



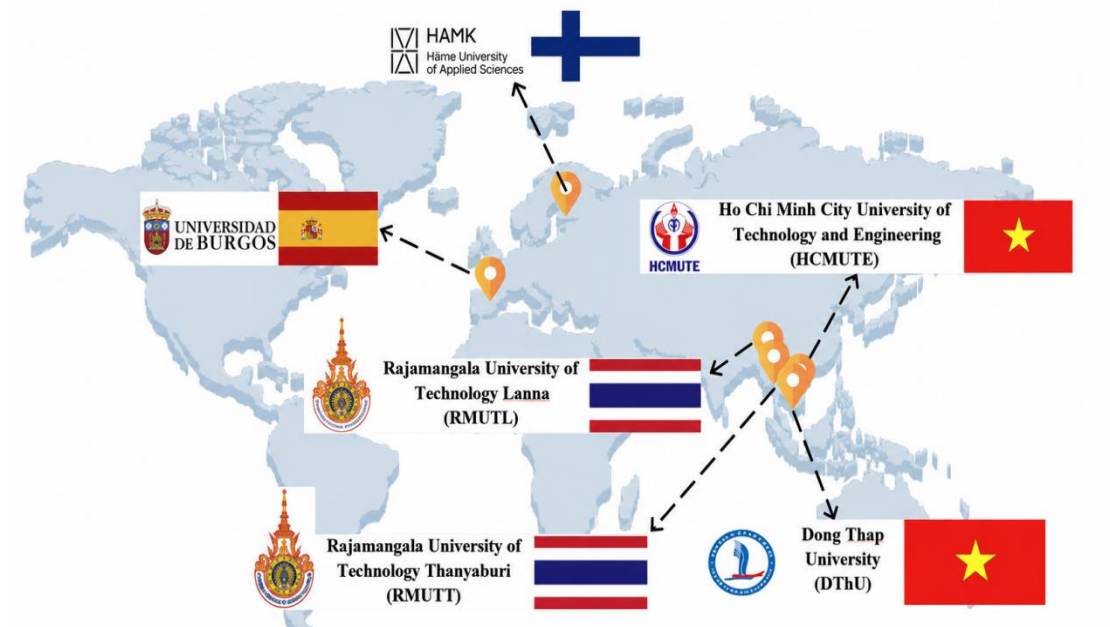
Co-funded by
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DELIVERABLE D1.3

Progress Report

Project	Learning for Sustainable Future – Higher Education for Green Transition in Southeast Asia
Acronym	GreenEdAsia
Project ID	101177627

PROJECT CONSORTIUM



June 30th, 2026



**Co-funded by
the European Union**

CONTENTS

1. Technical Report (Part B);
2. Annex 1. Quality Report;
3. Annex 2. External Evaluation Report;

TECHNICAL REPORT (PART B)

COVER PAGE

Part B of the Technical Report must be downloaded from the Portal Technical Report (Part B)/Termination Report screen, completed, and then assembled and re-uploaded as PDF on that screen.

PROJECT	
Project number:	101177627
Project name:	Learning for Sustainable Future - Higher Education for Green Transition in Southeast Asia
Project acronym:	GreenEdAsia

REPORTING PERIOD	
 Please note that you must report on the entire reporting period.	
RP number:	[1]
Duration:	from 01/12/2024 to 31/05/2026

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1. OVERVIEW OF THE PROGRESS

1.1 Summary of work performed and achievements, results and impacts

Work performed and main achievements

Short summary of progress towards the project objectives. Highlight significant activities and achievements. Provide clear and measurable details.

Analyse the outcome of the project (so far) and its (actual and expected) impact (on target groups, change, innovation etc.), including a description of the European dimension and added value. For the Final Report, include the conclusions of the action.

Report on objectives not fully achieved or not on schedule.

 *Do not simply cut and paste the project summary (filled in online on the Summary for Publication screen). Contrary to the summary, this section is for reporting to the EU and will not be published.*

The GreenEdAsia project strengthens the capacity of higher education institutions in Vietnam and Thailand to support the green transition through curriculum development, innovative teaching methods, institutional capacity building, and industry collaboration. During the first 18 months, the project delivered significant progress in future foresight, teacher and management training, quality assurance, and dissemination activities. These actions have enhanced staff competencies, strengthened international cooperation, and promoted student-centred and competence-based education. Initial results demonstrate positive institutional impact and provide a strong foundation for the sustainability of project outcomes. The main achievements of each Work Package are summarised below.

WP1

WP1 ensured effective project coordination, management, and quality assurance during the first 18 months of implementation. The Project Management Team (PMT), consisting of project managers and WP leaders from all partners, met regularly online (13 meetings) to monitor progress, coordinate activities, and address implementation challenges.

A Quality Assurance Committee (QAC) was established and met six times to oversee project quality, KPI monitoring, and implementation of the Quality and Data Management Plans. An external evaluator was selected, and the first external evaluation is currently underway.

Despite minor delays in several deliverables due to discrepancies between the project application timeline and the funding portal deadlines, corrective actions were implemented and the project remains on track. Interim quality survey results showed strong satisfaction with project management, with high ratings for PMT effectiveness (4.6/5), partner collaboration (4.8/5), and increased understanding of international project administration (4.6/5).

WP2

Work Package 2 focused on aligning curricula in partner institutions with emerging competence needs in the circular bioeconomy sector. The work combined future foresight methodologies, stakeholder engagement, and competence-based curriculum design to ensure that educational provision responds effectively to labour market requirements in partner countries.

The future foresight process was initiated through a three-day face-to-face workshop held at the beginning of the project in Ho Chi Minh in February 2025. The foresight process continued with the identification of weak signals and emerging trends. These ideas were generated using the Orchidea platform. As a result, the subsequent development of future scenarios and backcasting pathways required additional facilitation. Nevertheless, initial draft scenarios and development paths were successfully produced. Following the face-to-face workshop, the work continued in online sessions, where participants were guided to deepen their analysis through stakeholder interviews involving representatives from both educational institutions and the world of work. As a result of this iterative process, the partners identified new and more precise competence areas relevant to the circular bioeconomy.

Building on the competence profiles defined in Task T2.1, partner institutions undertook a curriculum redesign process supported by online workshops and structured guidance. The curriculum development work was primarily conducted independently by partner institutions. The redesigned curricula were presented in an online workshop session by partner institutions. However, the process has not yet been fully completed. The updated curricula have not yet been submitted to formal institutional approval processes.

WP3

Faculty managers training aimed to familiarise them with student-centred teaching methods and provide them with tools to support teachers and students in this process. The managers presented the results of

the teachers' interviews related to the future foresight process. The workshop included the future foresight work that was titled as: Future ideas for education. During the workshop managers were also given a lecture of Professional teachers' pedagogical competence development.

Teachers and teacher educators (total 40) are trained to use student-center teaching methods. The online training packet included the theory of the methods. Training included 3 online training sessions, 2 hours per each, 6 hrs together. The education programme for teachers and teacher educators was created. It started with an online workshop on 18 September, 2025. After the online theory training there was a workshop for the teachers about practical tools of student-centered teaching methods. Teachers tested the methods and tools in a 3-days workshop. The intensive week for teachers and teacher educators (40) was held in Hämeenlinna, Finland, on 6-10 October, 2025. Participants also created the learning material for each chosen pedagogical approaches. The participants piloted the student centered teaching in their own organisations. The pilot implementation of student-centered teaching methods and testing of the developed tools under WP4 were successfully completed. After the training week in Finland (T3.3), on 20 November, 2025 an online workshop was held. However, the follow-up teacher training sessions were postponed due to the need to first evaluate pilot outcomes, collect participant feedback, and better align the training topics with teachers' actual needs.

The working group for The teachers manual for DBE has been formed, there are 2 representatives from each partner universities. The group has met during the WP4 workshop, and it has benchmarked some similar manuals. Work will continue 8/26 For cascading the teachers pedagogical training the working group also has been created, and the team has met during the WP4 workshop. This team will also continue the work 8/26. There are members from each partner university.

WP4

Universities in the consortium have actively mapped and engaged both new and existing industry partners across diverse sectors. Each institution has established concrete collaborations with multiple partners, ranging from 5 key partners at RMUTL to over 15 at HCMUTE, with strong representation in environmental, sustainability, and ESG-related fields. These partnerships support student-focused activities such as internships, industry projects, guest lectures, field visits, and applied research topics.

A joint industrial mapping workshop in April 2026 confirmed that most universities already maintain solid industry linkages, although a structured model for integrating these partnerships into student-centered learning is still under development. Ongoing efforts focus on formalizing collaboration frameworks and strengthening stakeholder engagement. Universities are also expanding partnerships to support Student Challenge activities, with a target of at least 20 partnerships across the consortium.

In parallel, partner institutions are jointly preparing the International Student Challenge scheduled for September 2026 in Thailand. They are co-designing the challenge framework, including learning outcomes, assessment criteria, mentoring structures, and implementation plans for both online and onsite activities. The initiative is currently in the planning phase, with continued collaboration to define coaching models, mentor roles, and overall delivery.

WP5

WP5 has successfully launched a structured capacity-building programme for partner HEIs, consisting of separate tracks for administrative staff and management.

Administrative staff training has been implemented through a series of webinars (January–May 2026), with a total of 73 participants (19–30 participants per session). The training focuses on funding instruments, project proposal development, and governance, supported by assignments and Moodle-based learning.

Each partner organisation is preparing at least one project proposal to be submitted by March 2027, supported by a structured mentoring programme

Institutional development plans were initiated with an orientation meeting for the management in January 2026 (30 participants). Partner HEIs are preparing institutional development plans to integrate project results into strategic development, including curriculum integration, use of new teaching methods, and models for collaboration with work-life partners. The process includes structured templates, follow-up meetings, and finalisation of plans by 2027.

The activities have strengthened institutional capacities in project preparation and strategic development.

Implementation is on track; however, key outputs such as submitted proposals and long-term impact will materialise in the later phases (2026–2027).

WP6

WP6 focused on dissemination, communication, and sustainability of project results. A Dissemination and Sustainability Strategy was developed, and the project website was established to share project information,

activities, and outputs.

Partners actively disseminated project activities through institutional websites, social media, workshops, conferences, and stakeholder meetings. Dissemination efforts targeted academic staff, students, university managers, industry representatives, and other relevant stakeholders.

The interim quality survey confirmed strong dissemination performance, with 100% of respondents agreeing that project activities had been shared both internally and externally. Participants also reported positive institutional impact (4.8/5) and confidence that project results will be sustained beyond the project lifetime (4.7/5). The project has strengthened international cooperation, promoted innovative teaching approaches, and increased awareness of green transition and sustainability.

Quality

The Quality of the project has been assessed by comparing the application to the project implementation, timeline and conducting surveys of participant information, feedback from face-to-face events as well as the interim Quality survey April 2026. The results from these surveys have been presented during the PMT meetings as well as shared with the project experts for development of future events and activities.

Due to errors in the funder portal deadline dates from the beginning of the project, almost all deliverables were dated to be achieved 2 months before the planned dates in the project application. Because of these differences in the application and funder reporting portal dates, there have been some needed modifications done regarding the timeline of deadlines and milestones.

The project has been implemented according to the project plan. Two deliverables (D1.1 and D6.1) were submitted late. The deliverables were uploaded to the portal on time in March, but the submission button was not pressed. The mistake was noticed in May and the project manager notified the project officer immediately about the issue.

Changes to the delivery dates of D1.2, D1.3, D5.1 and Milestone 2 were made and a request to delay D2.2 has been sent to the project officer. By adjusting these deadlines to reflect the project plan, the consortium has the chance to complete the project work with precision and high quality. A few alterations to these dates are therefore also expected during the second half of the project.

Project management team (PMT) was established and has met online regularly throughout the project. The PMT consists of partner project managers and work package leaders and has met 13 times. 60% of partners strongly agree that by participating in the project activities they have increased their understanding of international project administration.

In addition to PMT, an Advisory board was created according to the project plan. The first meeting was held on 3.6.2025. Even though the project plan indicates that the group should meet twice a year, there has not been a meeting arranged after the first meeting.

Even though the application did not include creating a Quality assurance committee, During the beginning of the project, QAC was established and it has met 6 times online. Project quality has been monitored throughout the project according to D1.2 Project quality plan created by the project Quality manager and QAC representing all project partners and led by the project Quality manager. The plan also includes the data management plan, which guides the project partners to comply with EU laws and regulations.

The Quality plan states the roles and responsibilities of project partners regarding quality as well as the aims and tasks to support quality implementation and monitoring. In addition a tendering process to obtain an external evaluator was completed and the agreement signed by the coordinator and the evaluator. The first external evaluation is currently being conducted.

Data to support quality assessment has been collected from all face-to-face events, regarding feedback and KPI information to assess the quality of the events and to obtain necessary KPI information expected to report to the funder. The workshop feedback was analysed and shared with workshop leaders to gain insights on future training needs and suggestions for improvement.

According to the KPI survey data, the project has directly reached 148 individuals during face-to-face events held in the first 18 months of the project. 65 people out of the respondents represented academic staff. 73 people out of 148 were men, 70 women, 1 non-binary and 3 did not want to answer the question. The most significant barriers the respondents reported facing were linked to education (8,1%), geography (9,5%) and economics (12,2%).

The following project objectives were also set in the project plan:

- 8 of redesigned curricula in use by the four Southeast Asian universities
- 8 of formal partnerships established with industry and societal partners in Vietnam and Thailand, aimed at fostering joint initiatives, research projects, and knowledge exchange
- 6 student challenges organized

- 4 implemented and institutionalized sustainable practices within partner higher education institutions
- 4 new development project proposals produced and submitted by the HEIs in Vietnam and Thailand
- 6 open access publications and articles produced.

So far the project team has been able to create the drafts of curricula, 1 new project proposal as well as one published article with several drafts ongoing. Industry partnerships have been mapped and started discussions in preparation for the student challenges. Dates for international student challenges (2) have been set and preparations for national student challenges (4) begun.

An Interim questionnaire was also created to assess the project progress, implementation and quality. From this data the Quality manager has drafted a short revision on the successes of the project as well as suggested improvements for the second half of the project. The Quality questionnaire aimed towards partner staff members active in the project implementation, collected information on the partners' views of progress and implementation of the project, was divided into sections according to work packages. This was done to make sure that the partner staff could only respond to activities they had been a part of.

The questions regarding project management received very positive responses on PMT meeting organisation (4,6/5), partner collaboration (4,8/5) and increased understanding of Erasmus+ project administration (4,6/5). The Foresight work done during the beginning of the project was seen relevant to understanding future requirements of circular bioeconomy educational needs (4,7/5) and the partners reported to understanding future competence profiles (4,6/5), objectives and assessment criteria (4,3 /5) in circular bioeconomy better.

Academic staff involved in the WP3 Teacher training activities feel that their competencies have developed in applying student-centered and design-based teaching methods (4,5/5) and that they felt more confident in facilitating student learning in real-life, problem-based or industry-linked learning settings (4,5/5). The staff attending the managerial as well as administrative training activities have found the activities to have been useful and have a clear idea on what the goals and expectations of the work is (4,4/5). As the activities are only beginning some suggested improvements have been to begin applying the theory into practice which is the next step for work package 5. The partners have been very active from the beginning regarding dissemination with 100% reporting to agreeing or strongly agreeing that the project activities implemented so far have been internally and externally disseminated to target group members. In addition 77,8% believe that the project activities will have had a positive impact on their organisation and 66,7% believe that the results will be sustained after the project period.

The biggest challenges according to the project partners were learning the new Teaching Methods and Content (16 mentions) due to difficulties in learning the Design-Based Education (DBE) method, integrating Circular Bioeconomy (CBE) into existing curricula, and managing varying student academic backgrounds and competencies. Another challenge mentioned was time management and coordination (8 mentions) as the participants found it challenging to balance project tasks with their regular duties at the universities. The suggestions for improvement and Future collaboration included increasing training and pedagogical support as well as streamlining project administration and communication. Most respondents were happy with the project progress and felt happy with how the project is managed and progressing. The QAC recommends that Advisory Board meetings will be scheduled as soon as possible, calendar invitations will be sent to PMT members in advance to meetings to assure knowledge of time zones. The project timeline should be revised during each meeting and future activities discussed to ensure proactivity and clear vision of next steps among project partners. In addition QAC want to highlight that feedback from external participants will be collected during the second half of the project as more external stakeholders will be involved in the project activities.

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1.2 Consortium set-up

Participants

Report on changes in the consortium composition (including structural, legal or management changes, if any).

See Technical Report (Part A).

Consortium cooperation and division of roles (if applicable)

Report on changes in the way the participants work together (Beneficiaries, Affiliated Entities, Associated Partners, etc.).

There have been no changes to the consortium or to the allocation of roles among the partners.

1.3 Project teams, staff and experts

Project teams and staff

Report and explain deviations from Annex 1 of the Grant Agreement regarding the organisation of staff or project teams. Provide CVs of key actors that had to be replaced (if required).

All project staff have been carefully selected to join the project based on their experience, expertise, and ability to perform the project tasks. During the project implementation, in addition to the staff listed in Annex 1 of the Grant Agreement, all HEIs have mobilized additional personnel from relevant units to carry out specific activities. Some changes have been made to the staff working on the project compared to the personnel mentioned on the application.

From HAMK Essi Ryymin did not join the project, and instead Hanna Lindroos joined the project and was selected to act as the Quality manager. Ms. Teija Lehtonen retired during the project period and was therefore replaced by Ms. Anna Rantapero-Laine, an expert with equivalent experience and expertise.

1.4 Consortium management and decision-making

Consortium management and decision-making (if applicable)

Report on important changes in the management or decision-making mechanisms.

No changes have been made to the overall structure or decision-making processes of the Advisory Board (AB), the Quality Assurance Committee (QAC), and the Project Management Team (PMT).

Advisory Board

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The PMT also includes the WP leaders.

1.5 Project management, quality assurance and monitoring and evaluation strategy

Project management, quality assurance and monitoring and evaluation strategy

Report on changes to the overall project management concept, quality assurance and monitoring and evaluation strategy (if any).

A Quality Assurance committee was created to ensure high quality implementation and assessment throughout the project. The group has met six times during the first 18 months of the project to discuss and produce necessary materials and reports. The group is led by the Quality manager of the project.

1.6 Impact**Impact**

Report on changes in your impact analysis/strategy (if any) and the effects on the project/need for adaptations.

There are no major changes to the project's impact plan or strategy at this stage. The project is progressing according to the planned objectives and timeline, and the consortium believes that GreenEdAsia will achieve, and possibly exceed, its expected impact.

No major adaptations are needed at the moment. The consortium will continue to monitor project progress and collect stakeholder feedback to ensure that dissemination, use of project results, and sustainability activities remain effective and support the project objectives.

#\$IMP-ACT-IA\$# # @COM-DIS-VIS-CDV@#

1.7 Communication, dissemination and visibility**Communication, dissemination and visibility of funding**

Report on the communication and dissemination activities undertaken (to whom, which format, how many, etc.).

Describe how the visibility of EU funding was ensured.

If you described your project on your website(s) and/or social media accounts, please provide the links.

1. Communication

Communication plays a vital role in the successful implementation of GreenEdAsia by ensuring effective coordination among consortium partners, transparent project management, and active engagement with internal and external stakeholders. The project has established comprehensive communication mechanisms that support collaboration, knowledge sharing, decision-making, and dissemination of project results throughout the project lifecycle.

i). Internal Communication

Internal communication is designed to facilitate efficient coordination and collaboration among consortium partners and project governance bodies. Regular communication ensures that project activities are implemented according to schedule, risks are addressed promptly, and all partners remain informed of project progress.

The consortium uses the following communication channels:

- Email: The primary channel for official communication, coordination, document exchange, and day-to-day correspondence among project partners.
- Online meetings: Google Meet and Zoom are regularly used for Project Management Team (PMT), Quality Assurance Committee (QAC), Advisory Board meetings, workshops, and technical discussions.
- Messaging applications: Zalo is mainly used for communication among Vietnamese partners, while WhatsApp facilitates rapid communication across the international consortium.
- Shared online workspace: Google Drive serves as the central repository for project documents, templates, deliverables, meeting minutes, presentations, and collaborative editing.
- Funding & Tenders Opportunities Portal (FTOP): The Project Coordinator communicates officially with the European Commission regarding contractual issues, reporting, and project management.

ii). External Communication

External communication aims to promote project objectives, activities, achievements, and results to a broad range of stakeholders. The project communicates regularly with universities, industry partners, policymakers, students, and the wider community through multiple dissemination channels.

The main external communication channels include:

- The GreenEdAsia project website (<https://greenedasia.hcmute.edu.vn>);
- Facebook;
- LinkedIn;
- Local newspapers and media;
- Workshops, conferences, seminars, and stakeholder meetings;
- Public presentations and networking events;

iii). Communication Activities and Target Groups

GreenEdAsia applies different communication approaches depending on the target audience to ensure that project information reaches relevant stakeholders effectively.

Communication Activity	Communication Channel	Main Target Groups	Purpose
Project Management Team (PMT) meetings	Google Meet, Zoom, Email	Project coordinators and partner representatives	Coordinate project implementation, monitoring and decision-making
Quality Assurance Committee (QAC) meetings	Google Meet, Zoom	QAC members and consortium partners	Monitor project quality, evaluate progress, identify risks and recommend improvements
Advisory Board meetings	Google Meet, Zoom	Industry representatives, external experts, university leaders	Provide strategic advice and external feedback
Capacity-building workshops	Face-to-face and online, LMS	Academic staff and administrative staff	Develop competencies in foresight, green education, design-based education and curriculum development
Student Challenge activities	Face-to-face, social media, website	Students, academic staff and industry mentors	Promote innovation, entrepreneurship and university-industry collaboration
Project website	Online platform	Universities, students, industry, policymakers and the general public	Disseminate project objectives, news, deliverables and project results
Facebook and LinkedIn	Social media	Students, academics, industry partners and wider community	Promote project activities, achievements and networking opportunities
Local media and newspapers	Media articles	General public, stakeholders and policymakers	Increase public awareness and project visibility
Google Drive	Shared workspace	Consortium partners	Collaborative document management and information sharing
WhatsApp and Zalo	Messaging applications	Consortium members	Daily communication and rapid coordination
Funding & Tenders Opportunities Portal (FTOP)	European Commission Portal	European Commission	Official communication, reporting and contractual management

The principal internal target groups include the Project Management Team, Quality Assurance Committee, Advisory Board members, academic staff, administrative staff, students participating in project activities, and all consortium partners. External communication primarily targets higher education institutions, industry partners, employers, policymakers, public authorities, professional associations, non-governmental organisations, students, and the wider community.

During the first eighteen months of the project:

- 13 Project Management Team (PMT) meetings were organised.
- 6 Quality Assurance Committee (QAC) meetings were conducted.
- 1 Advisory Board meeting was organised.
- 148 participants directly engaged in face-to-face project activities.
- = 65 academic staff and 9 administrative staff participated in capacity-building activities.
- The interim quality survey collected feedback from 41 consortium members representing all partner institutions.

These communication mechanisms have ensured regular information exchange, transparent decision-making, effective project coordination, and strong collaboration among all consortium partners.

2. Dissemination and Visibility of Funding

GreenEdAsia actively disseminates project activities and results while ensuring full compliance with the Erasmus+ communication and visibility requirements. The project consistently acknowledges the financial support of the European Union in all dissemination materials, publications, presentations, training resources, and public events by displaying the Erasmus+ and European Union logos.

The project dissemination strategy combines digital communication, face-to-face events, institutional networks, and media engagement to maximise the visibility and impact of project outcomes.

i). Dissemination Channels

The project disseminates information through multiple channels, including:

- Project website: <https://greenedasia.hcmute.edu.vn>
- Partner University Facebook
- Project team members' Facebook
- LinkedIn
- Local newspapers and media
- Workshops and training events
- National and international conferences
- Stakeholder meetings
- Partner University websites and institutional communication channels

The project website serves as the central dissemination platform, providing information on project objectives, consortium partners, project news, events, deliverables, publications, and project results. Social media platforms are used regularly to share project achievements, workshop announcements, training activities, and networking opportunities with a wider audience.

ii). Dissemination Materials

The project has produced and utilised a wide range of dissemination materials, including:

- Project website (21,917 views by May 2026)
- Local newspaper and media articles (10 newspapers and media articles)
- Project presentations and PowerPoint templates (10 project presentations and Powerpoint Templates)
- Technical reports and project deliverables
- Posters and banners (04 posters and banners of 04 events at HCM-UTE, UBU, HAMK and RMUTL)
- Brochures and leaflets (01 Brochures of Kick-off meeting)
- Workshop and training materials (20 workshop and training materials)
- Online meeting backgrounds (Google meet and Zoom)
- Facebook and LinkedIn posts: (40 posts on face book of project members post for events)

iii). Target Groups

Project dissemination activities have targeted a broad range of stakeholders, including:

- Academic staff;
- Administrative staff;

- Students;
- University leaders and managers;
- Higher education institutions;
- Industry partners and employers;
- Policymakers and public authorities;
- Professional associations;
- Non-governmental organisations;
- Local communities;
- The general public.

iv). Dissemination Results

By May 2026:

- The project had directly reached 148 participants through workshops, training activities, and project events.
- 65 academic staff and 9 administrative staff had participated in capacity-building activities.
- 70 female participants had been involved in project activities.
- The interim quality survey showed that 100% of respondents agreed or strongly agreed that project activities had been effectively disseminated both internally and externally.
- 77.8% of respondents agreed that the project had already had a positive impact on their organisation.
- 66.7% of respondents believed that project results would be sustained after the project ends.

These dissemination and communication activities have significantly increased the visibility of the project and strengthened cooperation among universities, industry partners, stakeholders, and the wider community.

1.8. Sustainability and continuation

Sustainability, long-term impact and continuation

Report on changes in your sustainability analysis/strategy (if any).

For the Final Report, describe the follow-up of the project after the end of the EU grant. How will the results be used or further developed. Describe the strategy to ensure sustainability of results and long-term impact. Comment on possible synergies/complementarities with other (EU funded) activities (if any).

The sustainability strategy of GreenEdAsia was developed during the project application. At this stage, there are no major changes to the strategy, and the consortium will report any updates in the final report.

The consortium will continue using and sharing project results, training materials, and cooperation activities to support the long-term impact and sustainability of the project after the EU funding period ends.

1.9. Follow-up to EU recommendations

Follow-up to EU recommendations

Highlight corrective actions taken as a result of EU monitoring activities (including follow-up to EU project reviews, if any). List each recommendation/comment and explain how they have been followed up.

No major corrective actions have been requested by the EU evaluators for GreenEdAsia so far. However, the Project Management Team (PMT) and partners have considered the comments and recommendations received during project implementation.

The consortium has continued strengthening cooperation with industries, stakeholders, and non-academic partners through workshops, training activities, and dissemination events.

To increase project impact and sustainability, training materials and project activities are shared via HCM-UTE's LMS and communication channels.

The Project Coordinator also maintains regular communication with the Project Officer through the Funding & Tenders Opportunities Portal (FTOP), online meetings, and email to support smooth project implementation and solve management issues when needed.

2. WORK PLAN, WORK PACKAGES, ACTIVITIES, RESOURCES AND TIMING**2.1 Work packages, activities, resources and timing****WORK PACKAGES***Work Package 1 (HCM-UTE)***Work Package 1: Management and quality assurance****Activities**

Report on the implementation status of the activities that were to be implemented during the reporting period and explain deviations from Annex 1 of the Grant Agreement. In case an activity was not implemented or a deliverable not produced, please explain why.

Task No (continuous numbering linked to WP)	Task Name	Implemented? (Yes/No/Partially)	Justification (explain what was done and by whom; explain what was not done and why not; indicate how you intend to handle the situation and new timing; indicate if it was a one-off issue or how you intend to avoid similar issues in the future)
T1.1	The coordinator draws up partner agreements or a consortium agreement with specified roles and responsibilities of partners. The agreement includes the amounts and and timeline of pre financing from the agency.	Yes	The Consortium Agreement has been successfully developed, finalised, and formally signed by all project partners. The agreement clearly defines roles, responsibilities, financial arrangements, and implementation timelines. This has ensured a solid governance structure and transparent financial management, supporting effective coordination across all partner institutions and contributing to the overall quality assurance framework of the project. Evidence: - Signed Consortium Agreement by all partners - Defined governance and financial procedures Impact: - Strong foundation for project coordination and accountability
T1.2	The project management team members from partner organisations as well as WP leaders and administrative staff gather together to go through the project work plan, reporting guidelines and other administrative matters.	Yes	The kick-off meeting was successfully organised with the participation of all partner institutions. Key aspects discussed included the project work plan, reporting requirements, financial rules, and administrative procedures. This activity ensured a shared understanding among partners and facilitated a smooth start of project implementation. It also contributed to early alignment with project KPIs and expected outcomes. Evidence: - Kick-off meeting agenda and minutes - Participation of all partners Impact: - Effective project initiation and alignment across consortium
T1.3	PMT meets online every 2 months to discuss the progress	Yes	Regular PMT meetings have been organised on a monthly basis to monitor project progress, ensure coordination, and support decision-making.

	of the work plan and make any necessary decisions for the project.		These meetings have enabled: - Timely identification of challenges - Continuous monitoring of KPIs and deliverables - Effective coordination among partners Evidence: - Meeting minutes and attendance records Impact: - Improved project efficiency and implementation quality
T1.4	AB meet every 6 months online	Partially	The Advisory Board (AB) structure has been established, and the first meeting was successfully conducted. According to the project plan, AB meetings are scheduled every six months. The AB provides strategic guidance and external feedback, contributing to the quality assurance and relevance of project outcomes. Evidence: - AB structure and member list First AB meeting conducted on 3 June 2025 Next Steps: - The second AB meeting is scheduled for 15 June 2026. - Due to difficulties in identifying a suitable date that accommodated the availability of all AB members, the second meeting could not be organized within the planned six-month interval. To address this delay, the consortium will review and adjust the scheduling of future AB meetings to ensure a more regular meeting cycle and timely stakeholder engagement. - External feedback received from the AB will continue to be integrated into project activities, supporting continuous improvement and the achievement of project objectives.
T1.5	An online platform for project management team will be set-up to store all vital project administrative documents as well as work package working documents.	Yes	An online project management platform (Google Drive) has been established and is actively used by all partners. The platform serves as a central repository for: - Administrative documents - Work package materials - Communication and coordination This contributes to transparency, efficiency, and effective document management across the consortium. Evidence: - Shared online platform with structured folders - Active usage by partners Impact: - Enhanced coordination and information sharing
T1.6	HAMK together with the project manager finalise quality evaluation methods,	Yes	The quality assurance framework has been developed under the leadership of HAMK, including evaluation methods, indicators, and timelines. The framework is aligned with project KPIs and ensures

	indicators and timeline to produce the Quality plan		systematic monitoring of project performance and outputs. It will guide internal evaluation processes throughout the project lifecycle. Evidence: - Quality assurance plan and indicators Impact: - Structured monitoring and continuous improvement
T1.7	HAMK experts will collect data and present the findings to the PMT and AB.	Yes	Initial preparations for data collection and internal evaluation have been completed, including defining data requirements, methodologies, and reporting formats. These activities ensure alignment with KPI monitoring, including: - Tracking of ~250 persons reached - Monitoring of 244 students/staff engagement - Data collection for training and dissemination activities Next steps: - Full data collection and analysis in the next reporting period
T1.8	An external evaluator will evaluate the project activities during mid-term and end of project to evaluate the outreach and activities of the project activities and present them to the advisory board and PMT.	Partially	The external evaluation process has been planned, and an independent evaluator has been identified. Evaluation activities are scheduled for the mid-term and final stages of the project. This ensures an objective and comprehensive assessment of project performance, impact, and KPI achievement. Evidence: - External evaluator identified - Evaluation plan developed Impact: - Strengthened credibility and quality assurance
Other issues <i>Mention and explain unexpected events and adjustments that had to be made. Explain impact on other tasks, available resources and planning/timing.</i>		No major unexpected events have significantly affected the implementation of WP1 activities. Minor adjustments were required in scheduling coordination meetings, particularly for the Advisory Board (AB), due to differences in partners' availability across multiple countries. These challenges were effectively mitigated through the use of online meeting tools and improved advance planning. These adjustments had no significant impact on project timelines, resource allocation, or overall implementation. All WP1 activities have remained aligned with the project work plan and quality assurance framework.	
Milestones and deliverables (outputs/outcomes)			
M.2. Project mid-term reporting; End date: 30 Jun 2026.			
D1 – Project handbook: Submitted on 26 May 2025			
D2 – Quality plan including data management: Submitted on 26 May 2025			
D3 – Progress report: Pending (new due date: 30 Jun 2026)			

Budget implementation — Use of resources (deviations) (n/a for Lump Sum Grants) (n/a for Additional Prefinancing Report)

Explain deviations from the budget planning (i.e. differences between actual and planned use of resources, especially for personnel). Include explanations on transfers of cost categories in the estimated budget (if applicable)

If needed, add explanations linked to the report on the use of resources filled in online. Ensure consistency with that report.

No significant deviations from the planned budget have been identified during the reporting period. The use of resources has been consistent with the initial budget allocation and project work plan.

Personnel costs have been implemented as planned, with staff actively contributing to project management, coordination, and quality assurance activities.

Some minor variations in cost distribution have occurred due to:

- Increased use of online meetings instead of physical travel
- Optimisation of administrative processes

However, these adjustments have resulted in more efficient use of resources and have not affected the achievement of project objectives or KPIs.

No major budget transfers between cost categories were required. All expenditures remain in compliance with Erasmus+ financial rules and reporting requirements.

Other issues

No additional issues related to budget implementation have been identified.

The project continues to ensure:

Transparent financial management

Compliance with Erasmus+ regulations

Alignment between financial resources and project activities

Work Package 2 (DThU)**Work Package 2: Curriculum revision based on future foresight analyses****Activities**

Report on the implementation status of the activities that were to be implemented during the reporting period and explain deviations from Annex 1 of the Grant Agreement. In case an activity was not implemented or a deliverable not produced, please explain why.

Task No (continuous numbering linked to WP)	Task Name	Implemented? (Yes/No/Partially)	Justification (explain what was done and by whom; explain what was not done and why not; indicate how you intend to handle the situation and new timing; indicate if it was a one-off issue or how you intend to avoid similar issues in the future)
T2.1	3 days face-to-face workshops in the beginning of the project to start working with facilitated future foresights methods. The process continues in 2 online workshops and the aim is to finally define competence profiles in bio circulate economy sector and discover what impact the findings	Yes	The process of future foresight started with the PESTEL (Political, Economical, Social, Technical, Ethical and Legal) analysis that we made in the workshop held in Ho Chi Minh in February 2025. The question was asked: Q1: What Political, Economical, Social, Technical, Ethical and Legal points have an impact on Circular Bioeconomy in Asia (Vietnam / Thailand)? The mixed groups were organised. The workshop continued with the phase of the Week signals, and it was asked Q2: Ideas of weak signals or trends that may affect the bio-circular economy sector's educational content. The weak signals were ideated with the Orchidea platform that gives room to think freely without thinking too much. There were lots of ideas but not so clearly related to the topic of the circular bioeconomy. That's why it was quite hard for participants to start writing the scenarios and design the process that leads us to the desired scenario with the backcasting method. However, the scenarios and backcasting

	have towards curriculum and educational operations (courses, modules)		process were created as their first draft. The process then continued online and workshops were held in Zoom conferencing tool. The experts of the project then asked participants to make interviews with relevant persons from their educational institutions and the world of work, because it seemed that correct competences were not found from participants' presentations when we especially discuss the Circular Bioeconomic, not just something related to green transition. The new areas of the circular bioeconomy as a new competence profile were found. These findings are the industry requirements in partner countries in the field of circular bioeconomy.
T2.2	Curriculum is redesigned according to the new competence profiles in an online workshop. The work continues in a face-to-face workshop that is combined with T3.3. workshop.	Yes	The curricula were redesigned with the instructions given in the online session along with other relevant and new learning materials, such as how to write the competence objectives and assessment criteria in a competence-based setting. The groups redesigned their curricula independently, remotely. They presented their new curricula texts in an online session.
T2.3	In an online workshop the results (the new curriculum) are presented. The new curriculum is sent to the approval process.	Partially	The groups of educational institutions, HCMUTE, DthU, RMUTT and RMUTL, presented their new curricula in the online session held on xx. The new parts of the curricula are not yet sent to the approval process since there is still a need to edit the competence objectives and assessment criteria.
Other issues <i>Mention and explain unexpected events and adjustments that had to be made. Explain impact on other tasks, available resources and planning/timing.</i>		Insert text	
Milestones and deliverables (outputs/outcomes)			
D2.1 - Future scenarios in collaboration of green transition industry and education (HAMK, 30/11/2025)			
Budget implementation — Use of resources (deviations) (n/a for Lump Sum Grants) (n/a for Additional Prefinancing Report) <i>Explain <u>deviations</u> from the budget planning (i.e. differences between actual and planned use of resources, especially for personnel). Include explanations on transfers of cost categories in the estimated budget (if applicable)</i> <i>If needed, add explanations linked to the report on the use of resources filled in online. Ensure consistency with that report.</i>			
Insert text			
Other issues		Insert text	

Work Package 3 (RMUTT)**Work Package 3: Innovative teaching and learning methods for curriculum implementation****Activities**

Report on the implementation status of the activities that were to be implemented during the reporting period and explain deviations from Annex 1 of the Grant Agreement. In case an activity was not implemented or a deliverable not produced, please explain why.

Task No (continuous numbering linked to WP)	Task Name	Implemented? (Yes/No/Partially)	Justification (explain what was done and by whom; explain what was not done and why not; indicate how you intend to handle the situation and new timing; indicate if it was a one-off issue or how you intend to avoid similar issues in the future)
T3.1	This training is designed for faculty managers to familiarise them with student-centred teaching methods and provide them with tools to support teachers and students in this process. Online training session. 2 hours per university. (total 10-15 managers trained)	Yes	This training for managers was organised in UBU Burgos face-to-face workshop. The managers were presented the results of the teachers interviews related to the future foresight process. The results are collected to the collaborative board: https://padlet.com/korhonen_annema/greenedasia-managers-planning-board-caswhmyi6w2psi63 . The managers worked in organisation vice groups and answered the four questions: How do you organise education to your staff? What is your vision for organizing education in the future in the circular bioeconomy sector? What are your educational products? What resources are required to achieve your future visions of new educational products? How do you support your teachers in developing their competencies so that they can deliver the new educational products? The workshop included the future foresight work that was titled as: Future ideas for education. The purpose was to get ideas how teachers should be trained in future and what kind of pedagogical competences they need. During the workshop managers were also given a lecture of Professional teachers' pedagogical competence development.
T3.2	Teachers and teacher educators (total 40) are trained to use student-center teaching methods. This online training packet includes the theory of the methods. Training includes 3 online training sessions, 2 hours per each, 6 hrs together. Teachers must participate in the training sessions as well as work through the given assignments.	Yes	The education programme for teachers and teacher educators was created. It started with an online workshop on 18 September, 2025. Then the participants were introduced to the student-centered learning and pedagogical approaches. After the training week in Finland (T3.3), on 20 November, 2025 an online workshop was held. The topic was Design-based Education. The theoretical approaches were explained more thoroughly.
T3.3	After the online theory training there will be a workshop for the teachers practical tools of student-centered teaching methods. Teachers are testing the methods and tools in a 3-days workshop (F2F). (Total 40 teachers and teacher educators)	Yes	The intensive week for teachers and teacher educators were held in Hämeenlinna, Finland, on 6-10 October, 2025. During that week the participants learned the basic learning theories and four pedagogical models based on socio-constructive learning theory. The pedagogical approaches were introduced: Problem-based learning, DIANA, Transdisciplinary learning, and five-stage scaffolding model. The four mixed groups implemented one theory in practical examples of possible course delivery to the others.

			They also created the learning material for each chosen pedagogical approach. The instructions were given how all institution representatives had to give a lecture to their organisations' teachers. During the training week in Finland, the Design-based Education model was introduced and practiced in the HAMK's design factory.
T3.4	After piloting the student centered teaching methods and testing the tools in practice the teacher training continues. The topics are needs based, according to the needs of teachers. For example supporting students, motivating methods etc. Two 1-2 days F2F -training sessions for teachers implementing the methods to curriculum and degree programme (after the student challenges/WP4). (Total 40)	Partially	The pilot implementation of student-centered teaching methods and testing of the developed tools under WP4 were successfully completed. However, the follow-up teacher training sessions were postponed due to the need to first evaluate pilot outcomes, collect participant feedback, and better align the training topics with teachers' actual needs. Coordination challenges related to academic schedules among partner institutions also contributed to the delay. To address this, the consortium will organize two revised face-to-face training sessions during the next implementation period, focusing on curriculum integration, student support, motivating methods, and challenge-based learning approaches. Approximately 40 teachers will participate. This is considered a one-off timing adjustment rather than a recurring implementation issue. To prevent similar delays in the future, earlier coordination and more flexible planning mechanisms will be introduced across partner institutions.
T3.5	The Teacher's manual for DBE will be created in cooperation between all the partners during the project. This manual will be used later for training the other teachers and teacher educators. Also a plan for training the other trainers (total 4) will be created during the project as a part of the institutional plans for ingraining the project results.	Partially	The working group for The teachers manual for DBE has been formed, there are 2 representatives from each partner universities. The group has met during the WP4 workshop, and it has benchmarked some similar manuals. Work will continue 8/26 For cascading the teachers pedagogical training the working group also has been created, and the team has met during the WP4 workshop. This team will also continue the work 8/26. There are members from each partner university.
Other issues <i>Mention and explain unexpected events and adjustments that had to be made. Explain impact on other tasks, available resources and planning/timing.</i>		Insert text	
Milestones and deliverables (outputs/outcomes)			
See Technical Report (Part A).			

Budget implementation — Use of resources (deviations) (n/a for Lump Sum Grants) (n/a for Additional Prefinancing Report)

Explain deviations from the budget planning (i.e. differences between actual and planned use of resources, especially for personnel). Include explanations on transfers of cost categories in the estimated budget (if applicable)

If needed, add explanations linked to the report on the use of resources filled in online. Ensure consistency with that report.

Insert text

Other issues

Insert text

Work Package 4 (RMUTL)**Work Package 4: Collaborative learning ecosystem with industry and academia****Activities**

Report on the implementation status of the activities that were to be implemented during the reporting period and explain deviations from Annex 1 of the Grant Agreement. In case an activity was not implemented or a deliverable not produced, please explain why.

Task No (continuous numbering linked to WP)	Task Name	Implemented? (Yes/No/Partially)	Justification (explain what was done and by whom; explain what was not done and why not; indicate how you intend to handle the situation and new timing; indicate if it was a one-off issue or how you intend to avoid similar issues in the future)
T4.1	Mapping different types and extent of current industry/societal partner cooperation in the partner HEIs' learning ecosystem, method: focus group discussions	Yes	Each university has identified and mapped both new and existing industrial partners across a wide range of sectors. Rajamangala University of Technology Lanna (RMUTL) currently collaborates with five key industry partners: Hill Tribe Cocoa, Elephant Poo Poo Paper, GetZleep Hotel, Melia Hotel, and Chia Tai Farm Station. Rajamangala University of Technology Thanyaburi (RMUTT) has established a strong partnership with Bang Sean Beach Hotel as its main industrial collaborator. Dong Thap University (DThu) has developed partnerships with more than 12 active industrial organizations, including Endota Technology, Dinh An Cooperative, Mavin Group, and Ech Op Farm. Ho Chi Minh City University of Technology and Education (HCMUTE) currently works with over 15 active industrial partners. Some of its promising collaborators include RAITEK Joint Stock Company, SolarZ, and Deye Vietnam. Most industrial partners across the member universities are engaged in sectors related to: - Wastewater and water treatment - Air pollution control - Waste management - Waste recycling and the circular economy - Environmental, Social, and Governance (ESG) initiatives - Health, social, and environmental development The collaboration activities between universities and industries include: - Student internships - Industry-based student projects - Guest lectures and enterprise seminars - Educational field trips - Graduation thesis and research topics linked to industry needs
T4.2	Identifying, contacting and creating industry/societal partnerships for	Partially	The member universities are currently reaching out to both industry and community-based organizations to build collaborative partnerships in support of the upcoming Student Challenge activities. Each higher education institution (HEI) is expected to establish at

	collaboration, total 20 partnerships (min 5/HEI)		least five partnerships, contributing to a combined target of 20 partnerships across the consortium.
T4.3	Participatory workshop to support and create university-industry collaboration model for student-centered learning model	Partially	We conducted an industrial mapping activity and presentation workshop during 20–24 April 2026. The workshop revealed that most participating institutions already have existing partnerships and strong relationships with industry partners. However, the development of a structured university-industry collaboration model specifically for student-centered learning is still in progress. Further discussions and collaborative planning with stakeholders are required to formalize and implement the model. The project team will continue coordinating with partner institutions and industry representatives to develop a more comprehensive framework in the next phase of implementation.
T4.4	Student teams working in courses with real-life challenges of industry/societal partners. 2 international challenges (25 students/challenge, total 50 students) and 4 national challenges (30 students/challenge, total 120 students), total 170 students	Partially	The partner universities are currently collaboratively preparing the International Student Challenge to be hosted by RMUTT in September 2026. The consortium is jointly responsible for designing and coordinating the online pre-training (kick-off) sessions and the intensive onsite learning activities conducted at Farm Lung Dang Organic Farm and Bang Saen Heritage Hotel. At the current stage, the partner universities are jointly developing the challenge framework, including learning outcomes, assessment criteria, student preparation activities, mentor responsibilities, and user testing guidelines.
T4.5	Online and f2f coaching of challenge mentors during the implementation of student challenges (3-4 months timespan with two weeks for the field work), number of participants min 20	Partially	The activity is currently in the planning phase. The partner universities are collaboratively defining the coaching framework, mentor roles and responsibilities, and the implementation plan for the online and face-to-face mentoring activities during the student challenges.
T4.6	Sharing lessons learned and engaging more industry/societal partners to cooperate with the partner HEIs. Number of webinars: 2 (1 after international student challenges and 1 after national student challenges). Number of participants: 120 (students, teachers, managers, industry/societal partners)	No	This activity will be implemented after the student challenges.

Other issues <i>Mention and explain unexpected events and adjustments that had to be made. Explain impact on other tasks, available resources and planning/timing.</i>	Insert text
Milestones and deliverables (outputs/outcomes)	
See Technical Report (Part A).	

Budget implementation — Use of resources (deviations) <i>(n/a for Lump Sum Grants) (n/a for Additional Prefinancing Report)</i> <i>Explain <u>deviations</u> from the budget planning (i.e. differences between actual and planned use of resources, especially for personnel). Include explanations on transfers of cost categories in the estimated budget (if applicable)</i> <i>If needed, add explanations linked to the report on the use of resources filled in online. Ensure consistency with that report.</i>	
Insert text	
Other issues	Insert text

Work Package 5 (HAMK)

Work Package 5: Strengthening capacities of partners HEIs			
Activities <i>Report on the <u>implementation status</u> of the activities that were to be implemented during the reporting period and explain <u>deviations</u> from Annex 1 of the Grant Agreement. In case an activity was not implemented or a deliverable not produced, please explain why.</i>			
Task No (continuous numbering linked to WP)	Task Name	Implemented? (Yes/No/Partially)	Justification (explain what was done and by whom; explain what was not done and why not; indicate how you intend to handle the situation and new timing; indicate if it was a one-off issue or how you intend to avoid similar issues in the future)
T5.1	Guidance and mentoring to partner country institutions admin staff to strengthen their capacities to plan, implement, and evaluate development processes. Task strengthens the sustainability of the project results and enhances partner institutions' possibilities to carry forward development activities during and after the project period. Mentoring also strengthens the quality of the project outputs as there is more institutional level support from the admin staff	Partially	During the project, HAMK has provided guidance and mentoring support to the project coordinator regarding overall project management throughout the project. In addition, several mentoring sessions were organized for the project consortium in early 2026 in connection with the Erasmus+ CBHE project application phase. RMUTL acted as the lead applicant, and the mentoring focused particularly on supporting this role. Mentoring sessions will be arranged in the administrative staff training and after the webinar series in autumn 2026 and early 2027 by HAMK.

T5.2	Online workshops (4) as well as face to face training (1) organised for admin staff outlining good governance practices, bases of the project management and responding to the emerging needs from partner institutions. Survey data collected from participants prior to workshop sessions and after all the workshops are completed.	Partially	Three online workshops (21 January, 1 March and 12 May 2026) have been organised for administrative staff focusing on good governance and project management fundamentals. The workshops have covered orientation and baseline competence assessment, mapping and reviewing regional and international funding opportunities, and best practices for preparing competitive project applications. One additional workshop is planned for autumn 2026, focusing on project consortium building, project management, and budgeting. A baseline survey was conducted prior to the workshops, and a follow-up survey will be implemented after all workshops are completed to assess learning outcomes.
T5.3	One week Managers Study Visit to UBU is organised involving at least 2 educational managers per partner institution. Managers Study Visit engages educational managers with the development process and ensures their support for the institutional development processes carried out in each partner institution. Study Visit program includes keynotes and workshops focusing on the main themes of the project; student-centred and competence-based education, education industry collaboration, future foresight methods as a tool for enhancing relevance of education offer etc.	Yes	The manager study visit was held 5.5.-9.5.2025 at the University of Burgos in Spain. All together 18 participants participated in the event (HCM-UTE 2, DtHU 2, RMUTT 3, RMUTL 3, HAMK 3, UBU 5) The program included the following themes and activities planned and implemented by UBU and HAMK experts: - Green Transition: Managers engaged in sessions that explored strategies for integrating green transition principles into higher education curriculums. - Student-Centered and Competence-Based Education: Workshops and discussions emphasized the importance of student-centered learning approaches and competence-based education. - Industry Collaboration: The visit included activities that showcased successful collaborations between higher education institutions and local industries. - Future Foresight Methods: Sessions on future foresight methods focused on identifying and analyzing the competences needed for the green transition. Participants explored innovative teaching strategies, such as the circular economy escape room activity, to enhance their educational practices
T5.4	Each partner institution prepares institutional plans for ingraining the project results. Educational managers lead the development of institutional plans. Ingraining means in	Partially	An orientation meeting for institutional management was held on 29 January 2026. The meeting marked the launch of the management development process within the GreenEdAsia project, focusing on embedding and institutionalising project results into the regular practices of partner institutions. The agenda included: -an overview of the management development work and timeline

example integration of new/renewed curricula into learning offer, ensuring the use of train-the-trainer model for institutional level impact of the new teaching and learning methods, institutional models for continuing collaboration with work life partners after the project period and other relevant topics. Institutional plans are presented to the GreenEdAsia Advisory Board.		-introduction of the development work template and structure -open discussion and Q&A session In addition, partner-specific mentoring meetings are planned to be organised in autumn 2026 and spring 2027.
Other issues <i>Mention and explain unexpected events and adjustments that had to be made. Explain impact on other tasks, available resources and planning/timing.</i>	Insert text	
Milestones and deliverables (outputs/outcomes)		
See Technical Report (Part A).		

Budget implementation — Use of resources (deviations) *(n/a for Lump Sum Grants) (n/a for Additional Prefinancing Report)*

Explain deviations from the budget plan (i.e. differences between actual and planned use of resources, especially for personnel). Include explanations on transfers of cost categories in the estimated budget (if applicable)

If needed, add explanations linked to the report on the use of resources filled in online. Ensure consistency with that report.

D5.1 - Managers Study Visit to UBU (UBU, 31/03/2025)

Other issues

Insert text

Work Package 6 (HCM-UTE)**Work Package 6: Dissemination and Sustainability****Activities**

Report on the implementation status of the activities that were to be implemented during the reporting period and explain deviations from Annex 1 of the Grant Agreement. In case an activity was not implemented or a deliverable not produced, please explain why.

Task No (continuous numbering linked to WP)	Task Name	Implemented? (Yes/No/Partially)	Justification (explain what was done and by whom; explain what was not done and why not; indicate how you intend to handle the situation and new timing; indicate if it was a one-off issue or how you intend to avoid similar issues in the future)
T6.1	Designing the project's visual identity, logo, and dissemination/marketing templates	Yes	The project's visual identity has been fully developed and systematically implemented across all partner institutions. This includes the official logo, branding guidelines, and standardised dissemination templates (presentations, reports, and communication

			materials), all compliant with Erasmus+ visibility requirements. These tools have enabled consistent and professional communication across all dissemination channels and activities. They have been actively used in workshops, meetings, and online dissemination, directly supporting the project KPI of reaching at least 250 stakeholders. Evidence: - Branding package shared and adopted by all partners - Templates used in all WP meetings, workshops, and reports
T6.2	The coordinator will create a website for project dissemination following the agency guidelines	Partially	The project website has been successfully launched and is fully operational, providing essential information such as project objectives, partnership, and contact details. Initial dissemination content has been uploaded in line with Erasmus+ requirements. The website serves as a central dissemination platform and contributes to visibility and stakeholder engagement KPIs. Ongoing updates are planned to include project results, publications, and news, strengthening its role as a long-term knowledge hub. Evidence: - GreenEdAsia project website at: GreenEdasia@hcmute.edu.vn - Initial content published (project overview, partners) Next steps: - Upload project results and outputs - Improve stakeholder interaction and traffic
T6.3	Dissemination and sustainability strategy including finalised target groups, dissemination channels, project tags, timetables, share of responsibilities and key performance indicators with guidelines on how to implement and sustain project results after the project	Partially	A comprehensive dissemination and sustainability strategy has been developed, clearly defining: - Target groups (students, academic staff, industry, policymakers) - Communication channels (website, social media, workshops) - Key performance indicators (KPIs) The strategy is aligned with project-level indicators, including: - Engagement of ~244 students and staff - Strengthening cooperation between academia and industry It will be further refined based on stakeholder feedback and project progress to ensure long-term sustainability and maximise impact. Evidence: - Strategy document developed and shared among partners Next steps: - Continuous monitoring of KPIs - Adjustment based on dissemination performance

T6.4	WP team members meet online every 2-6 months to discuss dissemination activities and channels as well as select themes for publications	Yes	Regular WP6 coordination meetings have been conducted every 2–3 months with active participation from all partners. These meetings have ensured: - Effective planning and monitoring of dissemination activities - Alignment with project KPIs and timelines - Identification of publication topics and communication strategies This structured coordination has significantly improved collaboration efficiency and ensured timely implementation of WP6 activities. Evidence: - Meeting minutes and attendance records - Agreed dissemination plans
T6.5	WP experts produce dissemination materials such as marketing materials, articles, press releases, news articles and disseminate activities through arranging regional seminars	Yes	A wide range of dissemination activities has been successfully implemented, contributing directly to project KPIs: - Organisation of 3–5 dissemination events/workshops at institutional and regional levels - Engagement of 100–150+ participants per event - Publication of news articles and updates on institutional websites and social media These activities have contributed to reaching approximately 250 stakeholders, in line with KPI targets. They have also strengthened links with external stakeholders, including academia, industry, and the public sector. Evidence: - Event agendas, photos, participant lists - Online dissemination posts and institutional news Impact: - Increased awareness of project objectives and results - Strengthened collaboration with external stakeholders
T6.6:	The main dissemination event will be held at the end of the project, when two representatives of each partner Organisations will come together in DThU to present the project results to an audience consisting of educational managers, teachers, Industry representatives, as well as Educational policy/decision makers from national and	No	The final dissemination event is scheduled for the final phase of the project, in accordance with the project work plan. Preparatory actions have already been initiated, including coordination among partners and identification of key stakeholders. The event is expected to ensure strong visibility and maximise policy and societal impact. Next steps: - Finalise event agenda and format - Confirm stakeholder participation (academia, industry, policymakers)

	regional levels. This seminar will be hosted by DThU, the co-leads of WP6		
T6.7	Project partners produce open access publication on the project activities, impact and results	No	Initial work towards open-access publications has been initiated, including the identification of relevant journals and conferences and the preparation of draft concepts. These activities contribute to KPIs related to: - Research dissemination and innovation - Strengthening links between education, research, and industry Full publications will be completed in later stages when substantial project results become available. Next steps: - Draft publication plans - Identified target journals/conferences - Submission of papers in indexed journals - Dissemination through conferences
Other issues <i>Mention and explain unexpected events and adjustments that had to be made. Explain impact on other tasks, available resources and planning/timing.</i>		No major unexpected issues have significantly affected the implementation of WP6 activities. Some minor adjustments were required in the timing and sequencing of dissemination activities, particularly regarding: - Coordination of dissemination events across partner institutions - Progressive development of website content and communication outputs These adjustments were mainly because of differences in partners' schedules and the need to align dissemination activities with the availability of project results. Mitigation measures included: - Increased use of online coordination meetings - Flexible planning of dissemination activities - Gradual content updates to ensure quality and consistency These adjustments have had no negative impact on the overall project timeline or dissemination KPIs. On the contrary, they have contributed to more effective and targeted dissemination aligned with project progress.	
Milestones and deliverables (outputs/outcomes)			
D6.1 – Dissemination and Sustainability strategy: Submitted on 26 May 2025			
D6.2– Project website: Submitted on 26 Sep 2025			
Budget implementation — Use of resources (deviations) (n/a for Lump Sum Grants) (n/a for Additional Prefinancing Report)			
Explain <u>deviations</u> from the budget planning (i.e. differences between actual and planned use of resources, especially for personnel). Include explanations on transfers of cost categories in the estimated budget (if applicable) If needed, add explanations linked to the report on the use of resources filled in online. Ensure consistency with that report.			
No significant deviations from the planned budget have been identified for WP6 during the reporting period.			
The use of resources has been consistent with the initial budget allocation and supports the implementation of dissemination and communication activities in line with project KPIs.			

Minor variations in cost distribution have occurred due to:

- Increased reliance on online dissemination tools and meetings
- Gradual implementation of dissemination activities aligned with project outputs

As a result, some planned travel and event-related costs have been optimised, leading to more efficient use of resources without affecting project outcomes.

No major transfers between budget categories have been required. All expenditures remain compliant with Erasmus+ financial regulations.

Other issues

No additional issues related to budget implementation for WP6 have been identified.

Financial resources have been used efficiently to support dissemination activities, including:

- Organisation of events and workshops
- Development of communication materials
- Online dissemination through websites and social media

The budget implementation remains fully aligned with project objectives, dissemination strategy, and KPI targets.

Timetable

Timetable (projects of more than 2 years)												
Fill in cells in beige to show the duration of activities. Repeat lines/columns as necessary.												
Note: Use actual calendar years and quarters. In the timeline you should indicate the timing of each activity per WP. You may add additional columns if your project is longer than 6 years.												
Activity	Year 1				Year 2				Year 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Task 1.1 Informing partners of responsibilities												
Task 1.2 Kick-off meeting												
Task 1.3 Project management meetings												
Task 1.4 Advisory board meetings												
Task 1.5 Creation of a platform for the project												
Task 1.6 Creating the Quality plan												
Task 1.7 Implementation of the Quality Plan												
Task 1.8 Organising external evaluation												
Task 2.1 Future foresight workshops												
Task 2.2 Redesigning curriculum												
Task 2.3 Curriculum approval process												
Task 3.1 Management training												
Task 3.2 Teacher training												
Task 3.3 Student-centered teaching methods Workshop												

Task 3.4 Teacher training													
Task 3.5 Training the trainer activities													
Task 4.1 Mapping existing industry/societal partner learning ecosystem													
Task 4.2 Creating partnerships with industry/societal partners													
Task 4.3 Piloting new curriculum and learning/teaching methods with students													
Task 4.4 Mentoring teaching staff in student challenges													
Task 4.5 Organising collaborative learning ecosystem workshop													
Task 4.6 Sharing lessons learnt / organising webinars for stakeholders													
Task 5.1 Mentoring administrative staff													
Task 5.2 Administrative Workshops													
Task 5.3 Managers Study Visit													
Task 5.4 Institutional implementation plans													
Task 6.1 Project visual identity													
Task 6.2 Project webpage													
Task 6.3 Dissemination and sustainability strategy													
Task 6.4 Work package 6 team meetings													
Task 6.5 Production of dissemination materials													
Task 6.6 Project final seminar in Dong Thap University													
Task 6.7 Dissemination of project results													



Co-funded by
the European Union



GreenEdAsia

- Learning for Sustainable Future – Higher Education for Green
Transition in Southeast Asia

Quality report

Hanna Lindroos

1.6.2026



Summary of Quality

The Quality of the project has been assessed by comparing the application to the project implementation, timeline and conducting surveys of participant information, feedback from face-to-face events as well as the interim Quality questionnaire April 2026.

The Quality plan (D1.2) created at the beginning of the project, acts as a guiding states the roles and responsibilities of project partners regarding quality as well as the aims and tasks to support quality implementation and monitoring. In addition to the plan, a tendering process to obtain an external evaluator was completed and the agreement signed by the coordinator and the evaluator. The first external evaluation is currently being conducted.

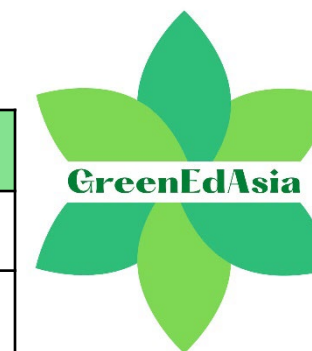
Due to errors in the funder portal deadline dates from the beginning of the project, almost all deliverables were dated to be achieved 2 months before the planned dates in the project application. Because of these differences in the application and funder reporting portal dates, there have been some needed modifications done regarding the timeline of deadlines and milestones.



Project timeline

The project has been implemented according to the project plan. Two deliverables (D1.1 and D6.1) were submitted late. The deliverables were uploaded to the portal on time in March, but the submission button was not pressed. The mistake was noticed in May and the project manager notified the project officer immediately about the issue.

Changes to the delivery dates of D1.2, D1.3, D5.1 and Milestone 2 were made and a request to delay D2.2 has been sent to the project officer. By adjusting these deadlines to reflect the project plan, the consortium has the chance to complete the project work with precision and high quality. A few alterations to these dates are therefore also expected during the second half of the project.



DELIVERABLES		LEAD	Due date	Submission date
D1.1	Project handbook	HCMUTE	31 Mar 2025	Late 26.5.2025
D1.2	Quality plan including data management plan	HCMUTE	31 Mar 2025 → 31 May 2025	26.5.2025
D1.3	Progress report	HCMUTE	31 Mar 2026 → 30.6.2026	
D2.1	Future scenarios in collaboration of green transition industry and education	HAMK	30 Nov 2025	25.11.2025
D2.2	Revised curriculum supporting competence-based education	DThU	31 Aug 2026 → 31 Jan 2027 (requested)	
D3.1	Training materials	RMUTT	31 Jan 2027	
D3.2	Teacher's manual for DBE	RMUTT	31 Mar 2027	
D3.3	Institutional Cascading plan	RMUTT	31 Jul 2027	
D4.1	Organizational student-centered teaching and learning concept supporting green transition	RMUTL	31 Jul 2027	
D4.2	Article on the results of piloting	HAMK	31 Jul 2027	
D5.1	Managers Study Visit to UBU	UBU	31 Mar 2025 → 31 May 2025	29.5.2025
D5.2	Institutional plans for ingraining the GreenEdAsia project results	HAMK	31 Aug 2027	
D6.1	Dissemination and Sustainability strategy	HCMUTE	31 Mar 2025	Late 26.5.2025
D6.2	Project website	HCMUTE	30 Sep 2025	26.9.2025



Milestone	Lead	Description	Due Date	Submitted
MS1 Future foresight workshops	HAMK	The face-to-face workshop is held in the beginning of the process. That includes future foresights methods, such as PESTE, scenarios and back casting that are facilitated. The participants work in small groups. Two online workshops are held to finalise the artefacts as an outcome from the facilitation process. The new competence profiles are defined	(M13) 12/25	20.8.2025
MS2 Project mid-term reporting	HCMUTE	Project partners gather and report activities and deliverables produced by the halfway of the project	(16) 3/26 → 6/26	
MS3 Teacher education (online, F2F, piloting, trainer to trainer)	RMUTT	This project focuses on teachers of circular bioeconomy, renewable energy and other green transition courses. In this training, the teachers will be trained to teach through student-centred teaching methods in real-life settings. The training includes both theoretical parts and practical piloting. Learning outcomes: to understand the importance of student-centred teaching skills in relation to green transition, to be able to design a relevant real-life problem to motivate students to active self-directed knowledge construction, to be able to support student-centred learning process with interactive tools and learning activities, to be able to identify themselves as facilitators of students' learning process. Part of the teacher training is also the creation of the teaching manual and the creation of a trainer-to-trainer plan for cascading training.	(M33) 08/2027	
MS4 Online workshops for admin staff completed	HAMK	3 online workshops have been organised for admin staff outlining good governance practices, bases of the project management and responding to the emerging needs from partner institutions. Survey data was collected from participants prior to workshop sessions and after all the workshops are completed.	(M33) 08/2027	
MS5 Industry partnerships established, student challenges organised, and mentors trained	RMUTL	Industry/societal partners identified & challenge topics designed, 2 international and 4 national student challenges organised, and mentors trained	(M34) 9/2027	



Management structures

Project management team (PMT) was established and has met online regularly throughout the project. The PMT consists of partner project managers and work package leaders and has met 13 times. 60% of partners strongly agree that by participating in the project activities they have increased their understanding of international project administration.

In addition to PMT, an Advisory board was created according to the project plan. The first meeting was held on 3.6.2025. Even though the project plan indicates that the group should meet twice a year, there has not been a meeting arranged after the first meeting.

Even though the application did not include creating a Quality assurance committee, During the beginning of the project, QAC was established and it has met 6 times online. Project quality has been monitored throughout the project according to D1.2 Project quality plan created by the project Quality manager and QAC representing all project partners and led by the project Quality manager. The plan also includes a data management plan, which guides the project partners to comply with EU laws and regulations.



Project management team

PMT meetings

- Friday, 13th, December, 2024
- Friday, 17th, January, 2025
- Thursday, 24th, April, 2025
- Thursday, 22nd, May, 2025
- Tuesday, 3rd, June, 2025
- Friday, 5th, September, 2025
- Thursday, 20th, November, 2025
- Thursday, 18 December 2025
- Friday, January 30th, 2026
- Thursday, February, 19th, 2026
- Wednesday, 25th March 2026
- Wednesday, April 29th, 2026
- Thursday, May 21st, 2026

Management Activity	Target value	Current value
PMT meetings	Online every 2 months	12 meetings in 18 months
Advisory board meetings	Meet every 6 months online	1 meeting in 18 months
Quality Assurance Committee meetings	0	6
KPI Activity	Target value	Current value
People with disabilities	0	2
People with health problems	0	5
People suffering from social and economic barriers	0	12 + 8 + 18
People suffering from discrimination because of gender, age, ethnicity, culture, religion, beliefs, sexual orientation	0	6
People facing geographical barriers	16	14
Refugees, migrants and internally displaced people	0	9
Number of students/staff/other target groups with fewer opportunities to be involved in the project	16	74
Number of students following the courses/study programmes (at Bachelor, Master, PhD level)	1890	Will begin August 2026
Number of students to be trained/involved in the mobility (studying)	170	Will begin August 2026
Number of students/staff females to be involved in the project	28	70
Number of academic staff to be trained	40	65 attended some type of events, 23 F2F, 64 average online participants
Number of university administrative staff to be trained	12	9 attended some type of events, 30 online
Number of new courses	2	Ongoing
Number of updated study programmes	8	Ongoing





Feedback and KPI survey data

Data to support quality assessment has been collected from all face-to-face events, regarding feedback and KPI information to assess the quality of the events and to obtain necessary KPI information expected to report to the funder. The workshop feedback was analysed and shared with workshop leaders to gain insights on future training needs and suggestions for improvement.

According to the KPI survey data (Annex I), the project has directly reached 148 individuals during face-to-face events held in the first 18 months of the project. 65 people out of the respondents represented academic staff. 73 people out of 148 were men, 70 women, 1 non-binary and 3 did not want to answer the question. The most significant barriers the respondents reported facing were linked to education (8,1%), geography (9,5%) and economics (12,2%).



Quality related tasks and timeline

Activity	Description	Deadline for completion	Responsibility	Data	Completion stage
Management team members	Project partners nominate PMT, AB, QAC and WP lead representatives from their partner organisations	31.12.2024	Project manager	List of contact information of members	Completed
Quality plan Draft	QM and PM finalise quality evaluation methods, indicators and timeline to produce the Quality plan draft	31.1.2025	Quality manager	Quality plan draft	Completed
KPI survey creation	QM will create a Project participant KPI survey template and first answers will be collected.	10.2.2025	Quality manager	Project participant KPI survey template	Completed
Quality plan presentation to project team	QM presents the draft to project team members during project kick-off.	18.2.2025	Quality manager	Presentation	Completed
Project kick-off meeting feedback	QM will create a feedback form, and Participants will be asked feedback on the kick-off meeting activities and assess the cooperation of project partners	19.2.2025	Quality manager	Feedback questionnaire and data	Completed
Future Foresights workshop feedback	QM will create a feedback form and Participants will be asked feedback on the FF activities and arrangements	21.2.2025	Quality manager	Feedback questionnaire and data	Completed
Tendering process of External evaluator	The Project manager will arrange a tendering process of external evaluation. QAC will give its recommendations to the offer criteria.	30.4.2025	Project manager, PMT	Offers for external evaluation	Completed
Revisions based on feedback and presentation of plan to Advisory board	QM makes revisions based on feedback and presents the final quality plan to the Advisory board.	30.4.2025	Quality manager	Quality plan	Completed
Quality plan final approval and submission	Project management team approves the final quality plan and it is submitted as a deliverable	31.5.2025	Project manager	Quality plan	Completed
Manager training WS feedback	Self-reflection and feedback from the training week	31.5.2025	Quality manager	Feedback questionnaire and data	Completed
Selection of External evaluator	PMT will select the evaluator based on the offers received and QAC recommendations	30.9.2025	PMT	External evaluation offers	Completed
Teachers' pedagogical competence development – reflection 1	Reflection sessions will be set up to collect data on the competence development of teachers.	30.10.2025	WP3	Questionnaire and data	Completed
External evaluator contract	The project coordinator and external evaluator will sign a contract stating the terms of the external evaluation	31.12.2025	Project manager	External evaluation contract	Completed February 2026

Assessment on development of cooperation with project staff 1	Analysis of survey data	30.4.2026	Quality manager	Report	Completed
Assessment on the workplan progress 1	Analysis based on the activities finalised so far	30.4.2026	Quality manager	Report	Completed
First quality report	QM drafts the quality report including progress and KPI information of project activities in the interim report	31.5.2026	Quality manager	Report	Completed
External evaluation report 1	External evaluation report drafted by the External evaluator is sent to PM	30.6.2026	External evaluator /PM	Report	Ongoing
Presentation of quality report to PMT and AB	Quality manager presents the report to PMT and AB	30.6.2026	Quality manager	Presentation, meeting minutes	Ongoing
Interim report	All interim report information has been updated and submitted to the portal	31.7.2026	Project manager	Report	Ongoing
Teachers’ pedagogical competence development – reflection 2	Reflection sessions will be set up to collect data on the competence development of teachers.	TBA → 31.5.2027	WP3	Questionnaire and data	
Peer assessment of curriculum materials	Feedback gathered during an online workshop	TBA → 31.5.2027	Quality manager / WP2	Questionnaire and data	
Peer assessment of training programs	Feedback gathered during an online workshop	TBA → 31.5.2027	Quality manager / WP3	Questionnaire and data	
Feedback of curriculum pilot	Stakeholder survey	TBA → 31.5.2027	Quality manager / WP4	Questionnaire and data	
Student challenge feedback	Students, teachers, industry representatives answer student challenge related questionnaire	TBA → 31.8.2027	Quality manager / WP4	Questionnaire and data	
Questionnaire for Industry partners	Industry representatives answer industry cooperation related questionnaire	TBA → 31.8.2027	Quality manager / WP4	Questionnaire and data	
Assessment on development of cooperation with project staff 2	Analysis of feedback data	31.10.2027	Quality manager	Report	
Assessment on the workplan progress 2	Analysis of all completed activities	31.10.2027	Quality manager	Report	
Final quality report	QM drafts the final quality report including progress and KPI information of project activities in the interim report	30.11.2027	Quality manager	Report	
Presentation of final quality report to PMT and AB	Quality manager presents the report to PMT and AB	30.11.2027	Quality manager	Presentation, meeting minutes	
External evaluation report 2	External evaluation report drafted by the External evaluator is sent to PM	30.11.2027	External evaluator /PM	Report	
Final report	All final report information has been updated and submitted to the portal	31.1.2028	Project manager	Report	



Interim Quality questionnaire 1/3 (Annex II)

An Interim questionnaire was created to assess the project progress, implementation and quality. From this data the Quality manager has drafted a short revision on the successes of the project as well as suggested improvements for the second half of the project. The Quality questionnaire aimed towards partner staff members active in the project implementation, collected information on the partners' views of progress and implementation of the project, was divided into sections according to work packages. This was done to make sure that the partner staff could only respond to activities they had been a part of.

The questions regarding project management received very positive responses on PMT meeting organisation (4,6/5), partner collaboration (4,8/5) and increased understanding of Erasmus+ project administration (4,6/5). The Foresight work done during the beginning of the project was seen relevant to understanding future requirements of circular bioeconomy educational needs (4,7/5) and the partners reported to understanding future competence profiles (4,6/5), objectives and assessment criteria (4,3 /5) in circular bioeconomy better.



Interim Quality questionnaire 2/3

Academic staff involved in the WP3 Teacher training activities feel that their competencies have developed in applying student-centered and design-based teaching methods (4,5/5) and that they felt more confident in facilitating student learning in real-life, problem-based or industry-linked learning settings (4,5/5). The staff attending the managerial as well as administrative training activities have found the activities to have been useful and have a clear idea on what the goals and expectations of the work is (4,4/5). As the activities are only beginning some suggested improvements have been to begin applying the theory into practice which is the next step for work package 5.

The partners have been very active from the beginning regarding dissemination with 100% reporting to agreeing or strongly agreeing that the activities have been internally and externally disseminated to target groups. In addition 77,8% believe that the project activities will have had a positive impact on their organisation and 66,7% believe that the results will be sustained after the project period.



Interim Quality questionnaire 3/3

The biggest challenges according to the project partners were the new Teaching Methods and Content (16 mentions) due to difficulties in learning the Design-Based Education (DBE) method, integrating Circular Bioeconomy (CBE) into existing curricula, and managing varying student academic backgrounds and competencies as well as time management and coordination (8 mentions) as the participants found it challenging to balance project tasks with their regular duties at the universities.

The suggestions for improvement and Future collaboration included mentions to increase training and pedagogical support as well as streamlining project administration and communication. Most respondents were happy with the project progress and felt happy with how the project is managed and progressing.



Recommendations

For the second half of the project the Quality assurance team recommends the following:

- Regular advisory board meetings scheduled 6 months in advance
- A clear structure and timeline presented during PMT meetings to make sure all tasks and timelines are clear for all partners and easily communicated to their teams.
- Calendar invites to partners to assure the right time zone.
- Opening the questionnaires to external participants and target group members to receive student, industry and wider stakeholder input as well as assess impact on target groups.

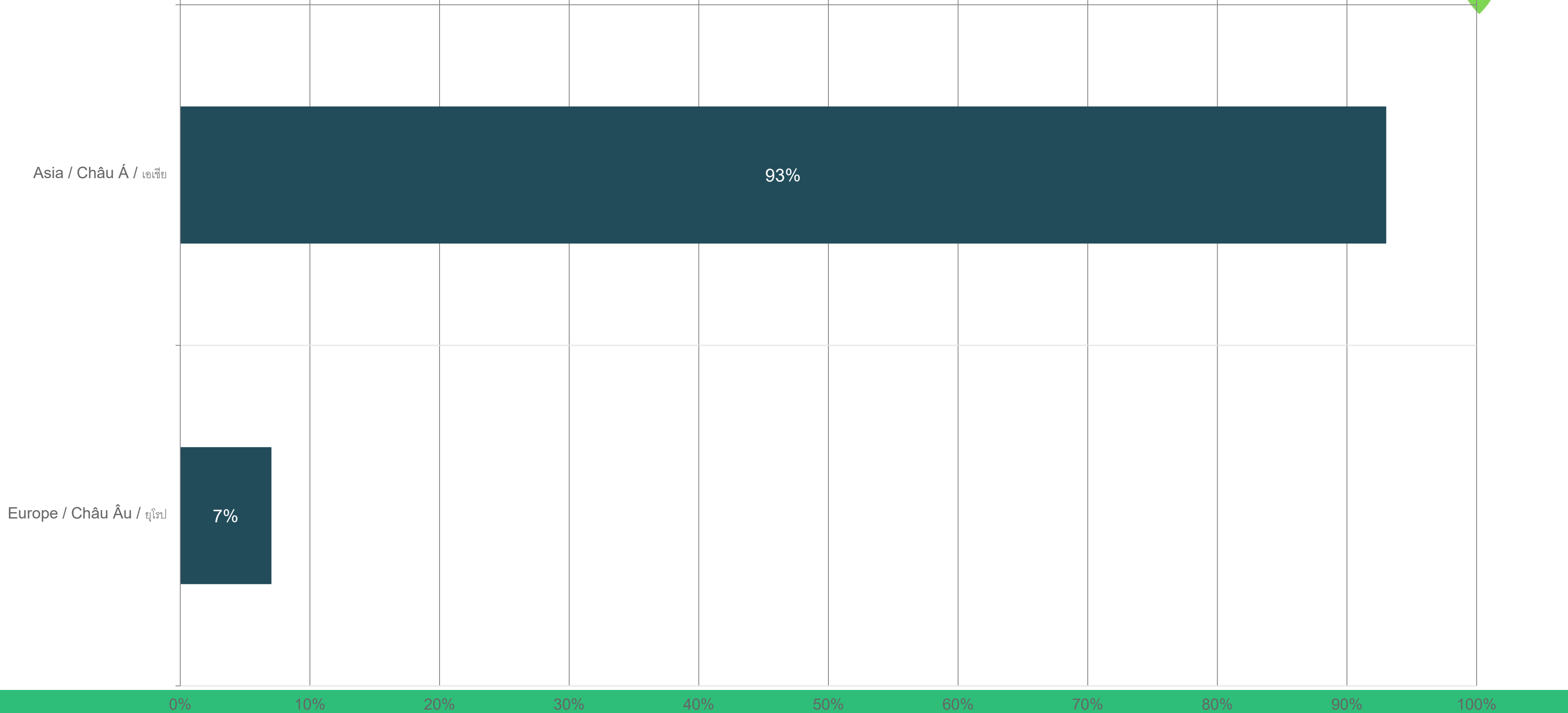


Annex I GreenEdAsia KPI survey

Total number of respondents: 148

Please select the region you are representing

Number of respondents: 147



Please select the region you are representing

Number of respondents: 147

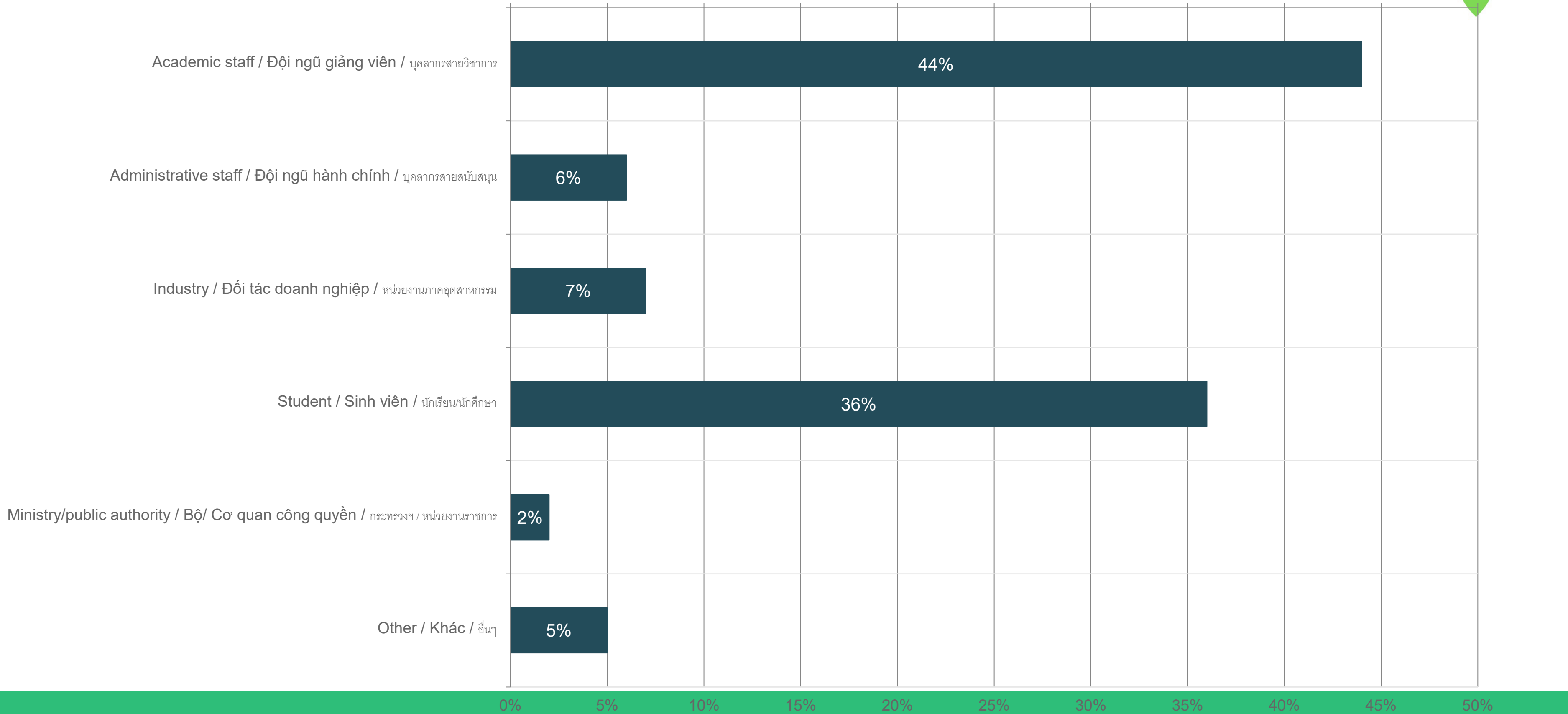


	n	Percent
Asia / Châu Á / เอเชีย	136	92,5%
Europe / Châu Âu / ยุโรป	11	7,5%



I represent / Tôi đại diện / ข้าพเจ้าเป็นตัวแทนของ

Number of respondents: 148



I represent / Tôi đại diện / ข้าพเจ้าเป็นตัวแทนของ

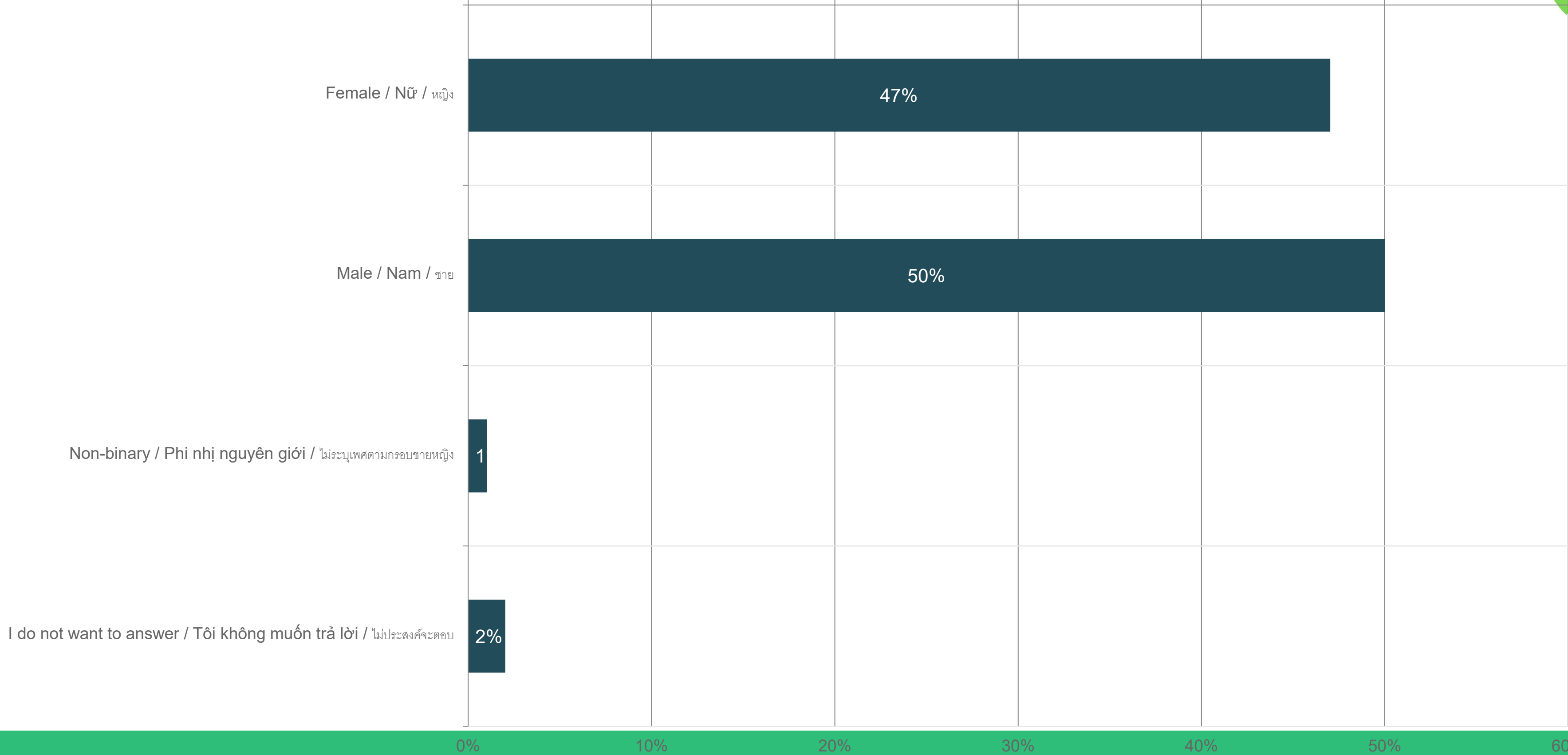
Number of respondents: 148



	n	Percent
Academic staff / Đội ngũ giảng viên / บุคลากรสายวิชาการ	65	43,9%
Administrative staff / Đội ngũ hành chính / บุคลากรสายสนับสนุน	9	6,1%
Industry / Đối tác doanh nghiệp / หน่วยงานภาคอุตสาหกรรม	10	6,8%
Student / Sinh viên / นักเรียน/นักศึกษา	53	35,8%
Ministry/public authority / Bộ/ Cơ quan công quyền / กระทรวงฯ / หน่วยงานราชการ	3	2,0%
Other / Khác / อื่นๆ	8	5,4%

Gender / Giới tính / เพศ

Number of respondents: 147



Gender / Giới tính / เพศ

Number of respondents: 147

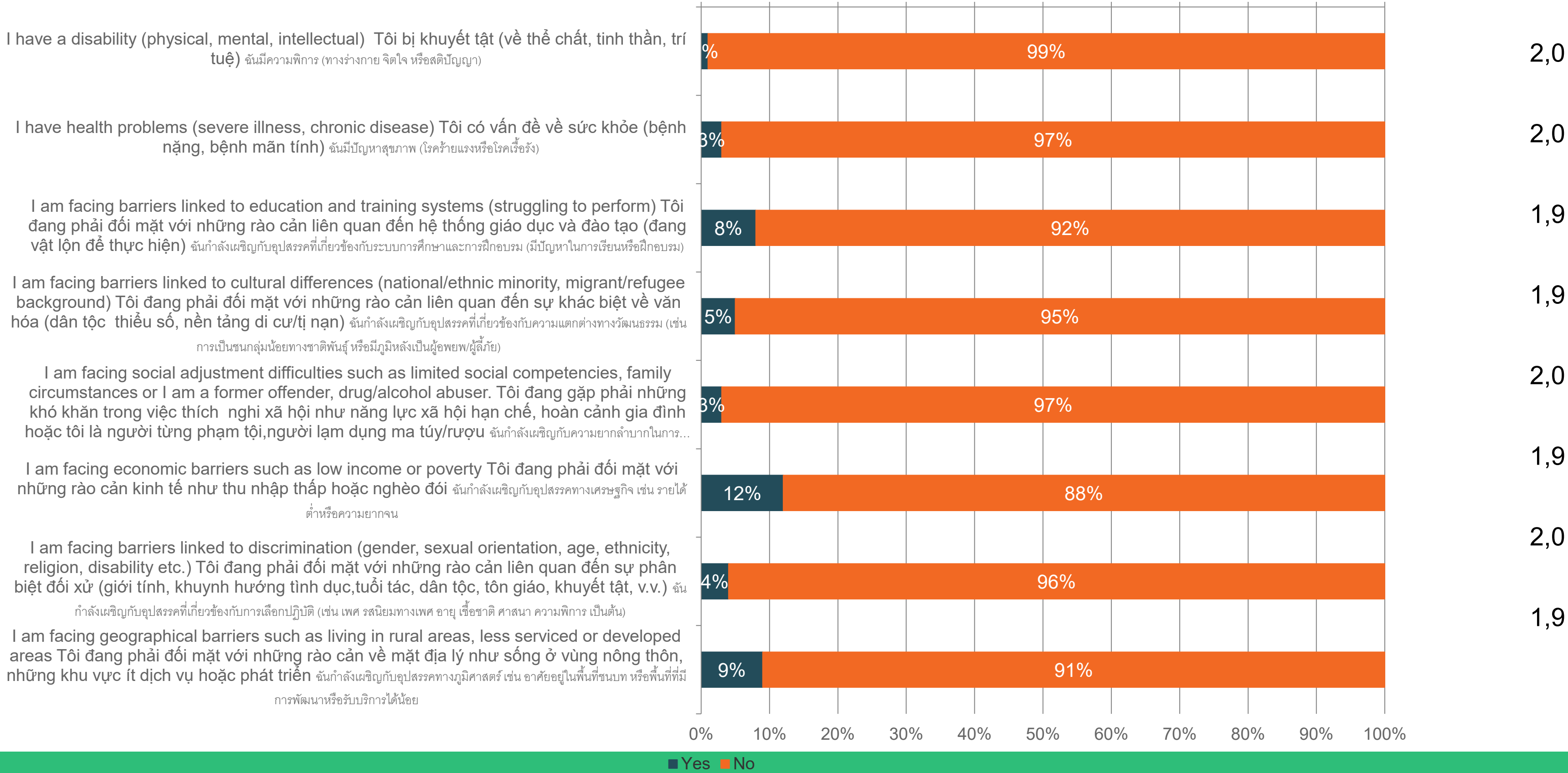


	n	Percent
Female / Nữ / หญิง	70	47,6%
Male / Nam / ชาย	73	49,7%
Non-binary / Phi nhị nguyên giới / ไม่ระบุเพศตามกรอบชายหญิง	1	0,7%
I do not want to answer / Tôi không muốn trả lời / ไม่ประสงค์จะตอบ	3	2,0%



Please answer the following questions:

Number of respondents: 148



Please answer the following questions:

Number of respondents: 148



	Yes	No	Average	Median
I have a disability (physical, mental, intellectual) Tôi bị khuyết tật (về thể chất, tinh thần, trí tuệ) ฉันมีความพิการ (ทางร่างกาย จิตใจ หรือสติปัญญา)	1,4%	98,6%	2,0	2,0
I have health problems (severe illness, chronic disease) Tôi có vấn đề về sức khỏe (bệnh nặng, bệnh mãn tính) ฉันมีปัญหাসภาพ (โรคร้ายแรงหรือโรคเรื้อรัง)	3,4%	96,6%	2,0	2,0

	Yes	No	Average	Median
I am facing barriers linked to education and training systems (struggling to perform) Tôi đang phải đối mặt với những rào cản liên quan đến hệ thống giáo dục và đào tạo (đang vật lộn để thực hiện) ฉันกำลังเผชิญกับอุปสรรคที่เกี่ยวข้อกับระบบการศึกษาและการฝึกอบรม (มีปัญหาในการเรียนหรือฝึกอบรม)	8,1%	91,9%	1,9	2,0



	Yes	No	Average	Median
I am facing barriers linked to cultural differences (national/ethnic minority, migrant/refugee background) Tôi đang phải đối mặt với những rào cản liên quan đến sự khác biệt về văn hóa (dân tộc thiểu số, nền tảng di cư/tị nạn) ฉันกำลังเผชิญกับอุปสรรคที่เกี่ยวข้องกับความแตกต่างทางวัฒนธรรม (เช่น การเป็นชนกลุ่มน้อยทางชาติพันธุ์ หรือมีภูมิหลังเป็นผู้อพยพ/ผู้ลี้ภัย)	5,4%	94,6%	1,9	2,0

	Yes	No	Average	Median
I am facing social adjustment difficulties such as limited social competencies, family circumstances or I am a former offender, drug/alcohol abuser. Tôi đang gặp phải những khó khăn trong việc thích nghi xã hội như năng lực xã hội hạn chế, hoàn cảnh gia đình hoặc tôi là người từng phạm tội, người lạm dụng ma túy/rượu. ฉันกำลังเผชิญกับความยากลำบากในการปรับตัวทางสังคม เช่น ทักษะทางสังคมที่จำกัด สถานการณ์ครอบครัวที่ซับซ้อน หรือเคยมีประวัติเป็นผู้กระทำผิด ผู้ติดยาเสพติด/แอลกอฮอล์	3,4%	96,6%	2,0	2,0



	Yes	No	Average	Median
I am facing economic barriers such as low income or poverty Tôi đang phải đối mặt với những rào cản kinh tế như thu nhập thấp hoặc nghèo đói ฉันกำลังเผชิญกับอุปสรรคทางเศรษฐกิจ เช่น รายได้ต่ำหรือความยากจน	12,2%	87,8%	1,9	2,0
I am facing barriers linked to discrimination (gender, sexual orientation, age, ethnicity, religion, disability etc.) Tôi đang phải đối mặt với những rào cản liên quan đến sự phân biệt đối xử (giới tính, khuynh hướng tình dục, tuổi tác, dân tộc, tôn giáo, khuyết tật, v.v.) ฉันกำลังเผชิญกับอุปสรรคที่เกี่ยวข้องกับการเลือกปฏิบัติ (เช่น เพศรสนิยมทางเพศ อายุ เชื้อชาติ ศาสนา ความพิการ เป็นต้น)	4,1%	95,9%	2,0	2,0

	Yes	No	Average	Median
I am facing geographical barriers such as living in rural areas, less serviced or developed areas Tôi đang phải đối mặt với những rào cản về mặt địa lý như sống ở vùng nông thôn, những khu vực ít dịch vụ hoặc phát triển ฉันกำลังเผชิญกับอุปสรรคทางภูมิศาสตร์ เช่น อาศัยอยู่ในพื้นที่ชนบท หรือพื้นที่ที่มีการพัฒนาหรือรับบริการได้น้อย	9,5%	90,5%	1,9	2,0
Total	5,9%	94,1%	1,9	2,0



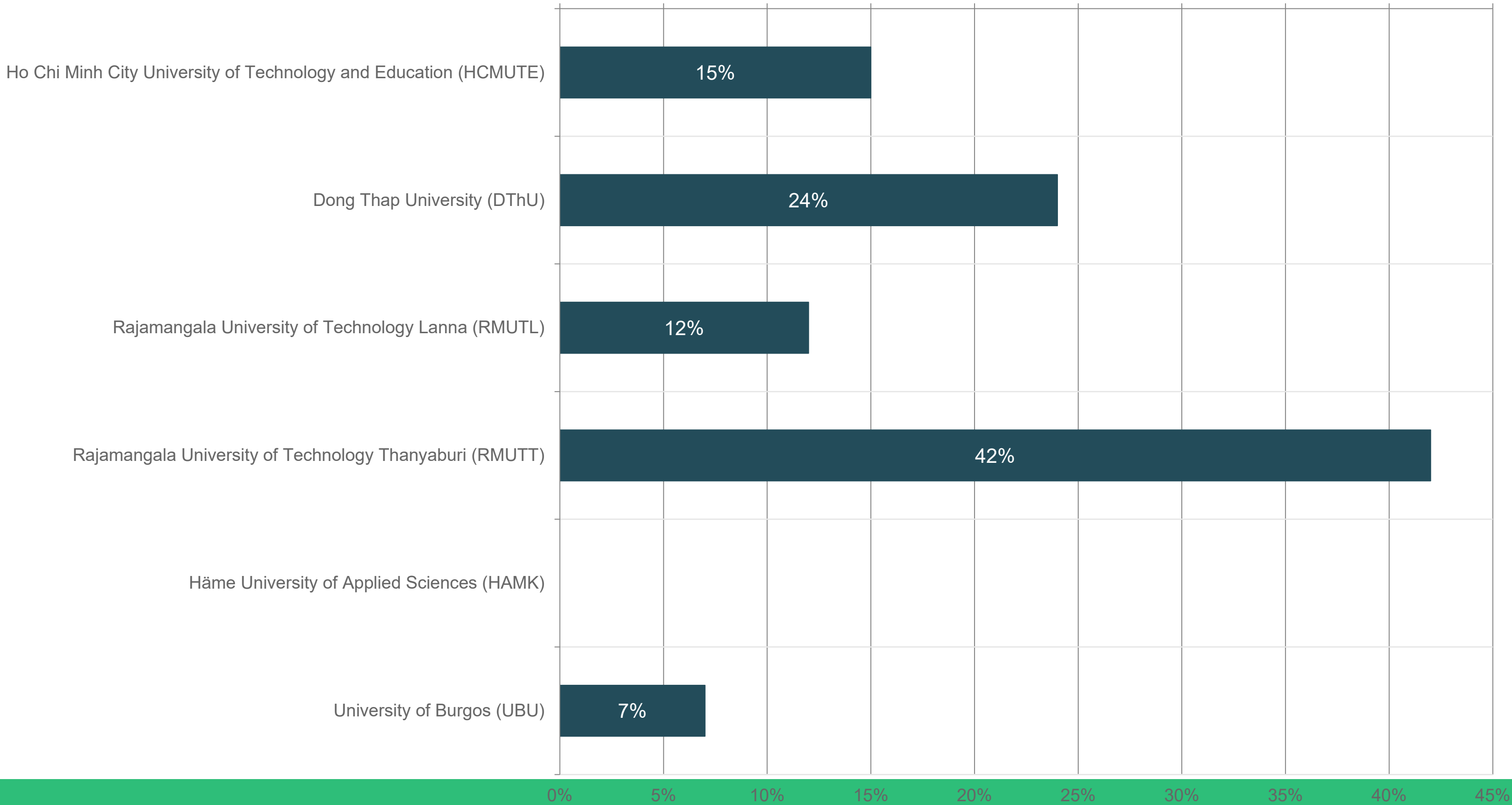
Annex II Interim report quality questionnaire

Total number of respondents: 41



I work at

Number of respondents: 41



I work at

Number of respondents: 41

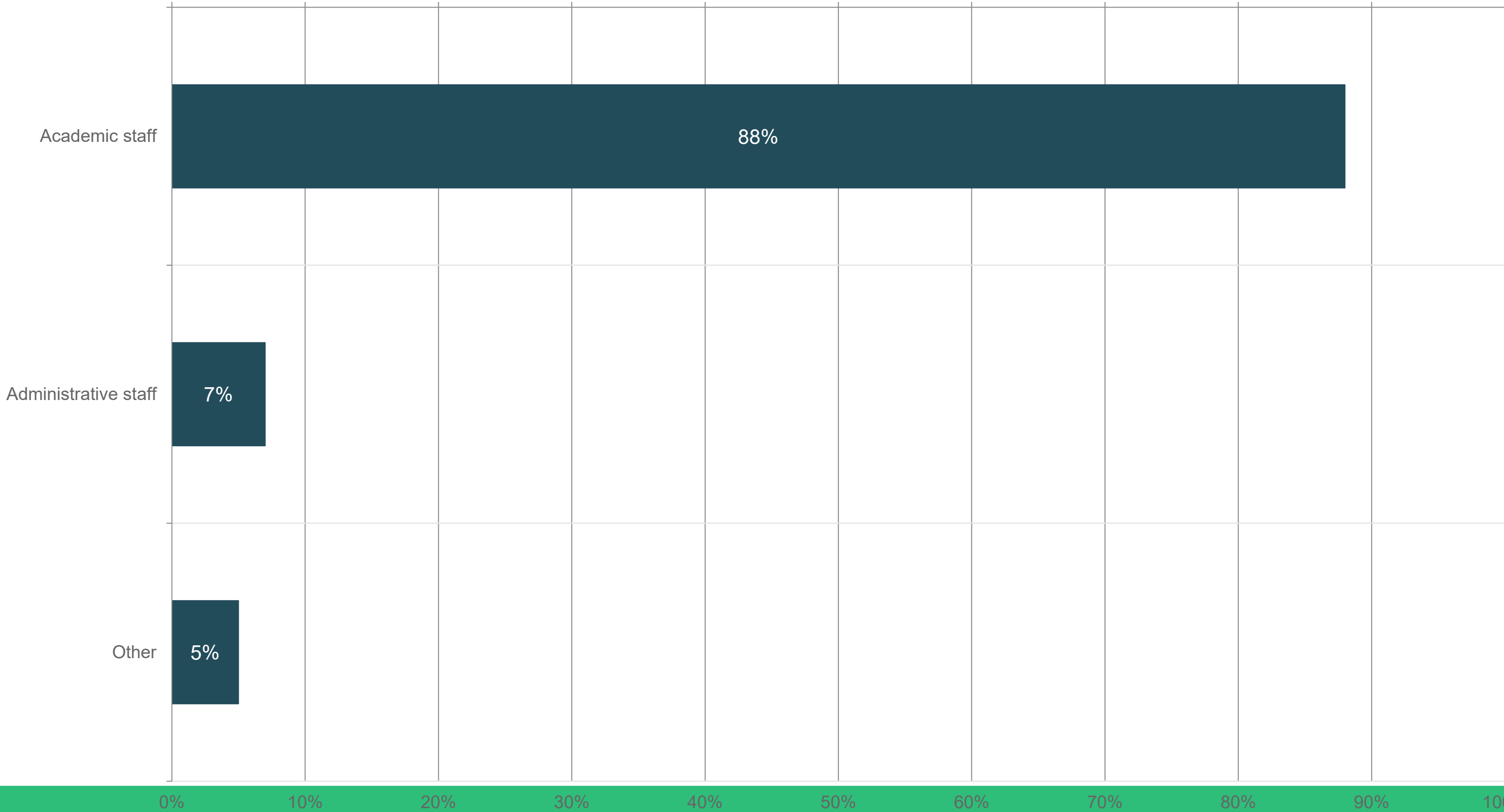


	n	Percent
Ho Chi Minh City University of Technology and Education (HCMUTE)	6	14,6%
Dong Thap University (DThU)	10	24,4%
Rajamangala University of Technology Lanna (RMUTL)	5	12,2%
Rajamangala University of Technology Thanyaburi (RMUTT)	17	41,5%
Häme University of Applied Sciences (HAMK)	0	0,0%
University of Burgos (UBU)	3	7,3%



I represent

Number of respondents: 41



I represent

Number of respondents: 41

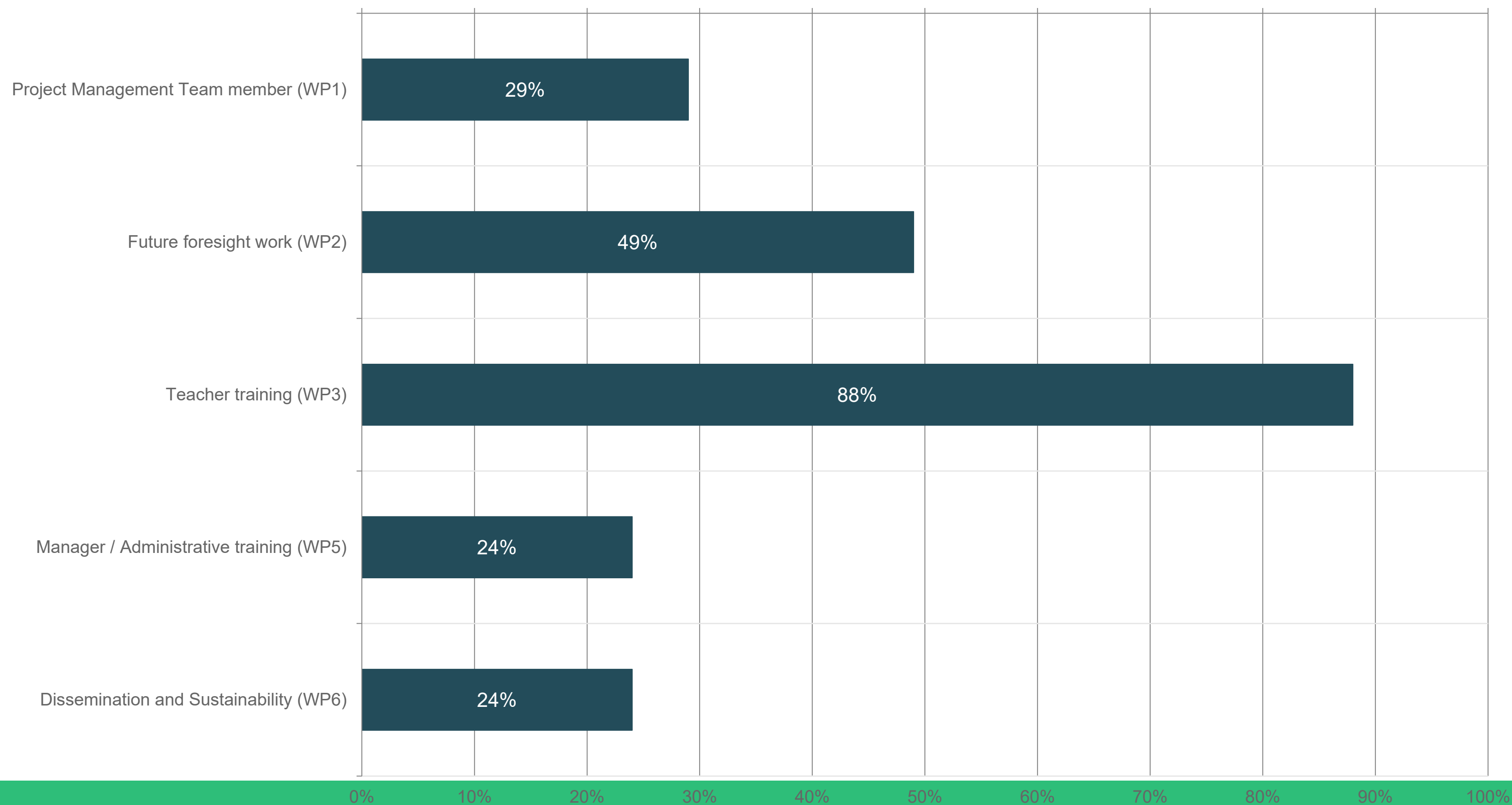


	n	Percent
Academic staff	36	87,8%
Administrative staff	3	7,3%
Other	2	4,9%



I have been involved in the following GreenEdAsia activities

Number of respondents: 41, selected answers: 88



I have been involved in the following GreenEdAsia activities

Number of respondents: 41, selected answers: 88



	n	Percent
Project Management Team member (WP1)	12	29,3%
Future foresight work (WP2)	20	48,8%
Teacher training (WP3)	36	87,8%
Manager / Administrative training (WP5)	10	24,4%
Dissemination and Sustainability (WP6)	10	24,4%

Please answer the following questions (WP1 Project Management):1 = Strongly disagree2= disagree3= Neither agree nor disagree4=Agree5=Strongly agree



Number of respondents: 10

Average score



Please answer the following questions (WP1 Project Management):1 = Strongly disagree2= disagree3= Neither agree nor disagree4=Agree5=Strongly agree



Number of respondents: 10

	1	2	3	4	5	Average	Median
By participating in the project activities I have increased my understanding of international project administration	0,0%	0,0%	0,0%	40,0%	60,0%	4,6	5,0
PMT meetings support the management and objectives of the project	0,0%	0,0%	10,0%	20,0%	70,0%	4,6	5,0
I have benefitted from the collaboration between project partners	0,0%	0,0%	0,0%	20,0%	80,0%	4,8	5,0
Total	0,0%	0,0%	3,3%	26,7%	70,0%	4,7	5,0



How could the project management meetings be further improved? Is there something you would need more guidance on? Please give additional feedback on the project management of the project.

Number of respondents: 7

Responses
Everything is correct. I have no additional comments or suggestions at this time.
- well-organized, strong collaboration - kindly share meeting agenda in advance - additional guidance on reporting and deliverables.
Some more cases out of Asian environment that successfully managed as real sustainable outcomes.
The management team has been doing very well. Nothing to give feedback on.
Thank you very much for the excellent coordination and management of the Erasmus project. I highly appreciate the effort, dedication, and professionalism of the organizing team. The meetings were very valuable and created a strong sense of collaboration among the partners.
The meeting is time-efficient and productive. Time zone of different countries would make it a bit difficult to arrange the mutual meeting time. However, with discussion of agreed time of the meeting, there is no problem at all. Everyone can join the meeting.
The project management meetings have been useful and well organized



Please answer the following questions (WP2 Future foresight):1 = Strongly disagree2= disagree3= Neither agree nor disagree4=Agree5=Strongly agree

Number of respondents: 19

Average score



Please answer the following questions (WP2 Future foresight):1 = Strongly disagree2= disagree3= Neither agree nor disagree4=Agree5=Strongly agree



Number of respondents: 19

	1	2	3	4	5	Average	Median
The foresight workshop was relevant to understanding the future requirements of circular bioeconomy educational needs.	0,0%	0,0%	0,0%	47,4%	52,6%	4,5	5,0

	1	2	3	4	5	Average	Median
Interviewing colleagues and experts on future needs in the circular bioeconomy sector (post assignment) was relevant to understanding the future requirements of circular bioeconomy educational needs.	0,0%	0,0%	0,0%	31,6%	68,4%	4,7	5,0
I understand now better future competence profiles in the circular bioeconomy.	0,0%	0,0%	0,0%	44,4%	55,6%	4,6	5,0

	1	2	3	4	5	Average	Median
The competence objectives and assessment criteria were easy to write and to implement in the current curriculum.	0,0%	0,0%	10,5%	52,6%	36,9%	4,3	4,0
Total	0,0%	0,0%	2,6%	44,0%	53,4%	4,5	5,0



Please answer the following questions (WP3 Teacher training):1 = Strongly disagree2= disagree3= Neither agree nor disagree4=Agree5=Strongly agree

Number of respondents: 35

Average score



4,5

4,5

4,5

Please answer the following questions (WP3 Teacher training):1 = Strongly disagree2= disagree3= Neither agree nor disagree4=Agree5=Strongly agree



Number of respondents: 35

	1	2	3	4	5	Average	Median
The WP3 teacher training strengthened my competence to apply student-centred and design-based teaching methods in my own courses.	0,0%	0,0%	2,9%	45,7%	51,4%	4,5	5,0

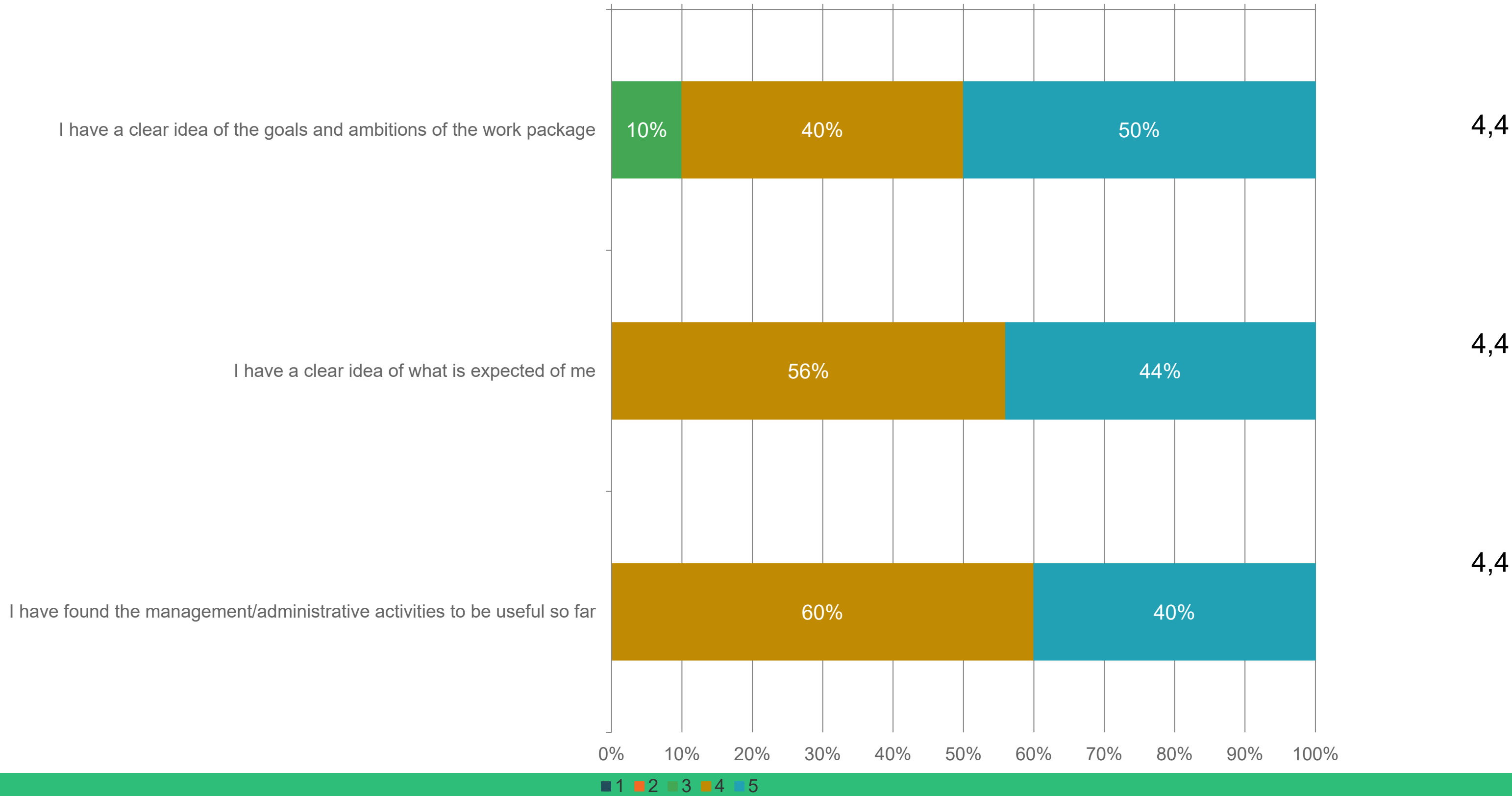
	1	2	3	4	5	Average	Median
The training content (online sessions, workshops, and practical activities) was relevant and directly applicable to my teaching context and curriculum implementation.	0,0%	0,0%	2,9%	40,0%	57,1%	4,5	5,0
After participating in WP3 training, I feel more confident in facilitating student learning in real-life, problem-based or industry-linked learning settings.	0,0%	0,0%	2,8%	48,6%	48,6%	4,5	4,0
Total	0,0%	0,0%	2,9%	44,8%	52,4%	4,5	5,0



Please answer the following questions (WP5 Manager / Administrative training):1 = Strongly disagree2= disagree3= Neither agree nor disagree4=Agree5=Strongly agree

Number of respondents: 10

Average score



Please answer the following questions (WP5 Manager / Administrative training):1 = Strongly disagree2= disagree3= Neither agree nor disagree4=Agree5=Strongly agree



Number of respondents: 10

	1	2	3	4	5	Average	Median
I have a clear idea of the goals and ambitions of the work package	0,0%	0,0%	10,0%	40,0%	50,0%	4,4	4,5
I have a clear idea of what is expected of me	0,0%	0,0%	0,0%	55,6%	44,4%	4,4	4,0
I have found the management/administrative activities to be useful so far	0,0%	0,0%	0,0%	60,0%	40,0%	4,4	4,0
Total	0,0%	0,0%	3,3%	51,9%	44,8%	4,4	4,0



Overall feedback on the administrative/managment training activities.

Number of respondents: 6

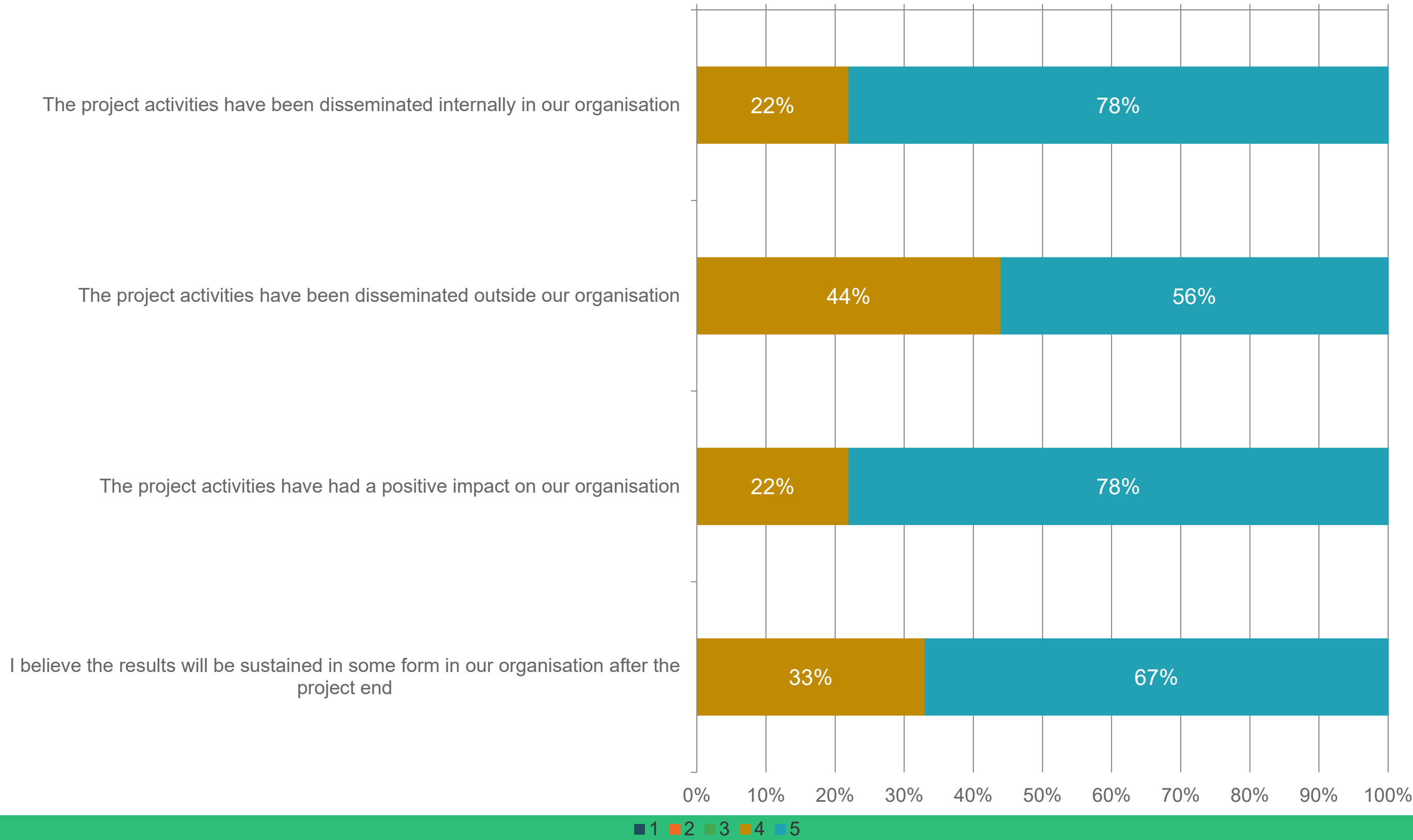
Responses
The activities are very well organized and there is a common effort to succeed the objectives.
Everything is correct. I have no additional comments or suggestions at this time.
Valuable and contributed positively.
Understand more clear DBE methods and can adjust them into teaching curriculum.
Can view the mission in the future to be fulfilled how to achieve of a funder granted with instruments
Overall, the administrative and management training activities were very useful and well organized. The sessions provided valuable knowledge and practical perspectives that can be applied to project implementation and institutional collaboration. I especially appreciated the clear coordination, supportive atmosphere, and opportunities for discussion and exchange of ideas among participants.
For further improvement, it may be helpful to include more practical examples, case studies, or hands-on activities related to real administrative and management situations. This would make the training even more applicable and beneficial for participants from different institutional contexts.
Overall, I am grateful for the opportunity to join these training activities, and I believe they contributed positively to both professional development and the success of the Erasmus project.
The training was well-organized and clear. The provided templates made tracking tasks and milestones much easier to handle.



Please answer the following questions (WP6 Dissemination and Sustainability):1 = Strongly disagree2= disagree3= Neither agree nor disagree4=Agree5=Strongly agree

Number of respondents: 9

Average score



Please answer the following questions (WP6 Dissemination and Sustainability):1 = Strongly disagree2= disagree3= Neither agree nor disagree4=Agree5=Strongly agree



Number of respondents: 9

	1	2	3	4	5	Average	Median
The project activities have been disseminated internally in our organisation	0,0%	0,0%	0,0%	22,2%	77,8%	4,8	5,0
The project activities have been disseminated outside our organisation	0,0%	0,0%	0,0%	44,4%	55,6%	4,6	5,0
The project activities have had a positive impact on our organisation	0,0%	0,0%	0,0%	22,2%	77,8%	4,8	5,0

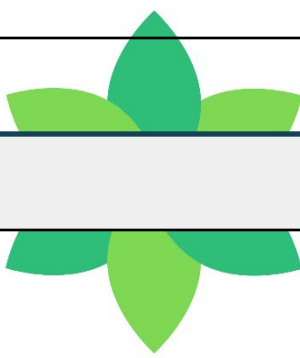
	1	2	3	4	5	Average	Median
I believe the results will be sustained in some form in our organisation after the project end	0,0%	0,0%	0,0%	33,3%	66,7%	4,7	5,0
Total	0,0%	0,0%	0,0%	30,5%	69,5%	4,7	5,0



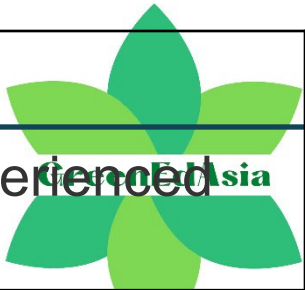
Which activities did you find most useful for yourself

Number of respondents: 36

Responses
For me WP 1 is very good for building network and get to know our team better. The trainings are of course very useful to us. We use this to teach students as well. For me I use the design based learning in my Problem Solving and Thinking Process Subject.
Connecting local problems (Vietnam, Thailand, Finland and Spain) with a collective action approach.
I found the exchanges between different universities the most useful, as they allowed us to share perspectives, understand different cultural contexts, and compare ways of interacting with students.
Interview
Learning about different student-centered teaching methods was the most useful activity for me, as it enhanced my understanding of how to better engage students in the learning process.
All onsite activities and workshop.
DBE Trining
The interim review workshops were highly effective, as they provided a structured platform to re-evaluate project progress and refine the instructional framework.
DBE methods and future foresight
At this stage, I am still in the process of exploring and integrating the activities into my teaching practice. While no single activity stands out as the most useful yet, several components have provided useful insights that I expect to apply more effectively over time.
Teaching approaches such as scoffolding, problem-based
project-based learning/Scaffolding
Overall teacher training activities.



Responses
Problem base learning is useful in my subject that student can lern by solve their evidence.
Competence development DBE training
Design Based Education Training
Teacher Training
I find the workshop in Finnland and the teacher training activities at my HCMUTE useful not only for myself but also for my colleagues and my students.
Attending the teacher training workshop and learn about the teaching method.
The activities I found most useful were the sessions on project management, institutional collaboration, and the exchange of best practices among partner institutions. These activities were particularly valuable because they provided both practical knowledge and a clearer understanding of how to strengthen international cooperation, improve coordination, and develop future academic opportunities. I also found the discussions and networking opportunities very beneficial, as they helped build stronger connections and opened possibilities for future collaboration.
The activities I found most useful were the workshops and training sessions on circular economy, curriculum development, and teaching methods. They helped me better understand how to integrate circular economy concepts into academic programs and provided practical ideas for designing course content and student-centered learning activities. I also gained useful teaching methods that I can apply in my own classes to make environmental and sustainability topics more engaging and practical.
Teaching and learning that emphasizes student participation
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Problem-Based Learning (PBL) to design classroom activities. such as plastic waste management, and translate their ideas into creative animations.
Active Learning and Real-world problem-solving
Designing and managing instruction that can be applied effectively.



Responses
The teacher training workshop in Finland was the most useful activity. It provided a highly valuable opportunity to learn directly from experienced educators in a real-world setting, and the company visits offered excellent practical insights.
teaching method, especially the DBE model
Foresight Analysis and Teacher Training have help develop my insights into Green Education, as well as new teaching approaches to cultivate student competency for the future.
To date, I feel that The WP3 teacher training has helped me strengthen my ability to apply teaching methods and I feel more confident in supporting student learning in teaching practice, as well as in guiding professional practice/internship.
The foresight workshop.
I found the training workshop at DTHU and the online learning sessions to be the most useful. They gave me valuable tools and knowledge on green skills and student-centered teaching methods that are very applicable to my daily responsibilities.
The most useful activities for me were the project management meetings, partner discussions, and training sessions, as they helped improve communication, clarify project tasks, and strengthen my understanding of the project goals.
Teaching and training activieties
I find face to face and online workshop very useful for me cause I can know more about the goal and mission in this project
The WP5 Admin training webinars on mapping funding instruments.



What were the biggest challenges you have faced during the project?

Number of respondents: 34

Responses
I would say to make sure my colleagues understand the assignment and help me.
Organizing in-person meetings.
The main challenges were related to coordinating across different institutions and adapting to diverse cultural and academic contexts. However, these challenges also provided valuable learning opportunities.
Learning new teaching method, i.e. DBE, that is very far from my expertise.
One of my biggest challenges during the project was understanding the processes of each work package, as well as becoming familiar with the specific terminology, especially during the project funding procedures.
Deriverables are challenged
The primary challenge was the ambiguity regarding the students' academic backgrounds in the assigned teaching modules. This uncertainty posed a risk to achieving the predefined learning outcomes and required significant contingency planning.
Apply DBE METHODS and CBE into teaching curriculum
One of the main challenges has been aligning the training concepts with my existing teaching workload and institutional context. However, this also provides an opportunity for gradual adaptation and future improvement.
To apply green concept to English subject. To prepare my students ready for the integration of English and green concept.
how to integration
Finding methods to get my teaching subjects into it.
To communicate to student about method and output between,after learning.
No



Responses

How to apply new teaching model at my school give current size of classes.

To apply DBE to my existing profession.

Sometimes there were some small misunderstanding in cooperation between 3 countries, but it is not a big problem.

Applying the real world challenges in class.

One of the biggest challenges I faced during the project was coordinating schedules and responsibilities across different institutions, especially when each partner had different academic calendars, working processes, and administrative contexts. Another challenge was ensuring clear and consistent communication among all participants, particularly when dealing with detailed project information, documentation, and follow-up tasks.

In addition, adapting project activities to fit local institutional conditions and available resources was sometimes challenging. However, these challenges also provided valuable learning opportunities and helped strengthen cooperation, flexibility, and problem-solving throughout the project.

One of the biggest challenges I faced in the project was how to effectively integrate circular economy content into existing courses and teaching materials. Developing teaching methods and learning activities that encourage students to access new knowledge and apply it appropriately to the local context was also a challenge.

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to ensure all students contribute equally to the problem-solving process and produce animation within a limited time.

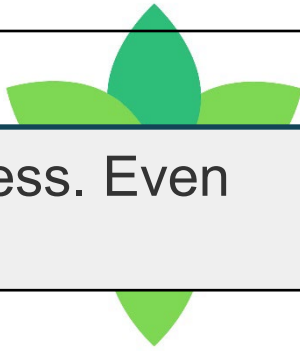
Integrating interdisciplinary knowledge, managing varying student competencies, and facilitating effective collaboration within a real-world context.

Raising awareness about a Green Mindset and effectively measuring and evaluating its impact.

As this is our institution's first time participating so deeply in a major international project, the biggest challenge has been navigating specific technical terminology, particularly specialized educational jargon.

Maybe languages

I haven't got any problems during the project. Only tiny challenge may be time management of my regular duty at the university and time allocated to work on the project. However, everything went well.



Responses
Communication Gap: Misunderstandings in communication (due to language and cultural differences) with stakeholders can slow progress. Even minor misunderstandings about responsibilities or deliverables can escalate into larger problems.
I am not really working in CBE field before, therefore it is challenge for me to deeply understand about CBE.
The biggest challenges have been managing the project activities alongside my daily teaching responsibilities at DTHU and adapting to the online learning format. Time differences and occasional connectivity issues during the sessions also posed some difficulties, but I am grateful for the flexibility shown by the project coordinators
Adapting to new tasks and balancing project work with regular responsibilities were challenging at times.
Timing to do activities
Lack of experience for international project management
Aligning our institutional capabilities with the complex requirements of international funding instruments, and adapting DBE pedagogical model to our local context.

What has been the most significant impact for your organisation from working on the project and collaboratively?



Number of respondents: 33

Responses
The future foresight is the new thing for us and I think that is a very good tool in order to somewhat predict what is going to happen. The most impactful ones are to have the upper level of executives see what we are doing on package 5, because after that everything is going very very smoothly. The training for teacher is also very good. Now we have a strong team who is on the same page on green transitioning the university.
The development of further collaborations and synergies (e.g. MoU between universities). Learning from partner universities on green education.
The most significant impact has been opening new opportunities for collaboration with Asian institutions, alongside our existing European partnerships.
connection
The project has provided our organisation with opportunities to conduct teacher training workshops, enhancing the professional development of our educators. Our lecturers have also gained valuable experience in learning how to write proposals for project funding and better understand the application processes.
Learning outcomes (students), teaching enhancement
The project has enabled me to integrate Outcome-Based Education (OBE) principles into my other courses, ensuring that teaching strategies are directly aligned with measurable learning outcomes and organizational academic standards.
Know how to work with European Commission team.
The impact at the organisational level is still emerging. However, the project has initiated greater awareness and dialogue around student-centred approaches, which may lead to more structured implementation in the future.
To enhance the perception of interdisciplinary and to work with experts from different countries develop my wider visions and practices professionally.
Having my teaching course learning outcomes in Green perspective.



Responses

We can growing green mindset and green behavior to our students more than in the past ect reduce water and electric cost ,create product to save world.

New knowledge, skills and methods with DBE training

It helps me to extent my network for potential collaborations in the future.

Teachers and students are familiar with design-based education, especially in green topics.

My colleagues and my students have opportunities to explore the DBE approach and the other positive teaching methods, which support sustainable development

Revising the existing curriculum by adding the circular bio economy course and changing the teaching learning method for learners to approach the real-world challenges

The most significant impact for our organisation has been the strengthening of international collaboration, institutional learning, and staff development. Working collaboratively with partner institutions has enhanced knowledge exchange, broadened perspectives, and created valuable opportunities for future cooperation, mobility, and long-term partnership.

The most significant impact on our organization was the opportunity to enhance capacity in circular economy education and curriculum development. Through the project, we gained access to new knowledge, teaching methods, and practical experience in sustainable development and the circular economy. Our collaborations across different educational institutions created valuable academic networks.

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The adoption of student-centred and active learning methods bring to use more technology and creative media to raise environmental awareness and social responsibility.

enhancement of teaching and learning practices through the integration of real-world, interdisciplinary, and competence-based approaches.

Creating a comprehensive understanding of Green Minset, including how to systematically build a network.

The most significant impact has been the invaluable exchange of knowledge and practical experience with our international colleagues, which is directly helping to elevate our institutional practices.



Responses
The most significant impact has been strengthening our organisational capacity through collaborative innovation, enabling more effective research, partnerships, and sustainable solutions in higher education.
We have extended network nationally and internationally, within and across disciplines. My university has finally established the multidisciplinary team of academic staff to develop green education within the orgnization and ready to expand to other partner universities.
In my opinion, the most significant impact on Dong Thap University from its collaboration with Greened Asia is the enhancement of collaborative capacity and skills in implementing teaching methods for specialized courses in a circular economy and sustainable development-oriented manner.
Through this project, we had the opportunity to connect with many parties (including academic, policy makers, farmers, industry) to discuss CBE and to disseminate and teach CBE-related topics to students.
The biggest impact is that our organization now has a clearer roadmap for embedding green skills into the curriculum. The collaborative activities have helped our lecturers update teaching methods and build stronger connections with international partners, ultimately benefiting our students' employability in the green economy.
The most significant impact for our organisation has been stronger international collaboration, improved staff capacity, and greater awareness of sustainable education practices.
Have good time to contact and collaborate with people from different countries.
Mind changing for designing curriculum
Expanding our international network and identifying clear pathways to align our local circular agriculture projects.



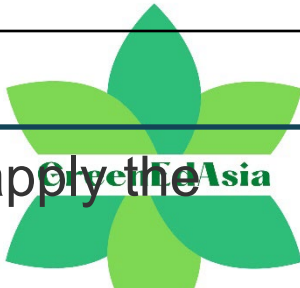
Do you have any suggestions to improve the project?

Number of respondents: 31

Responses
The first sessions are a bit confusing at first because we don't know what to do. For example, the presentation on future foresight, the setting scenario ones, we didn't know how to do it and we saw that each uni has difference aspect on doing the sessions. I don't know that it has to be like that, freely explore the sessions and present what we come up with freely, or there're different expectations on that one.
No, I do not have any suggestions for improvement at this time.
Everything is well setup.
It would be great to have more teacher training workshops, along with additional online courses, to allow more teachers to participate and benefit from the project's activities.
Should be continued with strong partners collaboration.
It is advisable to elaborate on the project and pedagogical approaches with greater depth and clarity to facilitate practical implementation and achieve the desired outcomes
None for now
To further improve the project, it would be beneficial to enhance the alignment between training activities and participants' specific teaching contexts. Providing more context-based examples, follow-up support, and opportunities for practical application could strengthen the impact. Additionally, increasing opportunities for cross-institutional collaboration and experience sharing may help maximise learning outcomes and sustainability.
Not yet
non
Sometimes we will see some example or casestudy to learning.
No



Responses
The project should continue in another phase to have more impact.
No
More communication between the partners.
I would like to sincerely thank the project team for their excellent coordination, dedication, and support throughout the project. The project has been highly valuable and has created a very positive and collaborative atmosphere among all partners. As a small suggestion, a more detailed roadmap and regular brief updates between meetings could further strengthen coordination and continuity. Overall, I am very grateful for this enriching experience and for the strong foundation it has created for future collaboration.
I would suggest including more practical activities, such as research (case studies), field visits, and opportunities to develop and test teaching materials related to the circular economy.
-
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-
strengthen the allignment between interdisciplinary content and students' prior knowlege by providing structured scaffolding and preparatory resources.
Ongoing action is needed, and challenges remain in several areas.
I recommend creating a dedicated instant messaging group (e.g., via Microsoft Teams or WhatsApp) for the consortium. This would allow for much quicker, day-to-day communication compared to relying solely on back-and-forth emails.
Give more than software for e-learning activities
It would be more beneficial if there are more international workshop onsite in Finland and Spain to widen Thai and Vietnamese perspectives and see the real context of Design-Based Learning and Transdisciplinary Learning.
Currently, I have no opinion.



Responses
My suggestion is to provide more flexible timing for online sessions and some Vietnamese materials or summaries to help participants apply the knowledge more effectively.
I do not have any major suggestions at this stage. Overall, the project has been well managed, and the collaboration between partners has been positive and effective.
None
I have no idea
Provide more tailored mentoring sessions for drafting proposals targeted at regional Asian funders, and facilitate more direct matchmaking among partner universities for future consortiums.



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MID-TERM EXTERNAL EVALUATION REPORT

Project GreenEdAsia: Learning for a Sustainable Future – Higher Education for Green Transition in Southeast Asia

Project ID: 101177627

Prepared by: L.Y.D.I.N.C Company Limited

External Evaluation Services for the GreenEdAsia Project

Submitted to: Ho Chi Minh City University of Technology and Education, Project Management Team, Quality Manager, and Advisory Board

Reporting period covered: From project start to the mid-term evaluation cut-off date

Expected submission date: June 2026, subject to the approved project timeline

Version: Final version to be delivered to the Project

Date: June 25th, 2026

Disclaimer

This report has been prepared by L.Y.D.I.N.C Company Limited as the external evaluator of the GreenEdAsia project. The purpose of the report is to provide an independent, evidence-based, and formative assessment of the progress, quality, and emerging results of the project at the mid-term stage.

The evaluation covers the Work Packages for which evidence has been made available at the time of assessment, namely WP1 Management and Quality Assurance, WP2 Curriculum Revision Based on Future Foresight Analyses, WP3 Innovative Teaching and Learning Methods for Curriculum Implementation, WP4 Collaborative Learning Ecosystem with Industry and Academia, WP5 Strengthening Capacities of Partner Higher Education Institutions, and WP6 Dissemination and Sustainability. The report recognises that implementation progress is not uniform across Work Packages. In particular, some WP3 deliverables remain incomplete, while other Work Packages have generated further evidence and therefore need to be included in the assessment of the project's overall level of achievement to date.

The findings, interpretations, and recommendations presented in this report are based on the documentary evidence made available to the external evaluator, including project documents, deliverables, monitoring data, quality assurance documents, survey and feedback reports already collected by the project, workshop materials, meeting minutes, curriculum documents, training materials, dissemination evidence, website evidence, and other project records. No interviews, field visits, or independent primary data collection

were conducted for this mid-term evaluation. Where survey or feedback evidence is used, it refers only to data already collected and provided by the project.

The report is intended to support project learning, timely adjustment, quality enhancement, preparation for subsequent phases of implementation, and evidence-based decision-making by the Project Management Team, Quality Assurance Committee, Work Package leaders, partner institutions, and Advisory Board.

The European Commission's support for the production of project outputs does not constitute an endorsement of the contents of this report, which reflects only the views of the external evaluator. The Commission cannot be held responsible for any use which may be made of the information contained herein.

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1. Executive Summary

This Mid-term External Evaluation Report presents an independent, formative and evidence-based assessment of the GreenEdAsia project, “Learning for a Sustainable Future – Higher Education for Green Transition in Southeast Asia”, Project ID 101177627. The evaluation was conducted by L.Y.D.I.N.C Company Limited as the external evaluator and covers the implementation period from project start to the agreed mid-term evaluation cut-off date, based on the documentary evidence made available by the project.

The evaluation is a document-based external evaluation. No primary interviews, field visits, focus group discussions or evaluator-administered surveys were conducted. Where survey or feedback evidence is used, it refers to monitoring data and quality assurance evidence already collected by the project, including KPI surveys, workshop feedback, interim quality questionnaires and quality reports. The findings therefore assess the quality, consistency and sufficiency of the documented evidence available at mid-term. The evaluation does not independently verify stakeholder perceptions, classroom practice, student experience or institutional implementation beyond what is recorded in the evidence files provided.

The overall judgement of the Mid-term External Evaluation is that GreenEdAsia is on a credible and substantially progressing implementation trajectory. The project has established a functioning governance and quality assurance foundation, generated relevant future foresight evidence, produced substantial curriculum revision outputs, initiated teacher education and Design-Based Education preparation, started collaborative learning ecosystem planning, implemented management and administrative capacity-building activities, and established dissemination infrastructure. The project is therefore moving in the right strategic direction and has created a meaningful foundation for green transition-related higher education reform in Vietnam and Thailand.

The evaluation also recognises that implementation progress is not uniform across Work Packages. In particular, WP3, which concerns innovative teaching and learning methods for curriculum implementation, has not yet completed all formal deliverables, including the consolidated Training Material, Teacher Manual for DBE and Institutional Cascading Plan. However, this has not prevented other Work Packages from progressing. WP2 curriculum revision, WP4 student challenge preparation, WP5 management and administrative capacity-building, and WP6 dissemination activities have advanced in parallel. This adjusted implementation sequence is acceptable at mid-term, provided that the project now strengthens integration, evidence traceability, quality assurance follow-up and institutional embedding.

The project's future foresight and curriculum revision process is one of the strongest areas of achievement. MS1 Future Foresight Workshops and D2.1 Future Scenarios are assessed as Substantially achieved. The project has implemented a credible foresight process involving PESTEL analysis, weak-signal work, scenario-related discussion, backcasting logic and stakeholder input. This process generated relevant competence themes for circular bioeconomy, renewable energy, waste-to-value systems, smart farming, biotechnology, ESG, digital technologies, carbon management and sustainable agriculture. These themes provide a credible foundation for curriculum revision.

D2.2 Revised Curriculum is also assessed as Substantially achieved. The evidence shows that partner institutions have translated green transition priorities into revised curricula and courses. DThU has integrated Circular Agriculture and circular bioeconomy-oriented natural resource management into Agronomy and Land Management. HCM-UTE has integrated Circular Bioeconomy, Clean and Sustainable Energy, Renewable Energy Engineering, greenhouse gas inventory, decarbonisation and digitalisation into relevant programmes. RMUTL has developed a Doctor of Engineering Program in Mechanical Engineering with strong alignment to BCG Economy, renewable energy, circular economy, net-zero carbon, energy efficiency, artificial intelligence and digital technologies. These curriculum revisions demonstrate clear academic relevance to the GreenEdAsia objectives. However, the evaluation identifies the need for stronger D2.1-to-D2.2 mapping, formal competence profile matrices, assessment rubrics, stakeholder validation, approval evidence and implementation evidence.

WP1 Management and Quality Assurance is assessed positively. D1.1 Project Handbook, D1.2 Quality Plan including Data Management Plan and D1.3 Progress Report are assessed as Substantially achieved. The project has established management structures, quality assurance roles, monitoring arrangements, feedback collection, project meetings, QAC activity and interim reporting. These provide a credible governance and accountability foundation. However, the quality assurance loop is not yet fully closed. The project has collected substantial feedback and monitoring evidence, but it still needs a more systematic corrective action tracker linking findings to responsible persons, deadlines, follow-up actions and evidence of completion.

WP3 has generated substantial preparatory evidence but remains incomplete at formal deliverable level. D3.1 Training Material, D3.2 Teacher Manual for DBE and D3.3 Institutional Cascading Plan are assessed as Partially achieved, with substantial preparatory progress. The evidence includes strong pedagogical materials on student-centred learning, competence-based education, DIANA, Design-Based Education, scaffolding, reflection, curriculum writing, assessment criteria, work-life collaboration and student challenge preparation. These materials provide a credible foundation for teacher and teacher-educator

development. However, they remain dispersed across presentations, templates, workshop materials and related files. The formal training package, DBE manual and cascading plan must now be consolidated, structured, quality-assured and linked directly to revised curricula and WP4 student challenges.

WP4 Collaborative Learning Ecosystem with Industry and Academia is progressing but not yet fully evidenced at outcome level. D4.1 Organisational Student-Centred Teaching and Learning is assessed as Substantially achieved based on strong preparatory evidence from WP4 workshops, DBE testing, field visits, partner mapping and student challenge planning. However, D4.2 Article on the Results of Piloting is assessed as Partially achieved because actual GreenEdAsia piloting results, student challenge evidence, mentor feedback, stakeholder feedback and assessed student learning outputs are not yet available. This is understandable at mid-term, but the project should now prepare clear evidence collection arrangements before student challenges are implemented.

WP5 Strengthening Capacities of Partner Higher Education Institutions shows mixed but promising progress. D5.1 Managers Study Visit to UBU is assessed as Substantially achieved because the visit was implemented and documented, and it addressed themes relevant to management capacity, student-centred education, curriculum reform, quality assurance, internationalisation and institutional development. D5.2 Institutional Plans for Ingraining the GreenEdAsia Project Results is assessed as Partially achieved, with substantial preparatory progress. Management training, administrative capacity-building, funding awareness and proposal-writing activities provide a relevant foundation, but formal institution-specific plans for embedding project results have not yet been completed or endorsed.

WP6 Dissemination and Sustainability is assessed as Substantially achieved. D6.1 Dissemination and Sustainability Strategy provides a credible strategic framework for communication, target groups, channels, visibility, dissemination responsibilities and sustainability intentions. D6.2 Project Website has been launched and provides a public communication platform for the project. These outputs support visibility and dissemination. However, the evaluation identifies the need to strengthen dissemination analytics, update logs, stakeholder reach evidence, public deliverable access, website governance, accessibility review and post-project maintenance arrangements.

Across the project, five cross-cutting findings are particularly important. First, GreenEdAsia has established a credible foundation for curriculum reform, but the evidence chain from foresight to curriculum decisions should be strengthened. Second, WP3 is the critical bridge between revised curricula and implementation; therefore, completing WP3 deliverables should become a priority. Third, quality assurance has been established, but it

must now move from feedback collection to corrective action tracking. Fourth, student-centred and work-life-oriented learning is emerging, but student challenge implementation and student learning evidence are still forthcoming. Fifth, sustainability is promising but not yet secured, because the Teacher Manual for DBE, Institutional Cascading Plan and Institutional Plans for ingraining project results remain incomplete.

The main strategic risk is insufficient traceability between future foresight, curriculum revision, teacher training, student challenges and institutional sustainability. The main operational risk is fragmented evidence management and uneven documentation across Work Packages. The main quality assurance risk is that feedback and monitoring data may not be systematically converted into corrective actions. The main pedagogical risk is that student-centred and DBE methods may not be implemented consistently if WP3 outputs remain incomplete. The main sustainability risk is that project results may remain project-level activities rather than becoming embedded in institutional curricula, staff development systems, quality assurance processes and partnership structures.

The most urgent recommendations are therefore to: establish a structured D2.1-to-D2.2 curriculum alignment process; complete and consolidate WP3 deliverables; define a minimum standard for stakeholder validation; integrate WP4 student challenges explicitly with revised curricula and WP3 teacher training; establish a shared Work Package evidence repository; introduce a consolidated deliverable and milestone dashboard; create a QA corrective action tracker; develop deliverable-specific quality review checklists; prepare assessment rubrics and competence-achievement evidence templates; complete institution-specific sustainability plans; identify internal trainers for cascading; formalise industry and societal partnerships; and transform the project website into a knowledge and evidence hub.

Overall, the Mid-term External Evaluation concludes that GreenEdAsia has achieved a strong mid-term foundation and is substantially progressing toward its intended results. The project has produced credible foundations for green transition-related curriculum reform and has initiated the pedagogical, institutional and dissemination mechanisms needed for implementation. However, the next phase must shift from preparation to consolidation and evidence-based implementation. If the project completes WP3 outputs, strengthens curriculum mapping, documents stakeholder validation, develops assessment evidence, implements student challenges with clear quality mechanisms, completes institutional sustainability plans and closes the quality assurance action loop, it will be well positioned to achieve its intended outcomes by the end of the project period.

2. Introduction and Purpose of the Mid-term External Evaluation

2.1 Background of the external evaluation assignment

This section will describe the contractual mandate of the external evaluator. The GreenEdAsia external evaluation assignment covers analysis of project results, implementation practices and processes, quality assurance evidence, monitoring data, deliverables, milestones, progress evidence and emerging achievements.

The report will clarify that the present document is not a final impact evaluation. Rather, it is a formative mid-term external evaluation intended to assess whether implementation is on track, whether the quality of intermediate outputs is sufficient, whether emerging results are credible, and whether adjustments are needed to improve the likelihood of achieving the project's intended outcomes by the end of the implementation period.

The evaluation is aligned with the external evaluation mandate and uses a document-based approach. It applies two complementary framework groups. The first group, AUN-QA and ESG, is used as the programme quality framework. The second group, OECD-DAC and Erasmus+ CBHE, is used as the project performance and capacity-building framework.

2.2 Purpose of the Mid-term Report

The purpose of the Mid-term External Evaluation Report is to provide an independent, structured, and evidence-based assessment of GreenEdAsia implementation at the mid-term stage. The report will assess not only whether planned activities have taken place, but also whether the activities have produced outputs of sufficient quality to support the next stages of the project.

The report will examine whether future foresight results are sufficiently robust to guide curriculum revision; whether revised curricula are likely to respond to labour market and societal needs; whether teacher training has begun to strengthen pedagogical competence; whether managers and administrative staff are being prepared to support implementation; whether industry and societal partnerships are emerging as meaningful learning ecosystems; and whether institutional actors have the necessary readiness to support curriculum implementation, pedagogical innovation, dissemination and sustainability.

2.3 Intended users of the report

The intended users of this report include the Project Coordinator, Project Manager, Quality Manager, Project Management Team, Quality Assurance Committee, Advisory Board, Work Package leaders, partner universities, European partners, Asian partner institutions and other relevant project stakeholders.

The report is also intended to support the preparation of the official interim reporting package and to provide actionable recommendations that can be used by Work Package leaders and institutional teams. The report will therefore include clear evidence,

professional judgement, practical recommendations and a proposed management response matrix.

2.4 Documents to be reviewed

The evaluation will review the Project Application, Project Management Handbook, Project Quality Plan, external evaluation documents, Work Package evidence, relevant deliverables, workshop agendas, training materials, attendance lists where provided, participant feedback already collected by the project, quality reports, meeting minutes, PMT and QAC records, curriculum drafts, competence profile evidence, dissemination evidence, website evidence, and available evidence from industry, societal partners, teachers, teacher educators, managers, administrative staff and students.

The report will include a document review table in the annex, listing each reviewed document, its date or version where available, relevance to the evaluation, and the specific sections used for analysis.

3. Understanding of the GreenEdAsia Project

3.1 Project identity and strategic rationale

GreenEdAsia, “Learning for a Sustainable Future – Higher Education for Green Transition in Southeast Asia”, is an Erasmus+ Capacity Building in Higher Education project designed to strengthen the capacity of higher education institutions in Vietnam and Thailand to train skilled and innovative professionals in fields that are directly relevant to the green transition, especially circular bioeconomy and renewable energy.

The project is implemented by a consortium of Southeast Asian and European higher education institutions and is designed to respond to climate change, labour market transformation, green economy priorities, and the need for stronger university–industry and university–society collaboration.

The project rationale is grounded in the recognition that higher education institutions have a central role in preparing future professionals who can contribute to the transition towards sustainable, circular and low-carbon economies. The project therefore combines curriculum development, future foresight, pedagogical innovation, teacher training, student-centred learning, industry collaboration, institutional capacity-building, dissemination and sustainability.

3.2 Project objectives and intervention logic

This section will summarise the project’s general and specific objectives and explain how they form a coherent intervention logic. The overall aim is to contribute to the green transition in Vietnam and Thailand by strengthening the capacity of higher education institutions to train a skilled and innovative workforce in circular bioeconomy and renewable energy.

The intervention logic can be described as a progressive chain of change. First, the project identifies future competence needs through future foresight methods and stakeholder engagement. Second, partner institutions revise or develop curricula based on these competence needs. Third, teachers and teacher educators are trained to use student-centred and design-based methods to implement the revised curricula. Fourth, students, teachers and industry or societal partners engage in practical learning experiences and student challenges. Fifth, managers and administrative staff are prepared to support institutional embedding and future project development. Sixth, institutions develop plans and mechanisms to embed the results into their regular operations, teaching practices, partnerships and sustainability strategies. Seventh, dissemination and exploitation mechanisms are used to support wider uptake and long-term visibility.

The Mid-term Evaluation will pay attention to the whole results chain, not only WP2 and WP3. It will assess the degree to which each Work Package has contributed to the project's overall implementation logic at the current stage.

3.3 Consortium and implementation structure

This section will describe the consortium structure, partner roles and governance arrangements. The report will identify the Project Coordinator, Work Package leaders, co-leaders, Project Management Team, Quality Assurance Committee and Advisory Board. It will also explain how the project's internal quality assurance system interacts with external evaluation.

The assessment will verify whether governance arrangements have supported the timely implementation of Work Packages, whether roles and responsibilities are sufficiently clear, and whether communication among partners has enabled the joint development of outputs.

4. Evaluation Scope

The Mid-term External Evaluation will focus on the reporting period from the beginning of the project to the agreed mid-term cut-off date, while also considering additional evidence made available at the time of assessment.

The GreenEdAsia project is structured into six Work Packages. These are WP1 Management and Quality Assurance; WP2 Curriculum Revision Based on Future Foresight Analyses; WP3 Innovative Teaching and Learning Methods for Curriculum Implementation; WP4 Collaborative Learning Ecosystem with Industry and Academia; WP5 Strengthening Capacities of Partner Higher Education Institutions; and WP6 Dissemination and Sustainability.

Taken together, these Work Packages form a coherent intervention logic. WP1 provides the project governance and quality assurance system. WP2 develops the academic foundation for curriculum revision through future foresight and competence profiling. WP3 builds the pedagogical capacity required to implement the revised curricula. WP4 connects the curricula and teaching methods with industry, societal partners and student challenges.

WP5 strengthens institutional, managerial and administrative capacity to sustain project results. WP6 disseminates the results and supports broader visibility and sustainability.

4.1 WP1: Management and Quality Assurance

WP1 is led by HCMUTE, with HAMK as co-lead, and runs throughout the full 36-month project period. It includes the tasks of informing partners of legislative and financial responsibilities, organising the kick-off meeting, holding project management meetings, holding Advisory Board meetings, creating an online platform for project documentation, preparing the Quality Plan, implementing the Quality Plan, and organising external evaluation.

WP1 is foundational because it provides the management architecture for the entire project. It ensures that partners understand their legal, financial, administrative and technical responsibilities. It also establishes the structures through which project progress is monitored, documented, discussed and corrected when necessary. The Project Management Team meetings, Advisory Board meetings and shared online platform are particularly important because they provide the mechanisms through which implementation evidence should be generated and stored.

For Monitoring and Evaluation purposes, WP1 should later be assessed according to the quality of governance arrangements, clarity of partner responsibilities, timeliness of reporting, completeness of documentation, effectiveness of quality assurance mechanisms, responsiveness to risks and capacity to support evidence-based decision-making.

4.2 WP2: Curriculum Revision Based on Future Foresight Analyses

WP2 focuses on curriculum revision based on future foresight analyses. The Handbook presents some variation in the identification of the WP2 lead: the general Work Package overview identifies DThU as lead and HAMK as co-lead, while the detailed task table presents HAMK as the lead for WP2. This should be noted as a point for verification during the evaluation, as it may reflect a distinction between overall Work Package leadership and specific deliverable leadership, or it may require clarification through the Grant Agreement, project portal, meeting minutes or Quality Plan.

WP2 is the academic core of the project. It translates the project's strategic objective into concrete curriculum products. Its quality depends on whether the curriculum revision process is evidence-based, stakeholder-informed, competence-oriented and institutionally feasible. The future foresight process should not be treated as a stand-alone event; it should be evaluated according to whether it provides a credible basis for competence profiles and curriculum redesign. Similarly, the revised curricula should later be evaluated according to whether they clearly reflect circular bioeconomy, renewable energy, green transition, stakeholder needs, learning outcomes, curriculum structure, course alignment and approval procedures.

For Monitoring and Evaluation purposes, WP2 will require criteria that examine the connection between foresight evidence, competence profiles, learning outcomes, curriculum mapping, stakeholder consultation and formal approval. The key evaluation concern is whether the revised curricula are fit for purpose and capable of supporting competence-based education in the participating institutions.

4.3 WP3: Innovative Teaching and Learning Methods for Curriculum Implementation

WP3 is led by RMUTT, with HCMUTE as co-lead, and runs from Month 4 to Month 36. It focuses on innovative teaching and learning methods for curriculum implementation. Its tasks include management training on student-centred teaching methods, teacher training for student-centred teaching methods, a student-centred teaching methods workshop, further teacher training after piloting, and training-the-trainer activities.

WP3 is essential because it addresses the implementation capacity required for curriculum reform. A redesigned curriculum can only achieve its intended effects if academic staff are able to deliver it through appropriate teaching and learning methods. The project therefore includes training for managers, teachers and teacher educators. Managers are expected to become familiar with student-centred teaching methods and to acquire tools to support teachers and students. Teachers and teacher educators are expected to participate in online training, complete assignments, engage in practical workshops, test methods in practice, and contribute to the creation of a teacher's manual and trainer-to-trainer plan.

The sequence of WP3 is important. It begins with management awareness and support, continues with teacher training, moves to practical workshops, then extends into piloting, follow-up training and cascading. This shows that the project does not intend training to be a single event. Instead, it aims to build a developmental pathway from initial exposure to practice, reflection, improvement and institutional scaling.

For Monitoring and Evaluation purposes, WP3 should later be assessed at several levels. The first level is participation: whether the intended number of managers, teachers and teacher educators participated and completed the required activities. The second level is learning: whether participants acquired knowledge and skills related to student-centred and competence-based approaches. The third level is application: whether trained teachers applied the methods in courses, pilots or student challenges. The fourth level is institutionalisation: whether the teacher manual and cascading plan provide a credible basis for training additional staff after the project.

4.4 WP4: Collaborative Learning Ecosystem with Industry and Academia

WP4 is led by RMUTL, with UBU as co-lead. It focuses on the development of a collaborative learning ecosystem with industry and academia. Its tasks include mapping existing industry and societal partner learning ecosystems, creating partnerships with industry and societal partners, organising a collaborative learning ecosystem workshop,

piloting new curricula and learning or teaching methods with students, mentoring teaching staff in student challenges, and sharing lessons learned through webinars for stakeholders. WP4 is where curriculum relevance, teaching innovation and stakeholder collaboration should become visible in practice. It therefore has high evaluation significance. Formal partnership agreements are necessary, but they are not sufficient evidence of a functioning learning ecosystem. The evaluation should later examine whether partners contributed to challenge design, mentoring, feedback, assessment, student learning and future collaboration. It should also examine whether the student challenges generated meaningful learning outputs and whether these outputs were connected to the revised curricula and student-centred teaching methods.

For Monitoring and Evaluation purposes, the quality of WP4 should therefore be judged by the depth and usefulness of collaboration, not merely by the number of agreements or events. The strongest evidence would include mapping reports, partnership records, challenge briefs, student outputs, mentor logs, feedback from industry and societal partners, student reflections, workshop documentation, webinar records and lessons-learned reports.

4.5 WP5: Strengthening Capacities of Partner Higher Education Institutions

WP5 is led by HAMK, with UBU as co-lead. It focuses on strengthening the capacities of partner higher education institutions. Its tasks include mentoring administrative staff, organising workshops for administrative staff, organising a Managers Study Visit to UBU, and preparing institutional plans for ingraining the GreenEdAsia project results.

WP5 is critical for sustainability. GreenEdAsia aims to produce institutional change, not only temporary project activities. For this reason, the project includes capacity-building for administrative staff and managers, as well as institutional planning for embedding results. Administrative staff are expected to strengthen their capacity to plan, implement and evaluate development processes. Managers are expected to engage with student-centred education, competence-based education, education-industry collaboration and future foresight methods as tools for institutional development.

For Monitoring and Evaluation purposes, WP5 should later be assessed according to whether institutional plans are realistic, owned by institutional leadership, linked to resources, connected to internal quality assurance systems and capable of sustaining the results of WP2, WP3 and WP4. The existence of a plan alone will not be sufficient. The quality of the plan, its institutional endorsement and its feasibility will be essential.

4.6 WP6: Dissemination and Sustainability

WP6 is led by HCMUTE, with DThU as co-lead, and runs throughout the full project period. It includes the creation of the project visual identity, the project webpage, the dissemination and sustainability strategy, Work Package 6 team meetings, production of

dissemination materials, the final seminar at Dong Thap University, and dissemination of project results through Asian contact networks and international publications.

WP6 provides the visibility, communication and broader dissemination function of the project. Task 6.3 is particularly important because the dissemination and sustainability strategy is expected to identify target groups, dissemination channels, project tags, timetables, allocation of responsibilities and key performance indicators. Task 6.5 concerns the production of dissemination materials, such as marketing materials, articles, press releases and news articles, as well as regional seminars. Task 6.7 focuses on open-access publications on project activities, impact and results.

For Monitoring and Evaluation purposes, WP6 should be assessed not only by the existence of a website or the number of dissemination materials produced. It should be assessed by the clarity, accuracy, accessibility and timeliness of public information, the relevance of dissemination channels to target audiences, the quality of communication products, the evidence of stakeholder reach, and the contribution of dissemination activities to sustainability and uptake.

5. Programme Evaluation Framework and Methodological Approach

5.1 Overall evaluation approach

The Mid-term External Evaluation will adopt a formative, utilisation-focused and evidence-based approach. The evaluation is formative because its main purpose is to support improvement while the project is still ongoing. It is utilisation-focused because the report will be designed to help Project Management Team members, Quality Manager, WP leaders, and partner institutions make concrete decisions. It is evidence-based because findings and recommendations will be grounded in documented evidence, triangulated stakeholder perspectives, and professional judgement.

5.2 Alignment with ESG and AUN-QA standards

The GreenEdAsia project is a capacity-building project in higher education, with a strong emphasis on curriculum revision, competence-based education, student-centred teaching, industry and societal collaboration, institutional capacity-building, dissemination and sustainability. Therefore, ESG (European Association for Quality Assurance in Higher Education et al., 2015) and AUN-QA (ASEAN University Network, 2020) should be used as quality lenses to assess not only whether project activities and deliverables are completed, but whether they are relevant, coherent, evidence-based, stakeholder-informed, pedagogically sound, institutionally embedded and capable of supporting sustainable improvement.

ESG Part 1 (European Association for Quality Assurance in Higher Education et al., 2015) provides a broad quality assurance perspective for higher education institutions, especially in relation to policy, programme design, student-centred learning, teaching staff, learning

resources, information management, public information, monitoring and periodic review. AUN-QA (ASEAN University Network, 2020) provides a more operational programme-level assessment structure, with detailed criteria and diagnostic questions covering expected learning outcomes, programme structure and content, teaching and learning approach, student assessment, academic staff, student support services, facilities and infrastructure, and output and outcomes. Together, the two frameworks offer a strong foundation for assessing the milestones, deliverables and tasks of GreenEdAsia.

ESG provides a strong institutional quality assurance foundation, while AUN-QA provides detailed programme-level criteria for evaluating curriculum, teaching, assessment, staff, support, facilities and outcomes. For GreenEdAsia, the combined use of ESG and AUN-QA will allow the external evaluation to move beyond a simple verification of activities and deliverables. It will enable a more comprehensive judgement of whether project outputs are relevant, coherent, evidence-based, stakeholder-informed, pedagogically sound, institutionally supported, publicly communicated, monitored for improvement and likely to be sustainable

5.3 Integrated Programme Assessment Framework for GreenEdAsia Deliverables

The review of ESG Part 1 and AUN-QA Assessment at Programme Level confirms that these two frameworks are highly appropriate for developing an Assessment Framework for GreenEdAsia. An Assessment Framework, therefore, has been designed by LYDINC specifically to support the Monitoring and Evaluation of the formal deliverables of the GreenEdAsia project. It is based on the project's own deliverable structure as presented in the Project Management Handbook and is aligned with two recognised quality assurance references: the Standards and Guidelines for Quality Assurance in the European Higher Education Area, Part 1, and the AUN-QA Assessment at Programme Level.

The framework focuses on the quality, relevance, coherence, usability and sustainability of the deliverables rather than on activities or milestones in general. This focus is appropriate because the deliverables represent the main verifiable products of the project and provide the strongest basis for judging whether GreenEdAsia is progressing toward its stated objectives. The framework therefore assesses not merely whether a deliverable has been submitted on time, but whether it is fit for purpose, evidence-based, aligned with the project objectives, connected to other project outputs, and capable of supporting institutional and educational change. The assessment framework is structured with 08 Criteria together with a detailed set of Explanation of the Criteria, Alignment with ESG & AUN-QA, Main evidence sources, Judgement basis and Milestones, Deliverables, Tasks to be assessed. Details of the assessment framework have been provided in the Annex A.

1. Expected Learning Outcomes and Green Transition Competence Profiles
2. Programme Structure, Curriculum Content and Constructive Alignment
3. Teaching and Learning Approach for Student-Centred Green Education

4. Student Assessment, Feedback and Demonstration of Competence Achievement
5. Academic Staff Capacity, Teacher Development and Cascading
6. Student Support, Learning Ecosystem and Stakeholder Engagement
7. Facilities, Digital Infrastructure and Enabling Resources
8. Outputs, Outcomes, Dissemination and Sustainability

The table below identifies the most relevant assessment criteria for each deliverable. The purpose is to help evaluators apply the framework in a focused and efficient manner.

Table 1. Deliverable-to-Criteria Application Matrix

Deliverable	Primary AUN-QA-based criteria for assessment	Supplementary criteria for assessment
D1.1 Project Handbook	Criterion 7, because the Handbook should define project infrastructure, management arrangements and enabling resources; Criterion 8, because it should provide the foundation for monitoring outputs and outcomes.	Criterion 6 may be considered where the Handbook defines stakeholder roles, governance structures and support mechanisms. Criterion 2 may be considered where the Handbook clarifies curriculum-related timelines and responsibilities.
D1.2 Quality Plan including Data Management Plan	Criterion 8, because the Quality Plan should define how outputs, outcomes and stakeholder feedback will be monitored; Criterion 7, because data management requires adequate digital and organisational infrastructure.	Criterion 1, Criterion 2, Criterion 3, Criterion 4 and Criterion 5 may be considered where the Quality Plan defines indicators for curriculum, teaching, assessment and staff development.
D1.3 Progress Report	Criterion 8, because the Progress Report should provide evidence of output achievement, implementation status, risks, early outcomes and corrective actions.	Criterion 1 to Criterion 7 may be considered depending on the extent to which the report covers progress in curriculum, teaching, assessment, staff development, stakeholder engagement and infrastructure.
D2.1 Future Scenarios in Collaboration of Green Transition	Criterion 1, because future scenarios should define the competence foundation for green transition education; Criterion 2, because	Criterion 6 may be considered where industry and societal stakeholders are involved. Criterion 8 may be considered

Industry and Education	foresight findings should inform curriculum structure and content.	where the deliverable identifies expected outcomes and relevance to future employability or societal needs.
D2.2 Revised Curriculum Supporting Competence-Based Education	Criterion 1, because the curriculum must define expected learning outcomes and competence profiles; Criterion 2, because it must demonstrate coherent structure, content and constructive alignment; Criterion 4, because assessment must be aligned with learning outcomes.	Criterion 3 may be considered where the curriculum embeds student-centred learning. Criterion 6 and Criterion 7 may be considered where student support and implementation resources are addressed. Criterion 8 may be considered where outcome monitoring and sustainability are included.
D3.1 Training Materials	Criterion 3, because the materials should support student-centred teaching and learning; Criterion 5, because the materials are central to academic staff capacity development.	Criterion 4 may be considered where assessment guidance is included. Criterion 1 and Criterion 2 may be considered where training is aligned with expected learning outcomes and revised curricula.
D3.2 Teacher's Manual for DBE	Criterion 3, because the manual should operationalise the teaching and learning approach; Criterion 5, because it supports academic staff competence and professional development.	Criterion 4 may be considered where the manual includes assessment and feedback guidance. Criterion 6 may be considered where it addresses student support and mentoring. Criterion 8 may be considered where the manual supports long-term replication.
D3.3 Institutional Cascading Plan	Criterion 5, because the plan should enable continued academic staff development; Criterion 8, because cascading is a sustainability mechanism and should support outcome continuation.	Criterion 7 may be considered where resources and infrastructure for cascading are specified. Criterion 6 may be considered where institutional support arrangements are included.

D4.1 Organisational Student-Centred Teaching and Learning Concept Supporting Green Transition	Criterion 3, because the concept should define how student-centred learning is organised; Criterion 6, because it should include students, mentors, industry and societal stakeholders; Criterion 7, because implementation requires enabling resources.	Criterion 1 and Criterion 2 may be considered where the concept is linked to learning outcomes and curriculum structure. Criterion 8 may be considered where the concept supports long-term institutional adoption.
D4.2 Article on the Results of Piloting	Criterion 8, because the article should present outputs, outcomes, lessons learned and stakeholder value; Criterion 3, because piloting tests teaching and learning approaches; Criterion 6, because piloting involves students and partners.	Criterion 4 may be considered where the article discusses assessment of student learning. Criterion 5 may be considered where it discusses teacher or mentor development.
D5.1 Managers Study Visit to UBU	Criterion 5, because management support is necessary for academic staff development and pedagogical change; Criterion 8, because the study visit should contribute to institutional change readiness.	Criterion 6 may be considered where the visit addresses student support and stakeholder engagement. Criterion 7 may be considered where institutional infrastructure and resources are addressed.
D5.2 Institutional Plans for Ingraining the GreenEdAsia Project Results	Criterion 8, because institutional plans are central to sustainability and outcome continuation; Criterion 5, because they should embed staff development; Criterion 2 and Criterion 3, because they should sustain curriculum reform and teaching innovation.	Criterion 6 and Criterion 7 may be considered where plans address stakeholder collaboration, student support and required resources. Criterion 1 may be considered where plans sustain green transition competences.
D6.1 Dissemination and Sustainability Strategy	Criterion 8, because dissemination and sustainability directly concern outputs, outcomes, stakeholder reach and continuation; Criterion 7, because dissemination requires communication infrastructure and	Criterion 6 may be considered where target stakeholders are identified. Criterion 1 to Criterion 5 may be considered where the strategy communicates curriculum, teaching and

	resources.	capacity-building results.
D6.2 Project Website	Criterion 8, because the website communicates outputs and supports public information; Criterion 7, because it is a digital infrastructure deliverable.	Criterion 6 may be considered where the website supports stakeholder engagement. Criterion 1 and Criterion 2 may be considered where curriculum and competence information is made publicly accessible.

The table below identifies the most relevant assessment criteria for each milestone. The purpose is to help evaluators apply the framework in a focused and efficient manner.

Table 2. Milestone-to-Criteria Application Matrix

Milestone	Primary AUN-QA-based criteria for assessment	Supplementary criteria for assessment
MS1 Future Foresight Workshops	Criterion 1, because the Future Foresight Workshops should define the competence foundation for green transition education in circular bioeconomy, renewable energy and related sustainability fields. The milestone should therefore be assessed according to whether it generates credible future-oriented competence areas, stakeholder-informed skills needs and implications for expected learning outcomes. Criterion 2 is also primary because the foresight findings should inform the structure, content and constructive alignment of revised curricula. MS1 should not be assessed only by whether workshops were held, but by whether workshop outcomes provide a usable basis for D2.1 Future Scenarios and D2.2 Revised Curriculum.	Criterion 6 may be considered where the milestone includes participation or input from industry, societal partners, students, employers, public-sector actors or other stakeholders. Criterion 8 may be considered where the milestone produces outcomes that are relevant to future employability, societal needs, curriculum sustainability and long-term green transition impact. Criterion 7 may be considered where digital tools, online platforms or shared systems are used to collect, store and analyse foresight data. Criterion 3 may be considered where the workshop outputs are linked to student-centred teaching methods and future learning activities.

MS2 Project Mid-Term Reporting	Criterion 8, because the Project Mid-Term Reporting milestone should provide evidence of output achievement, implementation status, early outcomes, dissemination progress, risks, corrective actions and readiness for the second half of the project. This criterion is primary because MS2 is the formal accountability point for assessing whether project results are being produced, monitored and reported. Criterion 7 is also primary because reliable mid-term reporting depends on adequate project infrastructure, digital repositories, documentation systems, data management arrangements and communication mechanisms.	Criterion 1 to Criterion 6 may be considered depending on the extent to which the mid-term report covers progress in competence profiles, curriculum revision, teaching and learning approaches, assessment, academic staff development, student support and stakeholder engagement. Criterion 2 may be considered where MS2 reports the status of curriculum structure, content, approval and implementation readiness. Criterion 5 may be considered where MS2 reports teacher training, teacher educator development, management training and cascading readiness. Criterion 6 may be considered where the report documents industry partnerships, student challenge preparation and stakeholder feedback.
MS3 Teacher Education: Online, Face-to-Face, Piloting and Trainer-to-Trainee	Criterion 3, because the Teacher Education milestone should demonstrate whether the project has developed and implemented a coherent student-centred, competence-based and Design-Based Education teaching and learning approach. This criterion is primary because MS3 concerns online training, face-to-face training, piloting and trainer-to-trainer activities that should enable teachers and teacher educators to implement innovative	Criterion 4 may be considered where the milestone includes assessment guidance, rubrics, student feedback mechanisms or evidence that teachers can assess competence achievement in student-centred and DBE-based learning. Criterion 1 and Criterion 2 may be considered where teacher education is linked to expected learning outcomes and revised curriculum content. Criterion 6 may be considered where teacher education prepares

	teaching methods in revised curricula. Criterion 5 is also primary because the milestone directly concerns academic staff capacity, teacher development and cascading. MS3 should be assessed according to whether teachers and teacher educators are trained, able to apply new methods, and prepared to transfer them to wider institutional staff.	teachers to support students, mentors and industry-linked student challenges. Criterion 7 may be considered where online platforms, digital resources, training materials and teacher manuals support implementation. Criterion 8 may be considered where MS3 contributes to longer-term replication, institutional cascading and sustainability of pedagogical change.
MS4 Online Workshops for Administrative Staff Completed	Criterion 8, because the Administrative Staff Workshops milestone should contribute to the sustainability and continuation of GreenEdAsia results through improved administrative capacity, project proposal development, governance support and institutional development processes. This criterion is primary because MS4 should support the conditions needed for long-term outcome continuation, including D5.2 Institutional Plans and future project proposals. Criterion 7 is also primary because administrative capacity-building requires enabling infrastructure, digital platforms, documentation systems, Moodle-based assignments, project management tools and communication mechanisms.	Criterion 5 may be considered where administrative training supports academic staff development, teacher training logistics or institutional cascading. Criterion 6 may be considered where administrative staff capacity supports stakeholder engagement, industry collaboration or student challenge organisation. Criterion 2 and Criterion 3 may be considered where administrative staff support curriculum implementation, teaching innovation or institutional quality processes. Criterion 1 may be considered where administrative planning helps sustain green transition competence development.



MS5 Industry Partnerships Established, Student Challenges Organised and Mentors Trained	Criterion 6, because this milestone should demonstrate that GreenEdAsia has developed a functioning learning ecosystem involving students, teachers, mentors, industry partners and societal stakeholders. This criterion is primary because MS5 should be assessed not merely by the existence of partner collaboration agreements, but by the quality of student support, mentoring, stakeholder engagement and real-life learning arrangements. Criterion 3 is also primary because student challenges should operationalise student-centred, competence-based and challenge-based learning. Criterion 4 is also primary where student challenge results are assessed, because the milestone should demonstrate whether student learning and competence achievement can be evaluated through transparent assessment criteria, rubrics, feedback and evidence of student outputs.	Criterion 1 and Criterion 2 may be considered where student challenges are linked to green transition competence profiles, expected learning outcomes and revised curricula. Criterion 5 may be considered where mentors and teachers are trained to support student challenge implementation. Criterion 7 may be considered where facilities, digital tools, fieldwork sites, laboratories, online mentoring platforms or enabling resources are required for implementation. Criterion 8 may be considered where student challenge results, stakeholder feedback, lessons learned, publications, dissemination outputs or sustainability plans demonstrate outcome value and long-term institutional uptake.
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The following judgement scale is recommended for use across all criteria:

Table 3. Judgement Scale for Deliverable Assessment

Judgement level	Interpretation
Fully achieved	The deliverable is complete, timely, evidence-based, coherent, aligned with project objectives and relevant quality standards, and demonstrates clear usability for the intended beneficiaries or institutions. It is supported by sufficient documentation and, where relevant, by evidence of stakeholder involvement, review, implementation or institutional uptake.

Substantially achieved	The deliverable is largely complete and fit for purpose. It meets the main requirements and shows alignment with project objectives and quality standards, although minor gaps remain in evidence, analysis, stakeholder engagement, formatting, implementation detail, monitoring arrangements or sustainability planning.
Partially achieved	The deliverable exists or is under development, but it is incomplete, weakly evidenced, uneven in quality, insufficiently linked to project objectives, or limited in its practical usability. Important elements such as stakeholder input, learning outcome alignment, implementation planning, data analysis or follow-up mechanisms may be missing or insufficient.
Not achieved or insufficiently evidenced	The deliverable has not been produced, has not been submitted, cannot be verified, or is so weakly documented that its quality and contribution to the project objectives cannot be assessed.

6. Summary Evaluation Findings based on Programme Assessment Framework

This section presents summary findings from each deliverable and milestone using the Programme Assessment Framework based on AUN-QA and ESG. Detailed evaluation of each deliverable and milestone is provided in Annex B, including evaluation finding, primary finding, supplementary finding, judgement and recommendations.

The summary will be organised by Milestone and Work Package so that the reader can understand the contribution of each deliverable and milestone to the overall quality of GreenEdAsia outputs.

MS1 Future Foresight Workshops

MS1 – Future Foresight Workshops is assessed as Substantially achieved. The milestone was implemented through a credible, structured and methodologically sound foresight process, generated substantial weak-signal and trend evidence for circular bioeconomy and green transition education, and is clearly aligned with the project's objective of developing future-oriented competence-based curricula. To reach Fully achieved, the project should synthesise the MS1 outputs into validated competence profiles, produce a foresight-to-curriculum mapping matrix, strengthen stakeholder validation, and document how MS1 evidence directly informs D2.1, D2.2, WP3 teacher training and WP4 student challenges.

MS2 Project Mid-Term Reporting

MS2 – Project Mid-Term Reporting is assessed as Substantially achieved. The project has produced a credible and broadly structured interim report, with strong evidence of governance, quality assurance, Work Package progress, capacity-building activity, dissemination and early outcome monitoring. To reach Fully achieved, the report should be completed without placeholders, supported by a consolidated evidence matrix, strengthened with financial analysis, risk management, corrective action tracking, impact and sustainability analysis, external stakeholder evidence and clearer traceability from project activities to deliverables, outcomes and second-half implementation priorities.

D1.1 Project Handbook

D1.1 Project Handbook is assessed as Substantially achieved. It provides a relevant and useful management foundation for GreenEdAsia, including project objectives, indicators, consortium roles, Work Packages, tasks, timelines, milestones, events, management structures, reporting procedures and templates. To reach Fully achieved, it should be updated with stronger quality assurance detail, risk management, evidence requirements, data management procedures, corrective action tracking, cross-deliverable dependency mapping and improved editorial consistency.

D1.2 Quality Plan including Data Management Plan

D1.2 Quality Plan including Data Management Plan is assessed as Substantially achieved. The deliverable establishes a relevant and usable quality assurance system with defined roles, PDCA logic, data collection methods, KPIs, deliverables, milestones and a quality activity timeline. To reach Fully achieved, it should be updated with deliverable-specific review criteria, qualitative indicators, operational risk management, corrective action tracking, a completed Data Management Plan, stronger stakeholder feedback procedures and clearer evidence mechanisms for curriculum quality, teacher application, student challenges and institutional sustainability.

Quality Assurance activities under D1.2 are assessed as Substantially achieved. The project has implemented a credible QA system with KPI monitoring, event feedback, interim quality review, quality reporting, PMT and QAC monitoring, external evaluator engagement and identification of improvement needs. To reach Fully achieved, QA should move beyond internal perception and event feedback toward deliverable-specific review, external stakeholder validation, corrective action tracking, evidence of teacher application, student learning evidence, curriculum alignment verification and institutional sustainability monitoring.

D2.1 Future Scenarios is assessed as Substantially

D2.1 Future Scenarios in Collaboration of Green Transition Industry and Education is assessed as Substantially achieved. The deliverable provides a credible and

stakeholder-informed foresight foundation for curriculum revision and identifies relevant future competence areas for circular bioeconomy and green transition education. To reach Fully achieved, it should be strengthened with explicit scenario narratives, a formal competence profile matrix, detailed interview methodology, stakeholder validation evidence, backcasting outputs and clear mapping from foresight findings to D2.2 revised curricula.

D2.2 Revised curriculum

D2.2 Revised Curriculum for DThU Agronomy and Land Management is assessed as Substantially achieved. DThU has produced credible curriculum revision evidence in both programmes, with strong integration of circular agriculture, circular bioeconomy, sustainable land and resource management, fieldwork, practical learning and competence-based elements. To reach Fully achieved, DThU should clarify the Agronomy Circular Agriculture course status, provide D2.1-to-D2.2 mapping, strengthen explicit CBE learning outcomes, attach assessment rubrics, document stakeholder validation, confirm approval status and collect implementation evidence once the revised curricula are delivered.

D2.2 Revised Curriculum for HCM-UTE Environmental Engineering Technology and Renewable Energy Engineering is assessed as Substantially achieved. HCM-UTE has produced strong and relevant curriculum revision evidence, with clear integration of circular bioeconomy, clean energy, renewable energy, sustainability, digitalisation, greenhouse gas inventory, decarbonisation and design-based or project-based learning principles. To reach Fully achieved, HCM-UTE should provide formal approval evidence for the Renewable Energy Engineering curriculum, attach detailed rubrics, prepare full syllabi for new Renewable Energy courses, strengthen stakeholder validation, document teacher readiness, and collect implementation evidence after the revised courses are delivered.

D2.2 for RMUTL Doctor of Engineering Program in Mechanical Engineering is assessed as Substantially achieved. The curriculum is highly relevant, stakeholder-informed and strongly aligned with green transition, BCG Economy, circular economy, net-zero carbon, renewable energy, energy efficiency, AI, digitalisation, industry problem-solving and doctoral research competence. To reach Fully achieved, RMUTL should provide final approval evidence, detailed assessment rubrics, D2.1-to-D2.2 mapping, explicit bioeconomy integration, implementation monitoring evidence and student competence-achievement evidence after the programme is delivered.

D3.1 Training Material

D3.1 Training Materials is assessed as Partially achieved. The project has developed a strong and relevant preparatory evidence base for D3.1, including materials on student-centred learning, DIANA, Design-Based Education, pedagogical scripting,

curriculum-writing, competence objectives, assessment criteria, reflection and student challenges. These materials are well aligned with the pedagogical direction of WP3 and provide a credible basis for teacher and teacher-educator development. However, the formal D3.1 deliverable has not yet been issued as a consolidated, quality-assured and reusable training-material package. The main gaps concern deliverable structure, explicit training learning outcomes, facilitator guidance, assessment tools, evidence of participant learning, feedback analysis, implementation guidance and institutional adaptation. The project should therefore consolidate the existing resources into a complete D3.1 package, strengthen assessment and evidence of use, and make explicit the links to D3.2 Teacher's Manual, D3.3 Institutional Cascading Plan and WP4 student challenges.

D3.2 Teacher Manual for DBE

D3.2 Teacher's Manual for DBE is assessed as Partially achieved. The formal manual has not yet been issued, and therefore its practical usability, completeness, assessment guidance, student support guidance and replication value cannot yet be fully verified. However, the project has made credible preparatory progress: a working group has been formed with representatives from partner universities, benchmarking of similar manuals has begun, teacher training has generated relevant pedagogical and DBE materials, and pilot activities provide potential content for the future manual. To progress toward Substantially achieved or Fully achieved, the project should consolidate these inputs into a structured, practical and quality-assured DBE manual with clear implementation guidance, assessment tools, mentoring guidance, contextualisation guidance, examples from GreenEdAsia practice, and explicit links to institutional cascading and sustainability.

D3.3 Institutional Cascading Plan

D3.3 Institutional Cascading Plan is assessed as Partially achieved. The formal cascading plan has not yet been issued, and therefore its completeness, institutional ownership, resource basis, monitoring system and sustainability value cannot yet be fully verified. However, the project has made credible preparatory progress: the first teacher-training cycle has been implemented, teachers and teacher educators have created pedagogical materials, student-centred methods have been piloted, follow-up training needs are being reconsidered based on feedback and pilot outcomes, and a cascading working group with members from partner universities has been created. To progress toward Substantially achieved or Fully achieved, the project should transform these preparatory steps into a structured institutional cascading plan with clear targets, trainers, timelines, training content, resources, monitoring indicators, institutional endorsement, links to D3.2 Teacher's Manual for DBE, links to D5.2 institutional plans, and evidence of pilot use.

D4.1 Organisational Student-Centred Teaching and Learning

D4.1 Organisational Student-Centred Teaching and Learning Concept Supporting Green Transition is assessed as Partially achieved. The formal D4.1 deliverable has not yet been issued, and therefore its completeness, transferability, student support mechanisms, assessment arrangements, resource planning and institutional adoption pathway cannot yet be fully verified. However, the project has developed a strong preparatory evidence base through the April 2026 WP4 workshop, DBE model testing, field visits to authentic sustainability sites, partner mapping, stakeholder engagement, gallery-walk reflection and initial student challenge planning. To progress toward Substantially achieved or Fully achieved, the project should consolidate this evidence into a formal organisational concept that defines the learning ecosystem model, stakeholder roles, student support, mentor guidance, curriculum links, assessment tools, resource requirements, institutional adaptation guidance and monitoring mechanisms, and then test the concept through the forthcoming student challenges.

D4.2 Article on the Results of Piloting

D4.2 Article on the Results of Piloting is assessed as Partially achieved. The formal D4.2 article has not yet been issued, and the uploaded publications do not yet provide a direct synthesis of GreenEdAsia WP4 piloting results, student challenge evidence, mentoring records, partner feedback or student learning outcomes. However, the project has developed a credible preparatory publication base. Publication 1 “Circular economy escape room a teaching innovation strategy to address the ecological crisis” provides a GreenEdAsia-linked teaching innovation design for circular economy education; Publication 2 “Circular economy and community participation in Chao Phraya river Conservation Evidence from Thai urban riverside communities” provides empirical evidence on circular economy knowledge, community participation and conservation behaviour; and Publication 3 “Wastewater Management And Application To Compost For Urban Farming” provides applied circular economy research on wastewater management and composting for urban farming. To progress toward Substantially achieved or Fully achieved, the project should convert the forthcoming WP4 pilot and student challenge evidence into a dedicated article that reports actual implementation results, student learning, assessment evidence, stakeholder value, teacher and mentor lessons learned, and implications for institutional scaling and sustainability.

D5.1 Managers Study Visit to UBU

D5.1 Managers Study Visit to UBU is assessed as Substantially achieved. The deliverable has been produced and provides credible evidence that the study visit was implemented from 5 to 9 May 2025 at Universidad de Burgos with participation from partner institutions. The programme was well aligned with GreenEdAsia objectives and addressed

green transition, student-centred and competence-based education, teaching innovation, future foresight, education-society-industry collaboration, internationalisation, quality assurance and teacher development. Participant feedback indicates that Southeast Asian participants gained clearer understanding of their roles and responsibilities, with an average rating of 4.3 out of 5. The deliverable is not judged as Fully achieved because it does not yet provide sufficient evidence of post-visit institutional application, such as institution-specific action plans, management commitments, resource allocation, or systematic follow-up showing how the study visit outcomes are being embedded into D5.2 institutional plans and long-term institutional change.

D5.2 Institutional Plans for Ingraining the GreenEdAsia Project Results

D5.2 Institutional Plans for Ingraining the GreenEdAsia Project Results is assessed as Partially achieved. The formal D5.2 deliverable has not yet been issued, and therefore its completeness, institutional ownership, resource basis, monitoring system and sustainability value cannot yet be fully verified. However, the project has made credible preparatory progress through the WP5 administrative staff capacity-building programme, including the orientation meeting, baseline study, project funding instruments webinar, grant-writing webinar, assignment-based learning, Moodle-based resource management and planned mentoring. These activities are relevant to institutional sustainability because they strengthen partner institutions' capacity to prepare future funding applications, manage projects, understand funder logic, design impact pathways and support long-term capacity development. To progress toward Substantially achieved or Fully achieved, the project should transform this preparatory training evidence into institution-specific plans with clear objectives, actions, responsibilities, resources, timelines, monitoring indicators, management endorsement, links to WP2-WP4 results, and evidence

D6.1 Dissemination and Sustainability Strategy

D6.1 Dissemination and Sustainability Strategy is assessed as Substantially achieved. The deliverable has been produced and provides a credible strategic framework for WP6, including project context, policy alignment, communication objectives, target groups, partner responsibilities, performance indicators, communication activities, channels, EU visibility requirements, exploitable results and sustainability measures. It is well aligned with GreenEdAsia's objective of supporting green transition through higher education and provides a useful foundation for communication, stakeholder outreach and sustainability planning. However, the deliverable is not judged as Fully achieved because it remains relatively concise and requires stronger operationalisation. The main gaps concern target-group segmentation, KPI monitoring, website and social media analytics, stakeholder feedback mechanisms, partner-channel completion, deliverable-to-dissemination mapping, quality assurance of communication products, evidence repository arrangements and concrete sustainability responsibilities. To progress

toward Fully achieved, the project should update D6.1 into a monitored, evidence-based and stakeholder-responsive dissemination and sustainability management tool that demonstrates not only communication activity, but also reach, use, institutional uptake and long-term continuation of GreenEdAsia results.

D6.2 Project Website

D6.2 Project Website is assessed as Substantially achieved. The deliverable has been produced and submitted, and the GreenEdAsia website is documented as an operational public dissemination platform hosted by HCMUTE. The website provides core project information, displays EU and project branding, introduces consortium partners, presents project activities, links dissemination channels, and begins to host public deliverables. It is therefore a credible digital infrastructure output and an important foundation for WP6 dissemination and sustainability. However, the deliverable is not judged as Fully achieved because the evidence does not yet demonstrate mature website management, analytics, accessibility verification, legal-page visibility, stakeholder feedback mechanisms, regular content updates, or comprehensive publication of project results from WP2 to WP5. To progress toward Fully achieved, the project should turn the website into a monitored, accessible, content-rich and stakeholder-oriented knowledge hub with clear update responsibilities, analytics, deliverable repository structure, engagement features and post-project maintenance arrangements.

7. Project Evaluation Framework and Methodological Approach

7.1 Overall evaluation approach

This section establishes the methodological basis for the mid-term external evaluation by explaining the formative, utilisation-focused, evidence-based and document-based approach, clarifying the limits of the available evidence, and defining how judgement is applied fairly to GreenEdAsia's uneven but ongoing implementation progress.

Methodological positioning of the evaluation

The Mid-term External Evaluation of GreenEdAsia is designed as a formative, utilisation-focused and evidence-based evaluation, implemented through a document-based methodology. This methodological positioning is important because the evaluation was conducted on the basis of project documents and evidence files provided by the consortium. No primary interviews, focus group discussions or independent evaluator-administered surveys were conducted as part of this external evaluation. Where survey results or feedback data are discussed in the evaluation, they refer to monitoring data and quality assurance evidence already collected by the project, such as KPI surveys,

workshop feedback, quality questionnaires and internal project quality reports. These sources are treated as documentary evidence rather than primary data collected independently by the external evaluator.

Appropriateness and limitations of the document-based approach

This document-based approach is appropriate for the mid-term stage of GreenEdAsia because the project has produced a substantial documentary evidence base across Work Packages. The evidence includes project management documents, quality assurance plans and reports, interim reporting, future foresight outputs, curriculum revision documents, teacher training materials, workshop presentations, stakeholder mapping materials, dissemination outputs and website-related evidence. These sources make it possible to assess whether the project has established credible foundations, whether planned outputs are being developed, whether implementation challenges are being identified, and whether the project is moving in a coherent direction. At the same time, the document-based limitation must be clearly recognised: the evaluation can assess the quality and consistency of available evidence, but it cannot independently verify stakeholder perceptions, classroom practice, student experience, institutional decision-making or partner implementation beyond what is documented in the files provided.

Formative purpose and mid-term timing

The evaluation is formative because its main purpose is to support project improvement while implementation is still ongoing. GreenEdAsia is at a mid-term stage where several foundational outputs have already been completed or substantially advanced, while other key outputs remain in preparation, revision, piloting or institutional approval. The project evidence shows that WP1 has established management and quality assurance arrangements; WP2 has generated future foresight evidence and revised curriculum documents; WP3 has implemented important teacher training activities but has not yet completed all formal pedagogical deliverables; WP4 has begun developing collaborative learning ecosystems and student challenge preparation; WP5 has implemented management and administrative capacity-building activities; and WP6 has established dissemination and website infrastructure. This confirms that the project is active across the full Work Package structure, but not all Work Packages are at the same level of maturity.

Adjusted implementation sequence

A key point for the evaluation methodology is that GreenEdAsia has experienced an adjusted implementation sequence. WP3, which is responsible for teacher training materials, the Teacher Manual for DBE and institutional cascading, has not yet been fully completed. However, this has not prevented other Work Packages from moving forward.

The evidence shows that WP2 curriculum revision has progressed, WP4 learning ecosystem and student challenge preparation has begun, WP5 management and administrative capacity-building has been implemented in part, and WP6 dissemination activities have been launched. The evaluation therefore does not assume a rigid linear implementation model in which all WP3 outputs must be completed before other Work Packages can proceed. Instead, it assesses the project as an adaptive implementation process in which different Work Packages have progressed in parallel, although some later-stage outputs still depend on the completion and consolidation of WP3.

Application of judgement under uneven implementation progress

This adjusted implementation reality affects the way judgement is applied. Where WP3-related deliverables are not yet formally completed, the evaluation assesses the available preparatory evidence, including training slides, curriculum-writing workshop materials, reflection tools, DBE-related learning materials and working group formation. However, it does not treat these materials as equivalent to a completed D3.1 Training Material package, D3.2 Teacher Manual or D3.3 Institutional Cascading Plan. Similarly, where WP4 has already advanced through partner mapping, DBE testing, field visits and student challenge planning, the evaluation recognises this progress while also noting that full piloting evidence and student outcomes are not yet available. This distinction supports a fair mid-term judgement: the project is progressing, but some outputs remain at preparatory or partial implementation stage.

Utilisation-focused orientation

The evaluation is utilisation-focused because the findings are intended to support concrete decision-making by the Project Management Team, Quality Manager, Work Package leaders and partner institutions. The evidence reviewed indicates that the project now requires practical management decisions in several areas. These include completing and consolidating WP3 outputs, clarifying the relationship between curriculum revision and teacher training, strengthening D2.1-to-D2.2 traceability, preparing assessment rubrics, formalising stakeholder validation, finalising student challenge arrangements, strengthening quality assurance follow-up, and preparing institutional sustainability plans. The evaluation therefore presents findings and recommendations in a form that can be used by project actors to prioritise corrective action and quality enhancement during the remaining implementation period.

Evidence base for assessment

The evaluation is evidence-based because findings and judgement levels are grounded in the documentary evidence provided. The evaluation does not rely on unverified

assumptions about project implementation. For WP1, the assessment draws on the Project Handbook, Quality Plan, Quality Report and Interim Report to assess governance, monitoring and quality assurance. For WP2, it draws on future foresight documentation, competence-related evidence and revised curriculum files. For WP3, it draws on teacher training materials, curriculum-writing materials, reflection templates and reported training activities. For WP4, it draws on workshop reports, partner mapping presentations, DBE-related evidence and student challenge planning materials. For WP5, it draws on management and administrative capacity-building evidence. For WP6, it draws on dissemination strategy, website evidence and dissemination feedback. This evidence base allows the evaluation to examine both the existence and the quality of project outputs.

Triangulation within documentary evidence

The evaluation applies triangulation within the limits of the document-based evidence. Triangulation means that important findings are not based on a single file where additional evidence is available. For example, the evaluation of curriculum revision considers not only curriculum frameworks, but also curriculum adjustment reports, course syllabi, course learning outcomes, teaching methods, assessment plans and approval status where documented. The evaluation of teacher development considers training agendas, pedagogical slides, workshop materials, feedback evidence and links to DBE and student-centred learning. The evaluation of quality assurance considers the Quality Plan, Quality Report, KPI evidence, feedback reports, QAC activity and the Interim Report. This method strengthens reliability, while recognising that all sources remain documentary.

Distinction between activities, outputs, early outcomes and prospective impact

The evaluation distinguishes between activity completion, output quality, early outcomes and prospective impact. This distinction is essential because GreenEdAsia has generated a large amount of activity evidence, but final educational and institutional outcomes are not yet fully available. Activity completion refers to whether meetings, workshops, trainings or events took place. Output quality refers to whether the resulting documents, curricula, materials or plans are coherent, complete, usable and aligned with project objectives. Early outcomes refer to documented indications of change, such as improved participant understanding, strengthened teacher confidence, curriculum drafting, working group formation or partner mapping. Prospective impact refers to the likelihood that the project will contribute to longer-term educational and institutional change if remaining activities are completed effectively.

Specific implications for WP3 and WP4

This distinction is particularly important in relation to WP3 and WP4. The teacher training activities provide credible evidence of pedagogical preparation, including student-centred teaching, socio-constructivist learning, DIANA, scaffolding, Design-Based Education and work-life collaboration. However, the formal WP3 deliverables are still incomplete. Therefore, the evaluation recognises substantial preparatory progress but does not overstate WP3 completion. Similarly, WP4 has advanced through student challenge planning, partner mapping and DBE testing, but student challenge implementation and piloting results are not yet available. The evaluation therefore assesses WP4 as progressing but not yet fully evidenced at outcome level.

Treatment of impact at mid-term stage

The mid-term evaluation also recognises that final impact cannot yet be verified. Revised curricula have not all been fully implemented; some courses are planned for later cohorts; student challenges are still under preparation; institutional cascading is not yet operational; and institutional sustainability plans are still pending. For this reason, the evaluation assesses impact as emerging or prospective. It examines whether the project is creating credible conditions for future impact, such as foresight-based competence evidence, revised curricula, teacher training, DBE preparation, partner mapping, student challenge planning, management capacity-building, dissemination channels and quality assurance mechanisms. Direct evidence of impact will need to be collected later through implemented curricula, student work, teacher application evidence, student feedback, partner feedback, institutional decisions and continued use of project results.

Judgement methodology and rating logic

The judgement methodology follows the Step 3 Assessment Framework and applies a structured judgement scale to each deliverable or milestone. A deliverable is judged as fully achieved only where it is complete, evidence-based, coherent, quality-assured, usable and sufficiently validated. A deliverable is judged as substantially achieved where the main purpose has been met but improvements remain. A deliverable is judged as partially achieved where meaningful progress exists but the formal output is incomplete, fragmented or not yet sufficiently evidenced. This methodology is important because it allows the evaluation to reflect the actual maturity of each Work Package and deliverable. It also avoids treating preparatory activities as completed deliverables, while still recognising real progress where formal outputs are still under development.

Overall methodological conclusion

Overall, the evaluation approach is appropriate for the current stage of GreenEdAsia. It reflects the project's adjusted implementation sequence, acknowledges that WP3 is not yet

fully complete, recognises that other Work Packages have nevertheless progressed, and applies a document-based evidence review to assess achievements and gaps. The evaluation therefore functions both as an accountability mechanism and as a practical improvement tool for the remaining project period.

Approaches of OECD-DAC Erasmus+ quality principles

The evaluation applies two complementary groups of principles because GreenEdAsia has a dual character. On the one hand, it is an international capacity-building intervention that must be assessed as a project with objectives, resources, implementation arrangements, outputs, emerging outcomes, risks and sustainability expectations. On the other hand, it is an Erasmus+ Capacity Building in Higher Education project, and therefore its quality cannot be judged only through general project performance criteria. It must also be assessed against the quality expectations of higher education capacity-building, including educational relevance, quality assurance, stakeholder participation, learning-centred teaching, inclusion, transparency, ethical implementation, dissemination and institutional embedding.

The OECD-DAC evaluation criteria are used as the overarching project-performance and capacity-building framework. The OECD-DAC criteria of relevance, coherence, effectiveness, efficiency, impact and sustainability are widely used to determine the merit or worth of interventions such as projects, programmes, policies and strategies (OECD, 2021). They are appropriate for GreenEdAsia because the project seeks to generate a structured chain of change, not only a set of isolated deliverables. The project begins with future foresight and competence identification, moves to curriculum revision, continues through teacher training and student-centred pedagogical innovation, extends into university–industry and university–society collaboration, and aims ultimately at institutional embedding and sustainability. The OECD-DAC criteria therefore provide a suitable logic for assessing whether this chain of change is relevant to needs, coherent across Work Packages, effective in producing intended outputs, efficient in its use of coordination and implementation mechanisms, capable of generating emerging higher-level change, and likely to sustain benefits beyond the funding period.

The use of OECD-DAC criteria is also appropriate because this is a mid-term evaluation. At this stage, not all outputs have been completed and final impact cannot yet be verified. OECD guidance emphasises that evaluation criteria should be used thoughtfully and adapted to the context of the intervention and the needs of intended users, rather than applied mechanically (OECD, 2019; OECD, 2021). This is important for GreenEdAsia because some Work Packages have produced substantial evidence, while others, especially WP3, WP4 and institutional embedding mechanisms, remain partly under development.

The OECD-DAC framework allows the evaluation to make a proportionate judgement: it can assess relevance, coherence, effectiveness and efficiency based on available implementation evidence, while treating impact as emerging or prospective and sustainability as readiness rather than confirmed long-term continuation.

However, OECD-DAC alone is not sufficient for evaluating GreenEdAsia. The OECD-DAC criteria provide a broad evaluative structure, but they do not by themselves specify what quality means in the specific context of an Erasmus+ higher education capacity-building project. For this reason, Erasmus+ quality principles are used as a second, more sector-specific lens. The Erasmus+ CBHE action supports international cooperation projects based on multilateral partnerships in higher education, and its activities and outcomes must benefit higher education institutions and systems in partner countries (European Commission, 2026a). CBHE also emphasises the improvement of higher education quality and relevance, employability-oriented competence development, inclusive education, quality assurance, governance, teaching and assessment, internationalisation, teacher development, community and industry engagement, and institutional ownership of results to ensure sustainability (European Commission, 2026a). These expectations closely match the design of GreenEdAsia, which combines foresight-based curriculum reform, green transition competence development, student-centred and design-based teaching, industry and societal collaboration, institutional capacity-building, dissemination and sustainability planning.

Erasmus+ quality principles are therefore used to examine the educational and institutional quality of the project, not merely its administrative delivery. They help assess whether GreenEdAsia's curriculum revision is grounded in evidence and competence needs; whether teacher training and DBE preparation support learning-centred teaching; whether stakeholders are involved in ways that strengthen relevance and ownership; whether inclusion, transparency and ethical practice are visible in implementation; whether quality assurance is used for improvement; whether dissemination supports wider uptake; and whether project results are being prepared for institutional integration. Erasmus+ quality standards also emphasise good learning experiences and learning outcomes for participants, as well as the responsibility of funded organisations to contribute to programme objectives (European Commission, 2020). In addition, Erasmus+ quality standards for courses highlight the importance of clear learning objectives, pedagogical approach, teaching methods, learning outcomes, monitoring, assessment and feedback (European Commission, 2021). These elements are directly relevant to GreenEdAsia's WP2 curriculum revision, WP3 teacher training, WP4 student challenges and WP5 institutional capacity-building.

Using OECD-DAC and Erasmus+ principles together therefore creates a more complete evaluation framework. OECD-DAC answers the broader project-performance questions: Is GreenEdAsia addressing the right needs? Are the Work Packages coherent? Is the project making progress toward its intended results? Are implementation mechanisms efficient? Are credible conditions for longer-term impact emerging? Are benefits likely to continue? Erasmus+ principles answer the higher education quality questions: Are the curriculum, teaching, stakeholder engagement, inclusion, dissemination, ethics, quality assurance and institutionalisation processes consistent with Erasmus+ CBHE expectations? This combination allows the evaluation to avoid two weaknesses: a narrow compliance-based review that only checks deliverables, and an overly general project evaluation that does not sufficiently capture the educational and capacity-building quality of the intervention.

For this reason, the evaluation uses OECD-DAC principles in Section 7.2.1 to assess project performance and uses Erasmus+ quality principles in Section 7.2.2 to assess alignment with higher education and capacity-building quality expectations. The two sets of principles are applied proportionately to the mid-term and document-based nature of the evaluation. The assessment therefore focuses on the quality and sufficiency of available evidence, the maturity of outputs, the credibility of emerging results, the risks affecting the remaining implementation period, and the extent to which GreenEdAsia is positioned to achieve sustainable educational and institutional change.

7.2.2 Alignment with Erasmus+ quality principles

The evaluation also considers alignment with Erasmus+ quality principles, particularly quality assurance, evidence-based improvement, stakeholder participation, inclusion, transparency, ethical practice, learning-centred teaching, dissemination and sustainability. These principles are especially relevant because GreenEdAsia is a Capacity Building in Higher Education project. Its value should therefore be assessed not only by whether deliverables are produced, but by whether the project strengthens institutional capacity, supports educational innovation, improves cooperation and prepares results for long-term institutional use.

Quality assurance and evidence-based improvement

The Erasmus+ quality dimension is strongly reflected in the project's attention to quality assurance and evidence-based improvement. The project has established a Quality Plan, a Quality Assurance Committee, KPI monitoring, workshop feedback, interim quality questionnaire, Quality Report and external evaluation process. These elements are consistent with Erasmus+ expectations for systematic quality management. The project has collected evidence from different activities, including kick-off and Future Foresight

feedback, Manager Week feedback, Teacher Training Workshop feedback, WP4 Workshop feedback and Interim Report Quality Questionnaire data. This shows that the project is not relying only on end-of-project reporting, but is collecting monitoring evidence during implementation.

However, the quality assurance loop is not yet fully closed. The project has collected feedback and identified challenges, but the evidence does not yet show a complete corrective action tracker linking each finding or recommendation to responsible persons, deadlines and completion evidence. Erasmus+ quality principles require not only collection of feedback, but demonstrable use of feedback for improvement. The project should therefore translate QA findings, Advisory Board recommendations and external evaluation recommendations into action plans monitored by the PMT and QAC. This is especially important because the project-generated feedback identifies recurring issues, including difficulty learning DBE, integrating Circular Bioeconomy into curricula, managing varied student backgrounds, time management, coordination and the need for more practical support.

Stakeholder participation

Stakeholder participation is visible in the project evidence, but it should become more systematic and better documented. D2.1 includes stakeholder interviews with educational institutions and world-of-work actors. WP4 includes industry and societal partner mapping and preparation for student challenges. WP5 involves managers and administrative staff. Dissemination activities reach internal and external audiences. However, because this external evaluation is document-based, it cannot independently confirm the depth or quality of stakeholder participation beyond what is documented. The project should therefore improve its own documentation of stakeholder engagement, including who was consulted, what input was received, how it influenced decisions, and how feedback was validated. This is particularly important for curriculum revision, student challenge design and institutional sustainability planning.

Learning-centred teaching

The Erasmus+ principle of learning-centred teaching is strongly visible in the WP3 and WP4 evidence. Training materials show attention to student-centred learning, competence-based education, authentic learning, workplace collaboration, DIANA, scaffolding, pedagogical scripting, learning design and Design-Based Education. WP4 materials show student challenge planning with real-life industry or societal problems, mentoring arrangements and fieldwork periods. This confirms that the project is moving toward learner-centred and practice-oriented education. However, the formal consolidation

of training materials, the DBE manual and the cascading plan is still required to ensure that these pedagogical approaches can be replicated across partner institutions and not remain limited to the initial training participants.

Inclusion

Inclusion is addressed in the project evidence through KPI data on gender, participant groups and fewer-opportunity categories. This is a positive beginning and is consistent with Erasmus+ expectations. However, inclusion should also be connected to learning design. The Interim Report identifies varying student academic backgrounds and competences as an implementation challenge. Therefore, DBE, student-centred learning and student challenges should include scaffolding, mentoring, clear guidance and formative feedback to ensure that students can participate effectively. Inclusion should therefore be treated not only as participation monitoring, but also as a pedagogical and student-support concern.

Transparency and dissemination

Transparency and dissemination are supported by the dissemination strategy and project website. The evidence indicates that dissemination has begun and that partners have shared project activities internally and externally. The project website, Learning Management System and dissemination strategy provide a basic infrastructure for visibility and public communication. However, the evaluation finds that dissemination should be strengthened with performance evidence, including website analytics, dissemination logs, publication records, downloads, social media reach, stakeholder engagement, and evidence of use of project outputs. Dissemination should support not only visibility but also exploitation, uptake, and sustainability.

Ethical practice and data management

Ethical practice and data management are addressed through the Quality Plan and Data Management Plan, which provide a basis for data collection and storage. However, the project should further clarify data management procedures, especially because it collects participant data, feedback, photos, student-related outputs and stakeholder information. Clearer procedures are needed for consent, anonymisation, access rights, storage, retention, publication of open outputs and evidence archiving. Since this evaluation is document-based, the robustness of ethical practice can only be assessed through available policies and documentation; therefore, the project should strengthen its documented data management and ethics procedures.

Institutional capacity-building and sustainability

Institutional capacity-building and sustainability are central Erasmus+ quality expectations. The evidence shows that GreenEdAsia is building capacity through curriculum revision, teacher training, DBE preparation, management training, administrative staff development, partner mapping, dissemination activities and future project proposal preparation. However, the key mechanisms for institutional sustainability are still incomplete. D3.2 Teacher Manual for DBE, D3.3 Institutional Cascading Plan and D5.2 Institutional Plans are particularly important because they will determine whether the project's results can be embedded in partner institutions after the funding period. The project should therefore treat these deliverables as strategic sustainability instruments rather than administrative outputs.

Overall, from an Erasmus+ quality perspective, GreenEdAsia demonstrates a credible commitment to quality assurance, international cooperation, capacity-building, stakeholder engagement, learner-centred education, dissemination and sustainability. The project has established relevant structures and produced substantial preparatory evidence. However, the next phase should strengthen the quality loop, complete the WP3 pedagogical outputs, document stakeholder validation more systematically, connect inclusion to student support, improve dissemination performance evidence, complete institutional sustainability plans and embed project results in regular institutional systems.

8. Summary Evaluation Findings based on Project Assessment Framework

This section presents the summary findings of the Mid-term External Evaluation based on the Integrated Project Assessment Framework for GreenEdAsia. The assessment is document-based and relies on the evidence files provided by the project, including formal deliverables, draft deliverables, interim reporting, quality assurance materials, curriculum documents, training materials, workshop evidence, dissemination evidence and milestone-related documentation. No primary interviews, focus group discussions or evaluator-administered surveys were conducted. Project-generated surveys and feedback reports were reviewed as documentary evidence.

The evaluation applies the eight integrated assessment criteria defined in Section 7.3: Expected Learning Outcomes and Green Transition Competence Profiles; Programme Structure, Curriculum Content and Constructive Alignment; Teaching and Learning Approach for Student-Centred Green Education; Student Assessment, Feedback and Demonstration of Competence Achievement; Academic Staff Capacity, Teacher Development and Cascading; Student Support, Learning Ecosystem and Stakeholder Engagement; Facilities, Digital Infrastructure and Enabling Resources; and Outputs, Outcomes, Dissemination and Sustainability.

The overall mid-term finding is that GreenEdAsia is on a credible implementation trajectory. The project has established a functioning management and quality assurance structure, generated relevant future foresight evidence, produced substantial curriculum revision outputs, initiated teacher education and DBE preparation, started collaborative learning ecosystem planning, implemented management and administrative capacity-building activities, and established dissemination infrastructure. The project has also adjusted its implementation sequence: WP3 is not yet fully completed, but other Work Packages have progressed in parallel. This adaptive implementation is acceptable at mid-term, provided that the project now strengthens integration, evidence traceability, quality assurance follow-up and institutional embedding.

The evaluation finds that several deliverables are substantially achieved, particularly those related to project management, quality assurance planning, progress reporting, future foresight, curriculum revision, study visit implementation, dissemination strategy and project website. Other deliverables are partially achieved with substantial preparatory progress, especially those linked to WP3 teacher training materials, DBE manual development, institutional cascading, WP4 piloting article and institutional plans for ingrain project results. These areas are not assessed negatively as failures; rather, they represent expected mid-term implementation gaps that require consolidation in the second half of the project.

8.1 Summary findings by milestone and deliverable

The findings are summarized in Table 3.

Table 3. Evaluation findings

Milestone / Deliverable	Summary evaluation finding	Judgement
MS1 Future Foresight Workshops	The project successfully implemented the future foresight process through workshops, PESTEL analysis, weak-signal work, scenario-related activities and stakeholder inputs. The evidence shows that MS1 created a credible foundation for identifying competence needs in circular bioeconomy and green transition education. However, the outputs should be further consolidated into a formal competence profile matrix and mapped more explicitly to revised curricula.	Substantially achieved

MS2 Project Mid-Term Reporting	The Interim Report provides a structured account of progress across WP1–WP6, including governance, quality assurance, curriculum revision, teacher training, dissemination and implementation challenges. It demonstrates transparency about delays and pending outputs. However, some sections remain incomplete or descriptive, and the report would be stronger with a consolidated deliverable-status table, risk register, corrective action tracker and clearer distinction between outputs, outcomes and impact.	Substantially achieved
D1.1 Project Handbook	The Project Handbook provides a useful management and coordination framework, including project overview, objectives, Work Packages, deliverables, milestones, roles, templates and implementation arrangements. It supports project governance and coordination. However, some areas require strengthening, including risk management, corrective action tracking, cross-deliverable evidence mapping and stronger integration with quality assurance follow-up.	Substantially achieved
D1.2 Quality Plan including Data Management Plan	The Quality Plan establishes a credible QA structure, including roles of the PMT, QAC, Advisory Board, Work Package teams and external evaluator. It also introduces monitoring, feedback and data management principles. However, the Data Management Plan remains partly incomplete, and the project needs a stronger mechanism for translating QA findings into corrective actions with owners, deadlines and evidence of completion.	Substantially achieved
D1.3 Progress Report	The Progress / Interim Report provides a comprehensive mid-term account of project implementation, including achievements, delays and planned next steps. It is an important accountability document. However, it should be strengthened with clearer evidence traceability, financial and risk	Substantially achieved

	analysis, quality action follow-up, implementation status by deliverable and stronger outcome-level analysis.	
D2.1 Future Scenarios	D2.1 provides a credible future foresight foundation through PESTEL analysis, weak signals, scenario-related discussion, backcasting logic and stakeholder interviews. It identifies relevant future competence areas for circular bioeconomy and green transition education. However, it should be strengthened with clearer scenario narratives, formal competence profiles, detailed methodology, validation evidence and explicit mapping to D2.2 curriculum revisions.	Substantially achieved
D2.2 Revised Curriculum	D2.2 shows substantial curriculum revision across DThU, HCM-UTE and RMUTL. The revised curricula integrate circular agriculture, circular bioeconomy, clean energy, renewable energy, BCG Economy, net-zero carbon, energy efficiency, digital technologies and sustainability competences. However, the project still needs stronger D2.1-to-D2.2 mapping, assessment rubrics, stakeholder validation, approval evidence and implementation evidence.	Substantially achieved
D3.1 Training Material	The project has generated substantial training-related materials on student-centred learning, competence-based curriculum design, DIANA, DBE, scaffolding, reflection, work-life collaboration and student challenge preparation. However, the formal D3.1 Training Material package has not yet been consolidated into a complete, structured and quality-assured deliverable.	Partially achieved, with substantial preparatory progress

D3.2 Teacher Manual for DBE	Evidence shows that the project has started the process of developing the DBE manual and that teacher educators have been assigned a role in collecting relevant materials and preparing the manual. Training materials provide a strong theoretical and practical foundation. However, the formal Teacher Manual for DBE has not yet been completed, tested or validated.	Partially achieved, with substantial preparatory progress
D3.3 Institutional Cascading Plan	The project has created initial conditions for cascading through teacher training, teacher educator involvement and planning for institutional training. However, partner-specific cascading plans, schedules, trainers, target groups, modules, monitoring mechanisms and institutional endorsement are not yet sufficiently documented.	Partially achieved, with substantial preparatory progress
D4.1 Organisational Student-Centred Teaching and Learning	WP4 evidence shows strong preparation for collaborative learning ecosystems, DBE application, partner mapping and student challenge design. The organisational concept is emerging through workshops and planning materials. However, a consolidated formal concept document and full implementation evidence are still needed.	Substantially achieved
D4.2 Article on the Results of Piloting	The project has supporting publication evidence and thematic outputs related to DBE and sustainability, but there is not yet sufficient evidence of an article reporting actual GreenEdAsia student challenge piloting results. Since student challenges are still forthcoming, this deliverable is not yet fully accessible as a piloting-results article.	Partially achieved, with supporting preparatory evidence
D5.1 Managers Study Visit to UBU	The managers' study visit was implemented and documented. The evidence shows relevance to management capacity, student-centred learning, curriculum reform, quality assurance, internationalisation and institutional development. However, the evidence would be stronger with	Substantially achieved

	clearer follow-up action plans showing how lessons from the visit are applied in each partner institution.	
D5.2 Institutional Plans for Ingraining the GreenEdAsia Project Results	The project has undertaken preparatory work through management training, administrative capacity-building, funding awareness, proposal-writing support and sustainability discussion. However, formal institutional plans for embedding GreenEdAsia results are not yet completed or endorsed.	Partially achieved, with substantial preparatory progress
D6.1 Dissemination and Sustainability Strategy	The strategy provides a relevant dissemination and sustainability framework, including target groups, communication channels, visibility requirements, dissemination objectives and sustainability intentions. However, it should be strengthened with more operational indicators, exploitation pathways, analytics, stakeholder engagement evidence and post-project sustainability mechanisms.	Substantially achieved
D6.2 Project Website	The website has been launched and provides public visibility for the project. It supports dissemination and communication. However, the evidence should be strengthened with website analytics, update logs, accessibility review, governance arrangements, content maintenance responsibilities and post-project hosting plans.	Substantially achieved

8.2 Cross-cutting findings

The first cross-cutting finding is that GreenEdAsia has established a credible foundation for curriculum reform. D2.1 generated relevant competence intelligence, and D2.2 shows that partner institutions have begun translating green transition themes into formal and draft curricula. The strongest evidence is found where curricula include programme structures, course syllabi, CLOs, PLOs, content descriptions and assessment plans. The main gap is not lack of curriculum reform, but insufficient traceability from foresight evidence to curriculum decisions and insufficient evidence of implementation.

The second cross-cutting finding is that WP3 is the most important bridge between curriculum revision and implementation. The project has strong pedagogical materials and

has implemented teacher training activities. However, the formal WP3 deliverables remain incomplete. Since WP4 student challenges and D2.2 curriculum implementation depend on teachers' ability to apply DBE and student-centred methods, WP3 should be treated as a priority area in the next project phase.

The third cross-cutting finding is that quality assurance has been established but needs stronger action tracking. The project has a Quality Plan, Quality Assurance Committee, Quality Report, KPI survey and multiple feedback reports. This is a strong QA foundation. However, the evidence does not yet show a complete corrective action tracker linking QA findings to responsible persons, deadlines, follow-up decisions and evidence of completion. Closing the QA loop should be a priority.

The fourth cross-cutting finding is that student-centred and work-life-oriented learning is emerging but not yet fully evidenced. WP3 and WP4 materials show strong alignment with DBE, authentic learning, real-life challenges, teamwork, reflection and industry/societal collaboration. However, student challenge implementation, assessed student outputs, mentor feedback and employer feedback are not yet available. At mid-term, this is an emerging strength rather than a completed outcome.

The fifth cross-cutting finding is that sustainability is promising but not yet secured. Revised curricula, teacher training, DBE preparation, dissemination strategy and website all support sustainability. However, the formal Teacher Manual, Institutional Cascading Plan and Institutional Plans for ingrain project results remain incomplete. These deliverables will determine whether project results become embedded in institutional systems or remain dependent on project-level activities.

8.3 Overall mid-term judgement

Based on the document-based evidence reviewed, GreenEdAsia is assessed as being on a credible and substantially progressing mid-term trajectory. The project has produced important foundational outputs and has made meaningful progress across WP1–WP6. The adjusted implementation sequence, in which WP3 is not yet fully complete while other Work Packages have progressed in parallel, is acceptable at mid-term. However, the project now needs to move from preparatory progress toward consolidation, implementation and evidence of use.

The overall mid-term judgement:

The GreenEdAsia project is substantially progressing, with several deliverables substantially achieved and several later-stage deliverables partially achieved with substantial preparatory progress. The project is on track to achieve its intended results if

the second half of implementation focuses on completing WP3 outputs, strengthening D2.1-to-D2.2 traceability, developing assessment rubrics, documenting stakeholder validation, implementing student challenges, completing institutional plans and closing the quality assurance action loop.

9. Recommendations

The following recommendations are formulated as actionable management advice for the remaining implementation period of GreenEdAsia. They are based on the document-based evidence reviewed and on the summary findings presented in Section 8 and Appendix C. Each recommendation identifies the issue, rationale, expected action, responsible actor, suggested timeframe and expected result.

The recommendations recognise that GreenEdAsia has made substantial mid-term progress and that several Work Packages have advanced in parallel despite the incomplete status of some WP3 formal deliverables. The recommendations are therefore not intended to stop ongoing implementation. Rather, they aim to strengthen integration, traceability, quality assurance and institutional embedding before the project moves further into curriculum delivery, student challenges, piloting, cascading and sustainability planning.

9.1 Strategic recommendations

Recommendation 1. Establish a structured D2.1-to-D2.2 curriculum alignment process

Issue:

The evaluation finds that D2.1 Future Scenarios provides a credible foresight foundation and that D2.2 curriculum revision has progressed substantially. However, the documentary evidence does not yet provide a sufficiently explicit mapping from foresight findings and competence areas to revised curricula, PLOs, CLOs, course content, teaching methods and assessment.

Rationale:

The project's intervention logic depends on the connection between future foresight and curriculum revision. Without a clear mapping, it is difficult to demonstrate that the revised curricula are systematically based on future competence needs rather than only generally aligned with green transition themes.

Expected action:

Organise a structured curriculum alignment workshop or online review process involving WP2, curriculum teams, teacher educators and QA representatives. The output should be a

consolidated D2.1-to-D2.2 mapping matrix for each institution and programme. The matrix should include foresight competence area, curriculum programme, revised course, PLO/CLO link, teaching method, assessment method, approval status, implementation timeline and stakeholder validation evidence.

Responsible actor:

WP2 Lead and Co-lead, curriculum teams of DThU, HCM-UTE, RMUTL and RMUTT, supported by the Quality Manager and PMT.

Suggested timeframe:

Immediate to short term, preferably before the next major curriculum implementation or reporting milestone.

Expected result:

A transparent evidence chain showing how GreenEdAsia foresight evidence has informed curriculum revision, strengthening the credibility of D2.2 and supporting future curriculum approval, implementation and final evaluation.

Recommendation 2. Treat WP3 completion as a strategic priority for the second half of implementation

Issue:

WP3 has produced substantial preparatory evidence through teacher training materials, curriculum-writing materials, DBE-related resources, reflection tools and workshop activities. However, D3.1 Training Material, D3.2 Teacher Manual for DBE and D3.3 Institutional Cascading Plan remain incomplete as formal deliverables.

Rationale:

WP3 is the bridge between curriculum revision and implementation. Revised curricula and WP4 student challenges depend on teachers' and mentors' ability to apply student-centred, competence-based and Design-Based Education methods. If WP3 remains fragmented, later implementation may be weakened even where curriculum documents are strong.

Expected action:

Prepare an accelerated WP3 consolidation plan covering D3.1, D3.2 and D3.3. The plan should define deliverable structure, responsible authors, partner contributions, review process, validation process, completion date and links to WP4 student challenges. D3.1 should become a structured training package; D3.2 should become a practical DBE manual; and D3.3 should become a partner-specific institutional cascading plan.

Responsible actor:

WP3 Lead and Co-lead, teacher educator working group, partner institutional coordinators, with monitoring by PMT and QAC.

Suggested timeframe:

Immediate to medium term, before full implementation of WP4 student challenges and before institutional cascading activities begin.

Expected result:

A coherent WP3 deliverable set that can support teacher practice, student-centred curriculum implementation, mentor preparation and institutional scaling.

Recommendation 3. Define a minimum standard for stakeholder validation across curriculum revision and student challenges

Issue:

Stakeholder engagement is visible in D2.1, WP4 partner mapping and student challenge preparation. However, the documentation of stakeholder validation remains uneven across institutions, curricula and Work Packages.

Rationale:

GreenEdAsia aims to connect higher education with industry and societal needs. Curriculum relevance and student challenge quality depend on documented input from employers, industry partners, community stakeholders, students, alumni and public authorities. At mid-term, relevance is credible, but the evidence chain should be strengthened.

Expected action:

Develop a minimum stakeholder validation standard. Each revised curriculum and student challenge should document: stakeholders consulted, date and format of consultation, key feedback, decisions made based on feedback, validation of learning outcomes or challenge themes, and evidence of stakeholder role in implementation or feedback.

Responsible actor:

PMT, WP2, WP4, institutional coordinators and Quality Manager.

Suggested timeframe:

Short term for curriculum validation; medium term before student challenge implementation.

Expected result:

More consistent evidence of labour-market and societal relevance, stronger stakeholder ownership and improved readiness for final evaluation.

Recommendation 4. Integrate WP4 student challenges explicitly with revised curricula and WP3 teacher training

Issue:

WP4 has advanced through partner mapping, DBE testing and student challenge planning. However, student challenges are not yet fully implemented, and their links to revised curricula, DBE training, assessment rubrics and student support are not yet fully documented.

Rationale:

Student challenges should become the practical demonstration of GreenEdAsia's curriculum and pedagogy reform. If WP4 is implemented without clear links to D2.2 and WP3, it may become an isolated project activity rather than evidence of integrated educational transformation.

Expected action:

For each planned student challenge, prepare a challenge design brief including curriculum link, learning outcomes, green transition competence focus, student selection, mentor roles, industry/societal partner role, fieldwork plan, assessment rubric, feedback mechanism and evidence to be collected.

Responsible actor:

WP4 Lead and Co-lead, host institutions, WP3 teacher educators, industry/societal partners and Quality Manager.

Suggested timeframe:

Before the launch of each international or national student challenge.

Expected result:

Student challenges become accessible, curriculum-linked and evidence-generating pilots that can support D4.1, D4.2 and final evaluation.

9.2 Operational recommendations

Recommendation 5. Establish a shared Work Package evidence repository with standard file structure

Issue:

The project has produced a large amount of evidence across WP1–WP6, milestones and deliverables. However, evidence is distributed across multiple folders, presentations, reports and supporting documents. Some deliverables require stronger traceability, version control and evidence mapping.

Rationale:

A document-based evaluation depends heavily on the quality of evidence organisation. Stronger evidence management will support reporting, QA review, external evaluation, project memory and final audit readiness.

Expected action:

Create a shared evidence repository organised by Work Package, deliverable, milestone and evidence type. Each folder should include final deliverable, draft versions where relevant, supporting evidence, approval evidence, stakeholder evidence, QA review evidence, dissemination evidence and implementation evidence. A master evidence index should list all files, dates, owners and relevance.

Responsible actor:

Project Coordinator, Project Manager, Quality Manager and Work Package leaders.

Suggested timeframe:

Immediate to short term.

Expected result:

Improved evidence traceability, faster reporting, stronger QA review and reduced risk of missing or fragmented evidence.

Recommendation 6. Introduce a consolidated deliverable and milestone status dashboard

Issue:

The evaluation finds substantial progress across deliverables, but also uneven maturity levels. Some deliverables are substantially achieved, while others are partially achieved with preparatory evidence. A consolidated status tool is needed to manage this complexity.

Rationale:

Parallel implementation can be effective, but it increases the risk that dependencies, delays or incomplete outputs are not managed systematically. A dashboard would help PMT and WP leaders track status, evidence and risks.

Expected action:

Develop a dashboard listing each milestone and deliverable, original deadline, adjusted deadline, current status, judgement level, evidence available, missing evidence, responsible actor, next action and risk level.

Responsible actor:

Project Manager and Quality Manager, with input from all WP leaders.

Suggested timeframe:

Immediate; update monthly or before each PMT meeting.

Expected result:

Clearer implementation oversight, improved coordination and timely corrective action.

Recommendation 7. Standardise curriculum revision documentation across partner institutions

Issue:

D2.2 evidence is strong but uneven across institutions. Some curricula include detailed syllabi and learning outcomes; others require stronger approval evidence, rubrics, implementation timelines or stakeholder validation.

Rationale:

A common curriculum revision template would make the evidence more comparable and would help partners demonstrate alignment with GreenEdAsia objectives.

Expected action:

Use a unified D2.2 reporting template covering the programme, revised course, rationale for revision, foresight competence link, PLO/CLO alignment, teaching and learning method, assessment method, rubric availability, stakeholder validation, approval status, implementation date and evidence file.

Responsible actor:

WP2 Lead and curriculum teams, supported by Quality Manager.

Suggested timeframe:

Short term, before finalising D2.2 evidence for the next reporting cycle.

Expected result:

More consistent curriculum evidence and stronger demonstration of competence-based curriculum reform.

Recommendation 8. Strengthen meeting follow-up through decision and action logs

Issue:

The project has evidence of regular PMT and QAC meetings, as well as Advisory Board activity. However, the evaluation identifies the need for stronger follow-up evidence showing how decisions are implemented.

Rationale:

Meeting continuity is a positive governance indicator, but project efficiency depends on whether meeting decisions lead to action closure.

Expected action:

For PMT, QAC and Advisory Board meetings, maintain a decision and action log including decision, responsible person, deadline, status, follow-up note and supporting evidence.

Responsible actor:

Project Manager, Quality Manager, PMT secretary and QAC secretary.

Suggested timeframe:

Immediate and ongoing.

Expected result:

Improved accountability, clearer follow-up and stronger evidence of effective governance.

9.3 Quality assurance recommendations

Recommendation 9. Establish a QA corrective action tracker

Issue:

The project has collected substantial QA evidence through the Quality Plan, Quality Report, KPI surveys, workshop feedback and interim quality questionnaire. However, the evidence does not yet show a complete corrective action tracker linking findings to actions.

Rationale:

Quality assurance is strongest when feedback leads to documented improvement. At mid-term, the project has a good QA evidence base, but the quality loop needs to be closed.

Expected action:

Create a QA action tracker recording QA finding, source, risk level, corrective action, responsible person, deadline, progress status, completion evidence and review date.

Responsible actor:

Quality Manager, QAC and PMT.

Suggested timeframe:

Immediate; review at every QAC and PMT meeting.

Expected result:

Clear evidence that QA findings are used for improvement and that risks are actively managed.

Recommendation 10. Improve future feedback instruments by separating satisfaction, learning, application and institutional support

Issue:

Existing feedback evidence is useful, but some instruments focus mainly on general satisfaction or perceptions. Future training and workshop feedback should provide stronger evidence of learning and application.

Rationale:

GreenEdAsia needs to demonstrate not only that participants were satisfied, but that they learned, applied methods, received institutional support and contributed to project outputs.

Expected action:

Revise future feedback tools to include four dimensions: satisfaction with activity quality; learning achieved; intended or actual application in teaching/curriculum/student challenges; and institutional support needed. Include open questions on barriers, evidence of application and follow-up support.

Responsible actor:

Quality Manager, WP3, WP4 and WP5 leaders.

Suggested timeframe:

Before the next major teacher training, student challenge or administrative capacity-building activity.

Expected result:

More useful QA data for assessing effectiveness, application and institutional readiness.

Recommendation 11. Develop deliverable-specific quality review checklists

Issue:

Deliverables differ in purpose and evidence requirements. A general QA approach is useful, but deliverable-specific review tools would improve consistency and quality.

Rationale:

A curriculum, training material package, DBE manual, student challenge report and institutional plan require different quality criteria.

Expected action:

Develop short quality checklists for D2.2, D3.1, D3.2, D3.3, D4.1, D4.2 and D5.2. Each checklist should include completeness, alignment, evidence, stakeholder validation, assessment, usability, sustainability and required annexes.

Responsible actor:

Quality Manager and QAC, with WP leaders.

Suggested timeframe:

Short term, before submission or finalisation of remaining deliverables.

Expected result:

Higher and more consistent deliverable quality, reduced risk of incomplete evidence and stronger final evaluation readiness.

Recommendation 12. Strengthen evidence of competence achievement

Issue:

Curricula and training materials include learning outcomes and assessment references, but rubrics and evidence of competence achievement are still limited.

Rationale:

The project's educational value depends on demonstrating that students and teachers can achieve and apply green transition competences.

Expected action:

Develop rubrics and evidence templates for revised courses, DBE activities and student challenges. Evidence should include student work, teacher assessment, peer/self-reflection, mentor feedback and stakeholder review.

Responsible actor:

WP2, WP3, WP4 and Quality Manager.

Suggested timeframe:

Before curriculum delivery and student challenge implementation.

Expected result:

Stronger evidence of student learning, teacher application and competence-based education.

9.4 Sustainability recommendations

Recommendation 13. Complete institution-specific sustainability and embedding plans

Issue:

D5.2 Institutional Plans for ingraining project results are not yet completed. This is a major sustainability gap at mid-term.

Rationale:

GreenEdAsia results will be sustainable only if they are embedded into institutional curricula, staff development systems, quality assurance mechanisms, student learning processes and partnership structures.

Expected action:

Each partner institution should prepare a management-endorsed sustainability plan covering curriculum embedding, teacher cascading, DBE use, student challenge continuation, industry partnerships, QA integration, dissemination, resources, risks, internal responsibilities and future funding.

Responsible actor:

WP5 Lead and Co-lead, partner institutional managers, Project Coordinator and PMT.

Suggested timeframe:

Medium term, before the final project year and before final evaluation evidence collection.

Expected result:

Clear institutional ownership and practical continuation pathways for GreenEdAsia results.

Recommendation 14. Identify and recognise internal trainers for cascading

Issue:

The project has trained teachers and teacher educators, but institutional cascading mechanisms are not yet formalised.

Rationale:

Pedagogical sustainability depends on local capacity to train additional teachers after the project period.

Expected action:

Each partner institution should identify internal trainers, define their roles, formally recognise their participation, and include them in the D3.3 cascading plan. Trainers should be supported with D3.1 materials, D3.2 manual, sample activities, rubrics and mentoring guidance.

Responsible actor:

WP3 Lead and Co-lead, teacher educator working group and institutional managers.

Suggested timeframe:

Short to medium term.

Expected result:

Increased institutional capacity to sustain student-centred and DBE-based teaching beyond the project.

Recommendation 15. Formalise industry and societal partnerships for student challenges and curriculum relevance

Issue:

Industry and societal engagement is emerging, but documentation of partner roles, feedback and continuation mechanisms remains uneven.

Rationale:

Student challenges and curriculum relevance require stable external collaboration. Partnerships should be documented not only as contacts, but as educational relationships with defined roles.

Expected action:

Prepare partnership records or light MoUs for key industry/societal partners. Each record should specify partner role, challenge topic, expected contribution, mentoring or feedback role, contact person, timeline and potential continuation.

Responsible actor:

WP4 Lead and Co-lead, host institutions and institutional partnership offices.

Suggested timeframe:

Before student challenge implementation.

Expected result:

More reliable learning ecosystems and stronger evidence of stakeholder engagement and sustainability.

Recommendation 16. Transform the project website into a knowledge and evidence hub

Issue:

The project website has been launched and supports visibility, but evidence of reach, updates, accessibility and use remains limited.

Rationale:

For sustainability, the website should not only announce activities; it should provide access to project outputs, learning resources, curriculum examples, dissemination products and post-project knowledge.

Expected action:

Develop a website content and maintenance plan including update responsibilities, analytics, public deliverable repository, news archive, learning resource section, accessibility review and post-project hosting arrangement.

Responsible actor:

WP6 Lead and Co-lead, Project Coordinator and institutional communication teams.

Suggested timeframe:

Medium term and continuing to project end.

Expected result:

A more useful public platform supporting dissemination, uptake and long-term visibility.

9.5 Other recommendations

Recommendation 17. Clarify evidence requirements for final evaluation early

Issue:

Several outcomes, including student challenge results, teacher application, stakeholder feedback and institutional embedding, cannot yet be verified at mid-term.

Rationale:

If evidence requirements are clarified only near the final evaluation, partners may miss the opportunity to collect data during implementation.

Expected action:

Prepare a final evaluation evidence plan listing required evidence for each WP and deliverable. This should include curriculum implementation evidence, student work, assessment results, teacher reflections, mentor feedback, stakeholder feedback, dissemination analytics and institutional adoption records.

Responsible actor:

External evaluator, Quality Manager, PMT and WP leaders.

Suggested timeframe:

Short term, before major WP4 and cascading activities begin.

Expected result:

Better preparedness for final evaluation and stronger evidence of outcomes and impact.

Recommendation 18. Maintain balanced reporting between achievements and limitations

Issue:

The project has made substantial progress, but several deliverables remain incomplete or partially evidenced.

Rationale:

Transparent reporting strengthens credibility and allows the project to demonstrate learning and corrective action rather than overclaiming results.

Expected action:

In future reports, clearly distinguish completed outputs, draft outputs, preparatory evidence, implemented activities, early outcomes and prospective impact. Continue to report delays and mitigation actions openly.

Responsible actor:

Project Manager, Quality Manager and WP leaders.

Suggested timeframe:

Ongoing.

Expected result:

More credible reporting and stronger trust among project stakeholders, funder and external evaluators.

10. Conclusions

The Mid-term External Evaluation concludes that GreenEdAsia is on a credible and substantially progressing implementation trajectory. The project has established a functioning management and quality assurance structure, generated relevant future foresight evidence, produced substantial curriculum revision outputs, initiated teacher education and DBE preparation, started collaborative learning ecosystem planning, implemented management and administrative capacity-building activities, and established dissemination infrastructure. The evaluation also recognises that the implementation sequence has been adjusted: WP3 is not yet fully complete, but other Work Packages have moved forward in parallel. This is acceptable at mid-term, provided that the project now strengthens integration, traceability, quality assurance follow-up and institutional embedding.

The first conclusion concerns the future foresight and curriculum revision process. The evaluation finds that this process is producing a credible foundation for green transition-related education. D2.1 provides relevant competence intelligence through foresight activities, weak-signal work and stakeholder-informed analysis. D2.2 evidence shows that partner institutions have translated green transition themes into revised curricula and courses in circular agriculture, circular bioeconomy, environmental and natural resource management, clean and sustainable energy, renewable energy engineering, BCG Economy, net-zero carbon, energy efficiency, AI and digital technologies. This confirms that the project is moving in the right academic direction. However, the curriculum reform process now requires stronger D2.1-to-D2.2 mapping, formal competence profile matrices, assessment rubrics, stakeholder validation and implementation evidence.

The second conclusion concerns teacher and manager capacity development. The evaluation finds that capacity development is progressing and has created a substantial preparatory base for the implementation of revised curricula through innovative teaching and learning methods. WP3 materials address student-centred learning, competence-based curriculum design, DIANA, DBE, scaffolding, reflection, pedagogical scripting, work-life collaboration and student challenge preparation. WP5 evidence shows that managers and administrative staff have participated in capacity-building activities relevant to institutional development and sustainability. These are important strengths. However, the formal WP3 deliverables remain incomplete. The Training Material, Teacher Manual for DBE and Institutional Cascading Plan must now be consolidated to ensure that teacher development can support actual curriculum implementation, student challenges and institutional scaling.

The third conclusion concerns risks requiring attention before later implementation phases. The evaluation identifies several strategic, operational and quality risks. Strategically, the

main risk is insufficient traceability between foresight, curricula, teacher training, student challenges and institutional sustainability. Operationally, the main risk is fragmented evidence management and uneven documentation across Work Packages. In quality assurance terms, the main risk is that feedback has been collected but not yet systematically converted into corrective action tracking. Pedagogically, the main risk is that student-centred and DBE methods may not be implemented consistently if WP3 outputs remain incomplete. In sustainability terms, the main risk is that institutional embedding may remain weak if D3.3 and D5.2 are not completed with management endorsement, clear resources and monitoring indicators.

The evaluation therefore concludes that GreenEdAsia has achieved a strong mid-term foundation, but the next phase must shift from preparation to consolidation and evidence-based implementation. The highest priorities are to complete WP3 deliverables, strengthen D2.1-to-D2.2 curriculum mapping, develop assessment rubrics, document stakeholder validation, prepare and implement student challenges with clear evidence requirements, complete institutional sustainability plans, improve evidence repositories and close the QA action loop. If these actions are implemented in a timely manner, the project will be well positioned to achieve its intended outcomes by the end of the project period.

Overall professional judgement:

GreenEdAsia is substantially progressing at mid-term. The project has generated credible foundations for green transition-related curriculum reform and has initiated the pedagogical, institutional and dissemination mechanisms needed for implementation. However, the project must now prioritise integration, formalisation, evidence of use and sustainability embedding to ensure that its outputs become lasting institutional results rather than project-level activities only.

11. References

References in this report follow APA 7th author–date style to ensure consistency, traceability and readability across European Commission documents, Erasmus+ quality standards, higher education quality assurance references and GreenEdAsia project documents.

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12. Annexes

The annexes will provide the detailed evidence base supporting the report. Suggested annexes include the evaluation terms of reference, list of documents reviewed, interview list, survey tools, consultation agenda, evaluation matrix, and other issues.

Annex A. Assessment framework

Criteria name	Explanation of the Criteria	Alignment with ESG & AUN-QA	Main evidence sources	Judgement basis
1. Expected Learning Outcomes and Green Transition Competence Profiles	This criterion is adapted from AUN-QA Criterion 1 and assesses whether the GreenEdAsia deliverables clearly define, justify and communicate the expected competences required for circular bioeconomy, renewable energy and the broader green transition. The criterion focuses particularly on whether future foresight results, competence profiles and revised curricula are translated into clear expected learning outcomes that are	The primary AUN-QA alignment is AUN-QA Criterion 1 on Expected Learning Outcomes, especially the requirements that programme learning outcomes are appropriately formulated, aligned with institutional vision and mission, known to stakeholders, reflected in course outcomes, inclusive of both generic and subject-specific competences, responsive to stakeholder requirements, and demonstrably achievable by students. ESG 1.2	The main evidence should include D2.1 Future Scenarios in Collaboration of Green Transition Industry and Education; D2.2 Revised Curriculum Supporting Competence-Based Education; future foresight workshop outputs; PESTE, scenario and backcasting materials where available; competence profiles; stakeholder consultation records; industry and societal partner feedback; curriculum maps; programme and course specifications;	A judgement of fully achieved is appropriate when the deliverables provide clear, measurable and stakeholder-validated expected learning outcomes or competence profiles that are explicitly connected to circular bioeconomy, renewable energy and green transition needs, and when these outcomes are reflected in curriculum documents and related teaching products. A judgement of substantially achieved is appropriate when learning outcomes and competence profiles are generally clear and relevant, but require stronger measurability, course-level mapping, stakeholder validation or communication. A

measurable, stakeholder-informed and aligned with the mission of higher education institutions participating in the project. For the purpose of GreenEdAsia M&E, this criterion does not assess a single degree programme in isolation. Instead, it assesses whether the project's key academic deliverables provide a credible learning-outcome foundation for redesigned curricula, student-centred teaching, student challenges and institutional implementation. A high-quality deliverable under this criterion should demonstrate that the project has moved from broad	is directly relevant because programme design should meet its objectives and intended learning outcomes. ESG 1.7 is relevant because reliable information must be collected and analysed to define these outcomes. ESG 1.9 is relevant because learning outcomes and curricula should respond to the changing needs of students and society. ESG 1.8 is also relevant where learning outcomes and project results are communicated publicly.	learning outcome matrices; skills matrices; records showing how competence profiles were translated into revised curricula; and evidence that expected learning outcomes are communicated to teachers, students, managers and relevant stakeholders.	judgement of partially achieved is appropriate when the deliverables contain general aims or broad competences but do not sufficiently translate them into measurable learning outcomes or curriculum-level requirements. A judgement of not achieved or insufficiently evidenced is appropriate when the project deliverables do not show a credible learning-outcome or competence-profile basis for curriculum reform.
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	sustainability ambitions to specific knowledge, skills and attitudes that students, teachers and institutions are expected to develop.			
2. Programme Structure, Curriculum Content and Constructive Alignment	This criterion is adapted from AUN-QA Criterion 2 and assesses whether the GreenEdAsia curriculum-related deliverables provide a coherent, up-to-date and implementable curriculum structure. The criterion focuses on the quality of the revised curricula, including the relationship between expected learning outcomes, course or module structure, teaching and learning methods, assessment methods, workload,	The primary AUN-QA alignment is AUN-QA Criterion 2 on Programme Structure and Content, especially the requirements that programme and course specifications are comprehensive and up to date, that curriculum design is constructively aligned with expected learning outcomes, that stakeholder feedback is incorporated, that each course's contribution to expected learning outcomes is clear, that courses are	The main evidence should include D2.2 Revised Curriculum Supporting Competence-Based Education; programme specifications; course specifications; curriculum structure diagrams; course sequence or module sequence; curriculum maps; constructive alignment matrices linking expected learning outcomes, teaching methods and assessment methods; workload or credit information; stakeholder feedback records;	A judgement of fully achieved is appropriate when the revised curriculum is coherent, constructively aligned, stakeholder-informed, clearly documented, logically sequenced, workload-aware and ready for or already submitted to formal approval. A judgement of substantially achieved is appropriate when the curriculum is generally coherent and aligned, but still requires minor improvement in course specifications, workload definition, assessment alignment, stakeholder documentation or approval evidence. A judgement of partially achieved is appropriate when the curriculum exists but remains

sequencing and stakeholder relevance. For GreenEdAsia, this criterion is particularly important because D2.2 is one of the central academic deliverables of the project. The revised curriculum should not be judged merely by whether a curriculum document exists. It should be judged by whether the curriculum is constructively aligned, competence-based, relevant to industry and societal needs, and ready for institutional approval and implementation.	logically sequenced, and that the curriculum is periodically reviewed. ESG 1.2 is directly relevant because programmes should be designed and approved through formal processes and should meet their intended objectives. ESG 1.4 is relevant where curriculum implementation affects student progression, recognition or certification. ESG 1.9 is relevant because programmes should be monitored and periodically reviewed. ESG 1.7 is relevant because curriculum review should be evidence-informed.	benchmarking materials; approval process documentation; curriculum review minutes; implementation plans; and evidence that D2.1 Future Scenarios informed the curriculum content and structure.	incomplete, weakly sequenced, insufficiently aligned or not yet linked to a clear approval and implementation pathway. A judgement of not achieved or insufficiently evidenced is appropriate when the revised curriculum is absent, lacks essential structure or cannot be judged as an implementable curriculum product.
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3. Teaching and Learning Approach for Student-C entred Green Education	This criterion is adapted from AUN-QA Criterion 3 and assesses whether the GreenEdAsia deliverables provide a coherent and practical teaching and learning approach for student-centred, competence-based and green transition-oriented education. The criterion evaluates whether the project's pedagogical products support active learning, learning how to learn, creativity, innovation, problem solving, collaboration and application to real-life green transition challenges. It is particularly relevant to the deliverables under WP3 and WP4, because the project aims to	The primary AUN-QA alignment is AUN-QA Criterion 3 on Teaching and Learning Approach, especially the requirements that the educational philosophy is articulated and communicated, reflected in teaching and learning activities, enables students to participate responsibly in the learning process, promotes active learning, supports lifelong learning, encourages creativity and innovation, and is continuously improved. ESG 1.3 is directly relevant because institutions should ensure student-centred learning, teaching and assessment. ESG 1.5 is relevant because	The main evidence should include D3.1 Training Materials; D3.2 Teacher's Manual for DBE; D4.1 Organisational Student-Centred Teaching and Learning Concept Supporting Green Transition; training session plans; teacher assignments; examples of student-centred learning activities; case studies; learning activity designs; challenge-based learning guidance; mentor guidance; feedback from teachers and teacher educators; student challenge briefs; evidence of piloting; and documentation showing how student-centred methods are linked to revised curricula and expected learning outcomes.	A judgement of fully achieved is appropriate when the deliverables provide a clearly articulated, practical and evidence-informed teaching and learning approach that supports student-centred green education and is usable by teachers in curriculum implementation and student challenges. A judgement of substantially achieved is appropriate when the pedagogical approach is generally clear and relevant, but could be strengthened through more practical examples, clearer links to assessment, stronger evidence of use or better adaptation to institutional contexts. A judgement of partially achieved is appropriate when the teaching approach is described in general terms but remains weakly operationalised in training materials, teacher manuals or learning ecosystem concepts. A judgement
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	train teachers and teacher educators, produce training materials and a teacher's manual, and organise collaborative learning through student challenges. The criterion assesses whether the project's teaching approach is pedagogically sound and operationally usable, rather than only conceptually stated.	teachers must be competent to implement the teaching approach. ESG 1.6 is relevant because learning resources and support are required for student-centred learning. ESG 1.9 is relevant because teaching methods should be reviewed and adjusted.		of not achieved or insufficiently evidenced is appropriate when the deliverables do not demonstrate a coherent student-centred teaching and learning approach.
4. Student Assessment, Feedback and Demonstration of Competence Achievement	This criterion is adapted from AUN-QA Criterion 4 and assesses whether the GreenEdAsia deliverables include appropriate approaches for assessing student learning and competence achievement in revised curricula, student-centred teaching and student challenges. The criterion	The primary AUN-QA alignment is AUN-QA Criterion 4 on Student Assessment, especially the requirements that assessment methods are varied, constructively aligned with expected learning outcomes and teaching objectives, communicated to	The main evidence should include assessment components in D2.2 Revised Curriculum; assessment guidance in D3.1 Training Materials and D3.2 Teacher's Manual; student challenge assessment criteria; rubrics; marking schemes; feedback templates; mentor feedback forms; student reflection	A judgement of fully achieved is appropriate when assessment methods are clearly aligned with learning outcomes, transparent, competence-based, rubric-supported, fair and connected to feedback and improvement. A judgement of substantially achieved is appropriate when assessment arrangements are generally appropriate but require further development in

	examines whether assessment methods are aligned with expected learning outcomes, whether assessment criteria and rubrics are transparent, whether feedback mechanisms are included, and whether student performance in real-life or challenge-based learning can be fairly and validly assessed. This criterion is necessary because competence-based education cannot be evaluated only through curriculum statements; it requires valid evidence that students can demonstrate the intended competences.	students, applied consistently, supported by rubrics and marking schemes, valid, reliable, fair, capable of measuring learning outcomes, and continuously reviewed. ESG 1.3 is directly relevant because assessment should reflect student-centred learning and allow students to demonstrate intended learning outcomes. ESG 1.4 is relevant because assessment relates to progression and recognition. ESG 1.9 is relevant because assessment processes should be reviewed and improved. ESG 1.7 is relevant because assessment evidence should be collected and used for	forms; examples of assessed student work where available; pilot evaluation records; evidence of feedback provided to students; and records showing how assessment findings informed curriculum or teaching improvement.	rubrics, feedback processes, consistency, evidence of application or review mechanisms. A judgement of partially achieved is appropriate when assessment is mentioned but remains insufficiently detailed, weakly aligned with competences or not clearly applicable to student challenges and real-life learning. A judgement of not achieved or insufficiently evidenced is appropriate when deliverables do not provide credible assessment methods or evidence for judging student competence achievement.
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		improvement.		
5. Academic Staff Capacity, Teacher Developm ent and Cascading	This criterion is adapted from AUN-QA Criterion 5 and assesses whether the GreenEdAsia deliverables effectively support the professional development of academic staff, teachers and teacher educators. The criterion examines whether teacher training products are needs-based, practice-oriented and aligned with the revised curricula and student-centred teaching methods. It also assesses whether the project has produced a credible cascading mechanism for extending teacher capacity beyond the initial group of trained participants. This criterion is central because	The primary AUN-QA alignment is AUN-QA Criterion 5 on Academic Staff, especially the requirements relating to academic staff competence, appropriate duties, training and development needs, performance support and staff development. ESG 1.5 is directly relevant because institutions should assure the competence of teachers and support their professional development. ESG 1.3 is relevant because student-centred learning depends on teacher capability. ESG 1.1 is relevant because institutional quality culture	The main evidence should include D3.1 Training Materials; D3.2 Teacher's Manual for DBE; D3.3 Institutional Cascading Plan; teacher training agendas; attendance records; teacher assignments; training completion records; pre- and post-training feedback; teacher reflection reports; peer feedback where available; mentor records; evidence of teachers applying new methods in courses or student challenges; lists of trained trainers; cascading plans; institutional staff development plans; and links between teacher development and D5.2 Institutional Plans.	A judgement of fully achieved is appropriate when teacher development deliverables are coherent, practice-oriented, aligned with curriculum reform, supported by evidence of participation and learning, and accompanied by a realistic cascading plan for institutional replication. A judgement of substantially achieved is appropriate when teacher development products are generally strong, but evidence of application, follow-up mentoring, monitoring or institutional scaling requires improvement. A judgement of partially achieved is appropriate when training products exist but are generic, insufficiently linked to curriculum implementation or weakly supported by evidence of teacher learning. A judgement

	GreenEdAsia's curriculum innovation will only become meaningful if academic staff have the capacity and support to implement it.	requires staff responsibility for quality. ESG 1.9 is relevant because teaching practices should be reviewed and improved over time.		of not achieved or insufficiently evidenced is appropriate when the project cannot demonstrate credible academic staff capacity-building or cascading arrangements.
6. Student Support, Learning Ecosystem and Stakeholder Engagement	This criterion is adapted from AUN-QA Criterion 6 and assesses whether the GreenEdAsia deliverables provide adequate mechanisms for supporting students and enabling meaningful engagement with industry and societal stakeholders. In the original AUN-QA framework, Criterion 6 focuses on student support services. In the GreenEdAsia context, this criterion is adapted to include support for	The primary AUN-QA alignment is AUN-QA Criterion 6 on Student Support Services, especially the requirements that student progress, workload and support services are planned, monitored and enhanced, and that support staff competences are appropriate. ESG 1.6 is directly relevant because institutions should provide adequate learning resources and student support. ESG 1.3 is relevant because student-centred learning requires	The main evidence should include D4.1 Organisational Student-Centred Teaching and Learning Concept; D4.2 Article on the Results of Piloting; partnership records; student challenge guidelines; student participation records; mentor arrangements; student guidance documents; student feedback; industry and societal partner feedback; support staff or administrative support records; learning ecosystem	A judgement of fully achieved is appropriate when deliverables demonstrate that students are adequately supported to participate in student-centred and challenge-based learning, and that industry and societal stakeholders are meaningfully engaged in learning design, mentoring, feedback and improvement. A judgement of substantially achieved is appropriate when student support and stakeholder engagement are generally evident, but some aspects of mentoring, feedback analysis, student guidance or partner role clarification need strengthening. A

	students participating in revised curricula, student-centred learning and real-life student challenges. It also covers the support structures needed for collaborative learning with industry and societal partners, including mentoring, guidance, communication, student participation arrangements and stakeholder feedback.	guidance and support. ESG 1.4 is relevant because student participation should be supported by clear procedures. ESG 1.1 and ESG 1.2 are relevant because external stakeholders should be involved in quality assurance and programme design. AUN-QA Criterion 8 is also relevant where stakeholder satisfaction and student outcomes are monitored.	mapping; collaborative workshop outputs; webinar records; and evidence that student and stakeholder feedback informed improvement.	judgement of partially achieved is appropriate when student participation and partnerships exist but support arrangements or stakeholder contributions are weakly documented or inconsistent. A judgement of not achieved or insufficiently evidenced is appropriate when deliverables do not demonstrate credible student support or meaningful stakeholder engagement.
7. Facilities, Digital Infrastructure and Enabling Resources	This criterion is adapted from AUN-QA Criterion 7 and assesses whether the GreenEdAsia deliverables adequately consider the facilities, digital infrastructure and enabling resources required for curriculum implementation,	The primary AUN-QA alignment is AUN-QA Criterion 7 on Facilities and Infrastructure, especially the requirements relating to physical resources, laboratories, equipment, information technology	The main evidence should include D1.1 Project Handbook; D1.2 Quality Plan including Data Management Plan; D6.2 Project Website; project platform records; digital repository structures; training platforms; online workshop records; website update	A judgement of fully achieved is appropriate when deliverables clearly identify and use adequate facilities, digital systems and enabling resources to support project management, curriculum implementation, teacher training, student challenges and dissemination. A judgement of

teacher development, student-centred learning, student challenges, dissemination and project management. In the GreenEdAsia context, this criterion is broader than physical facilities alone. It includes project platforms, digital tools, online learning or collaboration environments, dissemination infrastructure, resource planning and institutional readiness to support green education innovation. The purpose is to determine whether deliverables are implementable in real institutional environments and supported by adequate resources.	systems, digital library, computer and network infrastructure, accessibility, safety and evaluation of facilities. ESG 1.6 is directly relevant because learning resources and student support must be adequate and accessible. ESG 1.7 is relevant because information systems support data management. ESG 1.8 is relevant because public information requires accessible dissemination infrastructure. ESG 1.1 is relevant because institutional quality systems require operational resources.	records; infrastructure references in D2.2 Revised Curriculum; resource requirements in D3.1 Training Materials and D3.2 Teacher's Manual; implementation resource planning in D4.1 Learning Concept and D5.2 Institutional Plans; evidence of access to laboratories, IT systems, online tools, learning materials, mentoring arrangements and dissemination channels.	substantially achieved is appropriate when most required resources are available and documented, but some institutional resource planning, accessibility evidence or infrastructure monitoring could be strengthened. A judgement of partially achieved is appropriate when deliverables assume resources but do not adequately specify, evidence or plan for them. A judgement of not achieved or insufficiently evidenced is appropriate when lack of resource planning or infrastructure evidence creates a significant risk to implementation quality.
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8. Outputs, Outcomes, Dissemination and Sustainability	This criterion is adapted from AUN-QA Criterion 8 and assesses whether the GreenEdAsia deliverables demonstrate achievement of project outputs, early outcomes, stakeholder value, dissemination reach and sustainability potential. It examines whether the project monitors and reports progress against objectively verifiable indicators, whether deliverables are used rather than merely produced, whether results are disseminated clearly and accurately, and whether institutional plans provide a credible pathway for sustaining project outcomes. This criterion is the	The primary AUN-QA alignment is AUN-QA Criterion 8 on Output and Outcomes, especially the requirements relating to output monitoring, outcome achievement, stakeholder satisfaction, employability relevance, research and publication outputs, and benchmarking for improvement. ESG 1.7 is directly relevant because outcome evaluation requires reliable information management. ESG 1.8 is directly relevant because information about activities and programmes should be clear, accurate, up to date and accessible. ESG	The main evidence should include D1.3 Progress Report; indicator tracking tables; deliverable completion records; D4.2 Article on the Results of Piloting; D5.2 Institutional Plans; D6.1 Dissemination and Sustainability Strategy; D6.2 Project Website; publication records; open-access articles; website analytics; dissemination materials; seminar and webinar records; stakeholder feedback; evidence of curriculum approval or adoption; evidence of teacher cascading; partnership continuation plans; records of sustainable	A judgement of fully achieved is appropriate when the deliverables provide credible evidence that outputs have been produced, early outcomes are emerging, stakeholder value is documented, dissemination is active and accessible, and sustainability is supported by realistic institutional plans. A judgement of substantially achieved is appropriate when most outputs are completed and dissemination or sustainability mechanisms are generally credible, but outcome evidence, stakeholder satisfaction data or institutional uptake require further strengthening. A judgement of partially achieved is appropriate when outputs are produced but outcome evidence is weak, dissemination is limited or sustainability planning is largely aspirational. A judgement of not
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	final integrative standard because it assesses the extent to which the deliverables collectively contribute to GreenEdAsia's intended results.	1.9 is relevant because monitoring and review should lead to continuous improvement. ESG 1.10 is relevant because external quality assurance should verify effectiveness and support improvement. ESG 1.1 is relevant because sustainability requires institutional ownership and strategic management.	practices; new project proposal records; and evidence that recommendations or lessons learned are used for improvement.	achieved or insufficiently evidenced is appropriate when deliverables do not demonstrate progress toward intended outputs, outcomes, dissemination or sustainability.
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Annex B. Detailed assessment

B.1 MS1 Future Foresight Workshops

- **Primary finding:**

MS1 Future Foresight Workshops was implemented as a structured and methodologically credible milestone during the GreenEdAsia kick-off week at HCMUTE in February 2025. The workshop included green transition and industry-oriented inputs, PESTEL analysis, weak signals, trends/megatrends, scenario composition and scenario selection. It generated relevant foresight evidence for circular bioeconomy, renewable energy, digitalisation, policy change, waste management, biotechnology, sustainable agriculture, green workforce skills and curriculum reform. However, the evidence is stronger as a workshop process and raw foresight-data milestone than as a completed competence-profile and curriculum-alignment product.

- **Supplementary finding:**

MS1 shows meaningful stakeholder orientation and use of enabling digital infrastructure, especially through industry-related presentations, transdisciplinary framing and the Orchidea weak-signal dataset. It also has clear potential to inform WP3 teacher training and WP4 student-centred challenges. However, the outputs are not yet sufficiently synthesised, validated or mapped. There is no final competence profile matrix, no systematic stakeholder validation record, no cleaned and clustered foresight dataset, and no explicit mapping from MS1 outputs to D2.1 scenarios or D2.2 revised curricula.

- **Judgement:**

Substantially achieved. MS1 met its core milestone requirement by implementing the future foresight workshops and producing meaningful foresight content. It is not judged as fully achieved because the workshop outputs still need to be consolidated into validated competence profiles, scenario narratives, backcasting outputs and curriculum-mapping tools before they can function as a fully operational basis for curriculum revision.

- **Recommendation:**

The project should prepare a formal MS1 Foresight Synthesis Report, clean and cluster the Orchidea weak-signal data, develop a Green Transition Competence Profile Matrix, validate the competence areas with industry, government, students, alumni and community stakeholders, and create a foresight-to-curriculum mapping matrix linking MS1 results to D2.1, D2.2, WP3 teacher training and WP4 student challenges.

B.2 MS2 Project Mid-Term Reporting

- **Primary finding:**

MS2 Project Mid-Term Reporting has been prepared as a structured and generally credible interim reporting document covering the first 18 months of GreenEdAsia. It reports progress across WP1–WP6, including governance, quality assurance, future foresight, curriculum redesign, teacher training, industry partner mapping, student challenge preparation, administrative capacity-building, dissemination and sustainability. Strong evidence includes 13 PMT meetings, six QAC meetings, Advisory Board establishment, external evaluator selection, 40 teachers/teacher educators trained, 73 administrative staff involved in webinars, and active WP6 dissemination. However, the report still contains placeholder sections and lacks some key management tools.

- **Supplementary finding:**

MS2 provides useful evidence on competence-profile development, curriculum drafting, student-centred pedagogy, DBE training, partnership mapping and early sustainability planning. It is transparent about delays and challenges, including curriculum approval delays, postponed follow-up teacher training, Advisory Board meeting delays and limited external stakeholder feedback. However, the report remains stronger as a descriptive progress document than as a fully evidence-based management tool. It does not yet include a consolidated evidence matrix, risk register, corrective action tracker, detailed financial narrative, impact analysis or systematic external stakeholder validation.

- **Judgement:**

Substantially achieved. MS2 meets the main purpose of a mid-term reporting milestone by consolidating substantial implementation progress and identifying issues transparently. It is not judged as fully achieved because several critical sections remain incomplete and the report needs stronger evidence traceability, financial analysis, risk management, corrective action tracking, sustainability planning and external stakeholder evidence.

- **Recommendation:**

The project should finalise all placeholder sections, prepare an MS2 evidence matrix, create a formal risk register and corrective action tracker, strengthen financial and impact reporting, expand sustainability analysis, regularise Advisory Board meetings, add a deliverable/milestone status table, improve external stakeholder feedback collection, and use the report as a management response tool for the second half of implementation.

B.3 D1.1 Project Handbook

- **Primary finding:**

D1.1 Project Handbook is a relevant and useful foundational management document. It clearly presents the project objectives, consortium structure, Work Packages, task timelines, milestones, deliverables, governance bodies, reporting procedures and documentation templates. It provides a practical basis for coordinating GreenEdAsia and monitoring outputs across curriculum revision, teacher development, industry collaboration, student challenges, institutional capacity-building and dissemination. However, some management components remain underdeveloped, especially quality assurance, continuous monitoring, risk management, corrective action tracking, evidence requirements, data management and cross-deliverable dependency mapping.

- **Supplementary finding:**

The Handbook provides a credible planning basis for stakeholder engagement, curriculum revision and student-centred implementation. It links future foresight to curriculum redesign, teacher training, industry and societal partnerships, student challenges and institutional sustainability. However, it does not yet explain in sufficient operational detail how stakeholder engagement, student support, mentor preparation, curriculum alignment, learning outcomes, assessment evidence and approval evidence will be documented and quality-assured.

- **Judgement:**

Substantially achieved. D1.1 has fulfilled its core function as a project management handbook and is fit for purpose as a working reference document. It is not judged as fully achieved because several operational sections remain incomplete or insufficiently detailed, particularly QA, monitoring, risk management, data management, evidence traceability and editorial consistency.

- **Recommendation:**

The Handbook should be updated with stronger operational tools, including version control, expanded QA procedures, a risk register, corrective action tracker, cross-deliverable dependency matrix, minimum evidence requirements by Work Package, clearer data management rules, an evidence submission calendar, clarified Advisory Board procedures, dissemination/sustainability monitoring, and corrected inconsistencies in leadership, contact details and terminology.

B.4 D1.2 Quality Plan including Data Management Plan

- **Primary finding:**

D1.2 Quality Plan including Data Management Plan provides a relevant and coherent quality assurance framework for GreenEdAsia. It defines QA purpose, roles and responsibilities, PMT/QAC/Advisory Board functions, PDCA

methodology, external evaluation arrangements, data collection methods, KPIs, deliverables, milestones and a quality activity timeline. It is a useful project-level tool for monitoring implementation, reporting, feedback and evidence collection. However, it remains insufficiently operational in several areas: deliverable-specific review criteria are missing, KPIs are mainly quantitative, risk management is not developed into a risk register, corrective actions are not tracked through a formal mechanism, and some Data Management Plan sections remain incomplete.

- **Supplementary finding:**

D1.2 provides a useful basis for monitoring curriculum revision, teacher training, student challenges, stakeholder feedback and institutional sustainability. It recognises the need for feedback surveys, reflections, peer assessment, curriculum pilot feedback, student challenge feedback and industry partner questionnaires. However, it does not yet define sufficiently specific educational quality indicators for green transition competence profiles, constructive alignment, student-centred teaching, assessment of competence achievement, teacher application of DBE methods, stakeholder relevance or institutionalisation.

- **Judgement:**

Substantially achieved. The deliverable has been produced and is fit for purpose as an early-stage Quality Plan and Data Management Plan. It establishes the core quality system and monitoring structure, but it is not yet fully achieved because important operational tools, qualitative indicators, risk and corrective action mechanisms, stakeholder feedback procedures and DMP details still need strengthening.

- **Recommendation:**

The project should update D1.2 with deliverable-specific quality rubrics, qualitative indicators, a formal risk register, a corrective action tracker, completed DMP sections on interoperability, data security and resources, clearer distinction between closed data and open outputs, concrete dates for TBA quality activities, stronger stakeholder feedback procedures, and explicit QA tools for curriculum review, teacher development, student challenges, dissemination and sustainability monitoring.

B.6 D2.1 Future Scenarios

- **Primary finding:**

D2.1 Future Scenarios provides a credible and useful foresight foundation for curriculum revision in GreenEdAsia. It applies a structured process including PESTEL analysis, weak signals, scenario/backcasting activities, online follow-up and stakeholder interviews. The strongest contribution is that the project recognised

the initial foresight outputs were too broad and then strengthened the process through interviews with industry, government, education, research, community and business stakeholders. The resulting competence areas are relevant to circular bioeconomy and green transition, including biomass energy, biofuel, waste-to-value technologies, smart farming, AI/IoT, ESG, carbon credit, sustainable agriculture, biotechnology, digital platforms, entrepreneurship and policy/regulatory competences. However, the deliverable does not yet present fully developed future scenario narratives, a formal competence profile matrix, detailed stakeholder methodology or explicit mapping from foresight results to revised curricula.

- **Supplementary finding:**

D2.1 shows strong stakeholder relevance and sustainability potential. It provides useful input for curriculum relevance, employability, industry collaboration, student challenges and design-based learning. The identified competence areas can support later WP2 curriculum revision, WP3 teacher training and WP4 learning ecosystem development. However, stakeholder engagement evidence remains insufficiently documented, especially regarding interview sample size, selection criteria, analysis method, validation process and whether students or alumni were involved. The sustainability value of D2.1 will depend on clear evidence that its findings are actually used in D2.2 curriculum revision and later teaching and learning activities.

- **Judgement:**

Substantially achieved. D2.1 has fulfilled its main purpose by producing a relevant, stakeholder-informed and future-oriented competence foundation for circular bioeconomy curriculum reform. It is not judged as fully achieved because the scenario component, competence profile structure, methodology documentation, stakeholder validation and curriculum mapping remain incomplete.

- **Recommendation:**

D2.1 should be strengthened by adding clear future scenario narratives, a formal competence profile matrix, competence statements by domain, a D2.1-to-D2.2 curriculum mapping table, fuller stakeholder interview methodology, stakeholder validation evidence, clearer synthesis of PESTEL and weak-signal findings, visible backcasting logic, and partner-specific annexes showing how each institution will use the competence findings in revised curricula, teaching methods and assessment.

B.7 D2.2 Revised Curriculum

- **Primary finding:**

D2.2 shows substantial curriculum revision across the three reviewed institutions. DThU revised Agronomy and Land Management with strong CBE relevance, especially the formally approved 2025 Land Management curriculum and the

CBE-integrated compulsory RE4010 course, while Agronomy includes a well-designed Circular Agriculture course but has inconsistency about whether it is compulsory or alternative/elective. HCMUTE provides strong evidence for Environmental Engineering Technology through compulsory Circular Bioeconomy and elective Clean and Sustainable Energy, and a strategic Renewable Energy Engineering draft covering renewable energy, GHG inventory, digital energy systems, decarbonisation and thematic pathways. RMUTL presents a comprehensive doctoral Mechanical Engineering curriculum with BCG Economy orientation, strong PLOs, green engineering courses, industry-based research and doctoral progression, but final approval evidence remains incomplete.

- **Supplementary finding:**

The curricula show promising movement toward student-centred, practice-oriented and stakeholder-relevant green education through fieldwork, practicum, group projects, DBE/project-based learning, company-based problems, industry seminars, internships, doctoral research and applied sustainability topics. However, common gaps remain: assessment rubrics are often referenced but not attached; stakeholder validation is not sufficiently documented; teacher readiness evidence is limited; and implementation evidence such as student work, feedback, pilot results or partner comments is not yet available.

- **Judgement:**

Substantially achieved. The three institutions have produced credible and relevant curriculum revisions aligned with GreenEdAsia's objectives on circular bioeconomy, renewable energy, sustainability, competence-based education and green transition. The judgement is not "Fully achieved" because the evidence still lacks complete D2.1-to-D2.2 mapping, full assessment rubrics, stakeholder validation, teacher preparation records, implementation evidence, and in some cases clarification of course status or final institutional approval.

- **Recommendation:**

The project should prepare institution-level D2.1-to-D2.2 mapping matrices, clarify approval and implementation status for all revised curricula and courses, attach detailed competence-based rubrics, document stakeholder validation, strengthen teacher readiness plans, and collect implementation evidence once courses are delivered. Each institution should also show how revised curricula connect to WP3 teacher training and WP4 student challenges, so that curriculum revision becomes traceable, accessible and demonstrably embedded in student-centred green transition learning.

B.8 D3.1 Training Material

- **Primary finding:**

D3.1 Training Materials has a strong preparatory evidence base for teacher and teacher-educator development. The materials cover student-centred learning, socio-constructive and sociocultural learning, DIANA model, authentic/dialogical learning, Design-Based Education, workplace collaboration, curriculum writing, competence objectives, assessment criteria, reflection and student-challenge preparation. They are clearly aligned with WP3's purpose of supporting student-centred, competence-based and practice-oriented teaching for green transition education. However, the materials are still dispersed across separate files and have not yet been consolidated into a formal, quality-assured and reusable D3.1 training-material package.

- **Supplementary finding:**

The materials provide useful guidance for constructive alignment, including learning objectives, assessment criteria, Bloom's taxonomy, pedagogical scripting, peer/self-assessment and reflection. They also link teacher training to WP2 competence profiles and future student challenges. However, D3.1 does not yet include a complete training curriculum with sequenced modules, explicit teacher learning outcomes, facilitator guidance, participant tasks, assessment rubrics, feedback tools, evidence of participant learning or clear institutional adaptation guidance.

- **Judgement:**

Partially achieved. The project has developed substantial and relevant training resources, but the formal D3.1 deliverable has not yet been issued as a consolidated, structured and quality-assured package. The gap is therefore not the absence of pedagogical content, but the absence of a complete deliverable format that can be consistently reused and evaluated across partner institutions.

- **Recommendation:**

The project should consolidate all D3.1 materials into one formal package with cover page, version control, table of contents, training purpose, target users, teacher competences, module sequence, session plans, facilitator guidance, participant tasks, assessment tools, feedback forms and evidence requirements. It should also include an alignment matrix linking D3.1 to D3.2, D3.3 and WP4 student challenges, and attach examples of teacher learning designs, reflections, peer feedback and workshop feedback analysis.

B.9 D3.2 Teacher Manual for DBE

- **Primary finding:**

D3.2 Teacher's Manual for DBE is currently at a preparatory stage. The formal manual has not yet been produced, submitted or validated, but the project has generated credible inputs for it, including DBE materials, student-centred learning resources, pedagogical models, curriculum-writing guidance, reflection templates and student-challenge preparation materials. These inputs provide a strong conceptual foundation around socio-constructivist learning, authentic challenges, learner agency, teamwork, design thinking, work-life orientation, sustainability and innovation competences. However, they are still dispersed and have not yet been organised into a practical manual with chapters, step-by-step guidance, examples, templates and quality-assurance procedures.

- **Supplementary finding:**

The available evidence supports future development of DBE assessment, student support and institutional replication, but these elements are not yet operationalised. The materials include useful principles on competence objectives, constructive alignment, Bloom's taxonomy, assessment criteria and student challenges. However, the manual does not yet include DBE-specific rubrics, self/peer assessment forms, mentor feedback tools, prototype assessment criteria, student support guidance, industry-partner engagement procedures, localisation guidance or evidence that teachers outside the initial group can independently use the manual.

- **Judgement:**

Partially achieved. The project has made meaningful preparatory progress through a DBE working group, benchmarking, teacher training outputs and relevant pedagogical resources. However, the formal D3.2 manual does not yet exist as a consolidated, usable and quality-assured deliverable, so the missing elements are more than minor.

- **Recommendation:**

The project should develop a complete DBE manual with an approved table of contents, practical implementation model, teacher/student roles, authentic challenge design guidance, industry and societal partner engagement, facilitation methods, assessment rubrics, feedback tools, mentoring and student-support guidance, contextualisation notes, examples from GreenEdAsia practice, version control and quality review. The draft manual should be piloted with teachers, revised based on feedback, and explicitly linked to D3.3 institutional cascading, WP4 student challenges and long-term sustainability.

B.10 D3.3 Institutional Cascading Plan

- **Primary finding:**

D3.3 Institutional Cascading Plan is currently at a preparatory stage. The formal cascading plan has not yet been produced, submitted or validated, but the project has created relevant foundations: the first teacher-training cycle has been implemented, teacher educators and teachers have worked with student-centred and DBE methods, initial pedagogical materials have been developed, pilot implementation has begun, feedback is being considered, and a cascading working group has been established. However, there is not yet a complete plan defining target teachers, trainers, institutional responsibilities, timelines, training content, resources, monitoring indicators or institutional endorsement.

- **Supplementary finding:**

The project has useful enabling conditions for cascading, including online tools, shared platforms, training materials, digital learning environments and preparation for student challenges. Cascading is also conceptually linked to student-centred learning, industry-linked challenges and institutional sustainability. However, the evidence does not yet show how future training will support teachers in mentoring student teams, managing diverse student backgrounds, coordinating with industry partners, collecting feedback or connecting D3.3 with D5.2 institutional plans.

- **Judgement:**

Partially achieved. The project has made credible preparatory progress, but the formal D3.3 deliverable does not yet exist as an operational institutional cascading plan. The missing elements are substantial, not minor, because the plan still lacks a structured train-the-trainer model, institution-level targets, resource planning, quality monitoring and evidence of implementation beyond the initial trained group.

- **Recommendation:**

The project should develop a common D3.3 cascading-plan template for all partner institutions, define a clear train-the-trainer model, set targets for trainers and teachers to be trained, identify priority departments and courses, specify use of D3.1 and D3.2 materials, include resources and digital infrastructure, establish monitoring and feedback tools, link cascading to WP4 student challenges and D5.2 institutional plans, obtain management endorsement, and pilot the cascading plan before final submission.

B.11 D4.1 Organisational Student-Centred Teaching and Learning

- **Primary finding:**

D4.1 Organisational Student-Centred Teaching and Learning Concept is currently at a strong preparatory stage, but the formal concept document has not yet been issued.

The project has produced meaningful evidence through the April 2026 WP4 workshop, DBE model testing, field visits to sustainability sites, partner mapping, gallery-walk reflection and initial student-challenge planning. These activities show clear alignment with student-centred, challenge-based and work-life-oriented green transition education. However, the evidence remains activity-based and has not yet been consolidated into a transferable organisational model with defined learning cycle, stakeholder roles, student support, resources, assessment links and institutional adoption pathway.

- **Supplementary finding:**

The available evidence shows strong potential for linking D4.1 to green-transition competences, revised curricula and stakeholder ecosystems. The project has identified authentic contexts in renewable energy, biogas, zero-waste production, water treatment, waste recycling, circular economy and ESG-related issues, and partner institutions have mapped relevant industry and societal partners. However, the concept does not yet specify measurable student learning outcomes, curriculum embedding, credit/workload arrangements, mentor procedures, partner feedback tools, fieldwork risk management, student inclusion arrangements or evidence from implemented student challenges.

- **Judgement:**

Partially achieved. The project has made credible and substantial preparatory progress, but D4.1 is not yet available as a formal, approved and operational concept. The missing elements are significant because the current evidence does not yet provide a complete model that partner institutions can use to organise, implement, assess and sustain student-centred learning ecosystems.

- **Recommendation:**

The project should consolidate WP4 evidence into a formal D4.1 concept document with a clear organisational model for challenge-based learning, stakeholder role descriptions, student support and mentoring framework, curriculum-linking guidance, assessment rubrics, partner/student feedback templates, resource and infrastructure requirements, institutional adaptation guidance and monitoring mechanisms. The draft concept should be tested through forthcoming student challenges and revised based on student, teacher, mentor and stakeholder feedback.

B.12 D4.2 Article on the Results of Piloting

- **Primary finding:**

D4.2 Article on the Results of Piloting is currently **not yet available as a formal GreenEdAsia piloting-results article**. The project has produced relevant publication-oriented evidence on circular economy education, community

participation, wastewater management, composting and applied sustainability, but these publications do not yet synthesize actual WP4 pilot results. They demonstrate academic relevance and publication capacity, especially through the Circular Economy Escape Room design, Chao Phraya River conservation research and wastewater-composting research. However, they do not yet report student challenge implementation, student learning evidence, mentor records, partner feedback or lessons learned from GreenEdAsia piloting.

- **Supplementary finding:**

The available evidence is useful as a thematic and methodological foundation for the future D4.2 article. It supports student-centred green education, circular economy learning, community engagement and applied sustainability contexts. However, evidence remains weak regarding competence assessment, student feedback, teacher/mentor learning, stakeholder value, assessment rubrics and demonstration of student competence achievement. Therefore, the current publications should be treated as supporting resources, not as substitutes for the formal D4.2 deliverable.

- **Judgement:**

Partially achieved. The project has generated credible preparatory publication evidence, but the formal D4.2 article has not yet been issued and no coherent draft directly reports WP4 piloting results. The gap is substantial because D4.2 should specifically document pilot design, implementation, student outputs, learning outcomes, mentoring, partner feedback, assessment evidence and lessons learned.

- **Recommendation:**

The project should develop a dedicated D4.2 article outline and collect evidence from actual WP4 pilots and student challenges, including challenge briefs, student outputs, participation records, reflections, mentor logs, teacher feedback, partner feedback and assessment results. The final article should clearly report pilot methodology, student learning outcomes, stakeholder value, lessons learned, limitations and implications for scaling, and should be explicitly linked to D4.1 organisational concept and D5.2 institutional sustainability plans.

B.13 D5.1 Managers Study Visit to UBU

- **Primary finding:**

D5.1 Managers Study Visit to UBU is a complete and credible activity deliverable. The study visit was implemented from 5–9 May 2025 at Universidad de Burgos and addressed key GreenEdAsia reform themes, including green transition, student-centred and competence-based education, teaching innovation, future foresight, education–society–industry collaboration, internationalisation, quality

assurance and teacher development. The programme exposed managers to practical institutional examples such as Atapuerca, Pradorey Vineyard and Hiperbaric, helping them understand how universities can connect teaching, research, industry collaboration, internships, innovation and sustainability.

- **Supplementary finding:**

The study visit strongly supported management awareness of student-centred ecosystems and stakeholder engagement. It introduced models of university–industry–society collaboration, digital and foresight tools such as Orchidea and Padlet, and modern educational products such as MOOCs, microcredentials and digital open badges. However, the deliverable does not yet show how partner institutions will translate these examples into concrete student support, mentoring, curriculum integration, resource planning, digital infrastructure or institutional implementation measures.

- **Judgement:**

Substantially achieved. D5.1 has been produced, the activity was implemented, participation and programme content are documented, and participant feedback indicates improved role clarity, with Southeast Asian participants rating this at 4.3/5. It is not judged as fully achieved because evidence of post-visit institutional application remains limited, especially action plans, management commitments, resource allocation and follow-up links to D5.2 institutional plans.

- **Recommendation:**

The project should strengthen D5.1 with a follow-up evidence annex, including participant lists, workshop outputs, Padlet records, deeper feedback analysis, manager learning outcomes and partner-level action notes. Each institution should document how UBU study-visit lessons will inform D5.2, including support for revised curricula, teacher development, industry collaboration, future foresight, student-centred learning environments, digital tools and long-term institutional sustainability.

B.14 D5.2 Institutional Plans for Ingraining the GreenEdAsia Project Results

- **Primary finding:**

D5.2 Institutional Plans for Ingraining the GreenEdAsia Project Results is still at a preparatory stage. The formal institutional plans have not yet been issued, but the project has started relevant sustainability-oriented capacity building through the WP5 administrative staff programme. Evidence includes orientation, baseline study, funding-instrument training, grant-writing webinar, assignment-based learning, Moodle-based resource management and planned mentoring. These activities strengthen administrative capacity for external funding, proposal development,

project coordination, governance and long-term institutional development. However, they remain capacity-building evidence rather than completed institutional plans.

- **Supplementary finding:**

The project has useful enabling conditions for future institutionalisation, including digital learning infrastructure, Moodle resources, structured assignments and training materials on funding logic, SMART objectives, outputs, outcomes, impacts, dissemination and exploitation. However, there is not yet evidence of partner-specific resource plans, management endorsement, staff-time allocation, monitoring systems, student-support mechanisms, stakeholder-engagement arrangements or clear links to sustaining revised curricula, DBE, student challenges and learning ecosystems after the project.

- **Judgement:**

Partially achieved. The project has made meaningful preparatory progress, but D5.2 has not yet been produced as a formal deliverable. It is not substantially achieved because there are no institution-specific plans with objectives, responsibilities, resources, timelines, indicators, approval evidence or monitoring arrangements.

- **Recommendation:**

The project should develop a common D5.2 institutional plan template and require each partner to prepare a plan covering WP2 curriculum results, WP3 teacher training and cascading, WP4 student-centred learning ecosystem, WP5 administrative capacity and WP6 dissemination/sustainability. Each plan should include SMART objectives, responsible units, resources, timelines, monitoring indicators, management endorsement, evidence requirements, and at least one future funding or project-development pathway linked to GreenEdAsia sustainability.

B.15 D6.1 Dissemination and Sustainability Strategy

- **Primary finding:**

D6.1 Dissemination and Sustainability Strategy has been produced as a formal and credible WP6 deliverable. It provides a structured framework covering project context, policy alignment, consortium information, communication objectives, partner responsibilities, target groups, performance indicators, visual identity, EU visibility rules, communication activities, channels, exploitable results and sustainability measures. The strategy is well aligned with GreenEdAsia's objective of supporting higher education for green transition in Vietnam and Thailand. However, it remains relatively high-level and does not yet include detailed

operational tools such as partner-level content plans, approval workflows, analytics arrangements, editorial calendar or evidence repository.

- **Supplementary finding:**

D6.1 identifies relevant stakeholder groups, including students, lecturers, managers, administrative staff, policy makers, industry, communities and academic networks. It also recognises the website, publications, learning materials, institutional integration plans and industry-engaged teaching models as exploitable results. However, the strategy is stronger on one-way dissemination than two-way stakeholder engagement. It does not yet define feedback mechanisms, target-group-specific communication pathways, deliverable-to-dissemination mapping, or concrete sustainability responsibilities linked to D3.3 and D5.2.

- **Judgement:**

Substantially achieved. D6.1 exists as a submitted strategy and includes most core components required for dissemination and sustainability planning. It is not judged as fully achieved because important elements remain insufficiently operationalised, especially KPI monitoring, stakeholder feedback, target-group segmentation, partner-channel completion, analytics, publication planning, evidence management and concrete sustainability arrangements.

- **Recommendation:**

The project should update D6.1 into a monitored implementation plan with a live KPI dashboard, target-group segmentation, completed partner communication channels, deliverable-to-dissemination matrix, stakeholder feedback mechanisms, content-quality assurance process, publication plan, dissemination evidence repository and concrete sustainability responsibilities for maintaining project results, website, learning materials, industry collaboration and future project-development actions.

B.16 D6.2 Project Website

- **Primary finding:**

D6.2 Project Website has been produced and submitted as a formal deliverable. The GreenEdAsia website is documented as an operational public dissemination platform hosted by HCMUTE, with a clear project URL, EU visibility, project and partner logos, core project information, consortium details, project activities, dissemination information, contact information and initial public deliverables. This shows that the project has established the basic digital infrastructure required for WP6 dissemination. However, the website is still at an early development stage and does not yet show full evidence of regular updating, analytics, accessibility

verification, legal-page visibility or comprehensive publication of WP2–WP5 results.

- **Supplementary finding:**

The website supports public information and basic stakeholder transparency by presenting the partner network, activity updates, deliverables and links to wider dissemination channels. It has potential to become a central knowledge hub for competence profiles, revised curricula, teacher training materials, DBE manual, student challenge outputs, institutional plans and publications. However, the current evidence mainly shows one-way dissemination. Interactive engagement functions such as feedback forms, newsletter subscription, event registration, stakeholder inquiry forms, student challenge pages or partner-interest mechanisms are not yet evidenced.

- **Judgement:**

Substantially achieved. D6.2 meets the core requirement of establishing and documenting the project website as a public dissemination platform. It is not judged as fully achieved because the evidence does not yet demonstrate mature website management, content completeness, stakeholder engagement, analytics monitoring, accessibility compliance, legal-page operation or post-project maintenance arrangements.

- **Recommendation:**

The project should develop a website update and management plan with clear partner responsibilities, content-review workflow, deliverable repository structure, analytics reporting, accessibility checks, legal/privacy page verification, stakeholder engagement tools, target-group navigation, partner-channel link checking and post-project maintenance arrangements. The website should progressively publish substantive outputs from WP2 to WP5 and become a monitored, accessible and stakeholder-oriented GreenEdAsia knowledge hub.

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