

# **Elaboration and dissemination of the methodology for the sustainability strategy (D6.1)**

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

Project reference No.: 610429-EPP-1-2019-1-AL-EPPKA2-CBHE-JP

(Work package 6)

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## Document information

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## History

Version	Date	Submitted by	Reviewed by	Notes
<b>V1</b>	30.05.2022	TUHH	Olena Soltmann	1 <sup>st</sup> draft prepared

## INTRODUCTION

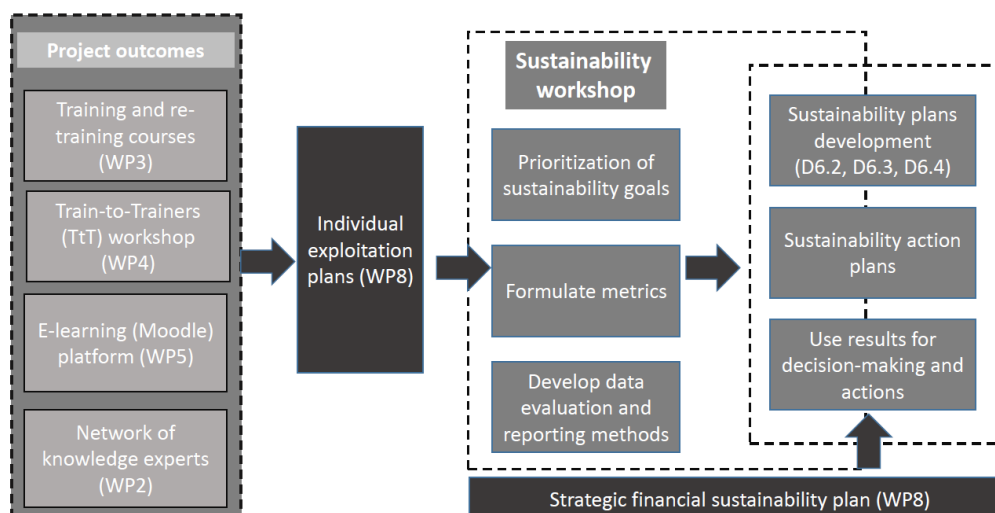
### Objectives of the present document:

- To create sustainable models and action plans for the efficient and effective utilisation and sustaining of the main INTERBA project outcomes after the project end.
- To develop sustainability indicators (KPIs) and assessment methodologies.
- To develop monitoring and reporting methods.

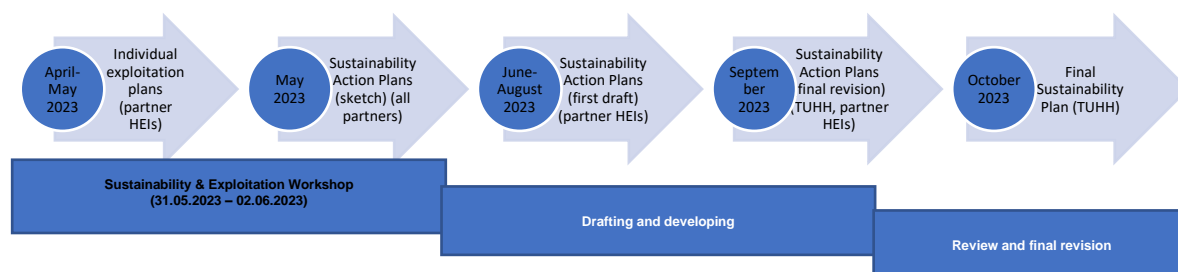
### Sustainability measures:

Project Outcomes	Strategy to ensure the sustainability of the project outcomes	Resources to ensure the sustainability of the project outcomes	Where will these resources be obtained?
<b>Training and re-training courses produced in the project (WP3)</b>	Validated newly developed courses by target groups	Trained lecturers and experts to update the courses for target groups	Internal operation capacities of PCIs
Pedagogic model (SCATE) applied and validated during the training (WP4)	Validation of the pedagogic model by the lecturers and directly by the target groups (e.g., students, staff)	Trained lecturers for the implementation of the teaching methodologies (Re-training)	Internal operation capacities of PCIs
<b>Train-to-Trainers (TtT) workshop (WP4)</b>	Validated train-to-trainer approach through the lecturers and target groups	Trained lecturers for the application of the TtT approach in the usual practice and other initiatives	Internal operation capacities of PCIs
Training and Re-training methodological toolkit (WP4)	Replicability of the Training and Re-training methodological toolkit to another activities and initiatives	Trained lecturers for the application of the training and re-training toolkit in the usual practice and other initiatives	Internal operation capacities of PCIs
<b>E-learning (Moodle) platform (WP5)</b>	Support and regularly update the courses after the project is finished	Trained university staff for maintenance and updating of the E-learning platform	Internal organisational and operational capacities of PC universities. Internal financing of PCIs.
<b>Network of knowledge experts</b>	Exchange of good practices and network model for the knowledge experts D	Trained experts for knowledge transfer and networking	Internal organisational and operational capacities of PCIs
Knowledge repository generated in the project (WP2)	Validated approach to bridge knowledge request and knowledge cases	Trained lecturers to update the knowledge repository	Internal operational capacities of PCIs
Prioritisation expertise areas (WP2)	Validated prioritisation approach for knowledge request	Trained lecturers to align the knowledge request with the expertise areas	Internal operational capacities of PCIs

## Sustainability methodology:



## Timeline:





## Sustainability plan for training and re-training courses and the e-learning platform (D6.2)

### Action plan for sustainability of the training and re-training courses and the e-learning platform

The sustainability of the courses and the training offer is ensured by: (i) the availability of the freely accessible courses and educational materials (open educational resources); (ii) the availability of the training offer and the e-learning platform after the end of the project. The action plan (D6.2) aims to elaborate the measures in a short- and long-term perspective, to analyse the stakeholders as well as to monitor the acceptance of the target groups with the training offer. The sustainability of the e-learning platform focuses on the further development of the platform's content in order to offer high-quality and more lucrative content based on the knowledge repository and the acquired experience of the knowledge network's experts.

The Sustainability Action Plan is based on the exploitation plans of the individual partner universities, which constitute the framework for this Sustainability Action Plan.

#### Key questions to be answered:

- 1) *What measures have to be undertaken to sustain the courses and the e-learning platform? What measures are required to ensure the continuous availability, accessibility, and relevance of the platform content also in the context of the follow-up courses? Which platform can you/your institution use beyond the current project website and e-learning (Moodle) platform for open educational resources (OERs)? How can you get local businesses and other stakeholders to use the OERs and practicable solutions available on the project website & e-learning platform?*
- 2) *Which actors need to be involved in these special actions and tasks? What skills and competencies for the involved actors are needed? How will you ensure the availability/acquisition of these competences and skills?*
- 3) *What are the barriers and obstacles on the way to achieving the sustainability measures? How will you overcome these obstacles?*
- 4) *What is the (realistic) time horizon for these specific sustainability actions?*
- 5) *What resources (financial, organisational, operational, human) are required? To what extent and how will you allocate these resources?*
- 6) *Which unit in your institution is responsible for implementing these specific sustainability actions?*

#### Description



Please summarise your results in the table below:

Concrete sustainability measures	Actors	Barriers and measures to overcome the barriers	Time horizon	Resources	Responsible

KPIs for training and re-training courses and the e-learning platform

Purpose	Examples of sustainability indicators	Data to be reported	Evaluation method	Assessment and reporting		Target	
				Type of reporting periodically, annually etc.	Responsible unit	Short-term (end of the project)	Long-term (> 2 years)

				(i.e., using university analytical and monitoring systems – if any)			
<b>Group A:</b> To measure the level of satisfaction of the courses users and stakeholders	# Level of satisfaction of the participants with the courses	Percentage of the courses acceptance	Qualitative metric				
	# Number of courses designed to involve students and other target groups in the collaborative work	List description and of courses	Quantitative metric				
	# Number of dedicated courses that address sustainability and the SDGs	List description and of courses	Quantitative metric				
	% of flexibility of learning paths with respect to participants diversity (e.g., age, gender, social and health background)	Percentage of courses with flexible modalities (i.e., modes, sequence, learning instructions); List of participants	Qualitative metric				

	# Number of educational materials translated into the national languages	List of courses/materials, list of languages	Quantitative metric				
	# Number of courses recognised by institutions and/or local and national authorities (e.g., micro credentials, certification, accreditation of trainers)	List of courses, list of recognised trainers	Qualitative/quantitative metric				
<b>Group B:</b> To measure the extent of open access to the courses	# Number of courses free accessible via project website & e-learning platform	List description and of courses	Quantitative metric				
	# Number of courses free accessible via other open educational resources (OER) platforms	List description and of courses	Quantitative metric				
<b>Group C:</b> To measure the extent of engagement of the regional stakeholders in the e-learning platform	# Level of access to educational resources for persons not studying at the university (life-long learning)	List of participants	Quantitative metric			-	
	# Number of regional stakeholders engaged to use the educational resources (courses, e-learning platform)	Organisation name, region/country, website	Quantitative metric				

	# Number of application areas for use of the courses	List and description of application areas	Qualitative metric				
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## Sustainability plan for Train-the-Trainers workshop (D6.3)

### Action plan for sustainability of the pedagogic model and Train-the-Trainers (TtT) workshop

The sustainability of the educational model and the TtT workshop will be ensured by the following: (i) the ability of the partner universities to use the educational models and practices for a wide target group, (ii) the ability of the partner universities to diffuse the educational models and practices in further follow-up initiatives. The action plan (D6.3) aims to elaborate the measures in a short- and long-term perspective, to analyse the involved actors and barriers, as well as to monitor the respective KPIs.

#### Key questions to be answered:

- 1) *What measures have to be undertaken to sustain the pedagogic models and train-the-trainer workshop at your institution?*
- 2) *Which actors need to be involved in these special actions and tasks? What skills and competencies for the involved actors are needed? How will you ensure the availability/acquisition of these competences?*
- 3) *What are the barriers and obstacles on the way to achieving the sustainability measures? How will you overcome these obstacles?*
- 4) *What is the (realistic) time horizon for these specific sustainability actions?*
- 5) *What resources (financial, organisational, operational, human) are required? To what extent and how will you allocate these resources?*
- 6) *Which unit in your institution is responsible for implementing these specific sustainability actions?*

#### Description

Please summarise your results in the table below:

Concrete sustainability measures	Actors	Barriers and measures to overcome the barriers	Time horizon	Resources	Responsible

KPIs for pedagogic model and Train-the-trainers workshop

Purpose	Examples of sustainability indicators	Data to be reported	Evaluation method	Assessment and reporting		Target	
				Type of reporting periodically, annually etc. (i.e., using university analytical and monitoring systems – if any)	Responsible unit	Short-term (end of the project)	Long-term (> 2 years)
<b>Group D:</b> To measure the extent of adoption of new pedagogical models and practices	# Number of training courses that incorporate the SCATE model	List and description of courses/programmes	Quantitative metric				
	# Number of retraining courses implemented in the local target groups	Percentage of the courses acceptance	Qualitative metric				
	# Number of courses designed to involve actors of the knowledge triangle (business, policy makers)	List and description of courses/programmes	Quantitative metric				

## Sustainability plan for network of knowledge experts (D6.4)

### Action plan for sustainability of the network of the knowledge experts

The sustainability of the knowledge experts' network is ensured by several elements. First, the knowledge experts' ability to build, sustain and expand inter- and intra-institutional networks. Next, the knowledge experts are able to prioritise research areas that are relevant to local communities and businesses and expand the knowledge repository around these strategic areas. They also need to be able to build joint research initiatives and networks with international partners and experts to deepen the research agendas. And last but not least, the ability of knowledge experts to further propagate the ideas of IaH in university curricula, courses, and practices. The action plan (D6.4) aims to elaborate the measures in a short- and long-term perspective, to analyse the involved actors and barriers, as well as to monitor the respective KPIs.

#### Key questions to be answered:

- 1) *What measures have to be undertaken to sustain the network of the knowledge experts? How will you ensure the follow-up initiatives (e.g., training, joint research) for knowledge experts? What measures do you need to extend/strengthen the knowledge repository and network of knowledge experts at your institution?*
- 2) *Which actors need to be involved in these special actions and tasks? What skills and competencies for the involved actors are needed? How will you ensure the availability/acquisition of these competences?*
- 3) *What are the barriers and obstacles on the way to achieving the sustainability measures? How will you overcome these obstacles?*
- 4) *What is the (realistic) time horizon for these specific sustainability actions?*
- 5) *What resources (financial, organisational, operational, human) are required? To what extent and how will you allocate these resources?*
- 6) *Which unit in your institution is responsible for implementing these specific sustainability actions?*

#### Description

Please summarise your results in the table below:

Concrete sustainability measures	Actors	Barriers and measures to overcome the barriers	Time horizon	Resources	Responsible

KPIs for the network of knowledge experts

Purpose	Examples of sustainability indicators	Data to be reported	Evaluation method	Assessment		Target		
				Type of reporting periodically, annually etc. (i.e., using university analytical and monitoring systems – if any)	Responsible unit	Short-term (end of the project)	Mid-term (1 year after the project end)	Long-term (> 2 years)



<b>Group E:</b> To measure the research performance and the extent of the functional efficiency of the expert network	# Number of knowledge experts visible on the academic network and platforms	List of experts' profiles, reference identifier and type of identifier (e.g., ORCID Researcher ID)	Quantitative/ qualitative metric					
	# Number of new partnerships established with the knowledge experts	Organisation name, website, region/country, description of activity, nature of partnership (agreement, contract, MoU, etc.)	Quantitative metric					
	# Number of joint research initiatives resulting from the partnerships with knowledge experts	List of initiatives, nature, and value of the initiative	Quantitative metric					
	# Number of research and cooperation proposals (incl. submitted but not successful for funding)	List and nature of proposals, evaluation of proposal	Quantitative metric					
	# Number of approved grants/paid grants	Type and value of grants	Quantitative metric					
	# Number of contracts and partnership agreements (long-term) signed through	Type and value of contracts and agreements	Quantitative metric					

	engagement of the knowledge experts							
	# Number of trained staff able to provide the follow-up IaH activities such as international courses (formal and non/formal), marketing service, research-based service, international partnership brokerage, etc.	Name and CVs of staff, List of services and products	Quantitative/ Qualitative metric					
	# Number of trained staff able to prioritise the strategic areas of the knowledge repository and e-learning platform	Name and CVs of staff	Qualitative metric					

## Financial and institutional sustainability strategic plan (D8.6)

### Action plan for financial and institutional sustainability of the project outcomes

Financial and institutional sustainability is ensured by the following elements: acceptance of the project outcomes by stakeholders and institutional support to sustain the project outcomes after the project ends. We consider the follow-up phase of the project as 2 years after the project end, during which the project outcomes should be maintained and used for the benefit of the stakeholders.

For the strategic areas of INTERBA sustainability, the project will need the operational, financial, and organisational capacities. The aim of this action plan (D8.6) is to define the actions and capacities needed for the sustainability of the main project outputs:

- Knowledge repository and expert network.
- Training courses.
- E-learning platform (at consortium level)
- Pedagogical models and Train-the-Trainer workshop model.

#### Key questions to be answered:

- 1) *What measures need to be taken to maintain the main INTERBA project outcomes at your institution?*
  - *Where would you get the capacity and resources to maintain (i.e., to enable access to, update and use of) the knowledge repository and the expert network?*
  - *Where do you get the capacity and resources to update the course content (i.e., as a result of the extended knowledge repository, new projects, new developments (technological, social, environmental)?)*
  - *Where do you get the capacities and resources to maintain and update the e-learning platform (Moodle platform provider) as well as to use the contents of the e-learning platform (partner institutions)?*
  - *Where do you get the capacity and resources to transfer the pedagogical and train-the-trainers models to other projects and initiatives?*
- 2) *Which actors need to be involved in these specific actions and tasks?*
- 3) *What are the barriers and obstacles on the way to achieving the sustainability measures? How will you overcome these obstacles?*
- 4) *What is the (realistic) time horizon for these specific sustainability actions?*
- 5) *What resources (financial, organisational, operational, human) are required? To what extent and how will you allocate these resources?*
- 6) *Which unit in your institution is responsible for implementing these specific sustainability actions?*

#### Description

Please summarise your results in the table below:

Concrete sustainability measures	Actors	Barriers and measures to overcome the barriers	Time horizon	Resources	Responsible

KPIs for the financial sustainability for the project outcomes

Purpose	Examples of sustainability indicators	Data to be reported	Evaluation method	Assessment		Target		
				Type of reporting	Responsible unit	Short-term (end of the project)	Mid-term (1 year after the project)	Long-term (> 2 years)

				periodically, annually etc. (i.e., using university analytical and monitoring systems – if any)			project end)	
<b>Group F:</b> To measure the sustainability of the project results in terms of institutional and financial support	# Extent of expansion of the project's knowledge repository (e.g., by transferring research results into practicable courses).	List of research results transferred to the knowledge repository	Quantitative/ Qualitative metric					
	# Extent of the expansion of the e-learning platform with the updated knowledge repository	List of best practices and solutions available on the e- learning platform	Quantitative/ Qualitative metric					
	# Level of improvement of university quality assurance and accreditation mechanisms following the proposed project approaches.	Number of courses recognised by institutions and/or local and national authorities that originate from the knowledge repository	Quantitative/ Qualitative metric					