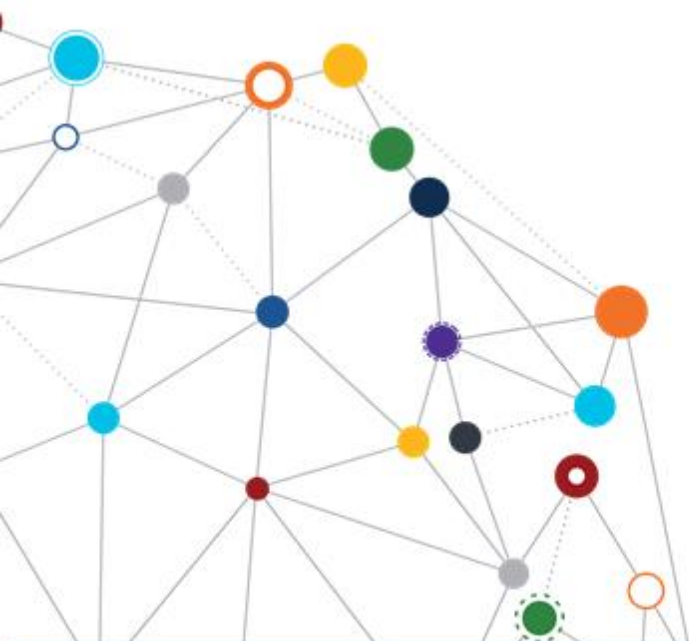# Second annual report on project activities Work package 9.4

December 2022 | **INTER**nationalization at Home: Embedding Approaches and Structures to Foster Internationalization at Western **BA**lkans

610429-EPP-1-2019-1-AL-EPPKA2-CBHE-JP

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1	0	15/11/2022	Kreshnik Vukatana	Draft release
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Project information

Action Type	Capacity-building in the field of higher education
Project Agreement Number	610429
Project Title	INTERnationalization at Home: Embedding Approaches and Structures to Foster Internationalization at Western BAlkans
Project Acronym	INTERBA
Coordinator	University of Tirana Fatmir Memaj Email: fatmir.memaj@unitir.edu.al
Programme Countries	Middlesex University London Hamburg University of Technology University of Cagliari European Centre of Studies and Initiatives
Partner Countries	European University of Tirana Universum College University of Pristina University of Tuzla University of Mostar
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Reporting Period	From 15/01/2021 to 15/11/2022

Contents

Abbreviations

EACEA - Education, Audiovisual and Culture Executive Agency

IaH - Internalization at Home

HEI – Higher Education Institution

INTERBA – Project Title

WP – Work Package

QA – Quality Assurance

UT – University of Tirana (P1)

MDX – Middlesex University London (P2)

TUHH – Hamburg University of Technology (P3)

UNICA – University of Cagliari (P4)

CESIE – European Centre of Studies and Initiatives (P5)

UET – European University of Tirana (P6)

UC – Universum College (P7)

UP – University of Pristina (P8)

UNTZ – University of Tuzla (P9)

UNMO – University of Mostar (P10)

NA – Not available

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INTERBA

1. EXECUTIVE SUMMARY

Task 2.1: Knowledge capital repository. In the repository are collected information about 86 courses made available by partners. The courses cover 9 ISCED main categories and 37 ISCED subcategories. Many courses also provide educational material in various formats (i.e., PDF, videos, slides).
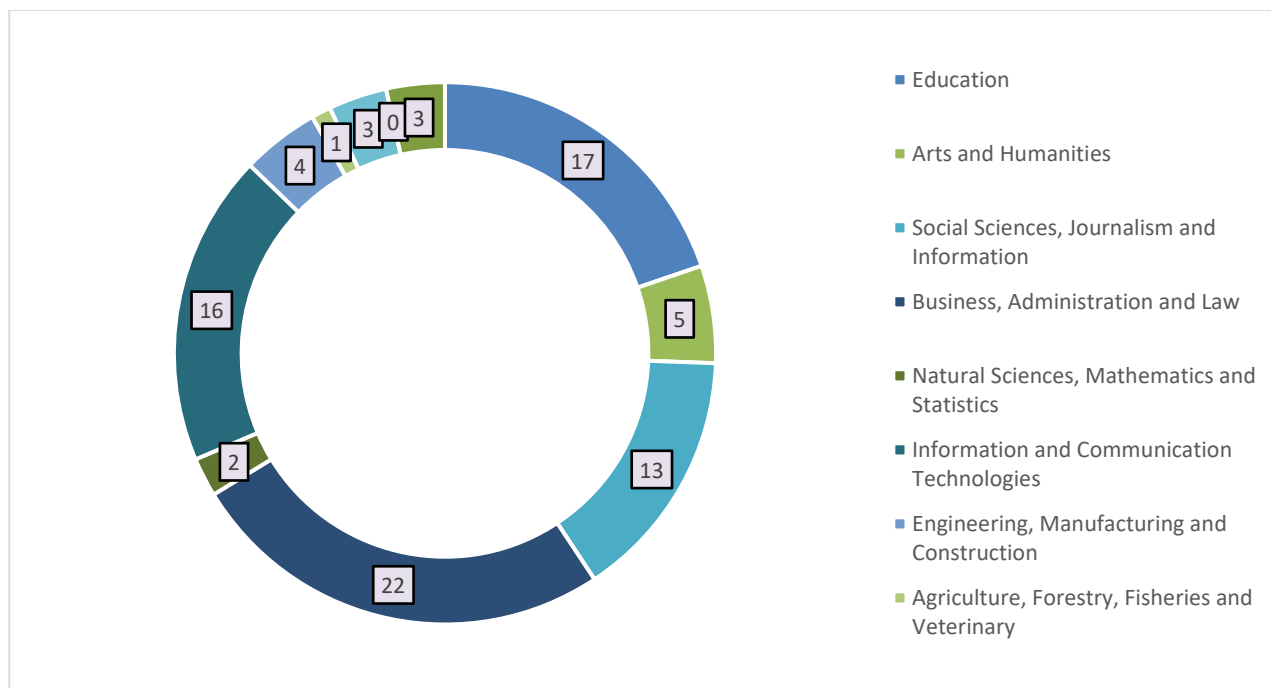
Task 2.2: Network of knowledge experts. For the network are collected information about 105 experts that collaborate with the partners. The skills made available by the experts can be catalogued through two distinct sets of keywords, ESCO and ISCED. These experts are available as reference experts for one or more courses proposed by the partners.
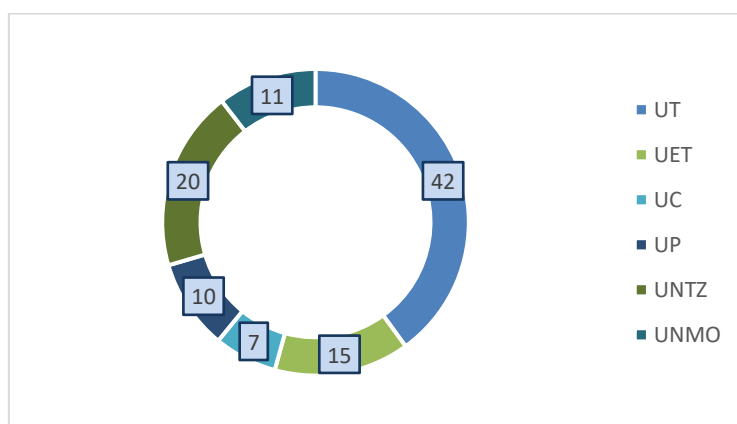
Task 2.3: Bridging Model. This task focuses on creating a sophisticated matchmaking system to align partners' knowledge needs with the expertise and courses available within the consortium. This task stems from the analyses conducted by WP1, which categorizes partners' needs for knowledge expansion and specific courses, and WP2, which categorizes the wealth of knowledge in terms of experts and immediately available courses. Were individuated 5 macro topics from Program Partners:

Partner	Macro Topic	Need

P6, P7, P8, P9, P10	1	Training in cooperation between HEI and business and in career guidance; training on quality and relevance of HE; International Best Practices for Entrepreneurship Education; Improvement of existing units for Internationalization at Home at the university; Effective business start-up incubation at university; International Best Practices for Entrepreneurship Education.
P1, P9	2	Innovation in research methodology; Integrating Research in Teaching.
P1, P6, P7, P9	3	Digital transformation; Training for new online platforms; Designing Hybrid Classroom; Creating effective platforms for tracking graduates' Employability.
P1, P8, P10	4	Development of new innovative curricula; Development of training courses; teaching using collaboration techniques.
P1, P8	5	Project Writing.

The following are the selected courses from the consortium after the matchmaking, candidate for piloting:

1. Leading Towards Sustainable Gender Equality Plans in Research Performing Organizations (UT)
2. Sustainable development of BLUE economies through higher education and innovation in Western Balkan Countries (UT)
3. IT Governance for Higher Education Institutions (UET)
4. Quality Development of International Cooperation and Project Management (UET)
5. "Social Entrepreneurship" - Understanding and raising awareness about the importance of social entrepreneurship (UC).
6. Digital Marketing for Academics (UC).
7. Methodologies of scientific research in ICT (UP).
8. Online Collaboration Tools (UP).
9. The Impact of COVID-19 on Students with Disabilities (UNTZ).
10. Combined Water and Energy integration in the Process Industries (UNTZ).
11. Didactics, curriculum development and curriculum design (UNMO).
12. Research Methodology, Scientific Writing and Result Presentation: Humanities and Social Sciences (UNMO).

Task 3.1: Developing training content. MUHEC as WP leader proposed a pedagogic model for content development, named SCATE. It comprises Scope, Content, Activity, Thinking, and Extra components, ensuring comprehensive coverage of e-learning content. The SCATE model's flexible structure accommodates various learning styles, allowing learners to engage with components based on their preferences. The model was accepted after a workshop held in London on January 2021, providing a systematic approach to content creation for the INTERBA project. The training content, developed in coordination with Oracle TES, serves as a reference for INTERBA partners in preparing their sessions. The SCATE platform was employed to deliver the training content, emphasizing immediate usability and shareability. The training sessions, initially planned for March 2021, were shifted due to pandemic-related constraints. The Train the Trainers workshop occurred in January 2022, with online SCATE training in December 2021.

Task 3.2: Short Training Opportunities. Following the Train the Trainers workshop by MUHEC, each partner institution is tasked with developing a minimum of two training courses. These courses aim to engage an international audience and are scheduled for delivery in both EU partner locations and

Tirana. Profiling templates were used to catalogue Subject Matter Experts with prior project experience, ensuring comprehensive coverage. The Training Needs Analysis in WP1 guided the identification of training gaps and specific skillset requirements, further refined in WP2 through a match-making exercise. The consortium endorsed a recommended training structure with sessions covering three essential components: Foundation (theory), Application (scenario demonstration), and Reflection (critical analysis). The proposed duration of 90-minute sessions allows flexibility for organizing half-day or full-day workshops. The training program's implementation involves a series of pilots, focusing in 'Internationalisation at Home' and 'Train the Trainers' workshops delivered by MUHEC, and local training pilots conducted by PCIs. The preliminary schedule outlines workshops to be held in EU countries and Tirana (Albania).

Task 3.3: Guidelines for Request for Knowledge (RfK) documentation. MUHEC has created a comprehensive documentation upon consensus on RfK framework, flowchart, and template. The related documentation involves identifying required knowledge, prioritizing key topics, capturing, and transferring through suitable methods, and ensuring shared, up-to-date information across the consortium. Four areas of the RfK toolkit are outlined, including Knowledge Development Area, Knowledge Transfer Plan, Knowledge Transfer priorities and Knowledge Transfer risks.

Task 4.1: Training key staff members. MUHEC has provided a Train the Trainers (TtT) workshop in London. A selection of key staff attended the event from each partner institution. A list of the TtT units as validated at MUHEC, included Training Needs Analysis, Training Strategy & Planning, Learning Styles Analysis, Communication Styles Analysis, Training Session Design, Training Content Development, Training Methods/Techniques/Tools, Training Styles & Delivery, Training Assessment & Feedback and Training Evaluation & Feedforward.

Task 4.2: Conducting training pilots. The training pilot courses prepared from Western Balkan Partners were held in Tirana (Albania) and Palermo, Cagliari (Italia) supervised by the EU Partners. In Tirana, each program country institution presents a short 30-minutes pilot course structure as the main session were held in Cagliari and Palermo. Meanwhile, in Cagliari, UT(P1), UC(P7) and UP(P8) presented their respective pilot courses and in Palermo, UET(P6), UNTZ(P9) and UNMO(P10) presented their respective pilot courses. In each of the workshops, EU Partners contributed with expertise and feedback on the pilot courses presented.

Task 4.4: Training toolkit. Each program country institution produced a training toolkit material based on Scate model. UT prepared "Achieving gender equality through gender equality plans and gender budgeting" and "Entrepreneurship and Innovation for Sustainable Blue Economy". UET prepared "Quality development for international relations and project management" and "IT Governance in Higher Education". UC prepared "Social Entrepreneurship - Understanding and raising awareness about the importance of social entrepreneurship" and "Digital Marketing for Academics". UP prepared "Methodologies of scientific research in ICT" and "Online Collaboration Tools". UNTZ prepared "Impact of Covid 19 on students with Disabilities" and "Combined water and energy integration in the process industries". UNMO prepared "Research methodology scientific writing and result presentation" and "Didactics, curriculum development and design".

2. INTRODUCTION

The INTERBA second year report aims to provide an overview of the current state of the INTERnationalization at Home: Embedding Approaches and Structures to Foster Internationalization at Western Balkans project and the progress made towards its implementation in the period between 15 January 2021 and 15 November 2022. The report approach is based in three key areas:

impact and sustainability, the activities and their deliverables, and the dissemination actions carried out. A set of indicators achieved in this period are shown in the Executive Summary section.

3. INTERBA IN BRIEF

INTERBA is a three-year European project (extended 1 year) funded by the Erasmus+ Programme Key Action 2 –Cooperation for Innovation and exchange of good practices – Capacity Building in the field of Higher Education. Internationalization of HEIs in the Balkan region so far has given a significant effect in modernizing the curriculum and exposure to different teaching and learning methodologies providing a better understanding on the role of education in XXI century. However, because the number of students and staff involved in these projects was limited, the impact has been asymmetric where some departments have reaped the benefits of these projects more than others. Thus, approaching internationalization on a more holistic way, by embedding and strengthening "internationalization at home" is vital.

The aim of the project is to strengthen international, intercultural, and global dimension via Internalisation at Home (IaH) implementation at HEIs partners to enhance the quality of education and to make a meaningful contribution to the society.

The objectives of the project include:

1. Formulate a coherent and detailed IaH concept that could be mainstreamed into the partner HEIs Roadmaps following on from their specific exigencies.
2. Level up the scope and viability of IaH activities implemented in partner HEIs.
3. Train expert pool capable of developing and integrating IaH into HEI environment.
4. Launch an online platform as a tool for IaH implementation.
5. Establish/modernise the existing structure/entities responsible for IaH at HEIs.

4. PROGRESS REPORT ON THE PROJECT IMPLEMENTATION

4.1 Activities and results

The main results of the INTERBA project achieved in the second report of the period [01.2021-12.2022] were as follows:

Work Package 1 (Fully implemented and reported in 1 report)

Work Package 2 (Fully implemented)

WP2 is articulated in the following three tasks:

- T2.1: Creating a knowledge repository.
- T2.2: Creating a network of knowledge experts.
- T2.3: Introducing a bridging model to align knowledge cases to knowledge gaps.

The establishment of a knowledge repository is a significant impact of Task 2.1. This repository serves as a centralized database for partners to collect, catalog, systematize, and share knowledge with each other. The knowledge repository contains information 86 courses covering 9 ISCED main categories and 37 ISCED subcategories.

The decision to use a spreadsheet-based infrastructure, specifically Google tools, for the knowledge repository has implications for ease of data collection and future scalability. The use of a semi-structured format in a spreadsheet allows for efficient querying of data and provides flexibility for potential migration to different software architectures without loss of information.

The creation of a template for knowledge cases is crucial for structuring and collecting relevant information about the available courses. This involves collaboration with partners to determine essential details such as course targets, duration, and learning materials. The template ensures a standardized approach to gathering information and facilitates the efficient use of the knowledge repository. Link to report for Task 2.1.

The establishment of a network of experts is a significant impact of Task 2.2. The process involves a structured approach to defining elements of an expert's profile based on partners' opinions. This ensures a standardized and comprehensive collection of information about each expert. The use of a form designed by UNICA (WP leader) facilitates a systematic approach to gathering details about experts, promoting consistency in the profiling process.

The integration of external classifications such as ESCO and ISCED demonstrates a forward-looking impact on leveraging existing frameworks for skills, competences, and education levels. ESCO serves as a multilingual classification for skills and occupations in the EU labor market, while ISCED provides a reference classification for organizing education programs and qualifications.

The creation and population of the Expert Repository is a tangible outcome, with data collected from 105 experts. This repository serves as a centralized database for storing information about experts, including their skills and relevance to specific courses proposed by partners. Link to report for Task 2.2.

Task 2.3 focuses on creating a bridging model to align knowledge cases with identified knowledge gaps. This indicates a strategic effort to ensure that the expertise and courses offered by partners align effectively with the needs identified within the consortium.

The work within Task 2.3 utilizes data collected by WP1 and WP2. WP1 analyzes and categorizes the needs for knowledge expansion and specific courses, while WP2 categorizes the partners' wealth of knowledge in terms of experts and immediately available courses. The model developed in this task compares and aligns these datasets, suggesting a data-driven approach to matching expertise with knowledge gaps.

The use of text analysis techniques is proposed to extract relevant words from the topics of needs and course descriptions. This suggests a sophisticated approach to identifying similarities between the expressed needs and the available expertise or courses. Link to report for Task 2.3.

Work Package 3(Fully implemented)

WP3 is articulated in the following three tasks:

- T3.1: Developing training content.
- T3.2: Short Training Opportunities.
- T3.3: Guidelines for Request for Knowledge (RfK) documentation.

MUHEC suggested SCATE as a pedagogical model for the training content suitable for blended learning and face-to-face delivery. The SCATE model consists of five components: Scope, Content, Activity, Thinking, and Extra. Each component serves a specific purpose in structuring e-learning content. It is designed to be flexible, allowing learners to use it in different patterns based on their learning needs and styles. MUHEC developed consistent training materials using a structured format for presentation slides, ensuring uniformity across INTERBA training sessions. Link to report for Task 3.1.

 After the Train the Trainers workshop conducted by MUHEC, each partner institution is expected to develop a minimum of two training courses. These courses will involve an international group of participants from partner institutions. The consortium discussed various options for the duration of

the training courses, ranging from half-day to five days. The preferred options after the workshop were half-day, two-day and three-day workshops. The INTERBA training team comprises members from MUHEC, EU partners, and Partner Country Institutions (PCI). MUHEC's team includes individuals coordinating pedagogies, training records, content development, and Oracle TES involvement. EU partners and PCIs contribute staff with expertise relevant to identified training needs. The training workshops are designed to cover specific topics in each session, with a recommended structure of three topics per session: foundation, application, and reflection. Sessions are suggested to be 90 minutes long, allowing for flexibility in organizing half-day or full-day workshops. The key knowledge transfer areas critical for achieving Internationalization at Home (IaH) were identified by consortium members. These areas include topics such as sustainable development, gender equality plans, IT governance, and more, organized per partner. The project plans to conduct several training pilots, including 'Internationalisation at Home' and 'Train the Trainers' workshops delivered by MUHEC, as well as local training pilots by each PCI in EU locations and Tirana (Albania). The schedule includes pilots in 2022, with specific dates and locations outlined. Link to report for Task 3.2.

In this task is outlined a structured approach for knowledge transfer through the Request for Knowledge (RfK) toolkit. Key considerations for impact include:

Documentation and understanding. MUHEC produced a detailed documentation on the RfK framework to guide partners. A workshop was organized to ensure partners understand and clarify RfK components.

Key Elements of Knowledge Transfer. Partners must consider crucial elements like Objectives, Milestones, Deliverables, Responsibilities, Project Management, and Tools/Templates.

Roles and Responsibilities. Two primary roles in knowledge transfer: knowledge provider and knowledge recipient. Specific project management activities include recording timesheets, daily agendas, participant registers, and training assessments using portfolios.

Use of RfK Template. The RfK template is a core knowledge exchange tool, aligned with WP1 and WP2 deliverables. The RfK template is integral to the knowledge transfer process and serves as the primary toolkit for the project.

Creating RfK Repository. Partners will create RfK documents for identified training gaps. Synthesis and analysis of partner RfK submissions will result in the creation of a comprehensive RfK repository. Link to repository.

The process for establishing an RfK repository, involves the knowledge recipient, knowledge provider, identifying gaps, determining training needs, and addressing priorities and risks. Link to report for Task 3.3.

Work Package 4 (80% implemented)

WP4 is articulated in the following four tasks:

- T4.1 – Training key staff members
- T4.2 – Conducting training pilots
- T4.3 – Conducting re-training
- T4.3 – Producing the training toolkit

During the Train the Trainers (TtT) 4-days workshop in London were presented a list of topics based on Scope Content Activities Think Extra pedagogical model validated from MUHEC. They are:

- Unit T31 – Training Needs Analysis

- Unit T32 – Training Strategy & Planning
- Unit T33 – Learning Styles Analysis
- Unit T34 – Communication Styles Analysis
- Unit T35 – Training Session Design
- Unit T36 – Training Content Development
- Unit T37 – Training Methods/Techniques/Tools
- Unit T38 – Training Styles & Delivery
- Unit T39 – Training Assessment & Feedback
- Unit T310 – Training Evaluation & Feedforward

Key points discussed and agreed within the INTERBA consortium were the number of PCI members to attend the TtT workshop, schedules of conducting local training pilots, evaluate sessions and making necessary adjustments, MUHEC certificates for the trainees. Link to report for Task 4.1.

The training pilot courses prepared from Western Balkan Partners were held in Tirana (Albania) and Palermo, Cagliari (Italia) supervised by the EU Partners. Three pilot courses' workshops were held respectively in Tirana (Albania), Cagliari and Palermo (Italy).

Pilot training workshop in Albania (April 11-14, 2022)

Each program country institution presents a short 30-minutes pilot course structure as the main session were held in Cagliari and Palermo.

Pilot training workshop in Cagliari (July 13-15, 2022)

Day 1: University of Tirana (P1) presented two pilot training courses (i) Achieving gender equality through gender equality plans and gender budgeting and (ii) Entrepreneurship and Innovation for Sustainable Blue Economy.

Day 2: Universum College (P7) presented two pilot training courses (i) Social Entrepreneurship - Understanding and raising awareness about the importance of social entrepreneurship. (ii) Digital Marketing for Academics

Day 3: University of Prishtina (P8) presented two pilot training courses (i) Methodologies of scientific research in ICT (ii) Online Collaboration Tools

Pilot training workshop in Palermo (July 16-18-2022)

Day 1: European University of Tirana (P6) presented two pilot training courses (i) Quality development for international relations and project management and (ii) IT Governance in Higher Education.

Day 2: University of Tuzla (P9) presented two pilot training courses(i) Impact of Covid 19 on students with Disabilities and (ii) Combined water and energy integration in the process industries.

Day 3: University of Mostar (P10) presented two pilot training courses(i) Research methodology scientific writing and result presentation and (ii) Didactics, curriculum development and design.

EU Partners contribute with expertise and feedback on the pilot courses presented. Link to report for Task 4.2.

The following 12 training toolkit courses were developed based on the SCATE model:

Innovation and Digitalization for Sustainable Blue Economy and Enterprises - UT

This course focuses on the transformative impact of sustainability, innovation, and digitalization on businesses, particularly within the emerging field of Blue Economy. In a world where traditional business approaches are insufficient, the course emphasizes the triple bottom line—considering people, planet, and profit—as fundamental pillars of sustainability. Aligned with the Sustainable

Development Goals (SDGs), the course addresses the interconnectedness of economic sectors, businesses, and organizations in the global economy. The Blue Economy, encompassing Ocean, Green, Coastal, and Marine Economies, holds significant potential for robust GDP growth in coastal and maritime environments. The course recognizes the importance of disruptive technologies, innovation, and digitalization across sectors. To achieve a sustainable Blue Economy, it advocates for leveraging appropriate technologies and human resources. Targeting both private and public organizations operating in blue areas, the course aims to equip participants with specific knowledge and skills related to innovation processes and digital technologies. Upon completion, students are expected to comprehend sustainable development and blue economy concepts, understand related governance and policies, apply sustainable development principles in blue economy contexts, evaluate innovative technologies supporting sustainable development, apply entrepreneurial skills, and assess blue economy performance through metrics and statistics. The course thus prepares professionals to navigate the complexities of the evolving global economy, fostering entrepreneurship and innovation within the framework of a sustainable Blue Economy.

Achieving Gender Equality through Gender Equality Plans and Gender Budgeting - UT

This course aims to enhance the gender equality skills of academics and researchers, extending beyond universities and research organizations. Aligned with the EU Gender Equality Strategy (2020-2025) and Agenda 2030 for Sustainable Development, the course focuses on gender mainstreaming strategies, particularly introducing gender equality plans (GEP) and gender budgeting as transformative tools within the realm of research and innovation. As outcomes are recognizing and addressing gender inequalities and stereotypes within their organizations; gaining awareness of EU requirements and engagement in reducing gender inequalities in research and academia; performing a gender context analysis in their organizations, identifying stakeholders in the GEP process; developing a case study related to combined water and energy networks, estimating consumption; reflecting on the intervention needs within the organizations; discussing the main pillars and measures of gender equality plans applicable in various organizations; designing an roadmap for effective GEP, identifying the role and impact of gender budgeting.

IT Governance at University - UET

The course aims to equip participants with the knowledge and skills necessary for effective IT governance, emphasizing its strategic importance and impact on the success or failure of university activities. The outcomes are serving as a reference for universities aiming to implement or enhance corporate governance of IT systems; evaluating the maturity of corporate governance practices related to IT at the university; providing an empirical assessment of the IT Governance Framework based on ISO 38500. Main topics covered are responsibility in IT Governance; strategy in IT Governance; acquisition in IT Governance; performance in IT Governance; conformance in IT Governance; human Behavior in IT Governance.

Quality Development of International Cooperation and Project Management – UET

This training aims to equip participants with essential skills and knowledge in project writing, fostering effective communication, collaboration, and improved project management practices. The outcomes are enhanced writing skills; improved project management; better collaboration; efficiency in time and resources. The main topics covered are stakeholder analysis; problem tree; log frame; budget; risk and assumption.

Work Package 5 (50% implemented)

WP5 is articulated in the following four tasks:

- T5.1 – Creation of Moodle structures for the delivery of e-learning.

- T5.2 – Support of the introduction of materials.
- T5.3 – Monitor the translation of key documentation.
- T5.4 – Monitor the use of the platform during training and re-training.

Moodle platform is online.

Creation of Moodle structures for e-learning, optimizing online education by providing a robust framework. Pilot courses with interactive modules, and seamless communication enhance the learning experience, fostering a dynamic virtual environment for trainees and trainers. The support for introducing materials on a Moodle platform involves seamless integration, user-friendly interfaces, and efficient content management. This ensures trainers from WB HEIs can effortlessly upload, organize, and deliver diverse materials, enriching the learning experience for the trainees. During consortium meetings the UET team has demonstrated the use of the platform.

The trainers are activated as users and has uploaded the respective pilot courses. In this direction Tasks 5.1 & 5.2 are fully completed. The re-training will be held in November-December of 2022 and the translation of pilot courses in Albanian and Bosnian will be delivered in 2023, for this reason Task 5.3 & 5.4 aren't initiated.

Work Package 6 (Not initiated, but will be finalized in last year: 2023)

Work Package 7 (Fully implemented for the related reporting period)

WP7 is articulated in the following four tasks:

- T7.1 – Quality Assurance Plan.
- T7.2 – Quality Assurance Annual Reports.
- T7.3 – Final QA Report.
- T4.4 – External Evaluation Reports.

Task 7.1 concluded and confirmed by consortium in the first-year implementation of the project.

For the period January-2021 to November-2022 CESIE as WP leader has prepared two quality reports related to Task 7.2:

- QA Annual Report 2(link to report) [Reporting period: November 2020 – October 2021] and,
- QA Annual Report 3(link to report) [Reporting period: November 2021 - October 2022]

Below are shown the summary of conclusions and recommendations related to the two reports:

QA Annual Report 2 - Conclusions and Recommendations:

The Second Annual Report is based on feedback from two surveys conducted among partners and WP leaders. The surveys asked for feedback on activities, cooperation with partners, overall management, and communication. All respondents provided an overall positive assessment of the project activities and progress, despite some delays still due to restrictions to face-to-face activities and reported that the project provided them and their institutions with several lessons learned. All respondents positively assessed management and communication activities of the project. WP leaders reported no issues with partners during cooperation, and no major concerns were raised. As for visibility activities all respondents deployed their best efforts to make the project visible among relevant actors and target groups despite restrictions of COVID and making use of the tools created (project website mainly). Regularly organized meetings at shorter intervals, clear communication about project activities and deadlines, and sharing of responsibilities were still

suggested for the partnership to support the overall management and coordination of activities, communication between partners, and timely implementation of activities.

QA Annual Report 3 - Conclusions and Recommendations:

The Third Annual Report is based on two surveys among partners and WP leaders that asked for feedback on activities, cooperation with partners, overall management, and communication as well as impact on target groups and partner institutions. This third QA report of the INTERBA project showed an improvement in several aspects of project management and implementation. It can be seen from the answers to the questionnaires that the project has recovered a certain delay which was initially caused by the Covid-19 pandemic. Thanks, a common effort of the partners and improved internal communication, the delays have been recovered and most of the activities are in line with what was planned. Another reason for a positive assessment and optimistic view on the further implementation of the project activities is the management and communication, which are described by all partners as "good" to "excellent". Also, the general cooperation between partners has been described by WP leaders as positive and no major concern has been mentioned. All project partners have conducted various kinds of dissemination activities in this third project period to make the project more visible among relevant actors and target groups, both inside and outside their institutions. As far as the results of the project are concerned, the partners declared to be satisfied about them as the project results are meeting the initial expectations. Based on the activities carried out and the results achieved the partnership acquired new knowledge related to internationalization at home, the topics of training trainers and the SCATE model (Scope, Content, Activity, Think, Extra); adopted the SCATE model and prepared the pilot courses based on this pedagogical model; development of learning materials and participants in training activities acquired new knowledge. The partners have also acquired a greater awareness of the project objectives and specifically of the concept of internationalization at home.

The answers of partners show that the project has provided both personally and for their institutions several lessons learned. The most relevant aspects at personal level are:

- sharing of experiences and multiply the effect of actions that typically involve a small group of persons.
- learning how to develop the course using the SCATE pedagogical model and develop course materials within the Moodle platform.
- experimenting with different approaches to internationalization.
- improving knowledge related to Internationalization at Home.

At institutional level:

- improving the awareness on the importance of Internationalisation and its different approaches.
- experimented with different approaches to internationalization.
- sharing of best practices used in another university.
- learning about innovative teaching and training methodologies.

Overall, the partnership shows quite a high level of satisfaction with implementation of project activities. The cooperation between partners seem to work well overall and overall management and coordination is rated as satisfying as well.

Suggestions for the partnership:

- Management and Coordination: keep meeting regularly and at short intervals (e.g., monthly) to support the overall management and coordination of activities as well as the

communication between partners. Provide detailed meeting minutes on time and with a clear plan of tasks, deadlines, and responsibilities.

- Clear communication about project activities, deadlines, and reminders: further to regular online meetings, e-mail updates with clear instructions about deadlines, and possibly, short reminders before important deadlines would help all partners in the timely implementation of activities.
- Discuss about sustainability and exploitation of the project: discuss the development of an exploitation and sustainability plan that ensures continuity of project activities even after its completion.

Task 7.3 will be reported at the end of the project.

For the period of this reporting the external evaluator has prepared on quality report related to Task 7.4 is shown the summary of conclusions and recommendations:

Conclusions

Taking into consideration the situation caused by Covid-19 pandemics, I would conclude that:

1. The project was progressed very well according to the time schedule, with very little objective delays, which has not affected the realization of the objectives of the project.
2. The management of the project was very professional and cooperative by all partners, who has fulfilled their responsibilities and their duties according to their engagement in the project.
3. The budget was used in a very correct and effective way, covering the supply of equipment and other expenses of the project, according to the budget plan.

Recommendation

In the new circumstance created from opening of the different counties by Covid 19 pandemics, I would suggest:

1. Meetings between partners, stakeholders, and other groups of interests as well, needs to be organized face to face to be more effective and more present physically, which has been realized.
2. If it is a need based in the objective reasons to revise the project in terms of time frame, objectives, and budget, now is the time to do it.

Work Package 8 (Fully implemented in line with the project timeline)

See section 3.3.

Work Package 9 (Fully implemented in line with the project timeline)

See section 3.4.

3.3 Dissemination

Different actions were carried out related to the dissemination and exploitation of the INTERBA project. A website (https://interbaproject.com/) was created as a deliverable of Work Package 8.1 It is the central point of information and updates about the project and will be updated in line with the project progress.

In order to reach a broader audience, which includes students, policymakers, university staff and other organizations, a Facebook and an Instagram account have been set up. The number of followers on Facebook is increased from 149 to 253 and for Instagram from 31 to 41 up until now of writing the report.

Another component of the dissemination strategy was the development of branding with the colours, the logo, templates to be used during reporting and documentations. Also, were prepared roll-up banner, E-newsletter, and leaflets. These materials can be found in the project's website section.

Below is shown the progress of each derivable related to WP 8 (Dissemination) where UET is leader:

- 8.1 The project' website is online and updated.
- 8.2 Dissemination and Exploitation Strategy is finalized and online.
- 8.3 Two papers on project activities and results will be prepared and published, one under UET and UC team and the other under the UT team.
- 8.4 Organizing 4 dissemination events with relevant stakeholders.

Related to Task 8.4, the following are the Info Days held in this period of reporting:

Info Day #1 (European University of Tirana)

INTERBA Project Info Day took part at the European University of Tirana on April 26th, 2022. In this event was presented the progress of the project, and the impact it will have on the Internationalization at Home of the partner institutions. This event targeted academic staff from UET and UT, students, and international stakeholders.

Info Day #2 (University of Tirana)

In the framework of INTERBA project, on 11 October 2022, at the Faculty of Economy of the University of Tirana, the activity "INTERBA INFO DAY - INTERNATIONAL PROJECTS UT" (Dissemination and Exploitation Meeting in Albania) took place. During this meeting, the focus was on one of the main products of this project: the e-learning platform (Moodle), training courses and experts. This activity welcomed about 40 colleagues and academics, in the role of project coordinators and members of working groups in international projects implemented by the University of Tirana, which they contributed with their expertise gained from the international projects implemented by the University of Tirana over the past 5 years.

Info Day #3 (Universum College)

Universum College organized a two-day Info Session to promote the INTERBA project, starting on March 30, 2022. The target groups were students from Albania and Montenegro as well as senior researchers from Kosovo. During both days the participants were introduced to the objectives of the INTERBA project and the benefits of the project in general. More in detail ...

- 8.5 Final International Project Conference in Tirana. It will be held in October 2023.
- 8.6 Financial and Institutional Sustainability Strategic Plan.

Related to Task 8.6 was presented the document where are highlighted the main actions to be undertaken by the INTERBA project's consortium to ensure the sustainability of the project and its results after the end of the project in December 2023. The document has been drafted having in mind the following EU's definition of a project sustainability plan: "a project is sustainable when it continues to deliver benefits to the project beneficiaries and/or other communities for an extended period after the financial assistance has been terminated".

Following are highlighted the major project pillars identified to ensure the sustainability of INTERBA.

Firstly, the creation of a knowledge repository based on existing knowledge capital and reshaping knowledge to deliver new insights and practices. The knowledge repository will define a network of knowledge experts from PC universities working together to increase the research and innovation capacities at PC universities, as the industry generated practice-oriented research is the basis for generating innovations.

Next important phase is the launching of an online learning platform for all partners to support e-learning platform and tools for delivery, support, and exchange of existing and new knowledge capital. To avoid the need of mobility as a tool to have international teaching and learning approach, a core staff will be trained by Programme countries through Train the Trainers (TtT) program. "Ttt" certified from the PC education ministries will increase the research and innovation capacities at PC universities. More in detail …

- 8.7 Sustainable cooperation with labor market (To be prepared in 2023).
- 8.8 Creation of the partner network between all institutions involved in the project (To be prepared in 2023).

3.4 Management

3.4.1 Risks

The following risks was pointed out during the first kick-off meeting:

1. Low commitment of the partners
2. Resistance to change
3. Frequent changing of legal representatives
4. Frequent changing of contact persons
5. Force majeure
6. COVID 19

The risks happened are mentioned in the first report. The major impact has Covid-19 which bring the extension of the project with 1-year with the approval of the Agency.

This fact brings the readjustment of project timeline with the extension of deadlines of the remaining deadlines of deliverables by paying attention to not affect the natural flow of work package deliverables. Partnership agreement

3.4.2 Partnership agreements

All partnership agreements are signed from legal representations and deposited in University of Tirana.

3.4.3 Meetings (To be extended with summary of each meeting)

Except for the first meeting that was held in Tirana, due to the COVID situation, all the partners agreed with the UT proposal, to hold the next meetings online. For this reason, a procedure was prepared and approved from the steering committee:

- Doodle link with possible dates.
- Draft agenda to be discussed.
- Skype link for video conference call.

Minutes of Meeting (MoM) are prepared from the Communication team of UT and upload in the project website. For more detail… In these documents there are transcripts of the discussions regarding the agenda topics, and the steering committee, project board and quality board decisions.

In the first report are summarized the following meetings:

- 17 January 2020
- 9-10 March 2020
- 15 April 2020

for the period of this report are held the following meetings:

– 20 January 2021 (online). The meeting covered various important updates on the project's progress and plans, regarding financial procedures, equipment lists changes, WP3 & WP4 plan, training toolkit, WP8 update, and COVID-19 impact.

– 09 June 2021 (online). The meeting covered various important updates on the project's progress and plans, with focus on interim report. Also was discussed Financial Expenditure and Timesheets, Tender for External Evaluator, deliverables updates by leader partners.

– 17 June 2021 (online). In this meeting, was presented WP1 by UC, WP2 progress by UNICA, updates on WP3 by MDX, issues related to timesheets, joint declarations, and travel reports.

– 02 July 2021 (online). In this meeting the focus was to request 1-year extension of the project due to COVID-19. UT provided a summary of discussions with the agency regarding the Interim Report and Financial Report. A request letter for an extension due to the COVID-19 pandemic's impact on project activities was discussed. UT provided a summary and clarification on the procedure for the "call for external evaluator," ensuring partners were informed about the ongoing process.

– 05 October 2021 (online). In this meeting, MUHEC, leader of WP3 presented a summary of activities and outlined measures required to achieve the WP3 objective. These included actions related to "Train the Trainers" and training programs, guided by reports from WP1 (UC) and WP2 (UNICA). Consortium discussed financial elements for the second financial request. UT briefly addressed issues related to Partnership Agreements, emphasizing the arrival and signature procedures for the new amendment Partnership Agreements.

– 17-20 January 2022 (London, UK). Management meeting where is coordinated the ToT workshop schedule to be held in February (London, UK), the coordination of pilot courses series to be held in Italy (Cagliari & Palermo). Reorganization of project timeline reflected in the GANTT chart.

– 07-10 February 2022 (London, UK). As part of the project, MUHEC organized a Train the Trainers workshop both in person and virtually via Zoom from February 7-10, 2022. The workshop spanned four days, covering: Day 1, Introduction, training templates, and discussion on INTERBA training pilots and re-training; Day 2, Learning and communication styles, training session design, content development, methods/tools, and delivery styles; Day 3, Hands-on workshop for the first and second training pilots for each Partner Country Institution (PCI) and the creation of a training plan; Day 4, Hands-on workshop for re-training for each PCI, adapting TtT, and demonstrating a training plan.

– 11-13 April 2022 (Tirana, AL). UT organized a management meeting and pilot courses presentation Agenda. The meeting took place in person and virtually via Zoom from April 11-14, 2022, and aimed to observe the status of each work package (WP) and implement corrective actions to ensure project quality convergence.

– The Management Meeting spanned three days: Day 1, Introduction of the status of WP1, WP2, WP3, WP4, along with corrective actions suggested by specific WP leaders. EU Partner Country Institutions (PCIs) proposed incorporating these revisions into the respective WPs to achieve the desired project quality. Feedback was received and discussed among participants; Day 2, Focus on the status of WP5, WP6, WP7, WP8, WP9, and suggestions for future integration of revisions into these WPs to enhance project quality convergence; Day

3, Concentration on the performance of Pilot training by each non-EU PCI, specifically Albania, Kosovo, and Bosnia and Herzegovina. After the presentation of Pilot training by non-EU PCIs, participants engaged in discussions and received feedback related to their training pilots.

- 24-27 May 2022 (London, UK). The primary goal of the workshop held by MUCEH was the development of training content to enhance capacity in internationalization at home. The focus was on compiling short training opportunities for delivering knowledge to non-EU partner countries' institutions (PCIs), specifically Albania, Kosovo, and Bosnia and Herzegovina. The core topics covered during the workshop were: Day 1, Challenges associated with entrepreneurship/innovation, involving partner SWOT analysis and strategy shaping; Day 2, Soft Skills and Innovation/Entrepreneurship/Employability.

- 09 June 2022 (online). In this meeting was discussed about development activities scheduled to be held in Cagliari and Palermo. All partners discuss about financial matters, focusing on various aspects such as subcontracting costs, travel and stay expenses, translation, and info day costs, as well as considerations for training materials and the list of participants in the upcoming meetings. CESIE presented collaboration opportunities and proposed the signing of a Memorandum of Understanding (MoU) between Higher Education Institutions (HEIs) and the University of Palermo (UNIPA). Additionally, it was announced that the Technical University of Lithuania would provide a short presentation on their internationalization strategy as a contribution for the upcoming meeting in Palermo.

- 13-15 July (Cagliari, IT). University of Cagliari (P4) organized a Pilots Training workshop, which took place in person and virtually via Zoom from July 13-15, 2022. The primary goal of the workshop was to conduct training pilots and re-training through the Train the Trainers approach, focusing on non-EU partner countries' institutions (PCIs), specifically Albania, Kosovo, and Bosnia and Herzegovina. The training included guidelines for compiling short training opportunities to deliver knowledge to PCIs. The workshop spanned three days: Day 1, Introduction to the training program and conducting training pilots and re-training through the Train the Trainers approach by EU PCIs (Middlesex University - P2). Presentation of two pilot training templates by academic staff from Tirana University (P1). Feedback and discussions related to the presented training pilots; Day 2, The second session of the Training Session through the Train the Trainers by EU PCIs (Middlesex University - P2) to conduct training pilots and re-training. Presentation of two pilot training templates by academic staff from Universum College (P7). Feedback and discussions related to the presented training pilots; Day 3, The third session of the Training Session through the Train the Trainers by EU PCIs (Middlesex University - P2) to conduct training pilots and re-training. Presentation of two pilot training templates by academic staff from the University of Pristina (P8). Feedback and discussions related to the presented training pilots.

- 18-20 July (Palermo, IT). University of Palermo organized a pilots training workshop which took place in person and virtually via Zoom from July 20-22, 2022. The primary goal of the workshop was to conduct training pilots and re-training through the Train the Trainers approach, targeting non-EU partner countries' institutions (PCIs), specifically Albania, Kosovo, and Bosnia and Herzegovina. The training included guidelines for compiling short training opportunities to deliver knowledge to PCIs. Key highlights from the three-day workshop included: Day 1: Introduction to the training workshop program and the Train the Trainers approach by EU PCIs Presentation of two pilot training templates by academic staff from the UET Discussion and feedback related to the presented training pilots. Visit to the University of Palermo, including a meeting with Prof. Stefano De Cantis, Head of IRO; Day 2, Online meeting and discussion with Aleksandra Sokolova, Vice Director of IRO, Vilnius Tech

University, sharing their experience in the related field. The second session of the Training Session through the Train the Trainers by EU PCIs (Middlesex University - P2). Focus on presentations of two pilot training templates by the University of Tuzla (P9): (i) Impact of Covid 19 on students with Disabilities and (ii) Combined water and energy integration in the process industries; Day 3, The third session of the Training Session through the Train the Trainers by EU PCIs (Middlesex University - P2). Presentation of two pilot training templates by academic staff from the University of Mostar (P10): (i) Research methodology scientific writing and result presentation and (ii) Didactics, curriculum development, and design.

- 09 November 2022 (online). The consortium meeting addressed the crucial topic of intellectual property ownership and management. The consortium achieved a consensus on managing access to key knowledge, emphasizing a commitment to Open Science practices and meeting obligations to the European Commission (EC). The principles included ensuring visibility of EU funding, responsibly disclosing research findings, and actively disseminating and exploiting results during and after the project. Within the next week, each partner country must provide information to @MDX partner and UT lead partner regarding re-training dates, selected courses, and the trainers who will conduct the re-trainings.

For more information see the website section.

3.4.4 Reporting

Regarding reporting, all partners that are leader of working packages has prepared reports related to the tasks they have undertaken. For more information see the website section.

Through Agantty, an online tool, the PCB members can monitor the project timeline. Every Monday morning through an email, each PCB member is notified regarding the tasks completed, in progress, not started and those outdated. The updated timeline mentioned in this report can be found online in the reserved area of the Interba project website.

3.4.5 Financial issues

In the midterm financial report, the consortium didn't reach the goal of 70% of 1st Prefinancing payment so the amount (percentage of not reached) was hold from the 2nd Prefinancing payment. This percentage wasn't reached due to issues mainly related to Covid-19, no on-site meetings affecting travel and cost of stay, delayed procedures for tendering equipment, delayed timeline of activities affecting timesheets.

Initially from Agency was said that this amount will be delivered once the 70% ceiling would be reached, but this attitude changed, and we were told by email that the rest of payment would be done with balance of expenditure done at the end of the project.