Rather yes	5	Yes
Rather yes	Rather no	Rather no	Rather yes	Rather yes	4	Yes
Rather yes	Rather no	Rather yes	Rather yes	Rather yes		Rather yes
Rather no	Rather no	Rather no	Rather yes	Rather no	3	Yes
Rather yes	Yes	Yes	Yes	Yes		Yes
Yes	Yes	Yes	Yes	Yes	5	Yes
Yes	Rather yes	Rather yes	Rather no	Rather yes	3	Rather yes
Yes	Yes	Yes	Rather yes	Yes	4	Yes



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Your environment is a ...for this project:	Tick in the list below the difficulties you have faced in the implementation of your activities:	From 1 to 5, how do you estimate your involvement in the project?	From 1 to 5, how do you estimate your contribution in order to achieve goals of the project?	From 1 (very bad) to 5 (very good), how do you evaluate the quality of outcomes that you contributed to produce?	From 1 (very bad) to 5 (very good), how to do estimate the overall quality of the project?
Strength	Lack of financial means	4	4	4	5
Rather a strength	Communicational problems, Organizational problems, Lack of financial means, Time consuming administrative procedures, Lack of support from the participating organizations, Lack of clearly defined guidelines and procedures, Lack of interest from the targeted public, unwell-known from relevant group, low responsibility and participation to implement each Workpackage, low transparency, and Budget spent inefficiently	4	4	4	3
Rather a strength	Organizational problems, Logistical problems, Lack of support from the participating organizations, Lack of clearly defined guidelines and procedures	3	3	3	3
Rather a weakness	Lack of time, Organizational problems, Lack of qualified and dedicated workforce, Time consuming administrative procedures, Lack of support from the university board	1	2	1	3



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Strength	Communicational problems	4	4	4	5
Rather a weakness	Organizational problems, Time consuming administrative procedures, Lack of interest from the targeted public	3	2	3	4
Rather a strength	Organizational problems, Lack of qualified and dedicated workforce, Lack of financial means	3	4	3	4
Strength	Lack of time, Logistical problems, Lack of interest from the targeted public	4	3	4	5