



In cooperation with



## FOREST21 - 21st Century Climate-Smart Forestry Education for Livelihood and Sustainability in South Africa

### Quality Plan



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## Project and document information

Table 1: Project and Document Information

Item	Value
Project Number	123
Project Acronym	FOREST21
Project Title	FOREST21 - 21st Century Climate-Smart Forestry Education for Livelihood and Sustainability in South Africa
Start Date of Project	Date
End Date of Project	Date
Call	Call for Proposals 2020 - EAC/A02/2019
Program	KA2 – Cooperation for innovation and the exchange of good practices – Capacity Building in the field of Higher Education
Deliverable Type	XXXcccccc
Delverable Ref No.	1289727
Due Date	Date
Actual Submission Date	Date
Final Revision No.	1.0
Dissemination Level	PU
Lead Coordinator	XXXX xxxxx
Contact Details	Adress: Phone: Mail
Finanical Coordinator	YYYY yyyyyy
Contact Details	Adress: Phone: Mail:
Abstract	This is an abstract that must describe and summarize the project and this document.
Keyword	Forest21, Forest Eduaciton, Forest Training, Problem-Based Learning

## Version History

Table 2: Version History

Version	Status
0.1	Initial draft

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## Executive Summary

The scope of this Quality Plan is to provide a reference point for all quality work undertaken during the FOREST21 project, and to ensure effective and goal-oriented collaboration. It is developed in the scope of Work Package 3.1: “PAR-Quality Plan (QP) prepared and Quality Platform established.”

This Quality Plan details how the quality aspect is taken into account in the different processes and activities in the FOREST21 project. Its ultimate aim is to secure that the objectives of the project are reached to the stakeholders’ expectations and within the resources available to the project. The quality work in FOREST21 is integrated into all work carried out in the project - through planning, assurance, control and improvement.

- Quality Management refers to the total work of all partners to assure the timely and budgetary attainment of the desired project outcomes.
- Quality Planning involves stating guidelines and templates for meetings, deliverable and publications.
- Quality Assurance focuses on responsibilities and management reporting.
- Quality Control refers to internal and external review and reporting procedures.
- Quality Improvement states how feedback is implemented through risk management and continuous quality work

The Quality Plan is effective throughout the project. It is subject to improvement and revisions by the Project Management Team, based on evaluation from the Advisory Board or the participating and associated project partners.

## List of Abbreviations



## **Lists of Contributors**

# 1 Introduction

## 1.1 About FOREST21

FOREST21 is a joint project for strengthening capacity in South African higher education in forestry. The project is implemented in collaboration of five higher education institutions (HEIs) in South Africa that have forestry curricula or will start teaching forestry.

Promoting climate-smart forestry and entrepreneurial innovativeness in forestry education will lead to job creation as well as mitigation of climate change. FOREST21 is implemented through reforming the curricula in forestry entrepreneurship education to equip graduates with problem-solving skills, an entrepreneurial mindset and climate-smart thinking.

Problem-based learning (PBL) methods and students-centred teaching are in the centre of the project. Students learn through solving real-life business challenges on the field in international teams. FOREST21 requires close collaboration with the industrial sector as well as teachers and the managerial staff in partner HEIs to find the practices in the local context.

## 1.2 Project Description

In South Africa, the forestry sector is increasingly seen as a critical sector for (i) livelihood development, given the simultaneous youth population bulge and high unemployment rates, as well as for (ii) the addressing of global sustainability challenges, given the potential of forestry to advance South Africa's National Climate Change Adaptation Plan (2018). Given this dual importance, Higher Education Institutions (HEIs) should naturally take a lead in preparing graduates to create sustainability-aligned economic opportunities. Yet, forestry HEIs in South Africa have constrained capacity to prepare graduates for post-school careers. These shortcomings exist for sector-specific knowledge on sustainable forestry practices, as well as for the entrepreneurial skills needed to leverage forestry opportunities. Given the importance of addressing these shortcomings, this project will involve collaboration between Finnish, Norwegian, and South African HEIs to develop the forestry-related curricula of South African HEIs, so that graduates are holistically equipped to sustainably leverage forestry for livelihood development.

The project will address:

- Increasing levels of unemployment in South Africa.

According to Statistics SA, South Africa experiences around 32.5% unemployment rate (stats sa, 2021). Youth are the most vulnerable in the South African labour market, with even university graduates in this age group having an unemployment rate of 31.0%. Forestry-related entrepreneurship can provide a partial solution to this problem, as young people have enormous potential for innovation and risk-taking, which can produce start-ups employing many people. To fully realize these opportunities embedded in forestry, HEIs should use their curricula to produce inquisitive graduates who can think in new ways, and who have the courage to meet and adapt to the challenges facing them an entrepreneurial mindset that is simultaneously mindful of sustainability.

- Foresters mitigating climate change.

Forests are critical for global ecosystems and carbon balances, especially because of their potential to sequester carbon in forests. In its 2009 Forest Sector Charter, South Africa officially recognized

its massive potential to sequester carbon through new afforestation of about 100 000 hectares (Forest Strategy 2009-2030). Yet, this potential has not been exploited, sustainability has not entered the mainstream of South African Forestry, and forestry graduates have not internalized the importance, benefits, and necessity of integrating sustainability into forestry. To address this shortcoming, climate-smart forestry will seek new ways of producing, using, and repurposing traditional forestry products like wood products, pulp, paperboard, and paper. This will include teaching forestry students the principles of the circular economy, of sustainable forestry management, and the potential of new innovative wood-based bioproducts. The overarching goal will be to not just lower the environmental impact of current forestry practices, but to leverage forestry management to increase the sequestration of carbon.

- Foresters of 21st century, education shortcomings, and new teaching methods

There is substantial discrepancy between what the forestry industry in South Africa sees as the key skills for future foresters, and what is being taught in HEIs offering forestry. Several research papers highlight this (Längin & Ackerman, 2008; Mgaga & Scholes, 2019). The higher education thus needs innovative approaches to develop 21st century foresters. To do this, South African HEIs will embrace teaching methods that not only improve information retention, but also allow students to learn how to solve real work problems. FOREST21 aims to assist a paradigm shift from teacher-centered knowledge sharing to the model where student create knowledge together for themselves (knowledge co-creation through discovery). In parallel, forestry HEIs will increase their curricula offerings on climate adaptation, and mainstream climate issues in core courses. Furthermore, HEIs need to recognize that they can serve as regional/local hubs for communities and business actors for creating, testing and disseminating knowledge and adaptation strategies.

- Developing Entrepreneurial Mindsets

21st century foresters need more than just forestry knowledge. Indeed, to leverage this knowledge effectively, they need an entrepreneurial mindset. This mindset will allow HEI graduates to identify, develop, exploit, and grow sustainability-related forestry opportunities, either through starting new ventures or through “intrapreneurship” in existing ventures. However, South African HEI’s currently do little to develop these mindsets. As such, this project will work to develop entrepreneurial skills such as business plan development, while also focusing on the “softer” side of entrepreneurship so that graduates see entrepreneurship as a viable and beneficial employment pathway.

- Forestry HEIs working together

South African universities offering forestry currently do not work together. The mentality of working in silos has for a long-time been discouraged by industry government, but no change has been seen because there has not been a real opportunity for the HEIs to work together. Moreover, industry partners have sporadic cooperation with HEIs.

However, this project will provide an opportunity for all forestry companies to work with all forestry HEIs. FOREST21 is unique as all existing, and two future, forestry HEIs are part of the consortia. Also, key stakeholders and governmental actors have committed to the project to create a framework for an impactful delivery.

### 1.2.1 Target Groups

All partner HEIs have similar direct and indirect target groups with similar needs; thus target group identification and their needs analysis are presented jointly for all the Partner HEIs. The direct

target groups: (i) students needing real-world relevant education, and (ii) HEIs needing to have the competence to deliver this.

- The current **forestry graduates** are not equipped with skills and competencies to perform as expected in the world of work. This is one reason for the high unemployment of graduates. In addition, because the entrepreneurship curricula do not give entrepreneurial skills, graduates do not start businesses of their own. This means that forestry-sector potential is not utilized in societal development. Further, climate change and environmental challenges put pressure on forestry graduates' competences; they are to understand and to act through forestry for sustainability. Forestry21 aims to tackle the issue of curricula content and implementation relevancy in three of the Partner HEIs who will upgrade the current courses and in the two Partner HEIs will open new BSc forestry courses.
- **Partner HEIs** have recognised the capacity gaps in curricula content and delivery methodology in their work to produce sustainable learning outcomes to support wealth creation and environmental sustainability. In South Africa, there are only random short courses on professional pedagogics available, and teachers have not been able to benefit training on how to plan and deliver curricula in a sustainable way. Forestry is the key leverage point for environmental sustainability and therefore needs to be integrated into the new and upgraded curricula.
- **The university-industry partnership** is weak in all partner HEIs. To equip the graduates with work-life relevant skills and competences requires companies and NGOs/CBOs to be part of the learning ecosystem. Cooperation practises needs to be jointly developed and tested and after that institutionalized. Education governance needs good practises and research-based understanding on sustainable teaching and learning for the HEI quality enhancement.

### 1.2.2 Expected Project Outcome

- **Work-life responsive Climate Smart Forestry Curricula:** The curricula content is to meet the expectations of the world of work: students to be equipped with domain and metacognitive knowledge and skills to be attractive for employers, thus to be able to fulfil their respective mandates when employed. For this, graduates need (i) entrepreneurial mindset and practical entrepreneur competence which would even encourage them to establish businesses of their own and (ii) comprehensive competencies for climate change mitigation through forestry.
- **Skills development:** The partner HEI entrepreneurship curricula are concentrating on the knowledge component of competence, and the two other competence components - skills, and attitude development are both ignored. For entrepreneurial mindset building and expertise in environmental protection, skills development is crucial. The fundamental principle of competence is that competence only exists when all three parts of competence (knowing-doing-being) are present. The knowledge component is the easiest one to develop, and the skills development, where the learner applies the theory into practice, is the most challenging one. The being domain (attitude) naturally follows the skills component development; when being able to do, one develops self-confidence, the trust in him/herself and the right attitude to the work
- **Authentic learning environment:** The skills development is not possible without real-life experiences. The authentic learning environment is critical for internalizing both climate-smart forestry and sustainability. The collaborative learning ecosystem where forestry community, industry and communities are part of the learning and teaching process, is a motivating and

transformative way of learning. In challenge-driven learning, students are invited to read and analyse the problem scenario, absorb and analyse information, work in teams to use creativeness and innovation, develop possible actions and present the findings. In this self-directive learning process, students take responsibility for their own learning and the teacher serves as a resource to the student teams. The skills development increases students' competitiveness in the world of work and relevance to the labour market. Also, it develops students' domain-specific knowledge and their understanding of their professional identity. For the challenge-owners the collaborative learning ecosystem brings benefits as well; at its best, they get innovative and creative solutions and in every case, they get new members to their community of practice.

- **21st-century skills:** Students of today are preparing themselves to the world of work which is constantly changing and different tomorrow than today. The domain-specific knowledge is not enough for the graduates to be qualified to meet the requirement of the future world of work. 21st-century skills emphasise critical thinking & problem solving, innovativeness & creativeness and teamwork & communication, leadership skills, self-directiveness, cross-cultural and diversity competences, lifelong learning skills and high work ethics. All of these are topics the curricula must contain. The collaborative skills development process with real-life cases contributes to developing all these metacognitive competences of future professionals.

### 1.2.3 Wider Objective

Despite the huge potential, South Africa (SA) is having challenges to create forestry-based jobs and wealth. At the same time strong forestry expertise is needed to fulfill the national climate change/carbon commitments. One very critical reason for the forestry-sector not meeting its expectations in societal and environmental development is that the skills and competences of HEI forestry-graduates do not match the requirements of the world of work. Changing this situation requires:

- Cooperation between academia and societal/industry partners
- A new approach in HEIs for producing the new and critical competencies
- HEIs to be equipped with 21st century forestry competences

The wider objective for FOREST21 is thus defined as:

STRENGTHENING SOUTH AFRICAN FORESTRY HEIS CAPACITY TO PROVIDE WORK-LIFE RELEVANT AND INCLUSIVE HIGHER EDUCATION FOR SOCIETAL AND ENVIRONMENTAL DEVELOPMENT.

Table 3: Wider Objective

Indicators	Measurement
Increased role of HEIs in climate change dialogue, innovation and societal impact	Public and private resources
Recognized expert role of teachers	Diversified career opportunities for recognized expert teachers

Indicators	Measurement
Improved employment and widened career opportunities of graduates	Publicity (interviews, presentations, expert opinions) Employment statistics

#### 1.2.4 Specific Objectives

OBJECTIVE 1: UTILIZATION OF NEW CLIMATE SMART FORESTRY CURRICULA WITH INCORPORATION OF ENTREPRENEURIAL SKILLS AND METACOGNITIVE COMPETENCES.

Table 4: Specific Objective 1

Indicators	Measurement	Risks	Mitigation
Number of new/updated courses integrated in partner universities	Project progress reports Workshop statistics	Commitment from university leadership and policy makers	Open, incl face-to-face, communication and actively involving HEIs management and academic leaders
Number of teachers and faculty trained in climate smart forestry courses	Self-assessments Student feedback reports	Interest and motivation of teachers and faculty Students active participation	Teachers and faculty staff Students
Increased knowledge of teachers on climate-smart forestry			
Student satisfaction on courses			

OBJECTIVE 2: IMPROVED STUDENT-CENTERED TEACHING AND LEARNING METHODS BY INTRODUCING PROBLEM-BASED LEARNING.

Table 5: Specific Objective 2

Indicators	Measurement	Risks	Mitigation
Number of teachers /faculty staff trained in PBL methodology	Lists of training participants	Personal engagement and motivation of teachers/faculty staff	Guidance and support from project management and associate partners
Number of students trained following PBL methods	Course statistics	Change of staff during the project	Support and guidance to teachers/faculty staff in the transformation processes
Increased pedagogical practices of teachers/faculty staff	Staff capacity assessment reports	Students readiness and motivation for new learning practices	Sharing information for institutionalizing new competences and practices
Graduates increased innovation and problem-solving skills	Student feedback reports	Delays in production of PBL training materials	Mentoring and coaching of students
New training materials developed	Course performance evaluation	Commitment and active involvement of societal/industry partners	Active quality management
	Printed and digital teaching materials		
	Case study reports and feedback from case-owners		

OBJECTIVE 3: ACTIVELY COOPERATING NETWORK-BASED LEARNING ECOSYSTEM WITH ACADEMIA AND SOCIETAL/INDUSTRY PARTNERS IN SOUTH AFRICAN CONTEXT.

Table 6: Specific Objective 3

Indicators	Measurement	Risks	Mitigation
Number of collaboratively implemented field challenges	University records	HEIs and teachers' capacity and interest to develop expertise for industry cooperation	Active dialogue on the cooperation benefits
Number of collaborating partnerships	Discussions and reports	Education authorities' commitment to network-based learning	Active dialogue with HEIs leadership, associate partners and education authorities
Feedback from the partners on the relevance of the cooperation			Sharing knowledge and experiences
Feedback from education policy authorities			

OBJECTIVE 4: STRENGTHENED HEI CAPACITY TO FURTHER CONTEXTUALIZE AND DEVELOP CURRICULA, PEDAGOGICAL METHODOLOGY AND LEARNING ECOSYSTEMS THROUGH NATIONAL AND INTERNATIONAL PARTNERSHIPS.

Table 7: Specific Objective 4

Indicators	Measurement	Risks	Mitigation
Forestry21 teacher network created and active	Network activity HEIs strategies and policies	Teachers commitment and limited time resources	Encouraging active participation of individuals
Further development of curricula incorporated in HEIs strategies	Experiences of teachers, faculty staff and management	Resources for network management	Participatory project management encourages to cooperation
Mechanism established to continue collaboration within South African HEIs	Publications, articles Cooperation MoUs and partnership agreements	Continuous commitment and cooperation of HEIs, authorities and industry stakeholders	Dissemination of best practices
Number of publications and articles			
Cooperation mechanisms set up for national and international partnerships			

### 1.2.5 Project Coordinator

### 1.2.6 Participating Organizations

Table 8: Participating Organizations

Institution	Abbr	Description
Fort Cox Agriculture and Forestry Training Institute	Fort Cox	Established in 1930, the only SA institution offering Diplomas in Forestry; visions is to be the leading center in sustainable agriculture and forestry by providing quality education and training in agriculture and forestry, by engaging to applied research and community outreach with final objective to improve livelihood in SA.
Nelson Mandela University	NMU	Roots back to 1911, when the oldest forestry campus of SA was established to Tokai near Cape Town. Today NMU, after several mergers and name changes, has a proud tradition of excellence and service to the forestry industry.
Tschwane University of Technology	TUT	Established in 2003 through several mergers; defines itself as a people's university that makes knowledge work. Strategic Plan 2020-25 wants TUT learning to become a continuum of creation, innovation and technology transfer to serve the communities; to find authentic and enduring solutions to communities' most pressing problems.



Institution	Abbr	Description
Stellenbosch University	SU	The oldest university in South Africa; received full university status in 1918. SU wants to be research-intensive university which attracts outstanding students, employ talented staff and provide a world-class environment; a place connected to the world, while enriching and transforming local, continental and global communities.
University of Venda	UNIVEN	Opened in 1982 to cater for the then Homeland of Venda; since its establishment, the UNIVEN has experienced tremendous growth and change and to date the university has established itself as a national asset through its niche on problem oriented, project-based curriculum with a strength in nurturing under prepared students into nationally competitive graduates.
Häme University of Applied Sciences	HAMK	Häme University of Applied Sciences (HAMK) is a multidisciplinary, workplace-orientated higher education institution. HAMK offers 27 Bachelor's degree programmes, 10 Master's degree programmes and professional teacher education. Ten of the degree programmes are taught in English.
Inland Norway University of Applied Sciences	INN	INN is a result of the 2017 merger of two academic institutions with long traditions. It now runs 6 campuses with a total of 16,000 students on a vast range of study programs, including 4 PhD programs.
Aalto University	Aalto	By merging three leading Finnish universities in 2010, Aalto was founded to work as a societally embedded research university. In a short space of time, Aalto University has since become a forerunner in our key areas. We are renowned for our sense of community and culture of entrepreneurship and innovation.

### 1.2.7 Associated Partners

See Appendix for associated partners.

### 1.2.8 Project Characteristics

### 1.2.9 Work Packages

Table 9: Work Packages

WP	Lead	Co_Lead	Content
WP1	SU	NMU	Foundation for paradigm change FOREST21 Curricula with entrepreneurship competence + soft skills integration. Creation of joint understanding PBL + Climate Smart Forestry Curricula and build HEI ownership to the transformation.
WP2	NMU	TUT, UNIVEN, Aalto	Trainings on PBL-method and contextualizing it through field-challenges; knowledge creation of climate smart forestry; setting up structures for the project sustainability and further methodological development.

WP	Lead	Co_Lead	Content
WP3	INN	SU, UNIVEN, Fort Cox	PAR-based quality assurance of the project implementation and management.
WP4	TUT	Fort Cox, SU	Dissemination and exploitation; project information
WP5	HAMK		Functional and participatory project management structures

**1.2.9.1 Work Package 1** WP1 Preparations aims to create a coherent and joint understanding of key issues of the project: - contextualizable PBL-methodology as the new paradigm for the curricula new/contextualised curricula development, - integration of the climate change mitigation and environmental sustainability in the forestry curricula as the forestry and trees are the key to environmental sustainability. - importance of mainstreaming entrepreneurship and soft skills into the curricula - HBRA/gender in forestry curricula and curricula implementation

This joint understanding guides the curricula development/revision work in the Partner HEIs. The joint understanding is created through mapping of the current situation in HEIs (pedagogics and climate-smart forestry competence), by understanding the needs of the employers (societal actors, industry, world-of-work), by collecting the expectations of the education governance in regional/local/national levels. The baseline mapping will also hear students views on curricula content and implementation.

Analytical findings of the Feasibility Study are the baseline for FOREST21 action: curricula development work and pedagogical/PBL and climate-smart forestry trainings. The Curricula Development Workshop discusses the findings and paves way for the HEI work in revising the existing curricula or developing new curricula to meet the needs of 21st century.

Table 10: WP 1 - Activities

Activities	Time
Feasibility Study on PBL /pedagogical competence and knowledge on climate smart forestry to define the Partner HEIs' institutional and individual gaps and stakeholder mapping. Incl. HBRA/Gender.	Report prepared; time 1-9/21.
Curricula development workshop to set up the contextualized PBL frame, FOREST21 Curricula methodology & development and training needs collaborative learning ecosystem building (community of praxis). European partners will share their knowledge of competence-bases methods. Following the workshop, the adaptation of PBL to the new FOREST21 Curricula/development of new PBL-based curricula is done.	9/21
Curricula developed (2) and up-graded (5): all Partner HEIs.	Accredited by end of 2022.

Table 11: WP 1 - Details

Indicators	Measurement	Risks	Mitigation
Feasibility study on current competences and knowledge needs on individual and institutional levels	Feasibility study report Project progress reports Course descriptions	HEIs faculty commitment and participation in the survey Involvement of students to the feasibility study	Awareness creation among key stakeholders Transparent and participatory working methods to create and keep commitment and ownership to the project
Number of new/revised courses	Course accreditation data Assessment reports	HEIs faculty and management commitment in course development and accreditation	Support of associate partners Clear selection processes to workshops and trainings
Number of courses accredited in partner HEIs	Workshop reports	Personal interest and engagement of teachers/staff	Awareness creation among key stakeholders
Capacity assessments during curricula development workshop		Interest and commitment of societal/industry partners	
Key stakeholders identified			

**1.2.9.2 Work Package 2** PBL-based teaching requires collaboration with societal and industry partners. The main risk of the capacity development on PBL methodology is related to collaboration with the external partners (entrepreneur & business community, societal partners, NGOs) and to the ability to recognise and select suitable pilot student challenges. The external collaboration partners need to understand their role in the teaching process right, this meaning that collaboration is win-win situation where the industry gains the innovative solutions of the students to their development challenges. Industry cases need to be on the right scale and the industry needs to level their expectations right; students may produce applicable solutions/innovations, but results may remain also weaker. Anyway, the industry gets networks to their future employees. Industry stakeholders also need to be ready to give time and travel to participate to facilitate the student fieldwork from their part.

The other risk is related to the international work teams. Scheduling and communication may cause challenges. Lessons learned to mitigate this risk is that student cases their schedules need to have flexibility and on the other hand, reflection and well-planned guidance of is needed.

One more risk is that PBL based student- cantered practises are too far from South African context and does not root the cultural system. Also, the HEI traditional practises and teachers' work management might become a constraint for the PBL methodology. Regarding development of climate-smart forestry curricula, HEI management and teachers' commitment to learning new things is critical. However, this should not be a big risk because the preparation process has created commitment and HEI teams for the project have been established.

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WP2 includes:

- peer-to-peer teacher/faculty training on (i) climate-smart forestry and (ii) PBL-based teaching

- & learning and curricula development;
- contextualisation PBL-methodology through students' field challenges; and
- preparation of toolkit and setting up a network for the further competence and methodology development work.

Table 12: WP 2 - Activities

Activities	Time
Pedagogical training workshop I and II: teaching methods (PBL, ODL), guidance on students' field cases and competence-based assessment, collaborative learning ecosystem building, field challenge preparation.	Number of Partner HEI staff/faculty trained 50, number of Programme country trainers 12. 2/22 UNIVEN and NMU 9/22
Climate Smart Forestry workshop: Associate Partner participation encouraged (own cost)	Number of Partner HEI staff/faculty trained 25, number of Programme country trainers 8. 5/22
Web-based support for pedagogical and climate smart forestry development provided. All partners before and after capacity building workshops.	By 1/22-8/22
Pedagogical and climate smart forestry workshop training materials developed, incl. digi.	By 8/22.
Establishment of societal/industry partnerships (min 5/Partner): all Partner HEIs.	By 11/22
Student challenges (total 195 students): Students from all Project countries participate and based on the interest of students and needs of the case, diverse student teams are formed. Field challenges are organized in unison with the PBL- workshops to save in travel costs. Student challenges are built and formulated around the Partner HEIs local partnerships. Teachers and faculty staff from all partners supervise jointly the challenges and fieldwork.	All Partner HEI: Total number of Partner country students 150, Programme country students 45. 2-3/22, 9-10/22, 2-3/23
PBL-FOREST21 Teacher Manual prepared: all partners	By 8/23
PBL-FOREST21 Network with min. 50 members established	By 8/23

Table 13: WP 2 - Details

Indicators	Measurement	Risks	Mitigation
Feasibility study on current competences and knowledge needs on individual and institutional levels	Feasibility study report Project progress reports Course descriptions	HEIs faculty commitment and participation in the survey Involvement of students to the feasibility study	Awareness creation among key stakeholders Transparent and participatory working methods to create and keep commitment and ownership to the project
Number of new/revised courses	Course accreditation data Assessment reports	HEIs faculty and management commitment in course development and accreditation	Support of associate partners Clear selection processes to workshops and trainings
Number of courses accredited in partner HEIs	Workshop reports	Personal interest and engagement of teachers/staff	Awareness creation among key stakeholders
Capacity assessments during curricula development workshop		Interest and commitment of societal/industry partners	
Key stakeholders identified			

**1.2.9.3 Work Package 3** Many of the PBL methods are new to partner HEI staff. This novelty aspect has to be taken into consideration; to teach through learning-by-doing challenge based and the paradigm shift on teachers' role (teacher-led to student-centered) requires change in mindset and new skills from not only from faculty but also from students and external partners. The transformation to adapt the new methodology and collaborative teaching arrangements requires time and this is how the project is built: collaboration process support gradual competence development and when the process moves forwards, more responsibility is given for self-geared actions. The evaluation process has to capture the true sense of this holistic capacity building process, which is based on planning, taking action, reflecting and starting the transformation cycle anew. Also, the true nature of quality assurance is to be a tool helping to find the right way to reach the objectives, and this has to be understood well by all partners: aim is to identify the gaps and needs and the final objective of quality data collection is to give guidance for the capacity building process. Quality assurance is an internal process which requires commitment and openness.

Table 14: WP 3 - Activities

Activities	Time
PAR-Quality Plan (QP) prepared and Quality Platform set up. QP defines scheduled quality assurance activities with objectives, roles, and responsibilities. Included HBRA/Gender Action Plan + Check list. Quality Management Platform used for data collection and reporting.	By 8/21
Quality data collection and analysis.	2-3/22 and 6-7/23
Web-based support for pedagogical and climate smart forestry development provided. All partners before and after capacity building workshops.	9/23

Activities	Time
Project QP and process used to upgrade Partner HEIs' education quality management	By 8/22.

Table 15: WP 3 - Details

Indicators	Measurement	Risks	Mitigation
Quality plan in place		Project supports good models for quality	Adequate planning, reflection, learning and taking action
Data collected and analyzed		monitoring, evaluation and learning	
Quality plan followed			
Feedback from faculty			

**1.2.9.4 Work Package 4** Dissemination is embedded to FOREST21 and it is done continuously as the project moves forward but actions intensify towards the end of the project when there is synthesis of lessons-learned available to be shared with wider community and education decision makers. Continuous dissemination seeks to raise interest to paradigm change of forestry education. After each phase of development cycle, outcomes and outputs are disseminated. Partner HEI teaching staff and students have active role in dissemination to share on peer-to-peer bases. Dissemination and exploitation are led by TUT in cooperation with Fort Cox and SU. Forestry South Africa (FSA) is willing and committed to coordinate the dissemination activities from their capacity. FSA is also willing to provide extra financial resources to make sure the dissemination is effective. The FSA contribution will be discussed annually.

In the beginning of the project, Dissemination and Exploitation Plan (DEP) will be detail the channels used, target groups, activities and roles and responsibilities in institutional, national, regional and international level. TUT Local Coordinator will act as the DEP Manager. Under DEP Manager guidance, the DEP Plan is prepared together with dissemination Core Team and the Project Management Team (PMT).

Projects direct target groups are students and teaching staff of the partner HEIs. Industrial/societal partners are also an important group to be aware to the project activities. Commitment of the partner HEIs management to support and enable the paradigm shift is crucial. The trained teachers will act as change agents inside the partner HEIs to exploit the project results. For the exploitation on national level as well as on the regional level, the HEI community, including students, staff and management are the key group for dissemination. In addition, the education and business governance in national and regional are to be included to the dissemination, because they are the enablers of project results upscaling.

With exploitation, the project results are put into practise in the partner HEIs, and in national and regional as well as international level. The exploitation of FOREST21 includes:

- Scaling up of the PBL in course/subject descriptions in partner HEIs, and in national and regional level (entrepreneurship courses/subjects, and upon time also in other courses/subjects);

- Scaling up the PBL delivery methodology through the trained teaching staff acting as change agents in their own HEIs and through the PBL expert network in national and regional level;
- Deepening the industry/societal partner cooperation to other industry-university collaboration (e.g. development and research activities) based on the collaboration established during the student pilots/challenges; and
- Development of PBL based capacity building training modules/products in the European HEIs

Table 16: WP 4 - Activities

Activities	Time
Dissemination & Exploitation Plan (DEP) developed; Covers time from the project start beyond project exit. DEP guides dissemination during and at the end of the Project SMART indicators prepared and used for measuring D&E efficiency D&E Manager with Partners	by 8/21
Internal Project information channels and working platforms established and in function, incl. HEIs students' and staffs' information	1/21-12/23
Forestry South Africa (FSA) and Associate Partners heavily involved and support	21-12/23 and beyond the Project exits
Project information to key stakeholders	
Publications (min 5) and conference papers (min 5)	by 11/23
Final seminar: to present the Project results to a broader audience including public and private forestry sector, NGOs, student communities, and national & regional education managers	9/23

Table 17: WP 4 - Details

Indicators	Measurement	Risks	Mitigation
Dissemination and exploitation plan in place and action	Project progress reports Monitoring and evaluation reports	Appropriate quality of dissemination materials and actions	Timely dissemination and adequate resources by partner HEIs
Use of project website, social media, brochures, leaflets, newsletters			FSA's strong supporting role in SA dissemination
Meetings, personal communication			
Publications, presentations			
Final workshop organized			

**1.2.9.5 Work Package 5** FOREST21 management follows the structures of similar projects implemented by HAMK. The Project management structure is based on the one guided by HAMK

internal Quality Process and well-tested in various international projects.

FOREST21 is based on equality of partners, transparency, and dialogue. Management practises have to support and encourage this. Project management is subject to monitoring and evaluation.

Project management is led by Häme University of Applied Sciences (HAMK). This includes overall project coordination, country-specific coordination, and financial management.

Table 18: WP 5 - Activities

Activities	Time
Setting up the project modalities: LCs, Project Management Team, Advisory Board, partnership agreements signed. Project Management Guidelines incl. finance, prepared & project management practices developed	
Kick-off meeting organised	3/21
Mid-term review and Final evaluation + audit	5-7/22 and 9-12/23
Interim and Final reports	

Table 19: WP 5 - Details

Indicators	Measurement	Risks	Mitigation
Project Management Team (PBT), Project Advisory Board (PAB), needs-based core teams working	Project progress reports	Ability for cross-cultural team working and co-creation	Jointly agreed work methods
	Minutes of meetings		
	Management guideline		Flexibility to tackle emerging issues and needs
	Kick-off workshop report		
	Mid-term review, final evaluation, audit reports		
	Interim and final reports		

### 1.2.10 Regulatory Framework and References

### 1.2.11 Structure for Project Work and Cooperation

FOREST21 is based on equal cooperation, dialogue, and transparency, which builds trust and common understanding between partners. Thus, continuous open communication takes place in digital platforms (also between the management groups). Internal communication happens in closed project web-platforms, emails and online. External communication, sharing outputs/results, happens on the project web page, events, and web page following the D&E Plan.

There are four levels of management:



### 1. Project Advisory Board (PAB)

The PAB conducts strategic monitoring and decision making. Each partner organization assigns one member. The chair rotates among the partner HEIs. Associate partners participate with nominated representatives.

The PAB will meet twice a year; one face-to-face and one online. Additional meetings can be scheduled if necessary.

### 2. Project Management Team (PMT)

The PMT conducts the daily administration and reporting. Each partner organization appoints a Local Coordinator (LC). The PMT is chaired by HAMK.

The PMT will meet five times in addition to the workshops. Online meetings in between other meetings to secure meetings every three months as a minimum.

The PMT are responsible for the overall management of the project, and in particular conduct oversight of the quality and dissemination processes. The PMT will issue progress reports based on inputs from the Quality Manager every six months or upon request from the PAB.

### 3. Core Teams (CT)

Core teams form under the guidance of the PMT and conducts specific work on selected topics, as pedagogics, quality, curriculum, and dissemination and exploitation.

### 4. Individual Partner / LC

All partners are responsible for their respective assignment of tasks in the different work packages. The LC coordinates the local management and implementation process, and secures timely progress reporting (every four months) to HAMK. The LC must secure coordination between the WP and CT leaders and their institution.

#### 1.2.12 Organogram

#### 1.2.13 Overall Timeline

See Appendix for detailed Work Plans.

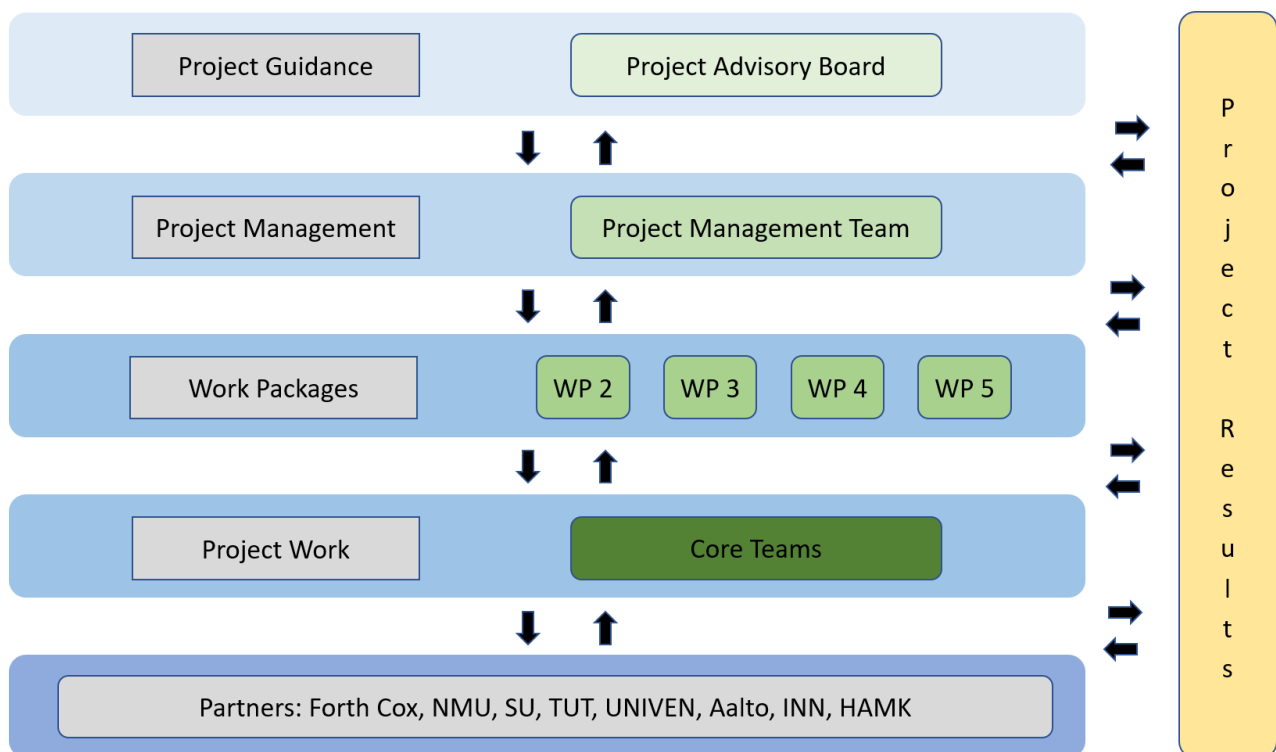


Figure 1: Organogram

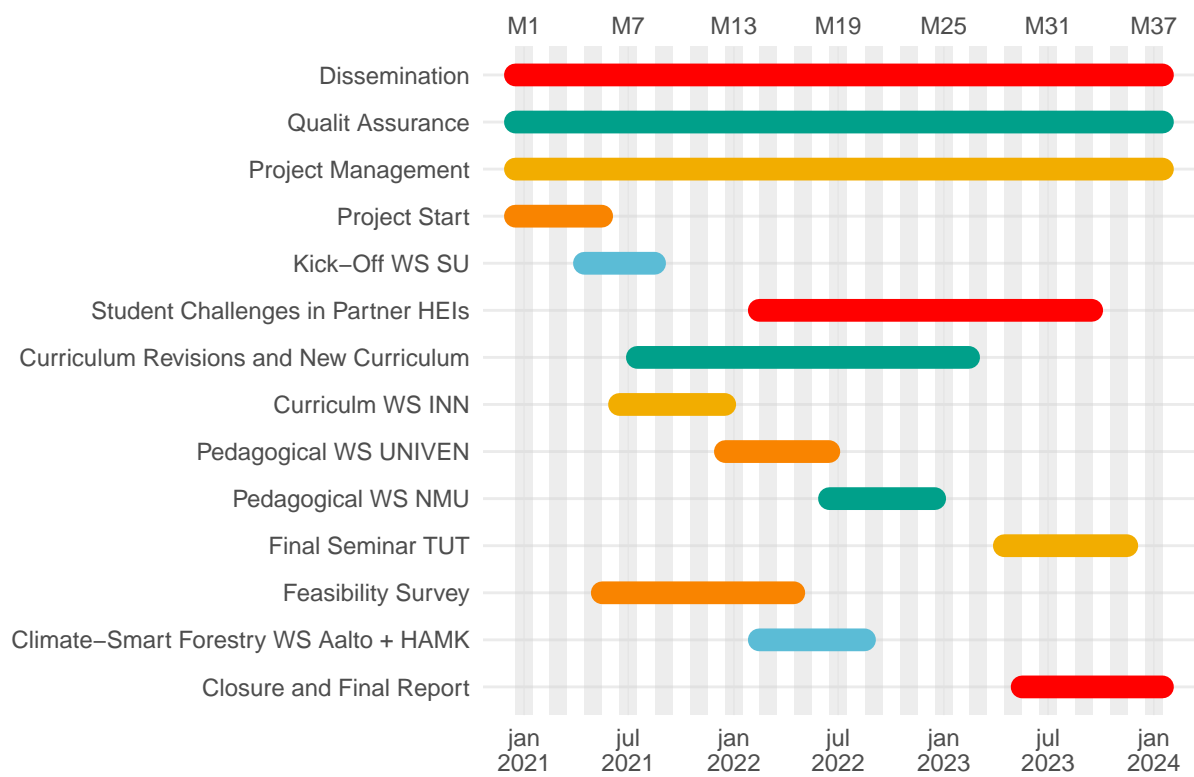


Figure 2: Timeline

### 1.2.14 Expected Tangible Results

Tangible results of FOREST21 are the following:

- SU: Updated curriculum for BSc Forestry and Natural Resource Sciences
- Fort Cox: New forestry curriculum: Advanced Diploma in Forestry Management
- NMU: Updated curriculum for
  - BSc Honours in Natural Resource Management (NQF Level 8)
  - BSc Honours in Natural Resource Management (NQF Level 7)
- TUT: New curriculum: Forestry Management
- UNIVEN: Updated curriculum: Bachelor of Science in Forestry
- Number of trained/trainers/students:
  - Pedagogical training: Number of teaching staff/faculty trained: 50
  - Number of Programme Country HEI trainers: 12
  - Climate-smart forestry training: Number of teaching staff/faculty trained: 25
  - Number of students participating to the methodology contextualization/field challenges: 195 total
- Industry Partnerships signed: Each Partner HEI to sign min. 5 societal/industry partnerships (total 25)
- Reports and publications
  - Feasibility study Report
  - PBL-FORESTRY21 Teacher Training Manual (best practices)
  - Min. 5 peer reviewed papers and min. 5 conference papers published
- Network established: PBL-FORESTRY21 Expert Network with min. 50 members established and in function

## 1.3 Definitions

### 1.3.1 Quality Management

IN THIS PROJECT, QUALITY MANAGEMENT (QM) IS THE PROCESS OF OVERSEEING ALL ACTIVITIES IN THE PROJECT TO SECURE THAT THE DESIRED SCOPE AND CHARACTERISTICS OF THE OUTCOME ARE CONSISTENT WITH EXPECTATIONS AND ALLOCATED RESOURCES. QM THUS INVOLVES DETERMINATION OF QUALITY POLICY, QUALITY PLANNING, QUALITY ASSURANCE, QUALITY CONTROL AND QUALITY IMPROVEMENT [ROSE2006].

### 1.3.2 Quality Planning

QUALITY PLANINNG IS DEFINED AS THE PROCESS OF DETERMINING IMPORTANT FACTORS IN FOREST21, AND HOW THE PROJECT, THROUGH PARTNERS' ACTIVITIES AND THE PROJECT ORGANIZATION, WILL MEET THOSE FACTORS.

### 1.3.3 Quality Assurance

QUALITY ASSURANCE IS AN ONGOING EFFORT TO ADDRESS IMPROVEMENTS OF THE DELIVERABLES OVER TIME THROUGH SMALL, INCREMENTAL CHANGES OR THROUGH SYSTEM-LEVEL CHANGES IF SO NEEDED. THE DATA COLLECTION TIMELINE FOLLOWS THE CYCLES OF WPs. QUALITY ASSURANCE RELEATES TO HOW PROCESSES ARE PERFORMED AND HOW PROJECT DELIVERABLES ARE MADE.

### 1.3.4 Quality Control

QUALITY CONTROL IS THE PART OF QUALITY MANAGEMENT THAT IS FOCUSED ON FULFILLING ALL PROJECT QUALITY REQUIREMENTS AND EVALUATING WHETHER DELIVERABLES MEET THE DEFINED QUALITY. QUALITY CONTROL REVIEWS THE FACTORS INVOLVED IN THE PRODUCTION OF THE PROJECT'S OUTCOME AND THE RESULTS ITSELF.

## **2 Quality Management Strategy (QMS)**

The guiding principles of the project's QMS are openness, transparency, co-creation, initiative-taking of everyone and collaboration of all partners as well as shared leadership are the core principles of FOREST21.

On its part, the project's quality management process creates space for everyone to excel through everyone's active role, empowerment, and ownership. This extends to the role of students, who following the key principle of PBL, are given a sense of ownership of their personal learning process. The project activities are strongly linked to each other, each activity builds on the previous one and contributes to the next, following the cycle model of development.

The detailed Quality Plan (QP) is developed to specify the practices, tools, and techniques to be applied in the quality management process to ensure that the Project will constantly strive towards the set objectives regarding the project's scope, schedule and cost and takes corrective action timely. The comprehensive QP includes detailed indicators and schedules, data collection plans, metrics for measuring the quality as well as roles and responsibilities for each partner in the quality process. Also dispute settlement process is included.

Data collection methods include printed and online questionnaires for faculty staff, students and industry stakeholders, feedback from workshops, training and student fieldwork, WP reports, minutes of meetings, dissemination materials, and other additional data.

### **2.1 Scope and Objective of the Deliverable**

### **2.2 Quality Standard**

### **2.3 Quality Planning**

#### **2.3.1 Visual Profile**

#### **2.3.2 Deliverables**

#### **2.3.3 Publications**

##### **2.3.3.1 Notice of Planned Publications**

##### **2.3.3.2 Dissemination/Marketing and Publications**

##### **2.3.3.3 Notification of Funding**

#### **2.3.4 Management and Internal Communication Tools**

### **2.4 Quality Assurance (QA)**

#### **2.4.1 Interim Management Reports**

##### **2.4.1.1 Finished, Ongoing and Planned Activities**

**2.4.1.2 Estimates of Efforts Per Quarter****2.4.2 Standardization of Documents and Deliverables****2.4.2.1 Numbering of Documents****2.4.2.2 References in Documents****2.4.3 Quality Tools****2.4.3.1 Completeness****2.4.3.2 Accuracy****2.4.3.3 Relevance****2.4.3.4 Language****2.5 Quality Control****2.5.1 Internal Review Process****2.5.2 Monitoring Activities****2.5.3 Risk Management****2.5.4 Quality Control of Deliverables****2.5.5 Quality Control of the Project****2.5.6 Files, Archives and Collaborative Tools****2.6 Quality Roles and Responsibilities**

- The QP preparation & quality management led by the Quality Manager (QM), who is the INN's Local Coordinator (LC).
- WP Quality is co-led by INN and SU
- LCs are responsible for WP data collection following the QP guidance.
- QM together with the LC SU and the Quality Core Team (QCT) provide a survey report & analyses after completion of each WP and this is presented for the Project Management Team (PMT) for its guidance and decisions on corrective actions if so needed.

- Prior to Interim and Final Reports and prior to mid-term and final evaluation, QM leads the process of compiling all quality-related material needed for the use of the external evaluator and after the evaluation QM together with co-lead LCs, and the QCT lead the process of compiling the findings including tools and recommendations to a project's internal quality evaluation and guidance.

**2.6.1 Author/Authoring Unit Level****2.6.2 Partner Level****2.6.3 Executive Board**



### 3 Summary

## 4 Bibliography

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## 5 Appendix

Table 20: Associated Partners

Organization	Type	Place	Country	Role	Activities
Forestry South Africa (FSA)	Forestry Industry Association	Johannesburg	South Africa	Coordinator of the South African core-Partners Co-funder Dissemination partner Advisory Board member Dr. Ronald – Director: Research & Protection	WP1: Coordinating Associate Partners participation WP4: Dissemination
Department of Higher Education, Science and Technology (DHEST)	National Department (Ministry)	Pretoria	South Africa	Advisory Board Member Dr. Diane Parker, Deputy Director-General	WP3: Advice on issues of Quality
Council on Higher Education (CHE)	Statutory Corporate Body	Pretoria	South Africa	Advisory Board Member Prof. Kethamonie Naidoo, Director: Programme Accreditation	WP3: Advise on issues of Quality Promotion & assurance
Fibre Processing and Manufacturing Sector Training Authority (FP&M SETA)	Sector Training Authority	Johannesburg	South Africa	Prospective core-funder Development partner Advisory board member Mr. Johnny Modiba – General Manager: Quality Assurance	WP2: Development
Department of Environment, Forestry, and Fisheries (DEFF)	National Department (Ministry)-sector leader	Pretoria	South Africa	Climate change partner (authority) Advisory Board Member Ms. Irene Mathabela, Deputy Director: Sector Capacity Development	WP2 & 3: Advice on climate-smart forestry curricula quality; advice on matters of quality process management
Council for Scientific and Industrial Research (CSIR)	Research & Development Organisation	Pretoria	South Africa	Prospective Advisory Board Member	WP2: Advice on climate change issues to the climate-smart forestry curricula
South African Qualifications Authority	Statutory Board (Quality Council)	Pretoria	South Africa	Prospective Board Member	Advice on matters of qualification registration

Table 21: Work plan Year 1

Ref	SubRef	Title	Weeks	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
1		PREPARATION	17												
	1.1	Feasibility study on knowledge needs and current competences	16				2	4	4	4	2				
	1.2	Curricula development workshop	1									1			
2		DEVELOPMENT	8												
	2.5	Establishment of societal/industry partnerships	4										2	2	
	2.6	Student challenges development and implementation	4										2	2	
3		QUALITY PLAN	10												
	3.1	Preparation of quality plan and platform	10				2	2	2	2	2				
4		DISSEMINATION AND EXPLOITATION	20												
	4.1	Developing dissemination and exploitation plan	10				2	2	2	2	2				
	4.3	Internal project information channels and platforms established	8	2	2	2	2								
	4.4	Project information to key stakeholders	2				1					1			
5		PROJECT MANAGEMENT	21												
	5.1	Setting up the project management structures	10	2	2	2	2								
	5.2	Preparation of operational guidelines	10	2	2	2	2								
	5.3	Project kick-off workshop	1			1									

Table 22: Work plan Year 2

Ref	SubRef	Title	Weeks	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
<b>1</b>		<b>PREPARATION</b>	<b>48</b>												
	1.3	Climate-smart curricula development and adaptation in partner HEIs	48	4	4	4	4	4	4	4	4	4	4	4	4
<b>2</b>		<b>DEVELOPMENT</b>	<b>44</b>												
	2.1	Pedagogical training workshops for teachers and faculty staff (2)	4		1							1			
	2.2	Climate-smart forestry workshop	2					1							
	2.3	Web-based support for pedagogical and climate-smart forestry curricula development	6		2		1				1				2
	2.4	Pedagogical and climate-smart forestry workshops training materials preparation	14		2	2	2	2	2	2	2				
	2.5	Establishment of societal/industry partnership	6							2	2			2	
	2.6	Student challenges development and implementation	12			2					2	2	2	2	2
<b>3</b>		<b>QUALITY</b>	<b>6</b>												
	3.2	Quality data collection and analyses	4		2	2									
	3.3	Guidance on quality assurance to increase HEIs capacity for MEL	2				2								
<b>4</b>		<b>DISSEMINATION AND EXPLOITATION</b>	<b>12</b>												
	4.4	Project information to key stakeholders	2		1							1			
	4.8	Preparation of publications, conference presentations	10						2	2	2	2	2		
<b>5</b>		<b>PROJECT MANAGEMENT</b>	<b>12</b>												
	5.6	Mid-term review	6					2	2	2					
	5.7	Interim reporting	6						2	2	2				

Table 23: Work plan Year 3

Ref	SubRef	Title	Weeks	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
<b>2</b>		<b>DEVELOPMENT</b>	<b>30</b>												
	2.6	Student challenge development and implementation	2		2										
	2.7	PBL FOREST21 manual developed	14		2	2	2	2	2	2	2				
	2.8	PBL FOREST21 teacher network creation	14		2	2	2	2	2	2	2				
<b>3</b>		<b>QUALITY PLAN</b>	<b>8</b>												
	3.2	Quality data collection and analysis	4						2	2					
	3.2	Guidance on quality assurance to increase HEIs capacity for MEL	4								2	2			
<b>4</b>		<b>DISSEMINATION AND EXPLOITATION</b>	<b>17</b>												
	4.4	Project information to key stakeholders	2		1							1			
	4.5	Preparation of publications, conference presentations	14		2	2	2	2	2	2	2				
	4.6	Project final seminar	1									1			
<b>5</b>		<b>PROJECT MANAGEMENT</b>	<b>20</b>												
	5.5	Final evaluation and audit	20									2	2	2	4
	5.6	Final reporting	10									2	2	2	4

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## xml2        * 1.3.2      2020-04-23 [1] CRAN (R 4.0.5)
## yaml        * 2.2.1      2020-02-01 [1] CRAN (R 4.0.4)
## zip         * 2.1.1      2020-08-27 [1] CRAN (R 4.0.5)
## zoo         1.8-9      2021-03-09 [1] CRAN (R 4.0.5)
##
## [1] C:/Program Files/R/R-4.0.5/library

```