ADEDU
ACCESSIBLE DIGITAL EDUCATION

ADEDU

Accessible Digital EDUcation - ADEDU

D1.2 Quality Assurance Plan

Hellenic Open University

Version final

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Abstract	The Quality Assurance Plan (QAP) provides clear guidelines to ensure appropriate quality control, which will then be monitored during the whole project. It describes the quality evaluation methodology, using process and product quality indicators, mapped to metrics, to produce measurable results. It includes risk management and mitigation processes along with quality assessment tools. The plan aims to support project management and individual project members in continuously promoting and monitoring the improvement of project deliverables through quantitative/qualitative indicators and their measurement and evaluation methods.
Author	S. Tsitou, Hellenic Open University

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List of Abbreviations

Abbreviation	Description
QAF	Quality Assurance Framework
QA	Quality Assurance
QC	Quality Control
QAS	Quality Assurance Strategy
QAT	Quality Assurance Team
GDPR	General Data Protection Regulation
ST	Steering Committee
WP	Work Package

List of partners

N.	Partner	Country	Acronym
1	ALL DIGITAL AISBL	BE	ALL DIGITAL
2	HELLENIC OPEN UNIVERSITY	EL	HOU
3	IASIS	EL	IASIS
4	EUROPEAN ASSOCIATION OF SERVICE PROVIDERS FOR PERSONS WITH DISABILITIES	BE	EASPD
5	MEDIJSKI EDUKATIVNI CENTAR	SRB	MEC

Abstract

This deliverable aims to describe the Quality Assurance Framework for the ADEDU project, encompassing a comprehensive risk management plan. It delineates quality parameters, indicators for assessment, potential risks, and corresponding risk alleviation measures, alongside an internal review procedure for project outcomes. A risk management plan is instituted to systematically identify, analyse, and address potential risks that may jeopardize project objectives. A perpetual enhancement of project management procedures and activities is employed to oversee and evaluate project process throughout the project lifecycle. Additionally, this document describes the tools utilized to enact the processes within the Quality Assurance Framework.

The 1st chapter delineates the purpose, scope, and methodological approach adopted in devising the quality assurance and risk management plan.

The 2nd chapter expounds upon the methodology governing the Quality Assurance Strategy and the procedures required for its execution.

In the 3rd chapter, Quality Requirements specifying the quality attributes of project components necessitating monitoring and evaluation are outlined. Each attribute is accompanied by its respective measurement methodology, target, and improvement objectives.

The 4th chapter elaborates on the review process for project deliverables, encompassing the timeline and the deliverables slated for evaluation.

Lastly, the 5th chapter delves into the risk management and mitigation processes. Risks are identified, their potential impact is assessed, and corresponding mitigation strategies are designed.

The annexes present the quality assessment tools of the framework:

- ANNEX I – Evaluation Form for Project Deliverables
- ANNEX II - Evaluation Form for Project Meetings
- ANNEX III - Internal Project Evaluation Form
- ANNEX IV - Expert Project Evaluation Form
- ANNEX V - Stakeholder Project Evaluation Form
- ANNEX VI - Exploitation Evaluation Form

1 Introduction

In this chapter, the purpose, scope, and methodological approach adopted during the preparation of the quality assurance and risk management plan are presented for the ADEDU project.

1.1 Purpose

The QAP establishes the project's quality practices and outlines the risk management plan. Its objective is to ensure the proper planning and adherence to quality requirements throughout the project's duration, with appropriate measures taken in response to risks. In achieving this goal, the QAP depends on the Quality Assurance Framework (QAF), a methodology for quality assurance that describes the evaluation process and factors related to both process and product quality. These factors are then correlated with metrics to generate measurable results.

1.2 Scope

The QAF includes the quality practices and procedures to be utilized by members of the Project Consortium throughout the development of all project components. Serving as a guiding tool, the QAF aims to assist project management and individual members in continuously enhancing and monitoring the improvement of project deliverables. This is accomplished through the use of quantitative and qualitative indicators, along with methods for measurement and assessment. Among the primary objectives pursued by the QAF are the enhancement of project deliverables in terms of practicality, functionality, utilization, and processes. This includes fostering transparency, consistency, and mutual trust among project partners.

In accordance with the QAF, both internal and external Quality Assurance (QA) processes are established to consistently oversee monitor parameters essential for project success. This monitoring process is facilitated by an internal committee dedicated to QA, known as the Quality Assurance Team (QAT). External QA assessments are incorporated into the process, with stakeholders participating whenever feasible. The Steering Committee (SC) of the project assumes the responsibility of handling conflicts and implementing risk mitigation strategies.

Internal Quality Control involves the ongoing evaluation of project processes utilizing the QAF methodology. This assessment encompasses various aspects such as internal evaluation of project progress, inter-communication, and the

effectiveness of project meetings. Several evaluations are planned throughout the project duration, including assessments around the middle of the project and upon the completion of major deliverables. These evaluations aim to provide insight into the current state of the project from the perspective of the partners involved, enabling the implementation of corrective actions as necessary.

This task also entails the assessment of project deliverables by the QAT. Regular reports detailing process and deliverable evaluations will be shared with project partners, offering a summary of the findings from data analysis. Cumulative reports will provide a strategic overview of overall progress, incorporating analyses from both internal and external quality control activities. Statistical and data analysis techniques will be utilized, with a focus on identifying weak points particularly when significant deliverables or policies are established. Feedback will be provided to other work packages to aid in the design of corrective actions.

The project team will utilize a diverse array of tools to gain a comprehensive understanding of the project's status. These tools may include questionnaires featuring both closed-ended and open-ended questions, interviews, focus groups, workshops, and more. Quality assurance will be an ongoing process, encompassing the continual evaluation of project deliverables.

1.3 Methodology

Examples of metrics utilized in the ADEDU Quality Assurance (QA) methodology to measure process and product quality factors may include:

- **Future Educational/Business Potential:**
  - Stakeholder Satisfaction: Measure the satisfaction levels of sectorial stakeholders with project deliverables.
  - Long-term Impact: Assess the likelihood that the project deliverables will continue to positively affect stakeholders after the project concludes.
  - Alignment with Sectorial Objectives: Evaluate the impact of project results on broader sectorial objectives.
- **Full Implementation of Project Plan Functions:**
  - Implementation Degree: Measure the extent to which the main project results fully implement the functions outlined in the project plan.
- **Uniform Design and Notation:**
  - Design Consistency: Assess the degree to which the main project results provide a uniform design and notation.
- **Improvement in Productivity:**

    - Productivity Enhancement: Evaluate the extent to which project results demonstrate an improvement in the productivity of end-users.
- **Cost-Benefit Analysis:**
    - Cost-Benefit Ratio: Measure the degree to which the benefits of using project results outweigh the associated costs, including time spent on training.
- **Simplicity and Understandability:**
    - Usability: Evaluate the degree to which the project implements results in the most simple and understandable manner.
- **Dissemination Success:**
    - Dissemination Effectiveness: Assess the extent to which project achievements are successfully disseminated to the intended target community.
- **Conformance to Standards:**
    - Standards Adherence: Evaluate the extent to which project results conform to standards that maximize accessibility.

Hellenic Open University (HOU) will be responsible for:

- developing the Quality Assurance Plan and the underlying Quality Assurance Framework,
- designing evaluation tools for process and products evaluation,
- submitting questionnaires (or any other identified tool) to the partners to evaluate the project meetings and the overall management, and the quality control of the project outcomes, collecting and analysing data,
- cooperating with the QAT and with external stakeholders (where possible)
- producing Progress and Final Evaluation Reports.

The members of the QAT from all partners will be responsible for:

- cooperating with HOU and the other members within the QAT,
- providing feedback for both the process and products evaluation,
- submitting questionnaires (or other identified tools) to target groups and stakeholders involved in the project activities such as piloting, study visits and multiplier events, collecting and analysing data,
- contributing to the Progress and Final Evaluation Reports through the production of national evaluation reports.

Evaluation reports indicating project status and recommendations are shared and discussed within the partnership during project meetings. Feedback from partners and stakeholders is considered, and corrective actions are taken by the Project Coordinator if necessary. This participatory approach ensures continuous improvement and adaptation throughout the project.

1.4 Quality Assurance Activities

Quality Assurance and Risk Management activities outlined in the Technical Annex, include:

- Establishing and facilitating the operation of the QAT, ensuring its effectiveness in overseeing quality-related aspects of the project.
- Continuous Quality Control of key project deliverables and key processes using a reviewing system. HOU will be responsible for this activity and all partners contribute with appointing reviewers to the QAT.
- Quality Assurance (QA): QA activities focus on evaluating the processes used to manage and deliver the solution, ensuring overall project performance meets quality standards. This involves regular quality reviews, testing performance, and assessing sectorial stakeholder acceptance to ensure project satisfaction.
- Quality Control (QC): QC activities involve continuous verification that project deliverables meet high-quality standards and sectoral needs. QC identifies causes of low-quality deliverables and establishes lessons learned to prevent recurrence. QC specifically targets key project deliverables to ensure their quality and success.

1.5 The management of risk

According to the Technical Annex, WP1 has the responsibility to establish a systematic process for identifying, analysing, and responding to potential risks that could impact the project objectives. The creation of a Risk Management Plan is emphasized, particularly to engage ADEDU target groups and facilitate their proactive involvement in project activities. The Risk Management Plan will play a crucial role in systematically identifying, analysing, and responding to any potential risks that may pose a threat to the achievement of project objectives.

The overall responsibility for risk management lies with the coordinator, who will work closely with the Quality Expert to develop procedures for managing risks, tracking efforts to mitigate high risks, and consolidating risk briefings and reports. Partner leaders are tasked with managing risks within their activities, including identification, analysis, handling, communication (for moderate or high risks), monitoring, and tracking efforts to mitigate low and moderate risks.

To ensure critical risks are anticipated and managed effectively, the Consortium will undertake the following actions:

a) **Internal reports**: Losses of information and communication problems are high risks for project success. The reporting process is the core element of the project-internal flow of information, and the mid-term reporting will identify problems and work as an early warning system. The project coordinator will

have the opportunity to monitor the development of the activities within the respective deadlines and be able to handle problematic situations. Technical reports will present any problems or delays of the project course. In contrast, the financial reports state any mistakes made on the financial status of the project (i.e. missing/wrong receipts, wrong reporting, ineligible costs, etc.). The following tools will be used to manage risk:

1. Regular reports are anticipated. These reports will be the main tools that will identify risks with a potentially significant impact on the project (e.g. significant deviations from the work plan, miscommunication of how objectives should be reached, low sustainability of results, low stakeholder engagement etc.).
2. Internal Project Evaluation Reports that will present data gathered via the Internal Project Evaluation Forms (Annex III) in regular intervals or when the Steering Committee (SC) deems it necessary.

b) **Presentation of work results at the project meetings**: The presentation of the project work done by every single partner on the project meetings is the main tool to receive/give direct feedback on the quality of the provided work and fulfilled tasks. All partners are required to provide appropriate feedback to the results discussed at the meeting. The main results of the discussion will be summarized in the meeting minutes and distributed among the project partners. Face-to-face project meetings will be evaluated as part of the quality assurance activities.

c) **Communication with the Executive Agency:** The Coordinator will inform all project partners about the most important input/communication with the Agency, in particular regarding contract amendment requests and information on the project progress in general. Generally, relevant feedback from the Agency will be distributed to all project partners.

d**) Conflict resolution**: The Steering Committee, most possibly requesting the agreement of the Agency, will approve major changes to the project work programme. Minor requests for work plan changes are submitted, first, to the WP Leader and discussed within the confines of the WP level. If the problem cannot be resolved, it is referred to the Coordinator and ultimately to the SC. If necessary, the Coordinator may call for a special meeting of the SC. In case of conflict that is not resolved by Coordinator mediation and negotiation between the interested parties, the full SC will settle the matter following majority voting. Online meetings may be held to resolve issues.

e) **Keeping the time schedule/handling of delays**: The deadlines determined in the submitted project work plan will be re-checked at every partner meeting. The schedule of the project has to be adapted to the current situation at regular intervals. Opportunities to reduce the processing time of subsequent activities will be investigated – in particular, to catch up with the delays of previous project periods. Quality control procedures will be applied in the production of each project deliverable.

1.6 The Quality Assurance Framework (QAF)

The Quality Assurance Framework (QAF) for the ADEDU project is a methodology ensuring appropriate planning and execution of quality procedures across all project deliverables. It serves as a standardized process for decision-making, risk assessment, relevance considerations, and audit-trail provision. The QAF employs a quality assurance and improvement cycle comprising planning, implementing, evaluating, and reviewing phases.

The QAF governs the quality practices and procedures utilized by Project Consortium members across all project components. Serving as a reference instrument, the QAF supports project management and individual members in continuously enhancing and monitoring project deliverables. A primary goal of the QAF is to improve the quality of project deliverables, focusing on practicality, functionality, and exploitation parameters. Additionally, the QAF aims to achieve quality processes, fostering transparency, consistency, and mutual trust among partners as complementary objectives.

In summary, QAF serves to:

- detail the processes for Quality Assurance, Quality Control, and Risk Management,
- document the criteria and acceptable range values for quality assessment,
- standardize the method for determining conformity of project deliverables to quality criteria,
- provide audit trails leading to decisions for improving project deliverables or justifying changes to project strategy for enhanced impact.

1.7 Audience

The Quality Assurance Plan, as a whole or in part, will be used by:

- The Partners of the ADEDU Consortium, who are responsible for preparing the project deliverables
- Stakeholders

2 Quality approach

In this chapter, the methodology for the QA strategy and the processes to fulfil it are detailed.

2.1 The Quality Assurance Team (QAT)

The Quality Assurance Team (QAT) is tasked with designing and implementing the QA strategy for the project. The QAT, coordinated by HOU, ensures internal quality control and maintains the quality of project processes and deliverables through reviewing procedures. Responsibilities of the QAT include:

- pre-emptive actions that prevent non-conformities,
- identifying and documenting non-conformities,
- analysing the causes of non-conformities and recommending corrective actions,
- verifying the implementation of corrective actions.

Additionally, the QAT ensures the QAF is kept up to date and accessible to relevant stakeholders. Each partner appoints one representative to the QAT. The team utilizes Basecamp for discussions and exchanges regarding process quality, deliverables, and project outcomes. Regular meetings are held every six months, or more frequently if risk management issues arise.

Members of the Quality Assurance Team (QAT) are:

- Dea Kralj from ALL DIGITAL
- Eleni Georgakakou from HOU
- Elli Nikolakopoulou from IASIS
- Tavishi Rekhi from EASPD
- Miomir Rajcevic from MEC

2.2 Quality Assurance Strategy

The Quality Assurance Strategy (QAS) is divided into 4 steps analysed in the following sections:

1. Define quality assurance criteria
2. Design evaluation tools based on these criteria
3. Process results, provide feedback and keep track of the quality assurance process/ manage external quality control (in a three-step inter-sequence)
4. Manage risk

The evaluation cycle is depicted as follows:

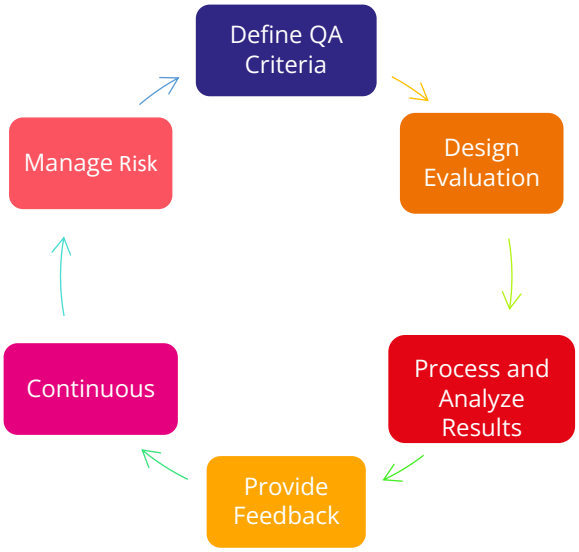

Figure 1. The evaluation cycle

2.2.1 Step 1: Definition of targets, metrics and requirements

In this step, ADEDU delineates its evaluation areas, encompassing Project Results, Project Management Deliverables, consortium cooperation, and the organization/impact of events. Criteria are established to furnish quality indicators, guiding the assessment process. ADEDU employs a mixed evaluation approach, leveraging qualitative metrics to capture diverse perspectives and selective use of quantitative metrics for more concrete measures. This approach ensures a comprehensive evaluation that accounts for both subjective insights and objective assessments of project performance.

2.2.2 Step 2: Definition of evaluation instruments

In this step, evaluation instruments are tailored to the type of deliverable being assessed, utilizing criteria established in step 1. Common instruments include closed and open-ended questionnaires, as well as guided interviews. Timing for deploying each instrument is carefully defined to capture information on key project deliverables and offer valuable feedback to project strategists. The use of interviews in the project evaluation process is reserved for necessary situations during the project's progress. Face-to-face interviews will only be conducted if issues arise that warrant this direct and in-depth form of assessment.

External quality control is treated as a separate process due to its critical role in project quality assurance. Leveraging the expertise of external experts and stakeholders is crucial. However, rather than involving them in a cumbersome project deliverable review process, a more targeted approach is recommended:

- Stakeholders are informed about key project results in special sessions attached to project meetings where tangible project results are presented. The presentation of results should be brief, concise and targeted to key points that need to be assessed.
- Stakeholders are engaged in a round table discussion or brainstorming session guided by a QA questionnaire. The latter is designed so as to guide the conversation in a way that all key points are addressed and feedback is provided.

A comprehensive questionnaire survey via email is discouraged due to low response rates (typically less than 15%) and limited feedback in open-ended questions. To maintain a constant feedback loop, external quality control should commence in the early stages of the project.

2.2.3 Step 3: Reporting and Feedback

Reporting will primarily involve the presentation of evaluation results during project meetings, facilitated by HOU. Additionally, a monitoring tool for tracking the progress of quality assurance processes will be developed. This tool will document all project deliverables, including their delivery dates, the review tools used for evaluation, the names of reviewers, and their status regarding the quality assessment process. This comprehensive tracking system ensures transparency and accountability in monitoring the quality of project deliverables and the effectiveness of quality assurance efforts.

2.2.4 Step 4: Risk Management

Risk management in the ADEDU project is crucial for identifying potential hazards that could jeopardize project success, such as low-quality deliverables or failure to meet objectives. These risks must be recognized early, and preventative measures taken to mitigate their impact. Risk management aligns closely with the Quality Assurance Framework (QAF) and follows established standards like the PMBOK Guide (standardized as IEEE 1490-2011) and ISO standards (e.g. ISO9001-2008and ISO 19796).

One major risk in Erasmus+ projects is the low exploitability of project outcomes. Step 4 focuses on identifying and analysing the characteristics of exploitable results, gathering data to assess risks in this critical area.

The goal of step 4 is, therefore:

- to identify, categorize and analyse the basic characteristics of the project's exploitable results as envisaged by the project partners in comparison with stakeholder expectations,

- to gather critical information on the necessary steps that need to be taken in an early stage so as partners may later be able to exploit the results better,
- to identify potential risks in the critical area of project exploitation and communicate the results especially to the leader of the Exploitation WP.

Information gathered at a relatively early stage (although not as such from a risk management point of view) will help partners express their vision on the future form of project results, identify gaps and inconsistencies that may lead to high risks.

3 Criteria for Quality Assurance

In this chapter, Quality Requirements are outlined, specifying the quality aspects of project components that require monitoring and measurement. For each aspect, the chapter defines the measurement method, measurement targets, and goals for improvement.

3.1 Quality Factors

Quality factors are user-perceived aspects of project components, which determine whether the project meets the requirements. The following table presents important quality factors, identifies each one and ranks the top factors that are considered critical for the success of the project.

Quality factor	Description	Rank
Correctness	The extent to which main project deliverables satisfy real-world specifications and fulfil educational stakeholder needs.	1
Productivity	The ability of the project to positively impact the productivity of stakeholders.	2
Usability	The extent to which main project results are understandable and applicable by the end-users.	3
Accessibility	The ability of the target group to access project results whenever and wherever they need access.	4
Expandability	The ease with which main project results can be modified to add more functionality.	5
Portability	The extent to which main project results can be applied to new, near-future user needs to be formed by the ever-changing economic and political environment.	6
Interoperability	The ability of the project to exchange information with other systems/environments that	7

	affect and are affected (e.g. legislation, local or national economic environment, technology, etc.). To mutually use the information that has been exchanged.	

Table 1. Quality factors

The following table depicts the process of quality factors.

Process Quality Factor	Description	Rank
Timeliness	The extent to which project results are delivered in a timeframe, which meets the initial planning.	1
Future Business Potential	The extent to which the initial target group is likely to provide a positively reference to other potential stakeholders.	2

Table 2. Process quality factors

3.2 Quality Criteria

In section 3.1, every Quality Factor is linked with one or more Quality Criteria, which necessitates ongoing monitoring throughout the project's duration. These criteria play a strategic role in guiding the monitoring of project outcomes and processes.

The alignment of process factors with criteria is illustrated in the table below.

Process Quality Factor	Criterion	Description
Timeliness	Performance to the time schedule	The extent to which Project Activities and Deliverables are delivered according to the established schedule.
Future Business Potential	Stakeholder satisfaction	The extent to which sectorial stakeholders are satisfied with project deliverables.
	Sustainability	The like hood of benefits produced by the project to continue to positively affect the stakeholders after project end.
	Impact	The effect of the project results in wider sectorial objectives.

Table 3. Mapping of process factors to criteria

The mapping of project result factors to criteria are depicted in the following table.

Project Result Factor	Criterion	Description
Correctness	• Completeness	- The degree to which main project results provide a full implementation of the functions envisaged in the project plan.
	• Consistency	- The degree to which the main project results provide uniform design and notation.
	• Accuracy	- The degree to which main project results provide the required precision with respect to real-life sectorial requirements.
Productivity	• Productivity	- The extent to which project results demonstrate an improvement in the productivity of those who use it.
	• Cost vs. Benefit	- The degree to which the benefits of using the project results out-weigh the costs (e.g. time spend for training).
Usability	• Simplicity • Training	- The degree to which the project implements project results in the most simple and understandable manner. - The extent to which the target group does not require knowledge of the physical, logical, or topological characteristics of the project results. - The extent to which the project provides familiarization of functions and operations of project results to its target group.
Accessibility	• Penetration • Standardization	- The extent to which project deliverables adheres to the inclusive communication guidelines, facilitating equitable access of the content to target groups - The extent to which project results conform to standards that maximize accessibility.
Expandability	• Augmentability • Modularity • Simplicity	- The degree to which project results are expandable within the target sector. - The degree to which project results are cohesive with optimum coupling.

		- The degree to which main project results are not complicated and understandable to the target group.
Portability	• Independence	- The degree to which project results are non-dependent to fast chaining factors (such as technology, geography, economy).
Interoperability	• Commonality • Independence	- The extent to which project results utilize interface standards for data representations. - The degree to which project results are non-dependent to fast chaining factors (such as technology, geography, economy).

Table 4. Mapping of process factors to quality criteria

3.3 Quality Metrics and Measures

In this section, specific quality targets for ADEDU are outlined, focusing on quantifiable and measurable Quality Criteria. For criteria that are subjective and not easily quantified, alternative assessment methods are proposed. The majority of criteria necessitate surveying the target group that has utilized project outcomes for evaluation.

	Criterion	Measurement method
1	Effectiveness	Track actual resources used vs. scheduled resources, calculate variance and % complete. Report variance and % complete for all team members.
2	Performance to the time schedule	Track actual effort, estimated/re-estimated effort to complete and completion date, and to calculate variance and % complete. Report variance and % complete for all team members.
3	Actual vs. required skills	Track actual needed skills vs. skills proposed in the contract. Calculate percentage.
4	Stakeholder satisfaction	Satisfaction percentage derived from a questionnaire survey.
5	Completeness	Completeness percentage derived from a questionnaire survey of the target group. Comments made by the stakeholder groups.
6	Consistency	Percentage of the target group that understands the notation of project results.
7	Accuracy	Percentage of the target group that finds project results realistic.

8	Productivity	Percentage of users that have used project results and report benefits from their use.
9	Cost vs. Benefit	Histogram made from users that have used project results and report on the benefit/cost ratio (e.g. use of a Likert scale).
10	Simplicity	Percentage of users that finds project results easy to understand and use.
11	Training	Histogram made from users that have used project results and report on the training needed to use them (e.g. use of a Likert scale).
12	Penetration	Percentage. The ratio of planned vs. the actual number of stakeholders reached. The ratio of actual vs. total number of existing stakeholders.
13	Augmentability	Subjective factor. Can only be measured if an expansion/augmentation effort of project results takes place.
14	Independence	Subjective criterion. Percentage of users that still finds project results useful after a technological, economic or sectorial change.
15	Standardization	List of guidelines, standards, best practices with which project results conform.
16	Commonality	For project results that are represented with special data notations (e.g. learning objects). Yes/ no value for using/not using standard interfaces for data use/re-use.

Table 5. Measurement methods of quality criteria

3.4 Measuring sustainability

Sustainability and project impact are vital but challenging quality characteristics to measure, often assessed well after project completion. Nonetheless, actions can be implemented during the project lifecycle to enhance sustainability and impact. The QA procedure for evaluating the effects of these actions involves an internal project review, guided by eight fundamental questions:

		Description
1	Accessibility	What is the evidence that all target groups support (or are involved in) the project? How actively are they involved? Are they encouraged to take initiatives? Does the project build on their demands?
2	Policy support	Is there a sectorial policy that supports the project? Are there any plans to encourage local policy reforms?
3	Methods used	Is there sufficient evidence that the methods used for producing project results are up- to – date and realistic?

4	Socio-cultural issues	Does the project take into account local or national socio-cultural norms and attitudes that may affect the use of project results?
5	Capacity building	Is there a plan to train stakeholders to take over some parts of the project after it ends? Are they motivated to use/expand project results?
6	Management and organization	Are there any activities that integrate with or add to existing sectorial structures?
7	Technology	Is the technology required by users to use project results affordable and simple?
8	Financial	Are there any plans to establish links with private sector stakeholders? Are there any plans for charging of use project results or encouraging policy reforms?

Table 6. Sustainability questions

These questions will be used for the initial measuring of sustainability through a targeted survey a few months before the project end (the exact date depends on the status of project deliverables).

3.5 Measuring Impact

Impact indicators in ADEDU will be collaboratively measured by all project partners, as they are relevant across all project work packages (WPs). The following impact indicators (Table 7) will be monitored:

Impact	Target groups/Potential beneficiaries	Quantitative indicators	Qualitative indicators
Upskill adult educators/staff of learning centres on learning disabilities and teaching methodologies through ADEDU	– Trainers and educators from learning centres and/or working independently across Europe – Non-teaching staff within learning centres, like managers, financial, communication and administrative staff – Stakeholders, decision makers, policymakers, change makers and experts across Europe – European citizens affected by learning disabilities	- N° of educators registered to the online training course: at least 600 from at least 10 European countries - N° of educators completing the training final online assessment: at least 150 - N° of webinars organised as part of the capacity building activities: at least 10 - N° organisations participating in the webinars (managers and staff): 100 organisations from at least 10 European countries - N° of organisations interested in receiving the guidelines on inclusive communication: 200 - N° of organisations interested in receiving the guidelines on inclusive digital learning platforms:100	- Qualitative assessments, such as surveys, interviews, or focus groups, could be conducted to gauge the self-reported confidence and competence of adult educators/staff before and after participating in ADEDU training programs
Promoting the developed training course and guidelines on the ALL DIGITAL Academy Platform (ADA)	- Trainers and educators from learning centres and/or working independently across Europe - Non-teaching staff within learning centres,	- N° of users registered - N° of users active - N° of tutors (two tutors per partner)	– Qualitative data can be collected through surveys, interviews, or focus groups to capture participants' perceptions, satisfaction levels, and suggestions for improvement. Their feedback can provide insights into the effectiveness, relevance, and usability

	like managers, financial, communication and administrative staff - Stakeholders, decision makers, policymakers, change makers and experts across Europe		of the course content and platform interface
Project website, the raising awareness campaign, events and the Accessible Digital EDUcation Award	- Trainers and educators from learning centres and/or working independently across Europe - Non-teaching staff within learning centres, like managers, financial, communication and administrative staff - Stakeholders, decision makers, policymakers, change makers and experts across Europe, - European citizens affected by learning disabilities	– N° of visits and page views on the project website – N° of participants involved in the multiplier events – N° of ALL DIGITAL Awards assigned: 2 (1 per year) – Communication Campaign: at least 8000 people reached from all over Europe	– Qualitative feedback from website visitors through surveys, feedback forms, or user testing sessions – Collecting qualitative feedback from event participants through post-event surveys

Table 7. Impact factors

4 Quality Process for Deliverables

This chapter outlines the process for reviewing project deliverables.

4.1 Project deliverables and quality

Project deliverables, which encompass various intermediate or intangible project deliverables, are the primary focus of quality control. The methodology employed aims to ensure effective QA of project actions and results, based on a comprehensive quality strategy and criteria specifically designed for project deliverables. The QAT establishes general quality criteria, while specialized output-related criteria are developed in collaboration with WP Leaders, aligning with specific output objectives and quality goals.

Quality control activities are conducted by QAT members to verify the conformity of all project deliverables with the initial criteria, ensuring alignment with the technical proposal. Reviewers are assigned specific tasks throughout the project life cycle:

- Assess the quality of submitted key deliverables (refer to Table 10).
- Offer guidance to WP Leaders, upon request, regarding the expected characteristics and contents of relevant project deliverables.

Each key project deliverable is reviewed by two reviewers. After thoroughly examining the deliverable, each reviewer evaluates it based on a set of key points and determines whether it meets acceptance criteria. These key points are categorized into two groups, and the decision to accept or reject the project deliverable is based on assessments from both categories.

The first category encompasses general comments and evaluates the following key points:

- Layout of the project deliverable
- Project deliverable contents thoroughness
- Alignment with project and programme objectives
- Specific remarks on format, spelling, etc.

The second category is qualitative and includes:

- Relevance
- Accessibility
- Responsiveness to user needs
- Methodological framework soundness

- Quality of presentation of achievements
- Quality of achievements

4.2 The review process

The process to ensure high quality and conformity to the QA Framework of key project deliverables follows these steps:

1. **Submission:** A project deliverable must be submitted to the QAT for review by the responsible partner/person at least 15 days before its contractual delivery date.

2. **Assignment:** The QAT assigns the review task to two consortium members not involved in the deliverable's production.

3. **Review:** Each reviewer provides comments using the Deliverable Review Form within 1 week (5 working days) of the assignment. They recommend "accept as is", "accept with minor revision", "accept with major revision", or "reject".

4. **Decision:** The QAT considers reviewers' comments. If both suggest "accept as is" or "accept with minor revision", the QAT may close or request revisions. If both suggest "accept with major revision" or "reject", revisions are required. If opinions differ, a third reviewer may be assigned, or revisions requested.

5. **Notification:** The QAT informs the responsible partner/person of its decision. If revisions are needed, the partner has 2 days to upload the revised deliverable or resubmit within 1 week with modifications.

6. **Revaluation:** A QAT member reviews the revised deliverable against original comments. Within 1 week, a Steering Committee member marks "accept" or "reject".

7. **Final Decision:** The QAT notifies the partner/person of the decision. If accepted, the QAT closes the outcome; if rejected, the delivery date may be postponed, and the Steering Committee informed for risk mitigation and new deadlines.

The following table summarizes these actions:

	Action	Owner/From	To	When
1.	Submission of deliverable for review	Deliverable responsible	QAT	15 days before the contractual delivery date
2.	Assign Reviewers	QAT	2 project members	As soon as possible after action no 1
3.	Submit Evaluation	Reviewers	QAT	1 week after action no 2, at the most
4.	Conflict Resolution (*not obligatory step*)	QAT	3rd reviewer	Complete 1 week after action no 3, at the most
5.	Submit new version of the deliverable	Deliverable responsible	Basecamp	2 days or 1 week after step 4
6.	Review new version of the deliverable	QAT	Deliverable responsible	1 week after action no 5, at the most
7.	Submit final version	Deliverable responsible	Basecamp	2 days after action no 6, at the most
8.	Inform project Steering Committee if the deliverable is rejected for the second time (*not obligatory step*)	QAT	Project Steering Committee	2 days after action no 6, at the most

Table 8. A summary of the key deliverables review process

4.3 Quality Tools for assessing deliverables

Assessment relies on structured questionnaires to gather both qualitative and quantitative data at various stages of the project. Here's the proposed approach:

- Assessing project deliverables based on multiple quality criteria through the **Evaluation Form for Project Deliverables**.
- A partner questionnaire survey after each face-to-face project meeting to capture partner expectations, goals vs. actual results achieved after the meeting. This is achieved via the **Evaluation Form for Project Meetings.**
- Administering questionnaires or interviews with partners to gauge their satisfaction with project coordination and progress. These will occur midway through and towards the end of the project, or as deemed necessary by the Steering Committee (SC). Interviews will be reserved for critical moments during project advancement. This process will be managed through the **Internal Project Evaluation Form**.
- If necessary, an expert assessment using the **Expert Project Evaluation Form** is employed to validate strategies, maintain quality, tackle complex issues, mitigate risks, and enhance project performance through specialized expertise and insights. An expert is someone who has extensive knowledge, experience, and skills in a particular field such as formal education, training and practical experience.
- If deemed necessary, the **Stakeholder Project Evaluation Form** will be utilized for stakeholder assessment. This evaluation becomes essential during pivotal decision-making moments, projects with diverse stakeholders, strategic changes, critical risk management needs, or when prioritizing continuous enhancement. Its purpose is to ensure alignment, tackle issues, and optimize project results.
- Utilizing the **Exploitation Evaluation Form** to evaluate the project's exploitation strategy and provide insights for potential updates to the project strategy.

The coordination of these activities, including data analysis and report drafting, will be overseen by HOU, with all partners contributing. Results will be disseminated to partners through reports and presentations during project meetings.

A summary of the timeline for assessment and tools used is presented in the following table:

Evaluation TimeLine	Evaluation Instrument	Title of Instrument	Annex	Comments
When a deliverable is submitted	Questionnaire	Evaluation Form for Project Deliverables	I	May vary slightly depending on the type of deliverable or special requirements
After each face-to-face project meeting or event	Questionnaire	Evaluation Form for Project Meetings	II	May vary slightly depending on the type of event
In the middle of the project and at the end of the project	Questionnaire/Interviews	Internal Project Evaluation Form	III	May also be applied when SC deems it necessary
In the middle of the project and at the end of the project	Questionnaire	Expert Project Evaluation Form	IV	
After project events and at the end of the project	Questionnaire	Stakeholder Evaluation Form	V	
In the middle of the project and at the end of the project	Questionnaire	Exploitation Evaluation Form	VI	
When a software/resource type project deliverable is submitted	Questionnaire	Platform/User Evaluation Form	I	The form will be properly adjusted to assess the user-perceived quality of software

Table 9. Timeline assessment of deliverables

4.4 Timeline for assessing key deliverables

The specific dates for evaluating each key deliverable are outlined in a timetable provided for the 'one round review' of deliverables (Table 10). This timetable will be adjusted as needed based on the progress made in developing the deliverables. If any deadlines coincide with holidays, they will automatically be rescheduled to the next working day.

Output code	Output Title	WP No.	Lead Beneficiary	Due Date
D1.1	Project Management Handbook	WP1	ALL DIGITAL	29 Feb 2024
D1.2	Quality Assurance Plan	WP1	HOU	29 Feb 2024
D1.3	Quality Assurance Reports	WP1	HOU	30 Jun 2026
D2.1	Training course	WP2	HOU	30 Apr 2026
D2.2	Handbook for trainers	WP2	HOU	30 Apr 2026
D2.3	Guidelines for inclusive communication and dissemination	WP2	IASIS	30 Jun 2024
D2.4	Evaluation report of ADA digital environment	WP2	HOU	30 Jun 2024
D2.5	Guidelines for inclusive digital education platforms	WP2	HOU	30 Apr 2026
D3.1	Training activity report	WP3	IASIS	30 Apr 2026
D3.2	Capacity building activity report	WP3	ALL DIGITAL	30 Jun 2026
D4.1	Communication, Dissemination and Exploitation Plan	WP4	ALL DIGITAL	30 Jun 2024
D4.2	Campaign and Awards report	WP4	ALL DIGITAL	30 Jun 2026

Table 10. Timetable for the review of ADEDU Deliverables

5 Risk Management

In this chapter, the risk management and mitigation processes are detailed.

5.1 The Essence of Risk

A risk, or hazard, encompasses both the likelihood and the potential outcomes of not achieving one or more project objectives. The term 'risk' inherently includes both positive and negative possibilities. For instance, a decision by the project manager to expedite a work package to enhance project dissemination carries the risk of either advantageous outcomes or potential setbacks. Typically, risks tend to lean towards becoming problems for the project, which will be the focus throughout this section.

Risks involve uncertainty and revolve around probabilities (the likelihood of a risk materializing) and impact (its effect on project activities). These aspects are intertwined and should be considered together rather than separately.

Analysing risks based solely on probability and impact doesn't facilitate effective management because accurately estimating both parameters, even with statistical methods, can be challenging.

Generally, a risk comprises three key elements:

- An event (often an undesirable change)
- The likelihood (probability) of the event occurring
- The consequences (impact) on project objectives
-

Hence, the risk associated with any adverse event can be represented as a function of the event itself, its probability, and its impact:

$$\text{Risk} = f(\text{event, probability, impact})$$

Projects typically face three primary types of risks:

- **Quality Risk:** This pertains to the quality of processes and project deliverables, which directly influences project performance. Issues in quality can lead to defects, rework, or unsatisfactory outcomes, impacting the project's success.
- **Cost Risk:** This involves the project's capability to adhere to its financial objectives. Cost risks may arise from budget overruns, unexpected expenses, or inaccurate cost estimations, potentially jeopardizing the project's financial health.
- **Planning Risk:** This concerns the project's ability to fulfil its schedule commitments. Planning risks include delays, resource shortages, or

unforeseen obstacles that impede progress and hinder the project's timely completion.

The origins of project risk stem from both internal and external factors.

Internal risks originate from:

- The project itself, including its size, duration, estimated cost, and resource requirements.
- The project development team, where factors such as team experience, qualifications, and inter-partner relations can lead to either advantageous or detrimental events.
- Project management practices, encompassing operational management effectiveness or the presence of flawed policies that introduce risks.

External sources of risk include:

- Stakeholders, whose changing or misunderstood requirements during project execution can introduce uncertainties.
- Technology factors, such as the adoption of unstable, incompatible, or costly new technologies, pose risks to project stability.
- Environmental factors, such as shifts in economic conditions or changes in national/regional policies, can impact project cost and duration.
- Outsourcing issues, wherein problems with subcontractors or outsourcing arrangements pose significant risks to project delivery.

5.2 The Risk Management process

Risk management encompasses several key processes aimed at planning, identifying, analysing, treating, and monitoring risks and their causes throughout the project lifecycle. These processes aim to increase the likelihood and impact of positive events while decreasing the probability and consequences of negative ones.

The typical risk management processes include:

1. **Risk Management Planning**: Establishing how risk management procedures will be designed and implemented to ensure effective risk management throughout the project. This phase focuses on outlining the execution of risk management procedures.
2. **Risk Identification:** Identifying and documenting risks that may impact the project. This process involves project stakeholders, including the project manager and development team, as well as external experts. Risk identification is an ongoing process as new risks may emerge during the project lifecycle. Techniques such as brainstorming, the Delphi method, SWOT analysis, and diagrammatic techniques are commonly used for risk identification.
3. **Qualitative Risk Analysis**: Assessing and ranking risks based on their probability of occurrence and potential impact.
4. **Quantitative Risk Analysis**: Conducting numerical analysis to assess the impact of identified risks on project objectives.
5. **Risk Response Planning**: Developing strategies to mitigate risks that have a high probability of negatively impacting the project. This involves defining actions to be taken to reduce the likelihood of risks turning into problems. Contingency plans are often developed, detailing specific actions to be taken if a risk materializes into an issue. This includes outlining the strategy, timeframe, responsible parties, and communication plan.
6. **Monitoring and Controlling Risks:** Continuously tracking identified risks, identifying new risks, implementing response plans, and evaluating the effectiveness of risk management processes.

5.3 Risk Identification

The ADEDU project's initial risk assessment originates from its overarching project goals outlined in the contractual agreement. These risks are directly correlated with the quality benchmarks and standards specified in Chapter 3.

The following risks have been initially pinpointed for the project:

Risk	Description	Probability to occur	Impact
Partners/Stakeholders become disengaged	Partners, Secondary stakeholders and Key stakeholders not fully engaged Educator needs not completely identified	Medium	High
Partners/Stakeholders have inaccurate expectations	Partners, Stakeholders contribute inaccurate expectations for the project framework	Low	High
Partners/Stakeholders do not to support the project	Low participation in the design and testing phase of the training programme and the project platform	Medium	Medium
Underperformance of one partner	This can manifest in various ways, such as not delivering work on time, producing subpar quality deliverables, not contributing effectively to project meetings or discussions, or not adhering to agreed-upon project guidelines or procedures	Low	High
Poor cooperation of consortium	Inadequate understanding of the project tasks, miscommunications and difficulties in reaching deadlines which could lead to delay in the project's process, low-quality outcomes and negative working climate	Low	High
Process inputs are of low quality	Inputs from stakeholders are of low quality	Medium	High
Impacted individuals aren't kept informed	Key stakeholders and especially educators, are not reached in high numbers	Low	High
ADEDU online tools design lacks flexibility and accessibility	Poor design makes change requests difficult and costly.	Low	High
Requirements are ambiguous	User profiles are unclear and open to interpretation.	Medium	Medium
Legal & regulatory change impacts project	The project spans areas that are compliance-sensitive, so regulatory changes are a risk.	Medium	Medium
Market or technical change forces impact project	Market or technological changes reduce the impact of project results that cannot be used as planned.	Low	Medium

Project results poorly communicated	Project achievements are not communicated to key stakeholders.	Medium	High
Project results difficult to be used	The training programme is difficult to be used by educators and trainees.	Medium	High
Delay in the project's timetable	Delays in the project timetable can have significant consequences, including increased costs, missed deadlines, and potential impacts on other project activities or milestones.	Medium	High
Delay in the production of content for the training	This delay could be due to various factors such as challenges in content creation, revisions, unexpected resource constraints, or unanticipated technical difficulties. Such delays can disrupt the training schedule, affect the readiness of participants, and potentially impact the overall effectiveness of the training program.	Medium	High
Difficulties in reaching the target groups	These difficulties may arise due to various factors such as limited access to the target population, communication barriers, lack of engagement or interest from the audience, or insufficient resources for outreach efforts.	Medium	High
Scarcity of resources or underestimation of costs for accomplishing tasks	The actual costs for several project tasks may be higher than estimated because at the beginning of the project it is not possible to estimate costs with complete accuracy.	Medium	Medium
Draining of money resources before the end of the project	The project's budget is depleted or significantly reduced before the project is completed. This can occur due to various factors such as unexpected cost overruns, inefficient resource allocation, scope changes leading to additional expenses, or financial mismanagement.	Medium	Medium

Table 11. Risk identification

Each of the above-mentioned risks may be identified within the project lifetime by engaging partners/stakeholders in the QA process:

Risk	Identification method/tool
Partners/Stakeholders become disengaged	▪ Low participation in partner/stakeholder-related events ▪ Few answers in email/online questionnaire surveys ▪ Not all areas of expertise covered by participating stakeholders
Partners/Stakeholders have inaccurate expectations	▪ Partner/Stakeholder opinions vary significantly ▪ Partners/Stakeholders that participate in surveys have low expertise on the subject matter
Partners/Stakeholders do not support the project	▪ Partners/Stakeholders do not engage their dissemination network ▪ Partners/Stakeholders do not understand the significance of one or more project deliverables
Underperformance of one partner	▪ A partner does not deliver work on time ▪ A partner produces subpar quality deliverables ▪ A partner does not contribute effectively to project meetings or discussions
Poor cooperation of consortium	▪ Stakeholders assess deadlines as not reached ▪ Stakeholders assess deliverables as of low-quality ▪ Stakeholders assess the working climate as negative
Process inputs are of low quality	▪ Stakeholders assess deliverables as not practical
Impacted individuals aren't kept informed	▪ Experts indicate that key players are not included in the dissemination list
Design lacks flexibility	▪ Stakeholders assess deliverables as costly to use/configure
Requirements are ambiguous	▪ Stakeholders assess deliverables as too general/of low impact
Legal & regulatory change impacts project	▪ Stakeholders assess that the use of deliverables contradict specific rules/policies/best practises/national laws
Market or technical change forces impact project	▪ Stakeholders assess that the technological deliverables of the project use absolute technology or that more attractive (similar) services are available
Project results poorly communicated	▪ Stakeholders do not understand why they need the project deliverables
Project results difficult to be used	▪ Stakeholders do not understand how to use the project deliverables
Delay in the project's timetable	▪ Stakeholders assess that deadlines are missed
Delay in the production of content for the training	▪ Stakeholders assess delay in the training content
Difficulties in reaching the target groups	▪ Stakeholdres do not have access to the target population ▪ Stakeholders detect communication barriers

	▪ Stakeholders detect insufficient resources for outreach efforts
Scarcity of resources or underestimation of costs for accomplishing tasks	▪ Stakeholders consider that the actual costs for several project tasks are higher than estimated
Draining of money resources before the end of the project	▪ Stakeholders assess the project's budget as depleted or significantly reduced before the project is completed

Table 12. Risk identification methods

The impact of the risk to the project is based on the following impact matrix:

Impact level	Impact on-time scheduling	Impact on project quality	Impact on the cost of the project
High	A significant deviation of over than 30%. Milestones need to be reset.	Significant effects. Major project objectives not reached	Cost increase >20%
Medium	The medium deviation between 10% and 30%. Some milestones need to be readjusted.	Some effects	Cost increase between 5% and 20%
Low	A small deviation of about 10%. No need for adjustments.	Minimum effects	Cost increase <5%

Table 13. Risk impact matrix

The probability of a risk to occur is calculated based on the following probability matrix:

Probability	Percent
High	>30%
Medium	10-30%
Low	<10%

Table 14. Risk probability matrix

5.4 Risk Assessment/analysis

An initial risk assessment is possible through the following risk priority matrix, which combines risk impact and probability to derive risk priority.

Impact	Probability	Priority	Priority number
High	High	High	1
High	Medium	High	1
High	Low	Medium/High	2/1
Medium	High	Medium	2
Medium	Medium	Medium	2

Medium	Low	Low/Medium	3/2
Low	High	Low	3
Low	Medium	Low	3
Low	Low	Low	3

Table 15. Risk priority matrix

Based on the priority matrix, a ranking of the risks identified in section 5.3 is possible:

Risk	Priority
Partners/Stakeholders become disengaged	1
Design lacks flexibility and accessibility	1
Process inputs are of low quality	1
Delay in the project's timetable	1
Delay in the production of content for the training	1
Difficulties in reaching the target groups	1
Project results poorly communicated	2
Partners/Stakeholders do not support the project	2
Project results difficult to be used	2
Requirements are ambiguous	2
Legal & regulatory change impacts project	2
Impacted individuals aren't kept informed	3
Market or technical change forces impact project	3
Partners/Stakeholders have inaccurate expectations	3
Underperformance of one partner	3
Poor cooperation of consortium	3
Scarcity of resources or underestimation of costs for accomplishing tasks	2
Draining of money resources before the end of the project	2

Table 16. Risk ranking

Detailed risk analysis requires measuring the quality factors and criteria of section 3 and the statistical analysis of the results.

5.5 Risk Response Planning

Risk response planning involves devising strategies to either mitigate risks before they escalate or to minimize their impact if they do materialize. ADEDU adopts a proactive approach focused on risk mitigation rather than contingency. This entails reducing the likelihood and impact of risks through early interventions such as comprehensive assessments of project deliverables,

engaging stakeholders early on, consulting experts from diverse fields, and conducting beta testing of initial deliverables before full-scale implementation. Contingency planning is challenging since most risks tend to manifest near or after the project's conclusion when momentum within the consortium diminishes. However, in ADEDU, stakeholder involvement is integral to both understanding risks and mitigating them, given the project's user-centric nature, potentially turning risks into opportunities rather than threats.

In ADEDU, each project partner responsible for deliverables assumes ownership of associated risks. However, risks related to critical deliverables may have a cascading effect, amplifying risks across other deliverables. The Steering Committee monitors the interconnectedness of risks and may decide on corrective actions during risk audit sessions as needed.

The table below outlines potential mitigation actions for key risks identified in section 5.3.

Risk	Indicative Risk Mitigation Actions
Partners/Stakeholders become disengaged	▪ use appropriate partner/stakeholder management techniques (identification, recurring analysis, communication plan, attitude identification for risk planning) ▪ a /stakeholder engagement plan should be drafted and a list of potential stakeholders per country should be identified ▪ form a stakeholders'/partners planning forum early on, form a forum of key stakeholder representatives
Partners/Stakeholders have inaccurate expectations	▪ partner/stakeholder identification, recurring analysis of stakeholder group categorisation
Partners/Stakeholders do not support the project	▪ benchmarking (identify and use best practices in engaging partners/stakeholders near project-end) ▪ engage in mutually beneficial outcomes
Underperformance of one partner	▪ the monitoring procedure put in place will allow to identify this issue in time. ▪ the policy agreed upon within the partnership agreement will make clear which are the means of the coordinators to solve the situation that will go from an official warning to a motivated exclusion, in accordance with the Agency.
Poor cooperation of consortium	▪ Facilitate discussions to find solutions ▪ Reiterate common goals ▪ Clarify roles and responsibilities ▪ Promote team building activities ▪ Monitor progress closely ▪ Consider external mediation if needed
Process inputs are of low quality	▪ stakeholder identification ▪ cross-check inputs for inconsistencies
Design lacks flexibility and accessibility	▪ engage experts' group in the design phase ▪ take into consideration multiple factors and their interdependencies (e.g., cost/gain ratios, hidden usage costs, organizational policies, etc.)
Requirements are ambiguous	▪ engage key stakeholders in the identification phase and verify outcomes with a larger group of stakeholders ▪ monitor current and future trends
Project results poorly communicated	▪ benchmarking (identify and use best practices in communication with stakeholders)

	▪ design and continuously test communication plan ▪ tailor the information to the different affected stakeholders
Delay in the project's timetable	▪ monitor current and future trends
Delay in the production of content for the training	▪ allocate additional resources if possible ▪ prioritize critical content ▪ streamline production processes ▪ collaborate closely with stakeholders ▪ implement contingency plans ▪ monitor progress regularly
Difficulties in reaching the target groups	▪ Conduct audience research ▪ Use preferred communication channels ▪ Tailor messages to audience interests ▪ Form partnerships with relevant organizations. ▪ Implement engaging outreach strategies.
Scarcity of resources or underestimation of costs for accomplishing tasks	▪ monitoring the expenditures, proactive management, the flexibility of finding alternative solution and of moving funds between WPs, within the financial framework provided by the funding body, will permit to resource those tasks that will be affected by this problem.
Draining of money resources before the end of the project	▪ continuous monitoring and the observation of the monitoring and quality policy will allow to identify early such problems and to correct the course of action through an active management that will modify workloads and will reassess the overall allocation balance.

Table 17. Summary of risk mitigation actions

5.6 Risk management as a continuous process

Risk management is a continuous process and the list of risks initially identified in section 5.3 is to be continually updated as the project unfolds.

ANNEX I – Evaluation Form for Project Deliverables

Number	
Title	
Version	
Type	☐ Report/survey ☐ Model/Framework ☐ Dissemination material ☐ Software ☐ Event/action ☐ Other, please specify: _____
Due Date according to Project Plan	
Actual Date of submission	
Date	
Evaluation Round	
Overall Assessment	☐ Accept as is ☐ Accept with minor revisions ☐ Accept with major revisions ☐ Reject

1. General Quality Criteria

Use this set of criteria to assess the overall quality of the deliverable as a whole

Please rate the following (1-Poor, 5-Excellent)	**1**	**2**	**3**	**4**	**5**
Understandability	☐	☐	☐	☐	☐

(is a clear and concise language used?)					
Accessibility (is the deliverable easily accessible and easy to use easy?)	☐	☐	☐	☐	☐
Structure (is the deliverable well structured? Does it contain all necessary sections?)	☐	☐	☐	☐	☐
Grammar and Syntax (are there any typos or spelling mistakes that make it hard to read?)	☐	☐	☐	☐	☐
Formatting (is the formatting of the document appropriate?)	☐	☐	☐	☐	☐
Completeness (does it contain all necessary information according to ADEDU TA?)	☐	☐	☐	☐	☐
The soundness of methods used (is the research/study/development/evaluation etc. method appropriate?)	☐	☐	☐	☐	☐
Quality of results (do the results correspond to the stated objectives of the activity?)	☐	☐	☐	☐	☐

Comments

Please provide written explanation for the criteria where your rating is less than 3 in the quality scale

2. **Specific Quality Criteria for project results**

Use this set of criteria to assess the quality of specific aspects of the deliverable (if in doubt, please refer to the QAF for an explanation of the different quality factors)

Please rate ONLY those of the following criteria that apply to the deliverable (1-Low, 5-High)	1	2	3	4	5
CORRECTNESS (OVERALL)	☐	☐	☐	☐	☐
Completeness The degree to which the deliverable implements fully the functions envisaged in the project plan	☐	☐	☐	☐	☐
Consistency The degree to which the deliverable uses uniform design and notation	☐	☐	☐	☐	☐
Accuracy The degree to which the deliverable provides the required precision concerning real-life sectorial requirements	☐	☐	☐	☐	☐
PRODUCTIVITY (OVERALL)	☐	☐	☐	☐	☐
Productivity The extent to which the deliverable leads to an improvement in the productivity of those who use it	☐	☐	☐	☐	☐
Cost vs Benefit	☐	☐	☐	☐	☐

The degree to which the benefits of using the deliverable out-weigh the costs					
USABILITY (OVERALL)	☐	☐	☐	☐	☐
Simplicity The degree to which the deliverable is structured in a simple and understandable manner	☐	☐	☐	☐	☐
Learning curve The pace in which the project target group will be able to use the deliverable (after training if necessary)	☐	☐	☐	☐	☐
ACCESSIBILITY (OVERALL)	☐	☐	☐	☐	☐
Penetration The extent to which the deliverable has been / can be successfully disseminated to the target community	☐	☐	☐	☐	☐
Standardization The extent to which the contents of the deliverable use or conform to standards	☐	☐	☐	☐	☐
EXPANDABILITY (OVERALL)	☐	☐	☐	☐	☐
Augmentability The degree to which the results described in the deliverable can be expanded within the target sector	☐	☐	☐	☐	☐
Modularity The degree to which parts of the deliverable can be used independently	☐	☐	☐	☐	☐

Simplicity The degree to which project deliverables are not complicated and understandable to the target group	☐	☐	☐	☐	☐
PORTABILITY (OVERALL)	☐	☐	☐	☐	☐
Independence The degree to which the results described in the deliverable do not depend on fast-changing factors	☐	☐	☐	☐	☐
INTEROPERABILITY (OVERALL)	☐	☐	☐	☐	☐
Commonality The extent to which the deliverable uses commonly accepted metaphors (for access, usage, data representation etc)	☐	☐	☐	☐	☐
Contribution to standards The extent to which the deliverable can potentially contribute to existing or new standards	☐	☐	☐	☐	☐

Comments
Please provide written explanation for the criteria where your rating is less than 3 in the quality scale

3. Specific Quality Criteria for process

Use this set of criteria to assess the quality of the process for producing and using the deliverable (if in doubt, please refer to the QAF for an explanation of the different quality factors)

Please rate ONLY those of the following criteria that apply to the deliverable (1-Low, 5-High)	1	2	3	4	5
TIMELINESS (OVERALL)	☐	☐	☐	☐	☐
Timeliness of activities The degree to which the activities that led to the deliverable were implemented in the timeframe foreseen in the ADEDU TA	☐	☐	☐	☐	☐
Timeliness of result The degree to which the specific result was delivered by the deadline foreseen in the ADEDU TA	☐	☐	☐	☐	☐
FUTURE BUSINESS POTENTIAL (OVERALL)	☐	☐	☐	☐	☐
Stakeholder satisfaction The extent to which sectorial stakeholders are or will be satisfied with the content and quality of the specific deliverable	☐	☐	☐	☐	☐
Sustainability The like hood that any benefits produced by the deliverable will continue to positively affect the stakeholders after the project end	☐	☐	☐	☐	☐
Impact	☐	☐	☐	☐	☐

The estimated effect of the specific deliverable to the broader sector, taking into account the corresponding impact indicators listed in the ADEDU TA					

Comments
Please provide written explanation for the criteria where your rating is less than 3 in the quality scale

4. Detailed comments on the content

Please provide detailed revision suggestions for specific parts of the deliverable *or provide the commented deliverable document with track changes. Only major suggestions are needed.*

N°	Page	Section / paragraph	Suggestion	Reply from author (correction / reject)
			Insert as many new lines below as necessary	

5. Suggestions for improvement and uptake

Please provide suggestions for improvement of the quality and exploitation potential of the deliverable

How could this outcome be improved?
(please refer only to improvements that may have a direct impact on the target objectives of the project):

How could this outcome become more exploitable at a later stage of the project?

ANNEX II- Evaluation Form for Project Meetings

No of Meeting:	
Date:	
Place:	
Hosting Organization:	
Date of submission:	

Meeting Evaluation Criteria

1. How satisfied are you:

	Very Satisfied	**Satisfied**	**Neutral**	**Dissatisfied**
with the preparations made to organize the meeting?	☐	☐	☐	☐
with venue arrangements and accommodation?	☐	☐	☐	☐
with support (meeting rooms, equipment) provided during the meeting?	☐	☐	☐	☐
with the participation of project partners in discussions and decision making?	☐	☐	☐	☐
with the structure of the agenda (subjects/issues covered)?	☐	☐	☐	☐
with the time assigned to the discussion of important issues?	☐	☐	☐	☐
with the scope of information presented?	☐	☐	☐	☐
with the quality of the presentations?	☐	☐	☐	☐
with having sufficient time to network and share ideas with other partners?	☐	☐	☐	☐

2. How satisfied are you:

	Very Satisfied	Satisfied	Neutral	Dissatisfied
with the participation of stakeholders/final users?	☐	☐	☐	☐
with the meetings' overall value in helping you achieve project goals?	☐	☐	☐	☐
with the quality of meeting minutes?	☐	☐	☐	☐
with the quality of the overall meeting?	☐	☐	☐	☐

3. What were the strengths of this meeting?

4. What were the weaknesses of this meeting?

5. Ideas for improving project meetings:

Any other comments:

ANNEX III- Internal Project Evaluation Form

Date of submission:	

General Project Evaluation Criteria

1. How satisfied are you:

	Very Satisfied	**Satisfied**	**Neutral**	**Dissatisfied**
with the work plan and the organization of activities?	☐	☐	☐	☐
with the way the project plans meet the planned objectives?	☐	☐	☐	☐
with cooperation among team members?	☐	☐	☐	☐
Ideas for improving project organization and/or improve efficiency:				

Project Management Criteria

2. How satisfied are you:

	Very Satisfied	**Satisfied**	**Neutral**	**Dissatisfied**
with the way the activities and tasks are distributed among partners?	☐	☐	☐	☐
with the communication and information flow within the consortium?	☐	☐	☐	☐

with the use of resources for achieving project objectives?	☐	☐	☐	☐
with the procedures used for reaching decisions?	☐	☐	☐	☐
Ideas for improving cooperation and communication between partners:				

Sustainability and Impact Criteria

3. How satisfied are you:

	Very Satisfied	**Satisfied**	**Neutral**	**Dissatisfied**
with the number of stakeholders involved in the project?	☐	☐	☐	☐
with the way project results are communicated to target groups?	☐	☐	☐	☐
with the way stakeholders provide input to the project?	☐	☐	☐	☐
with networking and dissemination activities?	☐	☐	☐	☐
Ideas for improving stakeholder involvement and dissemination of results:				

ANNEX IV- Expert Project Evaluation Form

If necessary, an expert assessment using the **Expert Project Evaluation Form** is employed to validate strategies, maintain quality, tackle complex issues, mitigate risks, and enhance project performance through specialized expertise and insights. An expert is someone who has extensive knowledge, experience, and skills in a particular field such as formal education, training and practical experience.

Expert status (position or title)	
Expert country of origin:	
Expertise on the subject matter:	☐ Expert ☐ Medium ☐ Not an Expert
Date of submission:	

Please rate the following

(1-Strongly Disagree/Dissatisfied/Poor, 5-Strongly Agree/Satisfied/Excellent)

Criteria	**1**	**2**	**3**	**4**	**5**
Do you agree with the general objectives of the project?	☐	☐	☐	☐	☐
Are there any other objectives that should be pursued during the project or in a future endeavour?	Please elaborate:				
What are, in your opinion, the disadvantages of the approach undertaken by the project?	Please elaborate:				

What are, in your opinion, the advantages of the approach undertaken by the project?	Please elaborate:				
Do you find the project results useful/beneficial for your organization?	☐	☐	☐	☐	☐
In the case of rating >=3: In what way? In the case of rating <3: Why not?	Please elaborate:				
In the case of rating <3: Why not? How can this be improved?	Please elaborate:				
Project Results are expandable.	☐	☐	☐	☐	☐
In the case of rating <3: Why not? How can this be improved?	Please elaborate:				
Project results require minimal training to be used.	☐	☐	☐	☐	☐
In the case of rating <3: Why not? How can this be improved?	Please elaborate:				
How can the project increase the sustainability of project results?	Please elaborate:				

Are you satisfied with the way the project results/achievements were communicated to you?	☐	☐	☐	☐	☐
If not (rating <=3), in what ways could this communication be improved?	Please elaborate:				

Can you give us any ideas for improving stakeholder involvement and dissemination of results:

ANNEX V- Stakeholder Project Evaluation Form

If deemed necessary, the **Stakeholder Project Evaluation Form** will be utilized for stakeholder assessment. This evaluation becomes essential during pivotal decision-making moments, projects with diverse stakeholders, strategic changes, critical risk management needs, or when prioritizing continuous enhancement. Its purpose is to ensure alignment, tackle issues, and optimize project results.

A. Stakeholder Information

Stakeholder Organization:	*Name of Organization*
Stakeholder position within the organization and/or title:	*Your position within the organization*
Type and Sector of Organization:	*e.g. Public/Private, Education, Information Technology etc.*
Stakeholder country of origin:	
Date of submission:	*The date you are submitting this form*

B. Stakeholder Interests/Goals

What is your primary interest in ADEDU?	*In what way is you or your organization relevant to ADEDU's aim? How do you expect to benefit from such an initiative?*
Is your organization able (or responsible) to affect strategies relevant to learning on a local/regional/national level?	
Is there a way that you could contribute to ADEDU's goals?	

C. Evaluation of Project Results

Please rate the following:

(1-Strongly Disagree/Dissatisfied/Poor, 5-Strongly Agree/Satisfied/Excellent)

Criteria	1	2	3	4	5
Do you agree with the general objectives of the project?	☐	☐	☐	☐	☐
Are there any other objectives that should be pursued during the project or in a future endeavour?	Please elaborate:				
What are, in your opinion, the disadvantages of the approach undertaken by the project?	Please elaborate:				
What are, in your opinion, the advantages of the approach undertaken by the project?	Please elaborate:				
Do you find the project results useful/beneficial for your organization?	☐	☐	☐	☐	☐
In the case of rating >=3: In what way? In the case of rating <3: Why not?	Please elaborate:				
Project results are easy to use:	☐	☐	☐	☐	☐
In the case of rating <3: Why not? How can this be improved?	Please elaborate:				
Project Results are expandable.	☐	☐	☐	☐	☐
In the case of rating <3: Why not? How can this be improved?	Please elaborate:				

Project results require minimal training to be used.	☐	☐	☐	☐	☐
In the case of rating <3: Why not? How can this be improved?	Please elaborate:				
How can the project increase the sustainability of project results?	Please elaborate:				
Are you satisfied with the way the project results/achievements were communicated to you?	☐	☐	☐	☐	☐
If not (rating <=3), in what ways could this communication be improved?	Please elaborate:				

D. General Comments/Ideas for Improvement

Which of the results of ADEDU are of interest to your organization and why? How can they be improved in terms of practicality and efficiency?

Are there any project results that are not practical for use in your organization and why? Do you have any proposals for making them more interesting/applicable?

Do you have any proposals in how to reach more stakeholders and/or increase the impact of ADEDU results?

ANNEX VI- Exploitation Evaluation Form

The Exploitation Evaluation Form makes use of the first two steps of the ADEDU Quality Assurance Framework by pinpointing exploitable results (based on general quality criteria) which will provide data for the analysis of risks (Step 4).

The goal of the evaluation form is:

- to identify, categorize and analyse the basic characteristics of the project's exploitable results as envisaged by the project partners,
- to gather critical information on the necessary steps that need to be taken in an early stage so as partners may later be able to exploit the results better,
- to identify potential risks in the critical area of project exploitation.

The form, being filled-in at a relatively early project stage (but not so early from a risk management point of view) will help partners express their vision on the future form of ADEDU's results, identify gaps and inconsistencies that may lead to high risks.

The questionnaire is composed of three parts. The first part aims to provide an overview of the partners' exploitation strategies and goals. The second part aims to understand which are the most significant results from a partner point of view, why they are significant and how their exploitability can be boosted. Furthermore, information on the weakness that makes some results less exploitable is asked for. The third part includes questions about indirect ways of exploitation, information that should not be underestimated.

Overview of project partner and vision	
Partner name:	*The name of your institution*
Summarize the future exploitation strategy of your Institution in the field of education. Please describe the general strategy of your organization about ADEDU. Is there any particular business model, specific target group, a technology that you plan to focus on in the next few years to maintain/expand your market share?	

What is the main reason for your involvement in ADEDU? Please describe the main reasons/goals of your involvement in the project, from an exploitation point of view. How does the project fit in at the exploitation strategy of your organization (see question 1)? Are there any key advantages that you expect to derive from the project?
ADEDU Exploitable Outputs
3. Which outcomes of the project do you plan to exploit?
4. In which order should these outcomes be prioritized? Please rank all the project outcomes (if possible) based on their exploitation significance to your organization. Choose the ranking position of each outcome (4 major outcomes in total, each outcome should be assigned in one distinct ranking position. The numbers 1-4 are ranking positions (1st, 2nd…4th) -not a scale).
5. Why are the top 2 outcomes in your list of high priority? Please consider the top 2 outcomes. Why are they more important to your organization than other outcomes?

6. How should these outcomes be designed to obtain maximum exploitation? How should these results be designed in order to obtain maximum exploitation? What are the main characteristics of the top 2 exploitable outcomes that you have ranked? Please consider market needs/target audience addressed, geographic coverage, costs for promotion after project end, IPR management parameters.
7. Are there any additional steps that the project should take to boost further the exploitation potential of the top outcomes you have chosen? Please describe the necessary steps (if any) that the project should take to further enhance the exploitation potential of the top outcomes (as you ranked them in question 4). For example, should we allocate more research effort, discuss more design and development issues, etc.).
8. Why are the last 2 outcomes in your list of low priority? What are the main weaknesses of the last 2 exploitable outcomes that you have ranked? Please consider market needs/target audience addressed, geographic coverage, costs for promotion after project end, IPR management parameters.
Other ways of exploitation **(please describe where applicable)**
9. Exploit the knowledge and experience (on an institutional/ national/European level) Please describe how you are going to exploit the knowledge gained from your participation in the project internally e.g., in house training
10. Create new jobs or safeguard the existing ones Please describe how project outcomes may achieve this result (if applicable)

11. Incorporate project outcomes into offerings of your institution Please describe how project outcomes may achieve this result (if applicable)
12. Provide consultancy services Please describe how outcomes may achieve this result (if applicable)
13. Realize follow-up activities or projects Please describe how project outcomes may achieve this result (if applicable)
14. Is there any other way you plan to exploit the outcomes and experience gained during the realization of the project? Are there any other ways to exploit project outcomes?

ADEDU

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