

QA Final Report

“INTERnationalization at Home: Embedding Approaches and Structures to Foster Internationalization at Western BAlkans/ INTERBA”

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Document information

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History

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I. Introduction

INTERBA is a three-year European project funded by the Erasmus+ Programme Key Action 2 – Cooperation for Innovation and exchange of good practices – Capacity Building in the field of Higher Education. Its main objective is to strengthen the international, intercultural and global dimension via “Internationalisation at Home” (IaH) implementation at partner Higher Education Institutions (HEI) in order to enhance the quality of education and make a meaningful contribution to society.

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The present report is part of the INTERBA project’s WP7 – Quality Assurance, which CESIE leads. As described in the QA Plan, the overall aim of Quality Assurance is to monitor and evaluate all project activities. To do this, a number of tools have been developed. The present Final Report aims to provide a detailed overview of the achievements of the project in its implementation (15 November 2019- 14 November 2023). It will provide an overview of the impact of the activities implemented on the target groups, taking into account the performance indicators defined in the QA Plan.

The main intention of this report is to present a summary of the main results obtained through the monitoring and assessment activities done during project INTERBA and to assess the quality of its final outcomes and results through:

- Commenting on each evaluation area according to the project’s progress stage;
- Acknowledging achievements and quality where they exist;
- Pointing out any deficiencies or inadequacies that impacted the project;
- Analysing the results achieved and compare them to project indicators defined in the Quality Assurance Plan.

The report is based on the input provided by project partners and CESIE’s conclusions based on continuous monitoring of Quality during project implementation. In order to track the progress and achievements of all project activities, partners were invited to complete online evaluation activities developed by CESIE and based on provisions of the QA Plan and to give feedback on their implementation at national and institutional level. Evaluation tools – which have been the main regular evaluation activity for the project – were regularly updated in their content to better collect information and partners’ input, and especially in this final stage.

Project partners filled in an online questionnaire to provide information on the work of the single WPs and achieved results in the period from 15 November 2019 to 14 November 2023, plus they had to assess management and cooperation within the partnership, so that a comprehensive reporting could be ensured. A separate tracking document was developed, which each partner organization was asked to fill in – to fully report on the implementation of the activities.

In what follows, we will first present the results of the two activities and then provide, in the Conclusions, an overall assessment.

II. Quality Assurance in INTERBA

Quality Assurance (QA) measures and ensures the quality of the project results and the quality of the methods and procedures used to manage the project lifecycle and to develop these results. The specific measures to be followed by the project partnership to ensure the effective management of the project and the conformity of Project deliverables with the expectations and objectives of the project are defined in the Quality Assurance Plan (QAP).

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The QAP is developed in compliance with the Project description and all applicable rules & guidelines and outlines the indicators, methodology and procedures for evaluation of project activities and results. It contains a set of scheduled activities and defines the objectives, roles and responsibilities. It is a primary concern that the approach to evaluation and review should be simple, flexible, relatively easy to implement, and certainly improvement oriented.

For extensive information regarding the QA process in INTERBA, please see the QAP.

III. Transnational Project Meetings

Meetings were a very important part of the project, since they allow partners to discuss any matters related to it and the actions to take place. During the project, the following meetings took place (see Table 1). In light of the COVID-19 pandemic, the majority of project meetings had to be conducted online, aligning with the implementation period coinciding with the global health crisis. Physical meetings could be resumed only starting from the end of 2021, coinciding with the lifting of restrictions across all partner countries.

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Table 1 - Meetings held within project INTERBA funding period

Type of activity	Place and date	Participants	Types of feedbacks
Kick Off meeting	Online, 9 March 2020	All partners	discussion
Coordination meeting	Online, 11 May 2020	All partners	discussion
Management meeting	Online, 10 July 2020	All partners	discussion
Management meeting	Online, 21 October 2020	All partners	discussion
Coordination meeting	Online, 23 December 2020	All partners	discussion
Coordination meeting	Online, 20 January 2021	All partners	discussion
Workshop and Management meeting	Online, 5 February 2021	All partners	discussion
Management meeting	Online, 9 June 2021	All partners	discussion
Management meeting	Online, 17 June 2021	All partners	discussion
Management meeting	Online, 2 July 2021	All partners	discussion
Management meeting	Online, 22 July 2021	All partners	discussion
Management meeting	Online, 5 October 2021	All partners	discussion
Management meeting	Online, 11 November 2021	All partners	discussion
Training of Trainers	London, 7-10 February 2022	All partners	discussion
Pilot Training	Tirana, 11-14 April 2022	All partners	discussion
Pilot Training	Cagliari, 13-15 July 2022	All partners	discussion
Pilot Training	Palermo, 18-20 July 2022	All partners	discussion
Sustainability workshop and Management meeting	Hamburg, 31 May – 2 June 2023	All partners	questionnaires filled
Management meeting	London, 18-19-20 September 2023	All partners	questionnaires filled
Final Conference and Management meeting	Tirana, 12 October 2023	All partners	discussion
Final meeting	Prishtina, 6-7 November 2023	All partners	questionnaires filled

The online meetings allowed to keep a similar level of productivity and helped keeping the project on track and discussing relevant issues and duties and better organise activities.

For meetings evaluated through discussion, quality references are made into the meeting minutes. For meetings evaluated through questionnaires, note that references are made into the specific quality reports produced. These reports serve as comprehensive assessments of the meeting dynamics, aiming to implement a more robust and proactive quality control framework, which was crucial in the final stage of the project.

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IV. Internal Project evaluation and quality assessment

The online questionnaire developed and sent by CESIE focused on engaging partners in a self-assessment of project progress. This allowed to get the general vision of the partners on a series of points of relevance for the project implementation, in order to find out if project activities were performed at the appropriate level of quality and achieved the set objectives and indicators.

The online questionnaire was divided into different Sections, treating general management; communication; partnership commitment; Project implementation; work on Work Packages; expected long-term impact; feedback to inform future initiatives. These topics are detailed in the following pages of this report.

All partners provided answer to the evaluation survey (Figure 1).

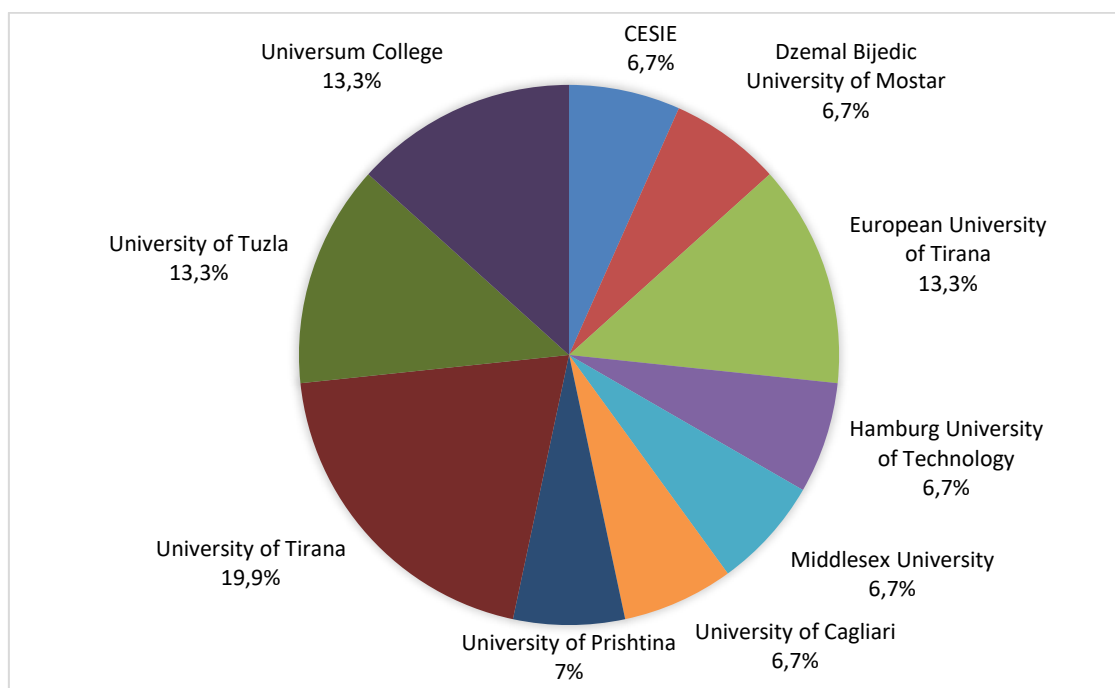


Figure 1 - Participation to the Final evaluation survey

WP1 - Gap analysis and existing knowledge capital analysis

Overview

Table 2 - WP1 - Activities, Results, Deliverables

ACTIVITY	RESULTS	DELIVERABLES
T.1.1: Performing analysis of knowledge capital in 4 partner countries from previous international projects and their outputs that can be shared at regional level.	<ul style="list-style-type: none"> Project's standardised documentation templates for recording knowledge capital 	<ul style="list-style-type: none"> Report: https://interbaproject.com/wp-content/uploads/2023/03/1.1.-Existing-Knowledge-Capital-Analysis.pdf
T.1.2: Conducting a needs analysis at institutional, national and regional level.	<ul style="list-style-type: none"> 6 Needs analysis produced on the last 5-year projects implemented by the partners Literature review on performing needs analysis. 	<ul style="list-style-type: none"> Form for need analysis: https://drive.google.com/drive/folders/1tAuEJvOAmf18Oz6HdATG0qAvPcPW9CMe Report: https://interbaproject.com/wp-content/uploads/2021/12/1.1.-Existing-Knowledge-Capital-Analysis.pdf
T.1.3: Prioritizing internationalization areas directing INTERBA to reshape existing knowledge, provide new knowledge and seek links to other current projects that could provide knowledge.	<ul style="list-style-type: none"> Criteria table to be used for prioritisation internationalisation areas. Key internationalisation areas identified 	<ul style="list-style-type: none"> Report with tables: https://interbaproject.com/wp-content/uploads/2021/12/1.1.-Existing-Knowledge-Capital-Analysis.pdf

Evaluation from partners

The questionnaire aimed to assess the participants' perspectives on the completion of the Work Package 1 (WP1) - Gap Analysis and Existing Knowledge Capital Analysis and gather feedback on the thoroughness of the knowledge gap analysis, the effectiveness of leveraging existing knowledge inheritance, and the coverage of identified priority areas for internationalization.

The results indicate that 86.7% of respondents found the completion of WP1 to be good, while 13.3% considered it satisfactory. No respondents rated it as poor or needing improvement, demonstrating an overall positive evaluation.

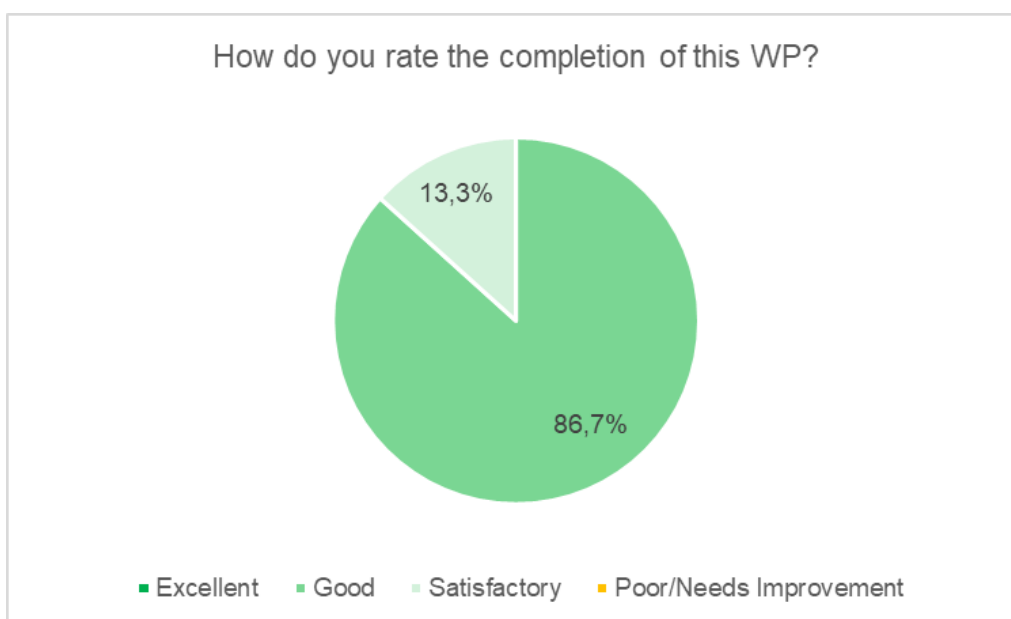


Figure 2 - WP1 - Completion Rating

Participants were asked to rate the thoroughness and comprehensiveness of the knowledge gap analysis and needs analysis on a scale from 1 to 5, where 1 is "Not at all" and 5 is "Extremely." The majority of respondents (60%) rated the analysis as a 4 (Very), and 33.3% rated it as a 5 (Extremely). 6.7% rated it as a 3 (Moderately). This suggests a generally high level of satisfaction with the thoroughness of the analysis.

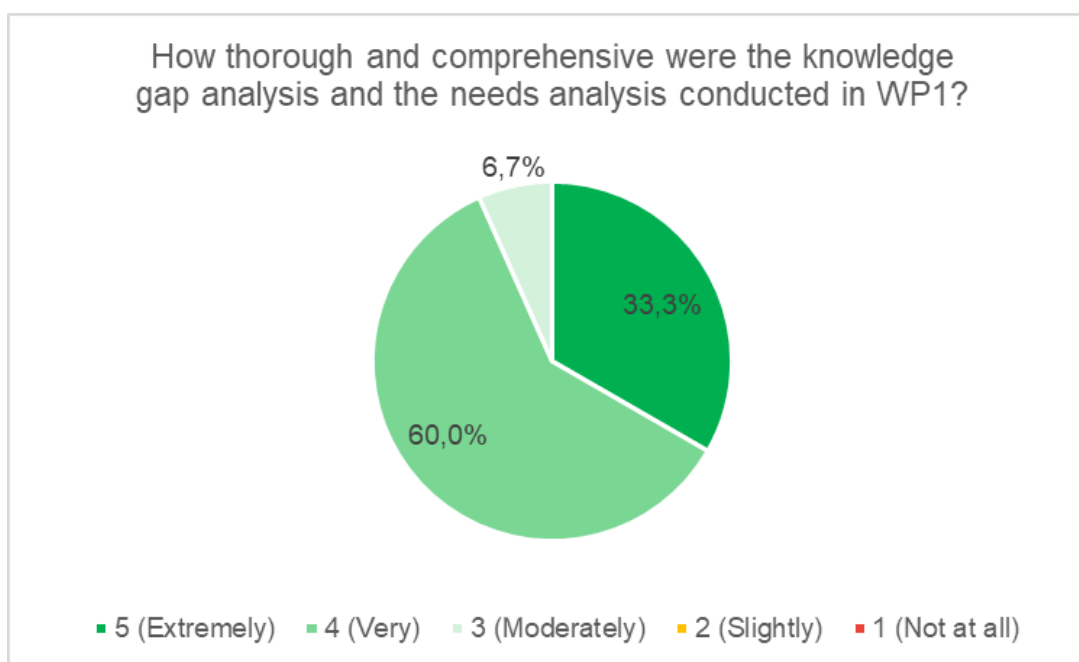


Figure 3 - Thoroughness of Knowledge Gap Analysis

Respondents were asked to evaluate how effectively the project analyzed and leveraged existing knowledge inheritance from previously funded projects. The results showed that 46.6% found it effective, while 26.7% considered it very effective and 26.7% extremely effective. No respondents rated it as ineffective. This indicates a positive perception of the project's ability to capitalize on existing knowledge.

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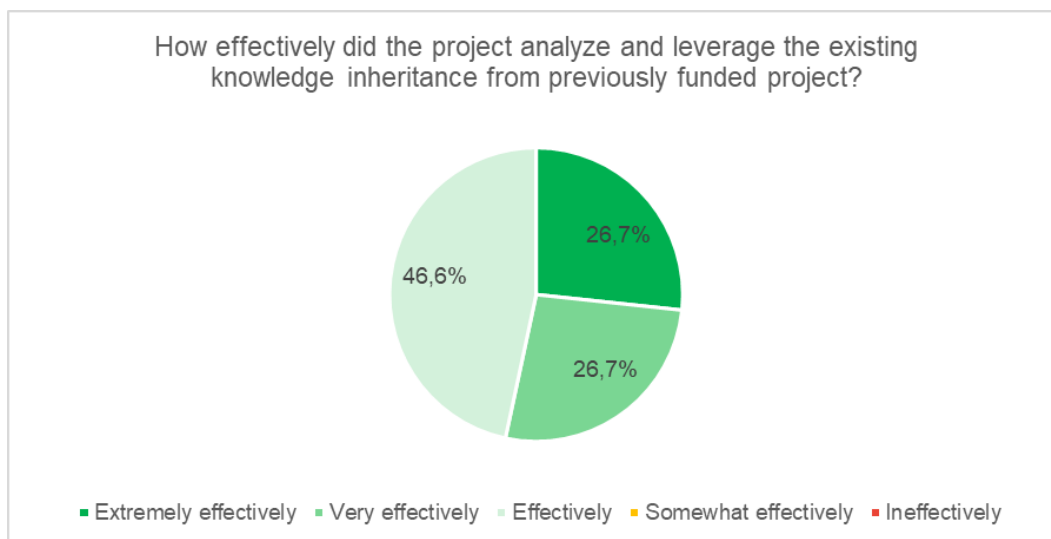


Figure 4 -Effectiveness of Leveraging Existing Knowledge Inheritance

Partners were asked to rate, on a scale from 1 to 5, how well the identified priority areas for internationalization covered the existing gaps and needs. The responses varied, with 53.3% rating it as a 5 (Excellent) and 33.4% as a 4 (Good). The remaining 13.3% rated it as a 3 (Average). This suggests a very positive evaluation of the identified priority areas.

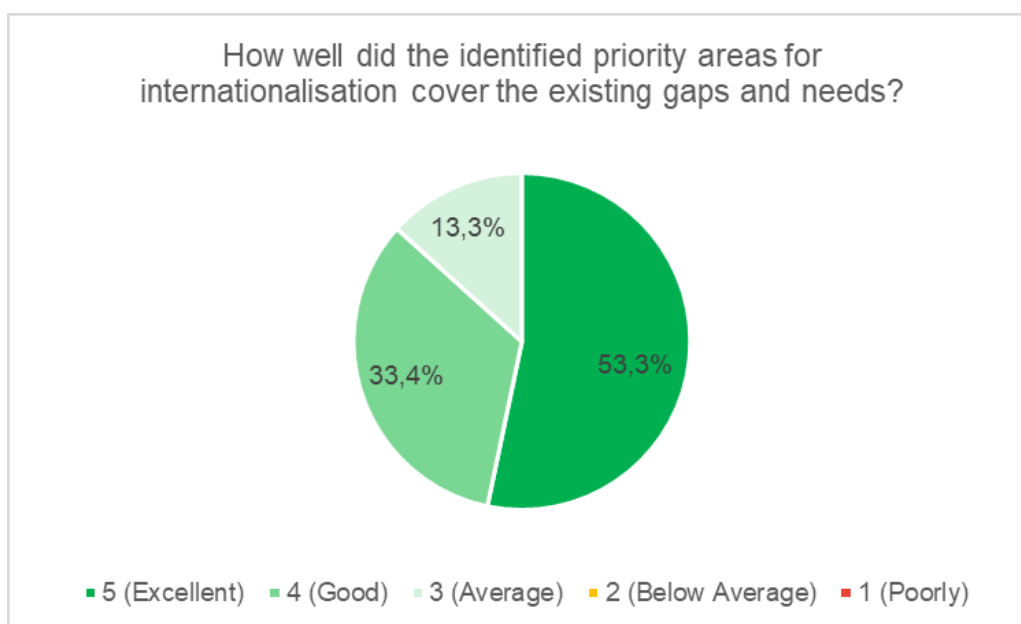


Figure 5 - Coverage of Identified Priority Areas for Internationalization

Some partners provided recommendations for improving the gap analysis and knowledge capital analysis processes in future projects. Three responses were received, with suggestions including considering the excellent deliverables produced in this project as a benchmark.

WP2 - Suggestion of a coordination model for use of existing resources based on a knowledge capital repository

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Overview

Table 3 - WP2 - Activities, Results, Deliverables

ACTIVITY	RESULTS	DELIVERABLES
T.2.1: Creation of knowledge repository based on INTERBA templates for project deliverables and knowledge outcomes from previous projects.	<ul style="list-style-type: none"> Repository of 86 knowledge cases and skills amongst the participating HEIs based on existing knowledge capital. In the repository are collected information about 86 courses made available by partners. The courses cover 9 ISCED main categories and 37 ISCED subcategories. 	<ul style="list-style-type: none"> Report: https://interbaproject.com/wp-content/uploads/2023/11/WP2-D2.1.pdf
T.2.2: Creating a network of knowledge experts	<ul style="list-style-type: none"> Repository of around 105 experts from Partner Countries HEIs that collaborate to increase the research and innovation capacities at PC universities. The network has been established with detailed academic profiles, including possible contributions to research activities. 	<ul style="list-style-type: none"> Report with Template and profiles of experts: https://interbaproject.com/wp-content/uploads/2023/11/WP2-D2.2.pdf
T.2.3: Introducing a bridging model to align knowledge cases to knowledge gaps	<ul style="list-style-type: none"> Developed a Bridging Model aligning institutional needs with available resources, contributing to an effective exploitation of knowledge capital in PC institutions. 	<ul style="list-style-type: none"> Report: https://interbaproject.com/wp-content/uploads/2023/11/WP2-D2.3.pdf

Evaluation from partners

The questionnaire aimed to assess partners' perceptions of the completion of the work package 2, the effectiveness of the repository infrastructure, the added value from the expert network, and the contribution of the bridging model to optimizing the use of existing resources.

The results indicate that 80% of respondents found the completion of WP2 to be good, while 20% considered it satisfactory. No respondents rated it as poor or needing improvement, suggesting a positive overall assessment of the work package.

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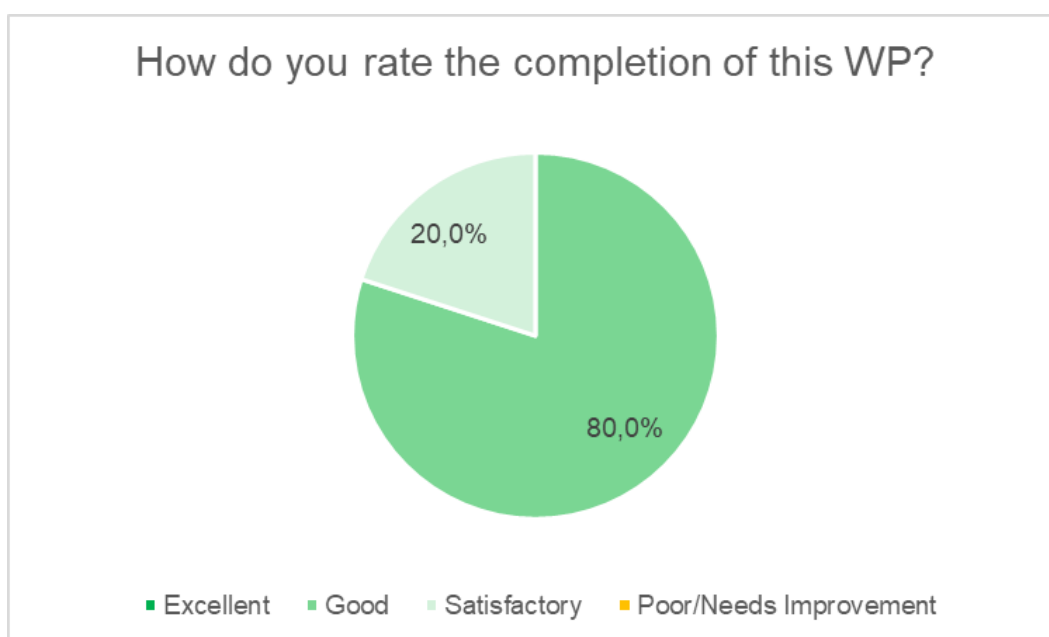


Figure 6 - WP2 - Completion Rating

Partners were asked to rate the effectiveness of the repository infrastructure for documenting knowledge cases on a scale from 1 to 5, where 1 is "Not at all" and 5 is "Extremely." The majority of respondents (53.3%) rated it as a 4 (Very), while 33.3% rated it as a 5 (Extremely). This indicates a high level of satisfaction with the repository infrastructure.

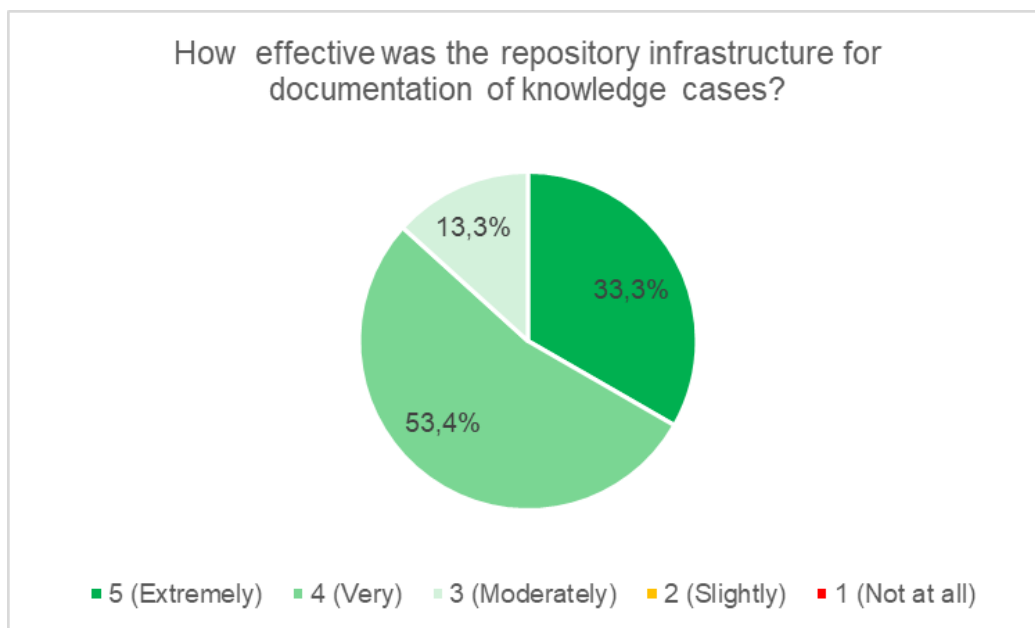


Figure 7 - Effectiveness of Repository Infrastructure

Partners were asked to evaluate the added value of the expert network at institutional, national, and regional levels for the project. The results showed that 53.3% experienced significant added value, while 33.3% experienced exceptional added value. This indicates a very positive impact of the expert network for the partner institutions and the region.

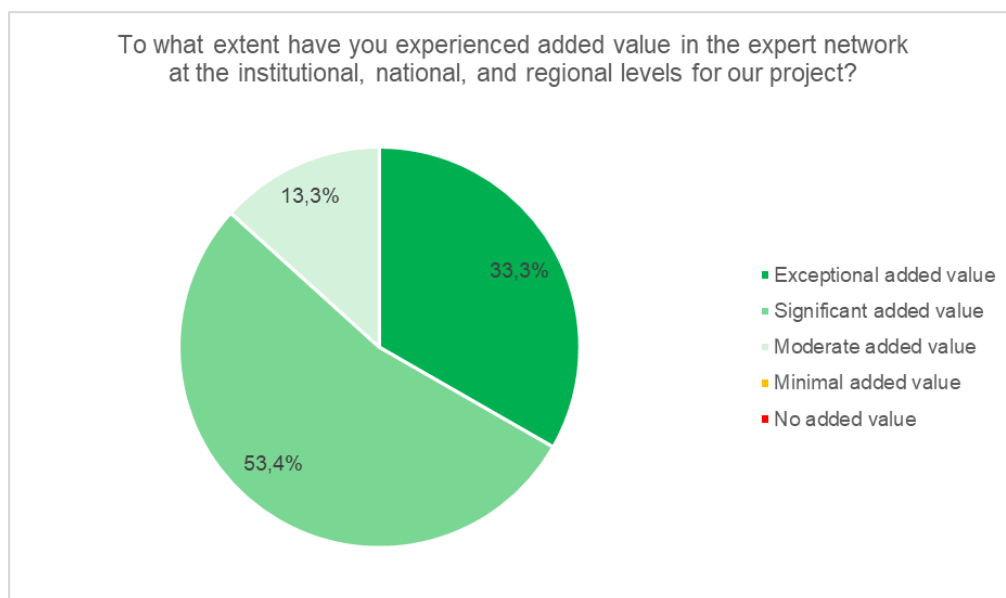
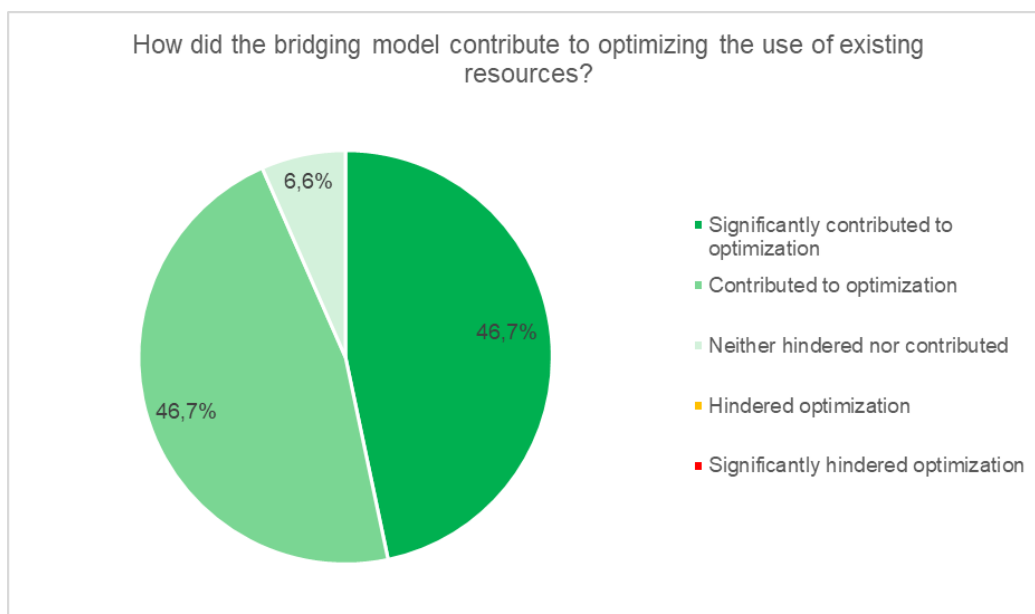


Figure 8 - Added Value from the Expert Network

Partners were asked to express their opinion on how the bridging model contributed to optimizing the use of existing resources. 46.7% felt that it significantly contributed to

optimization, with no respondents indicating hindrance. This suggests a very good perception of the bridging model's effectiveness for partner institutions.



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Figure 9 - Contribution of the Bridging Model

Respondents provided recommendations for improving the coordination model and knowledge capital repository in future projects. Suggestions included continuing the enrichment of the knowledge capital deposit, using the coordination model as a reference point, and collecting information about future projects in a similar way to have updated information about knowledge capital from partner country institutions.

WP3 - Development of training content to increase capacity in internationalisation

Overview

Table 4 - WP3 - Activities, Results, Deliverables

ACTIVITY	RESULTS	DELIVERABLES
T.3.1: Developing training content	<ul style="list-style-type: none"> Introduction of the SCATE model as a "Train the Trainers" program and a blueprint for future training session Created the training toolkit based on SCATE model for each pilot course 	<ul style="list-style-type: none"> Report: https://interbaproject.com/wp-content/uploads/2023/03/WP3-D1-Developing-training-content-v3-1.pdf

T.3.2: Preparing short-term opportunities	<ul style="list-style-type: none"> Created 12 pilot courses as short training opportunities following the SCATE model guidelines, including materials in three languages: Albanian, Bosnian and English. 	<ul style="list-style-type: none"> Report: https://interbaproject.com/wp-content/uploads/2023/03/WP3-D2-Preparing-short-training-opportunities-v3.pdf
T.3.3: Creating guidelines for Request for Knowledge (RfK)	<ul style="list-style-type: none"> Crafted the coordination model (RfK toolkit) as a refined matching mechanism aligning the expertise offered with the institutions' needs. It contributed to an effective exploitation of knowledge capital in PC institutions. 60 Request for Knowledge (RfK) 	<ul style="list-style-type: none"> Report: https://interbaproject.com/wp-content/uploads/2020/04/WP3-D3-Creating-guidelines-for-Request-for-Knowledge-RfK-documentation-v2.pdf

The questionnaire aimed to assess partners' perspectives on the completion of the Work Package 3 (WP3) – Development of Training Content to Increase Capacity in Internationalization, the suitability of the pedagogic model suggested for content development, the effectiveness of knowledge transfer during pilot training, the practicality of Request for Knowledge (RfK) documents' guidelines and templates, and the impact of creating a pilot RfK repository on knowledge transfer initiatives.

The results indicate that 100% of respondents found the completion of WP3 to be good, indicating a highly successful execution of the work package.

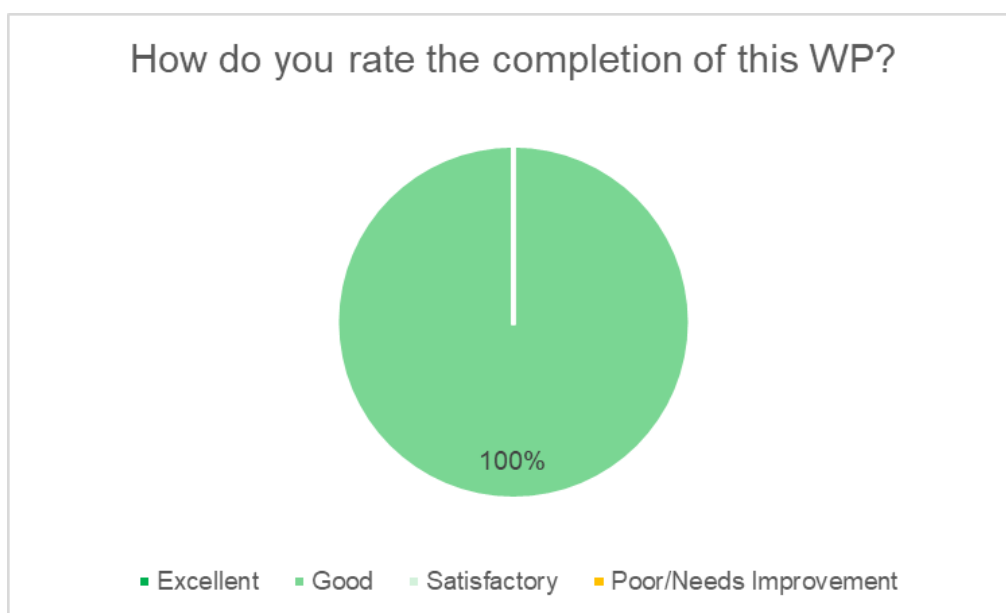


Figure 10 - WP3 - Completion Rating

Evaluation from partners

Partners were asked to rate the suitability of the pedagogic model suggested for content development on a scale from "Not suitable at all" to "Extremely suitable." The majority of respondents (73.3%) found the model to be extremely suitable, while 20% considered it very suitable, indicating a high level of satisfaction with the suggested pedagogic model. The remaining 6.7% rated it as moderately suitable.

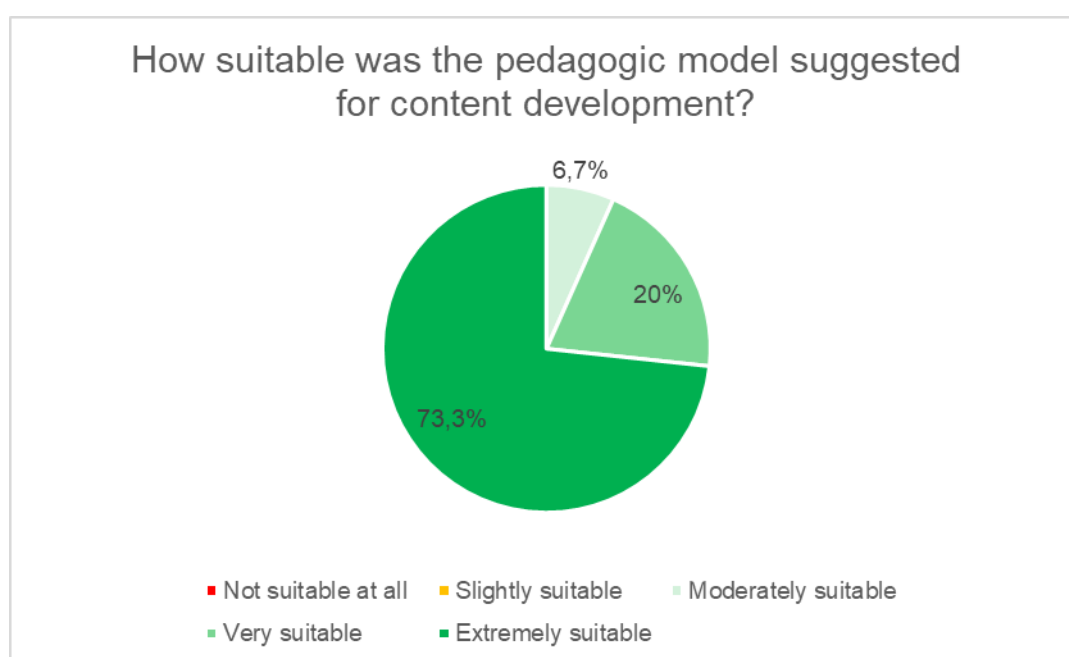


Figure 11 - Suitability of Pedagogic Model

Through open questions, partners were asked how they assessed the knowledge transfer during the pilot training and whether the training structure and design were effective in facilitating knowledge delivery. Overall, the respondents overwhelmingly praised the knowledge transfer during the pilot training, describing it as "very effective" and agreed that the training structure and design were indeed effective in facilitating this delivery. They highlighted the well-organized trainers and that training content was comprehensive, customized to specific needs, and aligned with the needs analysis conducted in the previous project stages. The positive impact extended to retraining staff at their respective institutions.

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Partners were asked to rate the practicality of guidelines and templates for Request for Knowledge (RfK) documents. The responses were evenly distributed across the practicality scale, with majority finding them very practical (40%) and extremely practical (40%), and 20% considering them moderately practical.

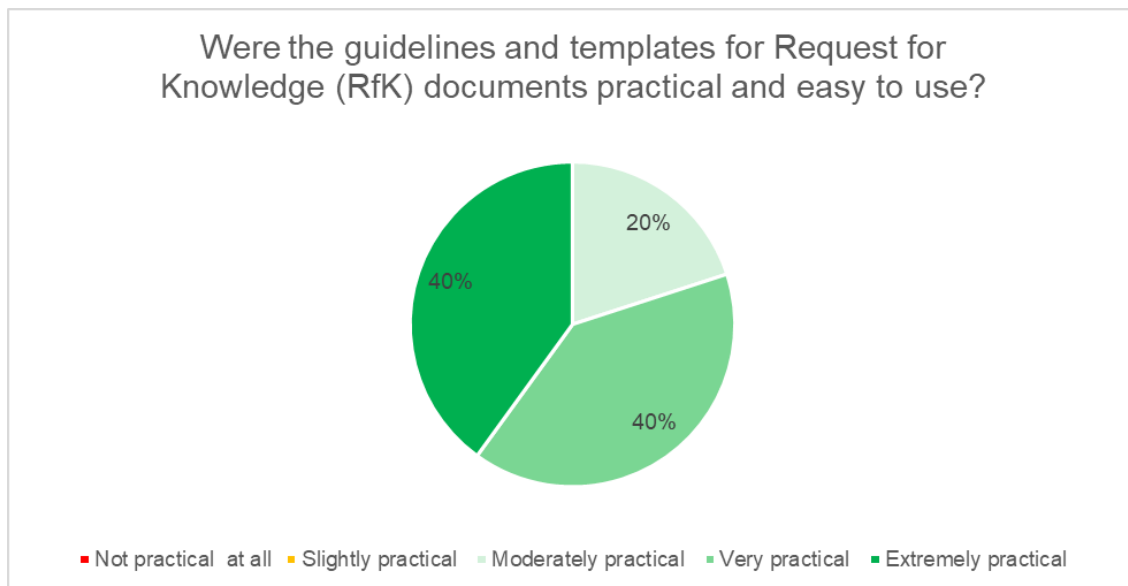


Figure 12 - Practicality of RfK Documents' Guidelines and Templates

Partners were asked to assess whether the creation of a pilot Request for Knowledge (RfK) repository effectively supported knowledge transfer initiatives. The responses showed a positive trend, with 46.7% finding it very effective and 33.3% extremely effective. No respondents indicated that it had no impact at all.

A few respondents provided additional feedback, emphasizing the potential deployment of the RfK toolkit at the national level and the valuable lessons learned from WP3 for shaping future initiatives to increase internationalization at partner institutions.

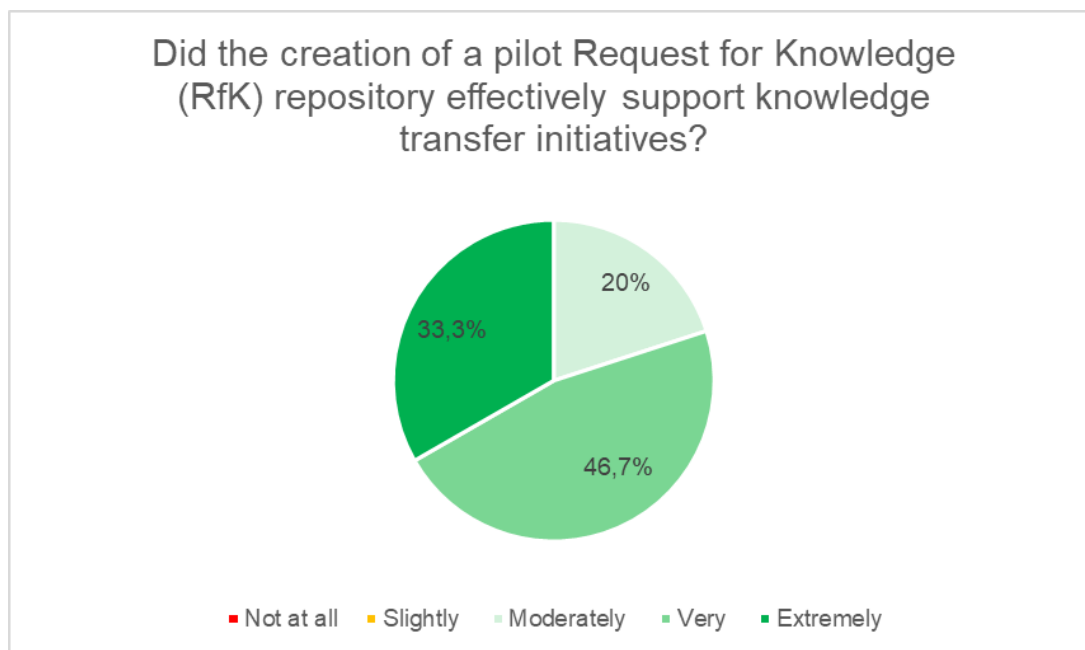


Figure 13 - Impact of Pilot RfK Repository on Knowledge Transfer

WP4 - Organisation of training and re-training

Overview

Table 5 - WP4 - Activities, Results, Deliverables

ACTIVITY	RESULTS	DELIVERABLES
T.4.1: Training key staff members	<ul style="list-style-type: none"> Trained 36 experts in a unified pedagogic Train-the-Trainer (TtT) program. 	<ul style="list-style-type: none"> Report: https://interbaproject.com/wp-content/uploads/2024/01/WP4-D1-Training-key-staff-members-v1.pdf
T.4.2: Conducting training pilots	<ul style="list-style-type: none"> 3 short training sessions held in Tirana (ALB), Cagliari, and Palermo (IT). Trained 52 experts as trainers related to the topics offered by pilot courses. 	<ul style="list-style-type: none"> Report: https://interbaproject.com/wp-content/uploads/2024/01/WP4-D2-Conducting-training-pilots-v1.pdf
T.4.3: Conducting re-training	<ul style="list-style-type: none"> 2 re-training sessions hosted by each WB HEI Re-training sessions attended by approximately 510 academics, 	<ul style="list-style-type: none"> Report: https://interbaproject.com/wp-content/uploads/2024/01/WP4-D3-Conducting-re-training-v2.pdf

	administrative staff and students.	
T.4.4: Producing the training toolkit	<ul style="list-style-type: none"> Created the training toolkit based on SCATE model for each pilot course including materials in three languages: Albanian, Bosnian and English. 	<ul style="list-style-type: none"> Toolkit: https://interbaproject.com/wp-content/uploads/2024/01/Training%20toolkit.zip

The questionnaire aimed to assess partners' perspectives on the completion of the Work Package 4 (WP4) – Organisation of Training and Re-training, the effectiveness of Train the Trainers (TtT) workshops, the adaptation of training pilots to contextual nuances, the contribution of peripheral institutions to re-training sessions, and aspects of the training methodology or content considered particularly effective.

The results indicate that all partners found the completion of WP4 to be good, indicating that the performance exceeded expectations.

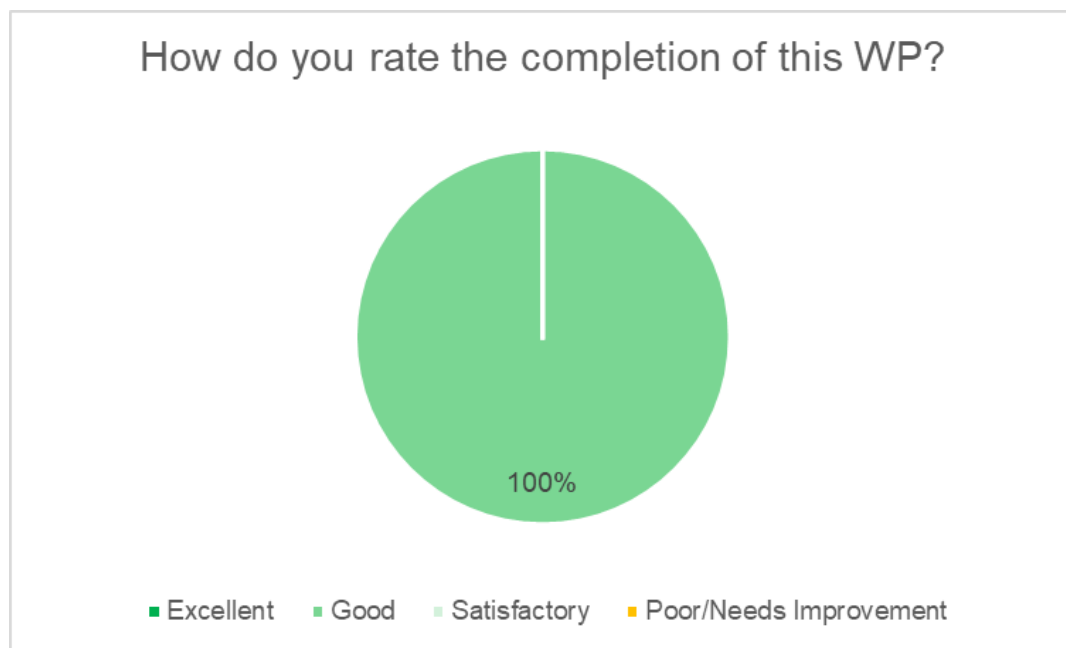


Figure 14 - WP4 - Completion Rating

Evaluation from partners

Partners were asked to evaluate how well the Train the Trainers (TtT) workshops addressed the specific needs and challenges faced by core staff in their institutions regarding internationalization. The majority of respondents (53.3%) found the workshops exceptionally well-tailored, while 40% considered them very well aligned to the specific needs and challenges.

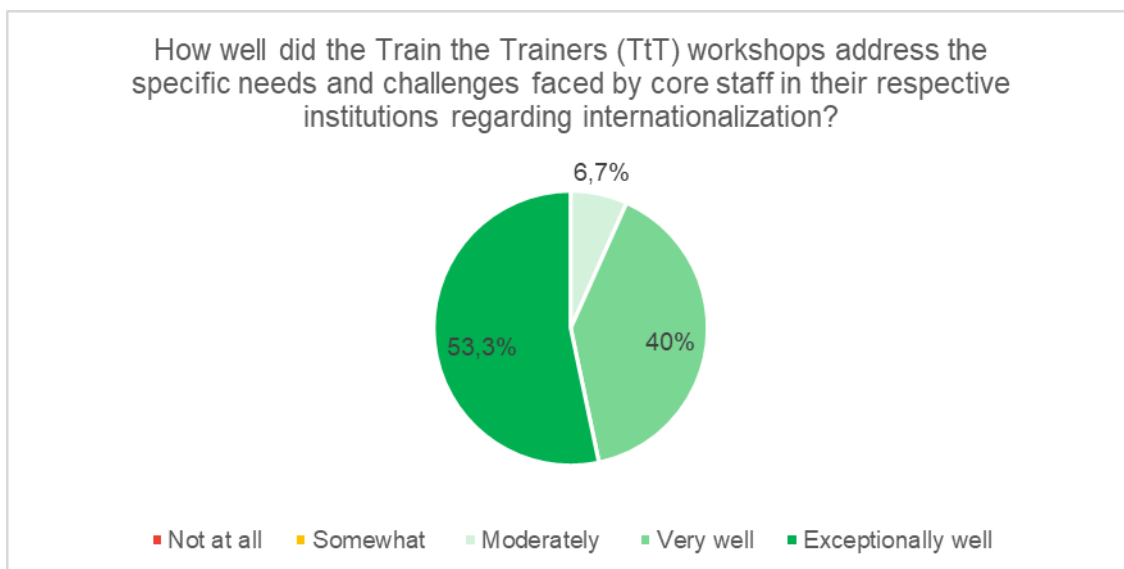


Figure 15 - Effectiveness of TtT Workshops

Partners were asked to assess the effectiveness of training pilots in adapting content to the specific contextual nuances of each partner institution. The responses varied, with 33.3% finding it very effective, 46.7% extremely effective, and 20% moderately effective. No respondents found it ineffective, indicating a positive impact on contextual adaptation.

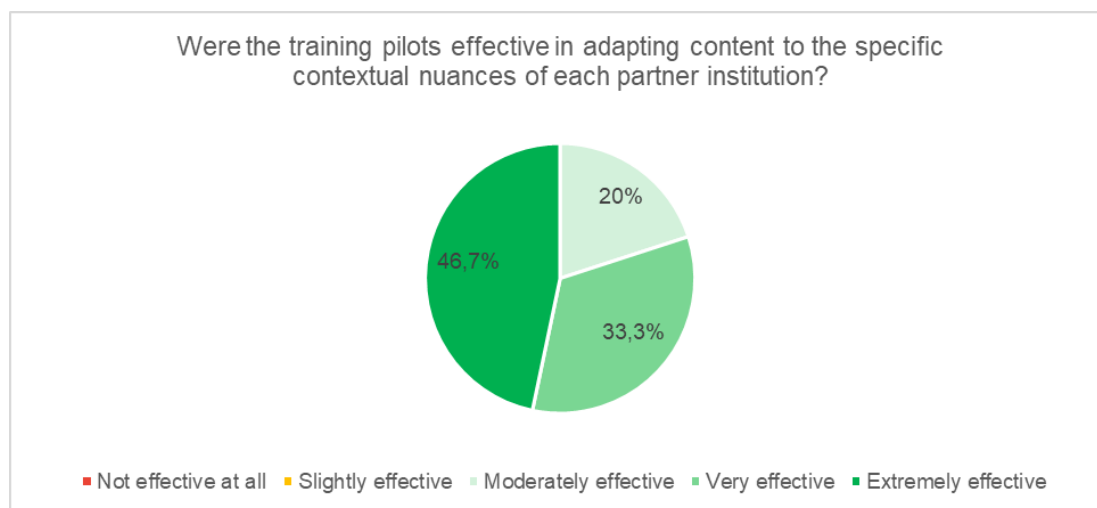


Figure 16 - Adaptation of Training Pilots

Partners acknowledged the valuable contribution of peripheral institutions to re-training sessions, emphasizing several key aspects. Responses highlighted the expansion of information and debate, the active focus on utilizing information in teaching and research activities, describing it as a significant enhancement. The responses also commended the very good level of participation, the demonstrated motivation in organizing re-training sessions, and the overall effective contribution made by peripheral institutions. Additionally, the successful creation and

development of pilot courses within the INTERBA project by various partner institutions were recognized as particularly beneficial in realizing re-retraining sessions.

Partners identified specific aspects of the training methodology or content that they considered particularly effective. The SCATE (Scope, Content, Activity, Think, Extra) model received praise for its usefulness in preparing pilot courses, with colleagues from partner institutions appreciating its effectiveness in creating course content across diverse fields, and for its unique approach, emphasizing that it starts with action and focuses on thinking instead of a traditional introduction-review structure. Also, the ability to use the Request for Knowledge (RfK) toolkit and retraining resources for organizing local pilots was highlighted as particularly effective.

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WP5 - E-learning platform and tools for delivery, support and exchange of existing and new knowledge capital

Overview

Table 6 - WP5 - Activities, Results, Deliverables

ACTIVITY	RESULTS	DELIVERABLES
T.5.1: Creation of Moodle structures for the delivery of e-learning	<ul style="list-style-type: none"> Established an online Moodle platform with courses in English, Albanian and Bosnian, featuring training materials and portfolios for IaH implementation. 	<ul style="list-style-type: none"> Moodle platform: https://moodle.interbaproject.com/
T.5.2: Support of the introduction of materials	<ul style="list-style-type: none"> Courses structure and materials uploaded in the Moodle platform and made available for all stakeholders. 	
T.5.3: Monitor the translation of key documentation	<ul style="list-style-type: none"> All the courses uploaded in three languages: English, Albanian and Bosnian. 	
T.5.4: Monitor the use of the platform during training and retraining	<ul style="list-style-type: none"> Performed continuous refinement through a feedback-driven process during training sessions. 	

The questionnaire aimed to assess partners' perspectives on the completion of the Work Package 5 (WP5) - E-learning Platform and Tools of the project, the user-friendliness and accessibility of the Moodle structures, the effectiveness of the e-learning platform during training and retraining, and the overall effectiveness of the platform for their institutions.

The results indicate that 100% of partners found the completion of WP5 to be good, exceeding expectations.

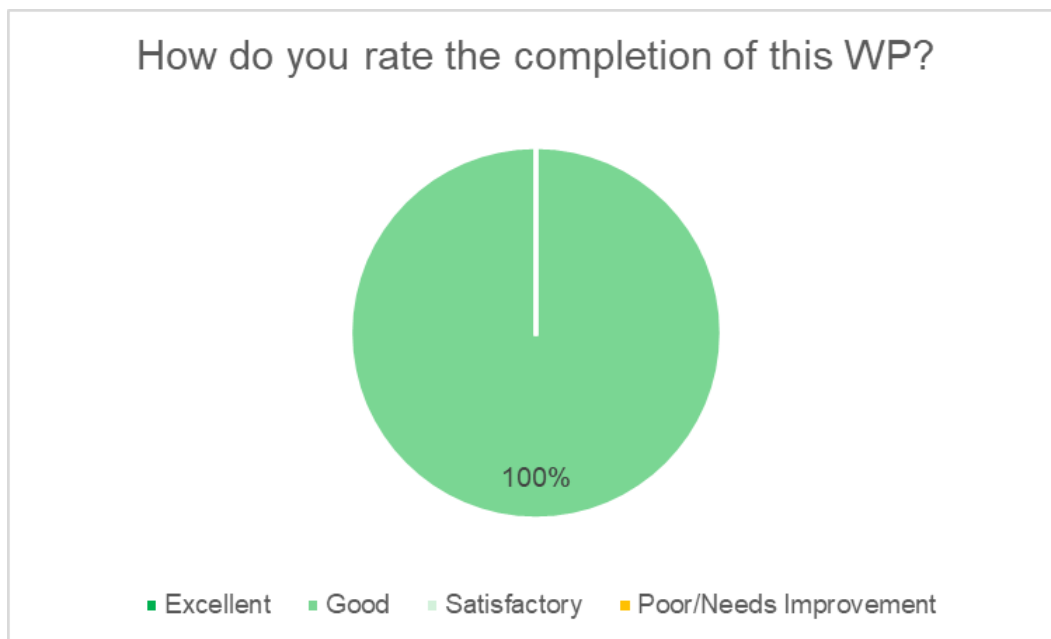


Figure 17 - WP5 - Completion Rating

Evaluation from partners

Partner rated the user-friendliness and accessibility of the Moodle structures for both trainers and trainees on a scale from 1 to 5, where 1 is "Not at all user-friendly and accessible" and 5 is "Extremely user-friendly and accessible." The majority (60%) rated it as a 5 (Extremely), while 27% found it very user-friendly and accessible. Only 13% considered it moderately user-friendly and accessible.

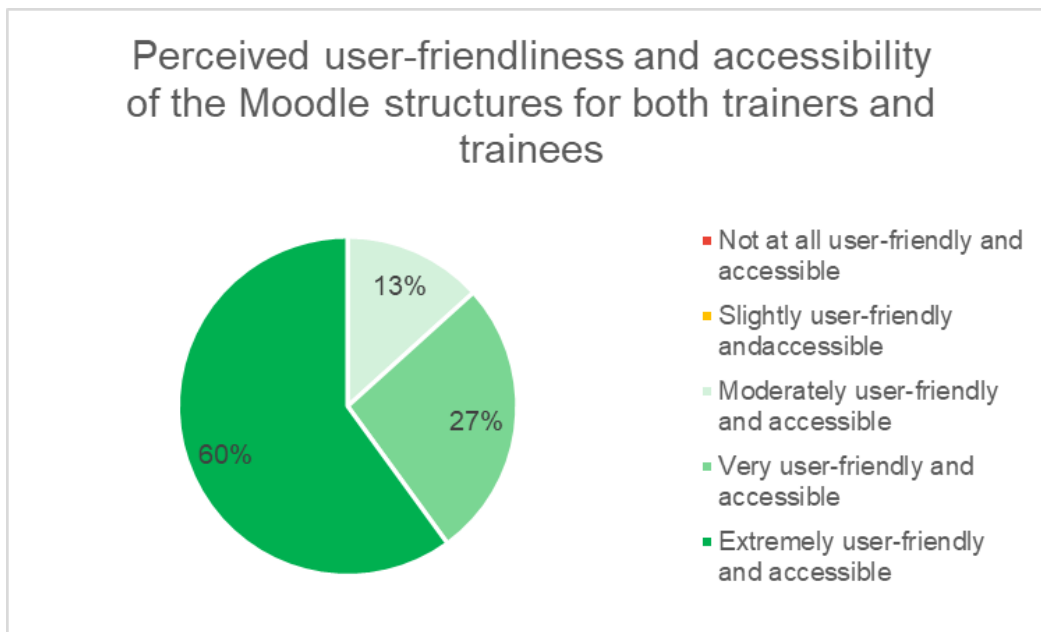


Figure 18 - User-friendliness and Accessibility of Moodle Structures

Respondents provided insights into the effectiveness of the e-learning platform during training and retraining, emphasizing its ease of use and information accessibility. Some respondents mentioned the effectiveness of the platform in terms of monitoring valuable knowledge retention and how discussions during retraining sessions, involving participants and trainees, contributed to positive opinions about the Moodle platform and the SCATE (Scope, Content, Activity, Think, Extra) pedagogical model. The collective feedback highlighted the successful integration of participants' feedback collected during training and retraining sessions for enhancing the overall user experience.

Partners were asked to rate the effectiveness of the e-learning platform for their institutions on a scale from 1 to 5, where 1 is "Not at all effective" and 5 is "Extremely effective." The responses varied, with 54% rating it as a 5 (Extremely effective), 33% as a 4 (Very effective), and 13% as a 3 (Moderately effective).

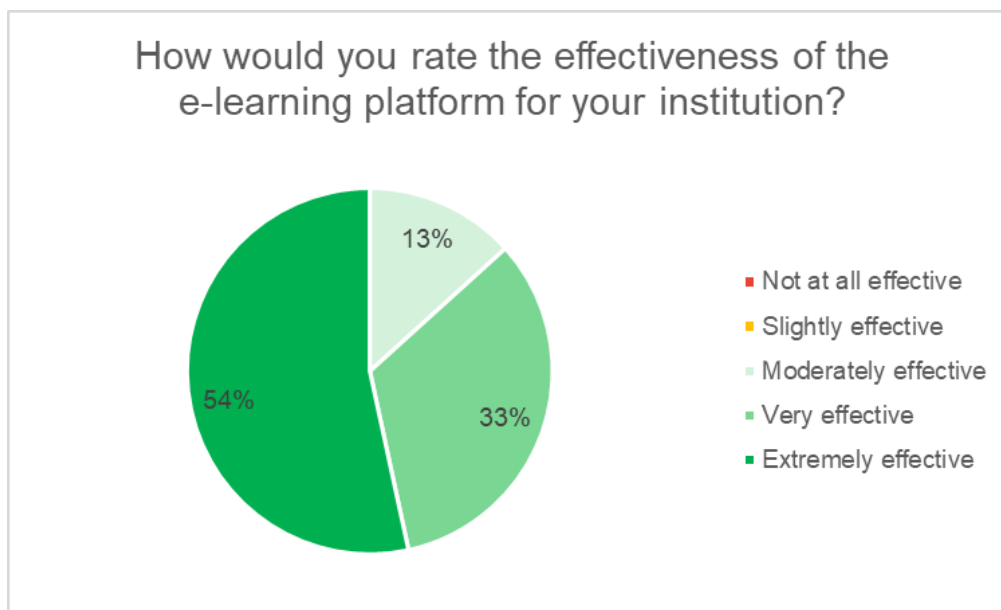


Figure 19 - Effectiveness of E-learning Platform during Training and Retraining

WP6 – Sustainability

Overview

Table 7 - WP6 - Activities, Results, Deliverables

ACTIVITY	RESULTS	DELIVERABLES
T.6.1: Elaboration and dissemination of the methodology for the sustainability strategy	<ul style="list-style-type: none"> Executed a dissemination plan and devised an exploitation/ sustainability strategy. 	<ul style="list-style-type: none"> Report: https://interbaproject.com/wp-content/uploads/2024/01/Elaboration-and-dissemination-of-the-methodology-for-the-sustainability-strategy.pdf
T.6.2: Sustainability plan for training and retraining courses and the Moodle platform	<ul style="list-style-type: none"> Created a sustainability action plan for the courses and the training offer 	<ul style="list-style-type: none"> Report: https://interbaproject.com/wp-content/uploads/2023/10/D-6.2-Sustainability-Plan_INTERBA_v00.pdf
T.6.3: Sustainability plan for Train-toTrainers workshop		<ul style="list-style-type: none"> Report: https://interbaproject.com/wp-content/uploads/2023/10/D-6.3-Sustainability-Plan_INTERBA_v00.pdf

T.6.4: Sustainability plan for network of knowledge experts	<ul style="list-style-type: none"> Network is maintained through the e-learning platform, which will involve the knowledge experts with the relevant courses and experience profiles. 	<ul style="list-style-type: none"> Report: https://interbaproject.com/wp-content/uploads/2023/10/D-6.4-Sustainability-Plan_INTERBA_v00.pdf
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The project has demonstrated notable strengths, indicating positive prospects for its long-term viability: courses have been acknowledged as valuable tools that contribute to enhanced learning and skill development outcomes; the e-learning platform's possess features that contribute to its long-term success; trainers are equipped to pass on their expertise for sustained impact and the Network of Knowledge Experts forms a robust foundation for continued success and impactful collaboration.

Project partners provided insights into the expected long-term impact of the project by focusing on target groups, including NGOs, associations representing companies as well as other universities in the region. Respondents emphasized quantitative indicators such as the number of project applications, including the number of businesses involved in further cooperation with partner institutions for future initiatives. Qualitatively, the indicators included agreements among partners for future cooperation and active promotion to other universities and government institutions for collaborative efforts.

WP8 - Dissemination and Exploitation

Table 8 - WP8 - Indicators, Expectations, Results

QUANTITATIVE INDICATORS	EXPECTED RESULT	ACCOMPLISHED RESULTS
Nr of website	1	1
Nr of social media accounts		3 (Facebook, Instagram, YouTube)
Papers on project activities and results published in relevant scientific magazines and/or presented at relevant international conferences	2	2
Nr of Newsletter developed		2
Nr of dissemination events with relevant stakeholders	4	
Final International Project Conference in Tirana	1	1
Nr of financial and institutional sustainability strategic plan	1	1

For complete analysis of Dissemination and Exploitation efforts from partners, please refer to the Final Dissemination Report (managed by WP8 Leader, European University of Tirana).

WP9 - Project management and coordination

Overview

Table 9 - WP9 - Indicators, Expectations, Results

QUANTITATIVE INDICATORS	EXPECTED RESULT	ACCOMPLISHED RESULTS
Nr of transnational project meetings		8
Nr of online meetings		13
Nr of annual reports	3	3

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Evaluation from partners

To measure the opinion of the respondents about the Project management and coordination of the project, Section 1 of the online questionnaire included the following items:

1. *Coordinator's communication with the partners*
2. *Project leadership*
3. *Clarity of roles and tasks*
4. *Clarity of financial aspects*
5. *Communication and cooperation within the partnership*
6. *Mutual understanding amongst partners*
7. *Working atmosphere*
8. *Keeping the deadlines*

Partners were asked to rate the quality of these items according to the following scale items:

- Poor/Needs Improvement = Performance is less than expectations
- Satisfactory = Performance meets the expectations
- Good = Performance exceeds the expectations
- Excellent = Performance exceeds the expectations significantly higher.

For better readability, a radar chart visual model is here used to help reader have a fast and simple understanding of the evaluations provided: each spoke of the model representing one of the items presented, the center represents the less desirable results in terms of quality. The line connecting the data values for each spoke display the general level of quality partners perceived in INTERBA.

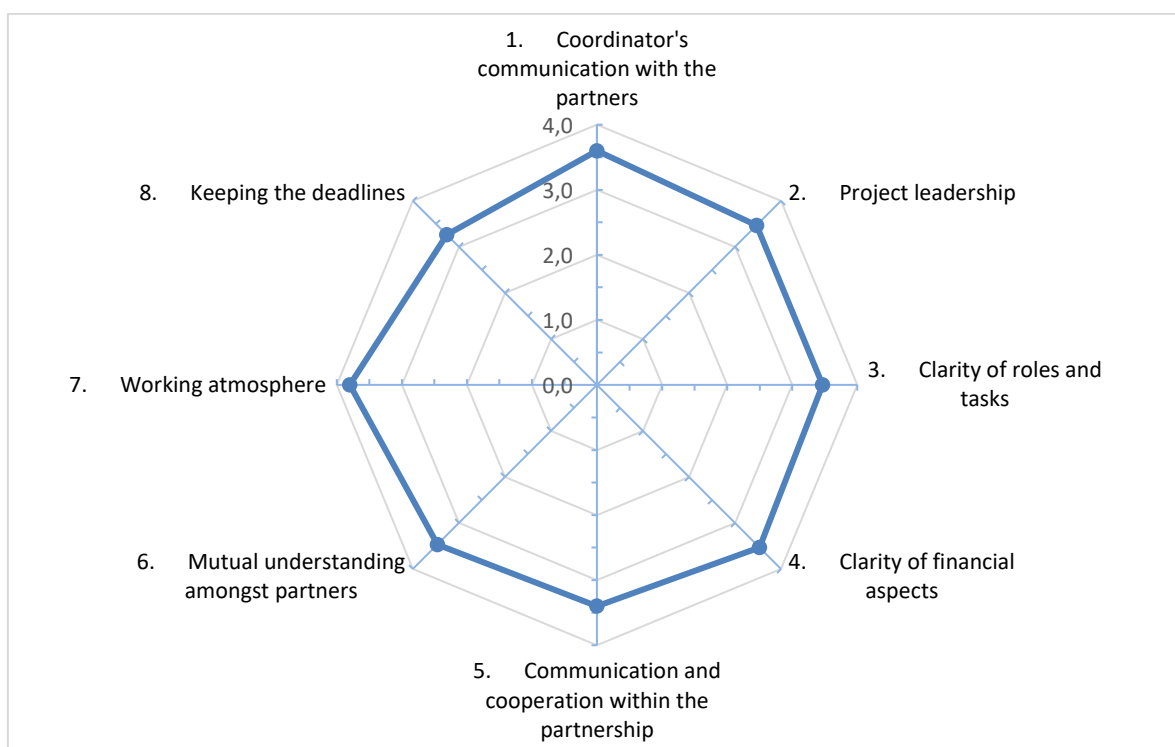


Figure 20 - Level of perceived quality of project management and coordination

The detailed results for each item are reported in the chart below.



Figure 21 - Level of perceived quality of project management and coordination (per item)

The assessment results provide valuable insights into various aspects of the project, reflecting the partners' perceptions across different dimensions. Here's an interpretation of each result:

- **Coordinator's communication with the partners:** Average rating: 3,6. The high average rating suggests that the communication between the coordinator and the partners was generally effective and satisfactory throughout the project, fostering collaboration and understanding.
- **Project leadership:** Average rating: 3,5. The positive rating indicates strong confidence in the project leadership, highlighting effective guidance and decision-making, contributing to overall project success. Project coordinator played a pivotal role in steering the project toward successful completion.
- **Clarity of roles and tasks:** Average rating: 3,5. The high rating indicates a clear understanding of roles and tasks within the project team, minimizing ambiguity and promoting efficiency in execution.
- **Clarity of financial aspects:** Average rating: 3,5. A solid rating in this category reflects transparency and clear communication regarding financial aspects, ensuring a shared understanding between project coordinator and project partners.
- **Communication and cooperation within the partnership:** Average rating: 3,4. Although slightly lower than other categories, this rating reflects the appreciation for the collaborative efforts that contributed to the project's success.
- **Mutual understanding amongst partners:** Average rating: 3,5. A strong rating in mutual understanding indicates a harmonious relationship among project partners, contributing positively to collaboration and shared goals.
- **Working atmosphere:** Average rating: 3,8. The highest rating among all categories suggests a positive and conducive working atmosphere; this favourable environment likely played a crucial role in maintaining high team morale and productivity throughout the project.
- **Keeping the deadlines:** Average rating: 3,3. The slightly lower rating in this category shows that, while the project successfully progressed within reasonable timelines, there were occasional challenges in meeting deadlines. This is to be attributed to various factors, and despite the challenges, the project has been completed.

V. Conclusion

The INTERBA project embarked on a four-year journey with the aim of enhancing higher Education quality through "Internationalisation at Home" (IaH). This report summarised the evaluation the INTERBA project implementation and its progress, and assessed the quality of the key outcomes and outputs delivered in the last period from November 2022 to November 2023.

CESIE compiled information consistent with the evaluation methodology established in the Quality Assurance Plan of the project, focusing on:

- A. Analysing the last evaluation activities administered by CESIE. All partners were responsible for completing the evaluation activities.
- B. Reviewing all documents and proofs uploaded by partners in the shared folders on Google Drive. All partners were responsible for making the evaluation activities available to the participants in their countries, and uploading all documents related to the implementation of the project in the shared folders.
- C. Checking results made available on the project website <https://interbaproject.com/>.

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Navigating the challenges imposed by the COVID-19 pandemic, project INTERBA demonstrated resilience (through the adaptation of transnational project meetings to an online format and the true commitment of partner countries partner institutions). Productivity, adaptability and commitment were the key characteristics which led the INTERBA project to succeed in achieving its objectives. The project was implemented according to stipulated quality dimensions, meeting the foreseen goals while generally exceeding participants' expectations. All the indicators identified for evaluation were met.

A commendable aspect of INTERBA's QA strategy is the active involvement of project partners in self-assessment through an online questionnaire. This participatory approach ensures a comprehensive understanding of the project's progress, strengths, and areas for improvement.

Across the various Work Packages, INTERBA received positive evaluations, indicative of a well-executed and impactful project. Detailed evaluation in Work Package 9 revealed a robust structure in project management, with occasional challenges in meeting deadlines not overshadowing the overall successful completion of the project. In Work Package 1, partners acknowledged the thoroughness of the analysis and the effective leveraging of existing knowledge. Work Package 2 demonstrated high satisfaction levels, setting a positive tone for future collaborative endeavours. Work Package 3 emerged as a highlight, with unanimous positive evaluations for the suitability of the pedagogic model and the effectiveness of knowledge transfer. Work Package 4 showcased tailored workshops, effective contextual adaptation, and valuable contributions from peripheral institutions. The development of an e-learning platform and tools marked another success in Work Package 5. Work Package 6 demonstrated notable strengths, indicating positive prospects for long-term viability.

Final considerations from partners regarding the project

STRENGTH	WEAK POINTS
Great relevance according to the regional and institutional needs of partner countries and institutions.	Difficulties met in organizing meetings especially during the pandemic, affecting relationship building and team cohesion.
Trust and cooperation among partners.	Some knowledge areas were not included in the project.

Cross-country and interdisciplinary collaboration.	Delays due to the necessary structural changes of institutions to adapt to flexible training outside standard curricula.
Effective use of existing knowledge and capacity from partner institutions.	
Capitalisation of knowledge base from existing projects.	
Enrichment effect through knowledge and experience sharing.	
Promoting a more inclusive and well-rounded educational experience.	
Empowerment of partner institutions through the established results: training packages, knowledge repository, network of experts, Moodle platform.	
Established network of partner institutions across the region.	
Potential to strengthen the global competence of students and faculty members involved in Internationalization at Home implementation.	
Sustainability focus.	

The project's success emanates from resilience, effective execution despite challenges, and a collaborative spirit among all partnership. The narrative woven through partner evaluations leaves a blueprint for future initiatives, emphasizing adaptability, collaboration, and a relentless pursuit of excellence as essential elements for success in complex projects.

Project INTERBA Feedback and Insights for Future Initiatives

The questionnaire asked partners to share feedback and experiences from involvement in project INTERBA. This was done in order to get key insights that could inform others and enhance future initiatives within Erasmus+ Capacity Building for Higher Education.

- **Positive experiences encourage further initiatives:** The positive experience within the INTERBA project served as a catalyst for participation in other joint projects. This feedback emphasizes the importance of fostering a collaborative and conducive environment for stimulating institutions in taking part or developing other initiatives.
- **Increased international partnerships:** Partners expressed a notable increase in the number of cooperative efforts, extending collaboration to both project partners and, to some extent, their affiliated institutions. This expansion suggests that the Erasmus+ Capacity Building for Higher Education triggers a more intensive networking action within participant institutions, benefiting from contact with international peers and organisations outside their own region.

- **Creation of internal synergies and collaborations within the region:** Partners reported that the project created synergies leading to additional future proposals and institutional collaborations. This suggests that the collaborative efforts within INTERBA have not only been successful in the present but have also laid the groundwork for sustained partnerships and joint ventures in the West-Balkan region in the future.
- **Benefits of Training:** Knowledge exchange and co-creation of knowledge is a very strong point in the Capacity Building action. The exchange of knowledge and experiences has laid an excellent foundation for future initiatives and projects as the provision of training activities allow to meet the ongoing need of institutions for skill development.