Report on external evaluation of the CCWATER project
„Graduates for Climate Change adapted water management"

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CC WATER

The CCWater project aims to strengthen water-related higher education in Sri Lanka, China and Mongolia (partner countries) to increase resilience against climate change impacts by developing HEI's competencies and skills with modern technology and teaching resources. Besides, the following five specific objectives (SO) of the CCWater project are:

SO1. To enhance climate resilience and sustainability of water resources and infrastructures in the Partner Countries;

SO2. To modernise water-related higher education with climate change issues and internationalise HEIs from the Partner Countries;

SO3. To improve the level of competencies and skills in HEIs from the Partner Countries;

SO4. To strengthen relations of HEIs in the Partner Countries with the wider economic and social environment, and enhance their innovation capacity;

SO5. To improve the diversity and inclusion of higher education in the Partner Countries.

To achieve those objectives, 32 activities were defined in 7 work packages (WPs).

The Project was initially scheduled to start on 15 January 2021 and end on 14 January 2024. Due to the COVID-19 outbreak, some project activities were postponed, including travelling activities, while the teaching process was shifted from traditional to online platforms. In order to realise and complete planned project activities, an extension was approved until 14 July 2024.

This report evaluates overall project relevance, efficiency and effectiveness, overall impact and project sustainability.

The overall achievement of activities

WP1 "**Analysis of assets, needs and best practices**" consisting of five project activities was wholly realised, and ten deliverables were produced. All activities are well planned and realised. During the kick-off meeting, the workshop on strategic priorities for curricula development was organised. The findings of the workshop provided inputs to the surveys and reviews in the other tasks of the WP1. Based on the survey, the report on existing curricula presented collected information on existing curricula at 11 HEIs and guidelines available for the application of water and climate-relevant subjects at partner universities. Report on existing practices summarises cross-review of university-enterprise collaboration practices. Results of a survey about the availability and applicability of institutional policies for quality assurance, as well as processes for designing and approving their programmes and practices to ensure student-centred learning, teaching, and assessment, were presented in the report on existing quality assurance practices. Summary report on the partners' assets summarises the findings of T1.2.1-T1.2.3. Report on external best practices draws attention to the needs of education in water management, with the simultaneous deepening of knowledge of water, environment and climate change, especially in the fields of study affecting the protection and shaping of water resources. The best practices report summarises the best practices inside and outside the consortium. Report on climate-water policy and actions in Asia presents the climate change impact of Project participating countries and how those countries are anticipating the situation and combat the diverse negative impacts by taking different activities such as developing policies, joining international

initiatives and implementing practical actions in line with national and global strategic policies. The report on water-climate policy and actions in the EU considers water policy in Norway, Germany, Poland, and, in general, in the EU. Results of the SWOT workshop were presented in the SWOT report on strategy for curricula development on water and climate change that concludes several "weakness" and "threats" of the current curricula as well as "strength" and "opportunity".

WP2 "**Water & Climate change curriculum**" comprises three activities and 15 tasks. It is evident that there is some delay in developing deliverables. Activity A2.1 resulted in the jointly developed curriculum "Water and Climate Change" and syllabi for three courses (Big Data for Integrated Climate Change & Water Management, Integrated Water Resources Management under Climate Change, Storm Water Management with Low Impact Development and Nonconventional Water Reuse). The reflective report "Engines and anchors for curriculum development" is based on the conclusions received from the organised online staff training on 2 December 2021. The staff training consisted of a theoretical part and a subsequent brainstorming session. The syllabi for three courses were developed. Activity A2.2 is oriented to content development. Lecture material for the defined three courses was developed. Most textbook chapters and material for practical (laboratory) exercises for three courses were produced. Upgrading laboratories in Partner Countries was done. Activity A2.3 is oriented to curriculum implementation. Training of trainers was organised on 21 February 2023 to develop skills in using GroupMap for interactive and collaborative teaching methods.

WP3 "**ICT tools for Water & Climate Change curriculum**" is not implemented entirely and consists of 4 activities and 11 tasks. Training material "Curiosity-driven education" was prepared. Online training of trainers on curiosity-driven education was conducted on 21 February 2023, and the reflective report summarises an evaluation of the combined training and training materials. The workshop on platform design took place physically in Oslo on 28 November 2022 to collect input from the partners, including their needs and expectations. The digital interaction toolkit was developed reviewing digital tools currently used in education. Six lectures were evaluated during the open teaching sessions using digital tools, organised parallel to the project meeting in Sri Lanka.

WP4 "**Social Entrepreneurial Universities**" consists of three project activities. The training material "Socially engaged universities and community-connected pedagogies" was created and used in A4.1.2. Sri Lankan partners (UoP, RUSL and SEUSL) organised training on socially engaged universities and community-connected pedagogies on 13 January 2023, and an adequate corresponding report was written. Social entrepreneurship hackathons were also organised.

WP5 "**Quality plan**" consists of three activities. The quality assurance plan was prepared in an adequate manner, consisting of all necessary parts for quality control. The quality assurance seminar was organised online on 25 April 2022 with the participation of 25 team members. To evaluate the seminar's effect, a report was created to summarise, analyse, and draw conclusions about the seminar, which generated information about practices and policies for the successful implementation of quality assurance among three Programme universities and eight Partner universities. A compendium of quality assurance policies and practices was developed based on Standards and Guidelines for Quality Assurance in the European Higher Education Area. The inter-project coaching meeting was organised on 15 September 2023, where different aspects of the project implementation were analysed. Two sessions were delivered: I) Achieved synergy between higher education institutions, and II) Exchanging ideas.

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WP6 "**Dissemination and exploitation**" consists of seven project activities, four still ongoing. The dissemination and exploitation plan consists of relevant elements related to the planned dissemination events, such as organisation, time, target groups, and measurement of success. Promo materials and a website for disseminating project results have been created. However, the website should be appropriately updated. There is no information about realised dissemination activities. The production of promo video materials that can be used for project promotion should be highlighted. The social media marketing plan was created.

WP7 "**Management**" consists of seven project activities. The project guide was created to support the beneficiaries in managing the CCWater project locally, efficiently, and successfully and to provide all documents necessary for monitoring, reporting, and audits. The minutes of the project meetings should be available for evaluation, as should the student travel report.

Due to project prolongation, there is a need to organise more management and quality control activities, including internal review of those deliverables that were not completed on time.

Overall project relevance

All realised activities within this Project are relevant to the main goal—educating students in water management. The real problems and needs were addressed by project objectives; the delivered project results target all foreseen beneficiaries.

However, the reports should confirm the relevance of dissemination actions such as organised events, delivering promotional material, and reaching the targeted audience. Also, only a few project partners were actively involved in disseminating project results.

The sustainability of the project results should be based on cooperation between the academic and non-academic sectors. Organised hackathons are a good base for achieving this cooperation.

Overall project efficiency

The Project was coordinated and managed in a professional manner. However, due to a lack of foreseeing administrative and external factors such as COVID-19, the delivery of the most important deliverables was prolonged. Because of that, a six-month project extension was more than necessary.

Although the Project was coordinated and the execution of activities was monitored, some consortium partners still haven't completed the expected results by the planned deadline. All activities should be documented, and relevant documentation should be shared on the project website to decrease the gap in updating the achieved project results and making them visible to the broader public.

I expect all project activities to be successfully transformed into outputs during the prolongation period.

Overall project effectiveness

This Project confirms that the right actions have been performed and the main outcomes reached. The majority of the partners have followed the project plan and delivered the project outcomes effectively.

Analysing the project proposal, defined wider and all specific objectives are fulfilled and main outputs delivered.

Project status reports should exist to easily monitor the delivery of project results. The website should be updated in a timely manner.

The number of dissemination activities should be on a high level, as well as the presentation of the feedback received from the defined target groups.

Overall project impact

The overall project goals have been reached. The developed learning material and curricula will produce quality staff and help strengthen the field of water management in partner countries.

The project impact can also be presented by a summary of the main project results and deliverables:

- 3 courses developed,
- textbook chapters created as a teaching material,
- new laboratory equipment purchased and used,
- 3 hackathons organised in partner countries.

Project sustainability

The sustainability plan has been delivered neither on a financial nor an academic level. The consortium partners from the Partner Country HEIs should enable sustainability measures to realise joint curricula. Also, the textbook chapters were produced, increasing the Project's sustainability. Some of the consortium partners were delayed in delivering the outcomes until the new deadline planned for a six-month project prolongation.

Final remarks and impression

According to the analysis of the outputs created, the project implementation can be qualified as good. The consortium has fulfilled project objectives and delivered (most of) its expected results. Most of the results and outputs are of good quality, although some weaknesses can be identified, as presented in previous parts of this document.

Podgorica, 26 March 2024   Marija Jevrić

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