DRIVE
Developing Research & Innovation Capacities
Albania & Kosovo

Co-funded by the
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# DRIVE DEVELOPING RESEARCH AND INNOVATION CAPACITIES IN ALBANIA AND KOSOVO

# FINAL SUSTAINABILITY PLAN

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Co-funded by the Erasmus+ Programme of the European Union

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|---|---|
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## Executive summary

The present document has been drafted in the framework of Work Package 9 "Sustainability" and has the following objectives: (i) to provide a model for sustaining the main DRIVE project outcomes (online network platform D 9.2, Research and Innovation Supporting Structures (RISS) and teaching methodologies D 9.3); (ii) to provide recommendations on monitoring and evaluation mechanisms for the project outcomes from short term, medium term, and long term perspectives. This model is supported by the sustainability-related key performance indicators (KPIs) developed within the project and validated through the sustainability workshop.

## Introduction

The present document aims to summarize the DRIVE project activities on the sustainability of the project outcomes to ensure the long-term impact of the project. This document highlights all core project outcomes defined in the sustainability methodology (D 9.1) and summarizes the efforts of the project partners to deliver the project outcomes that have to be sustained after the end of the DRIVE project.

This document focuses on the project outcomes and specific measures to sustain these outcomes, as well as the key performance indicators (KPIs) for sustainability validated through workshop sessions (Sustainability and Networking Workshop, October 2022) and the respective communication processes with the project partners. Table 1 provides an overview of the outcomes of the DRIVE project and of the related sustainability efforts. Project partners defined a strategy to ensure the sustainability of each of these outcomes. They also identified the resources necessary to implement such strategy, and where to obtain them.

This document also set out the more specific sustainability commitments of the project partners, which have been implemented in the form of the Research and Innovation Supporting Structures (RISS) Strategy and Action Plan (D 4.2) as well as the Research Networks Roadmap paired with the Calendar of Activities (D 5.1, 5.2, 5.3) that constitute an integral part of the present Sustainability Plan. The last column of Table 1 lists such commitments.

Based on the methodology (D 9.1), the sustainability plan is developed in the following steps: (i) review and assessment of the project deliverables (in particular D 4.3, 5.1, 5.2, and 5.3)givenf the sustainability interventions already incorporated in raboutse deliverables; (ii) development of specific KPIs for the sustainability of the core project outcomes; (iii) prioritization of the sustainability goals and KPIs assessment through the workshop; (iv) compilation of the results and elaboration of sustainability recommendations.

**Table 1. Project outcomes and sustainability efforts of the DRIVE project partners**

| 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? | Sustainability commitments |
|---|---|---|---|---|
| Elaborated methodologies (WP2) | Introduction of new methodologies | Trained lecturers for the implementation of the methodologies | Internal operation capacities of PCIs | Defined in D4.3 (RISS regulation, Strategy, Job description & Action plan) |
| Enhanced staff capacity for research (WP3) | Building the capacity of the research staff | Trained academic and administrative staff to uptake research activities | Internal operation capacities of PCIs | Defined in D4.3 (RISS regulation, Strategy, Job description & Action plan) |
| Established/upgraded Research and Innovation Support Structures (RISS) (WP4) | Promotion of research and innovation activity at RISS after the project is finished | Trained RISS staff for the management of the RISS activity;<br>Internal and external financing sources for the maintenance of RISS | Internal organizational and operational capacities of PCIs;<br>Internal financing of PCIs (e.g. research project financing);<br>External financing sources of local enterprises | Defined in D4.3 (RISS regulation, Strategy, Job description & Action plan) |
| Elaborated online networking platform (WP5) | Support and regularly update the content of the online networking platform after the project is finished | Trained RISS staff for maintenance and updating of the online networking platform | Internal organizational and operational capacities of PC universities;<br>Internal financing of PCIs (e.g. research project financing);<br>External financing sources of local enterprises | Defined in D5.1, 5.2, 5.3 (Roadmap for the research network & Calendar of Activities) |

Figure 1 clarifies the structured approach adopted to ensure the sustainability of the project. Partner universities achieved the four main project outcomes after a careful assessment of their as-is situation (WP4) and the development of a roadmap of activities (WP5). After the achievement of such outcomes, partner universities participated in a sustainability workshop. The development of the sustainability plans was based on such a workshop.

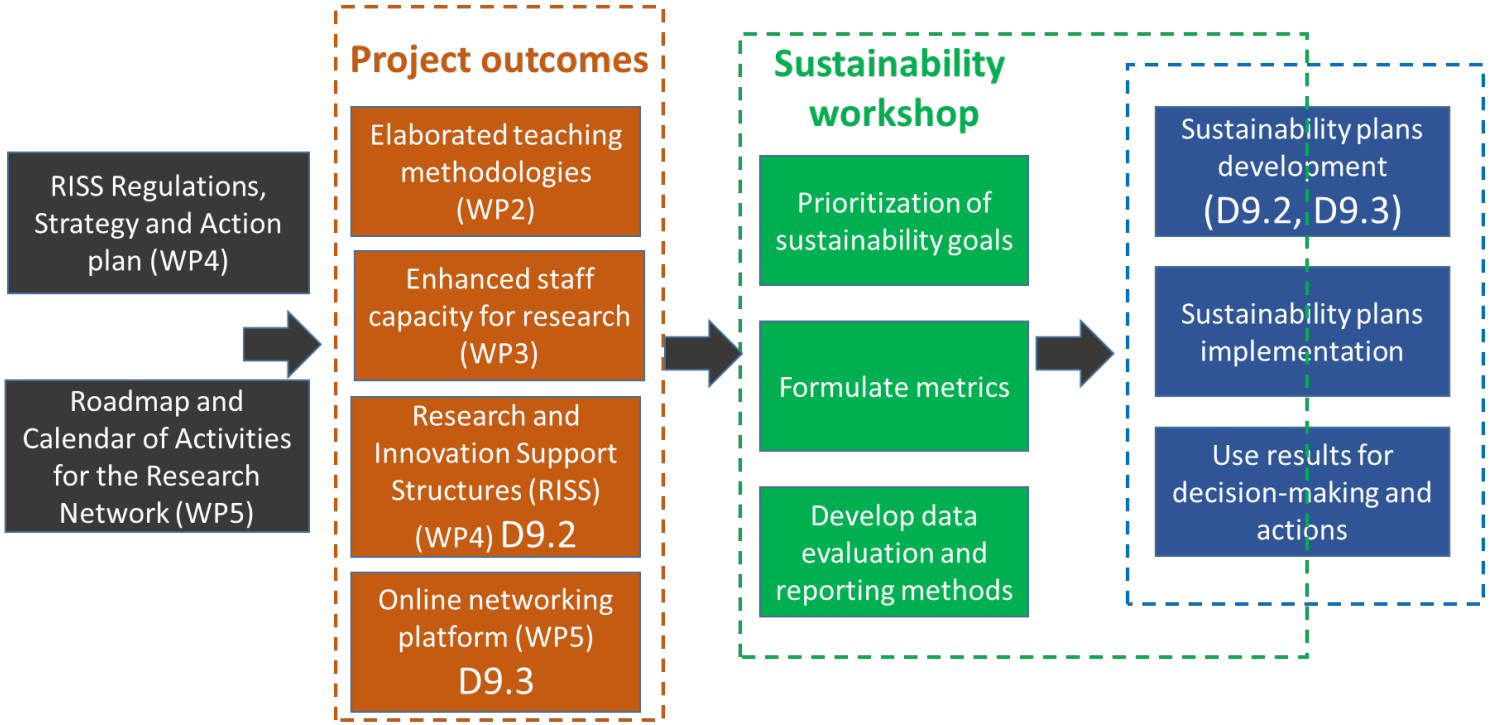
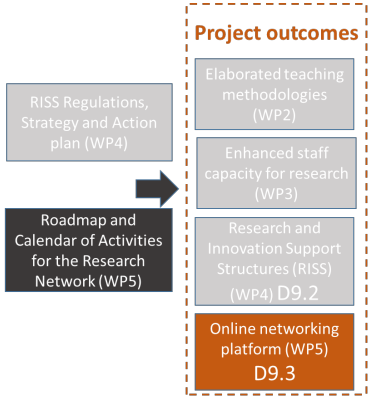



Figure 1. DRIVE project sustainability approach

The development of KPIs was a crucial aspect of the sustainability plan. For this reason, the next sections provide further details on the KPIs for the sustainability of each of the four project outcomes, starting from the online networking platform.




## KPIs for online networking platform (D9.2)

Figure 2 shows the KPIs for the sustainability of the online networking platform, divided into three groups. Partner universities identified such KPIs after a structured brainstorming session, coordinated by EU project members. During this session, three aspects were particularly stressed. First, the need to focus not only on international partnerships but also on regional and local ones (Group A). This is because Albanian and Kosovar universities are strongly rooted in their local territory. Second, the need to engage businesses, and not limit the partnerships to other universities (Group B). is This because of the importance of the Third Mission for innovative universities. Lastly, the need to measure the actual success of the partnerships, not just the participation in the platform (Group C).

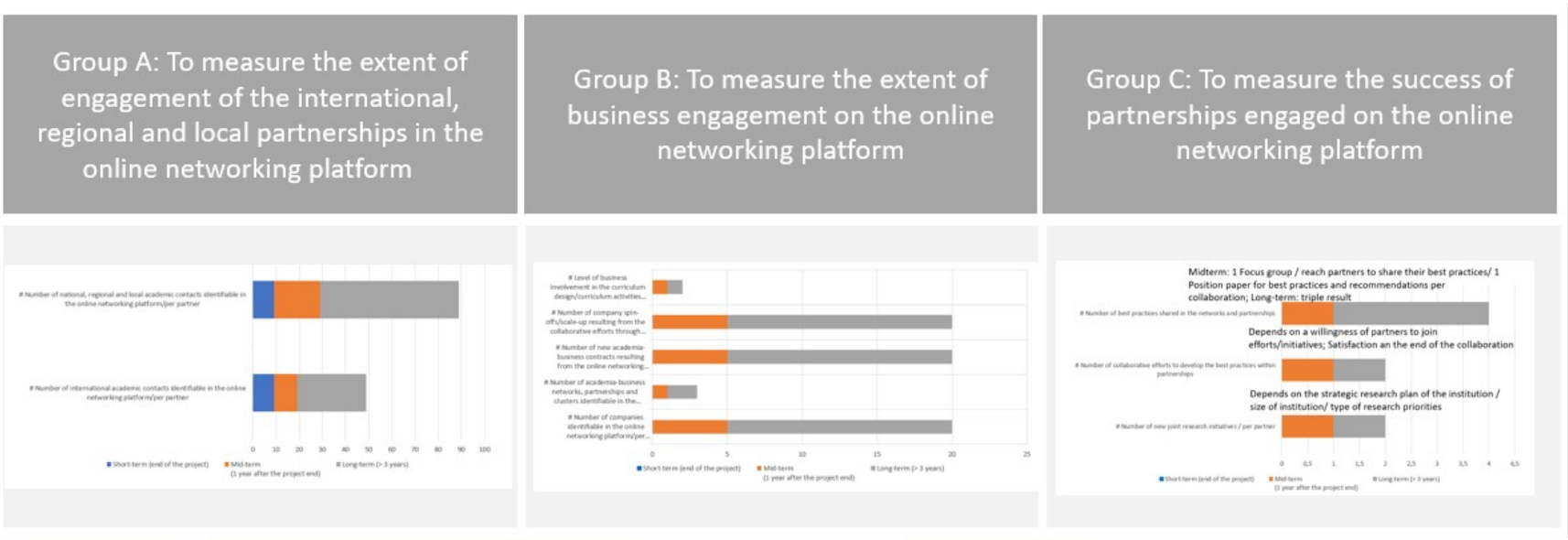



Figure 2. Prioritised sustainability-related areas and specific KPI groups

Table 2 focuses on the first group of KPIs for the sustainability of the online platform. These KPIs were developed during the sustainability workshop. Initially, consortium universities representatives were divided in teams. Each team was asked to brainstorm on possible KPIs, using a blank version of table 2 as a guideline. For this reason, the teams knew they had to not only think to a list of KPIs, but also to the frequency of reporting, or the person/office responsible for such process. The teams were supervised by EU professors. Then, after working in teams, each person reflected on the KPIs specific for his/her institution.

**Table 2. Sustainability KPIs, evaluation and reporting methods and responsibilities of the project partners (Group A, D9.2)**

| Purpose | Sustainability indicators | Data to be reported | Evaluation method | Assessment and reporting | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Type of reporting periodically, annually, etc. | Responsible | | | | | |
| | | | | | PUT | UET | UP | UGJFA | POLIS | UC |
| **Group A:** To measure the extent of engagement of the international, regional and local partnerships in the online networking platform | **ID A.1 #** Number of international academic contacts identifiable in the online networking platform | Organisation name, region/country, website | Quantitative metric | Annual reporting / Web metrics | RISS / Project Office | RISS / Project Office | RISS / Project Office | RISS | RISS / Online platform Administrator | Program directors |
| | **ID A.2 #** Number of national, regional and local academic contacts identifiable in the online networking platform | Organisation name, region/country, website | Quantitative metric | Annual reporting / Web metrics | RISS / Project Office | RISS / Project Office | RISS / Project Office | RISS | RISS / Online platform Administrator | Program directors/Vice President on Innovation and External Relations |

It is worth remarking that the assessment and reporting methods as well as the value of the KPIs are likely to differ between the individual consortium partners. This is partly due to the suitability of the specific KPIs for each individual partner, and partly due to the diversity of the baseline situation valued by the partners (e.g., number of pre-existing networks and contacts at institutional level versus to consortium baseline, i.e., zero-point conditions).

The heterogeneous nature of the partner universities leads to some discrepancies between the KPIs defined by the consortium (which are primarily based on consortium contacts, i.e., 9 consortium contacts for the short-term target) and the already existing networks and contacts that can be brought into the online networking platform (POLIS, UGJFA and UC).

Figure 3 aims at clarifying this aspect. For instance, it shows how the number of *international* academic contacts identifiable in the online networking platform varies a lot depending on the specific context. For example, POLIS university aims for a high number (10) of international contacts already the short term. This is due to the fact that POLIS already has a good international network. For the same reason, POLIS expects an exponential increase of such partnership, which should reach the number of 50, in the long term. Conversely, UC has a much lower target, aiming for a level similar to POLIS's present state only in the long term. This is due to the more recent birth of UC, because of which the university needs to have lower expectations.

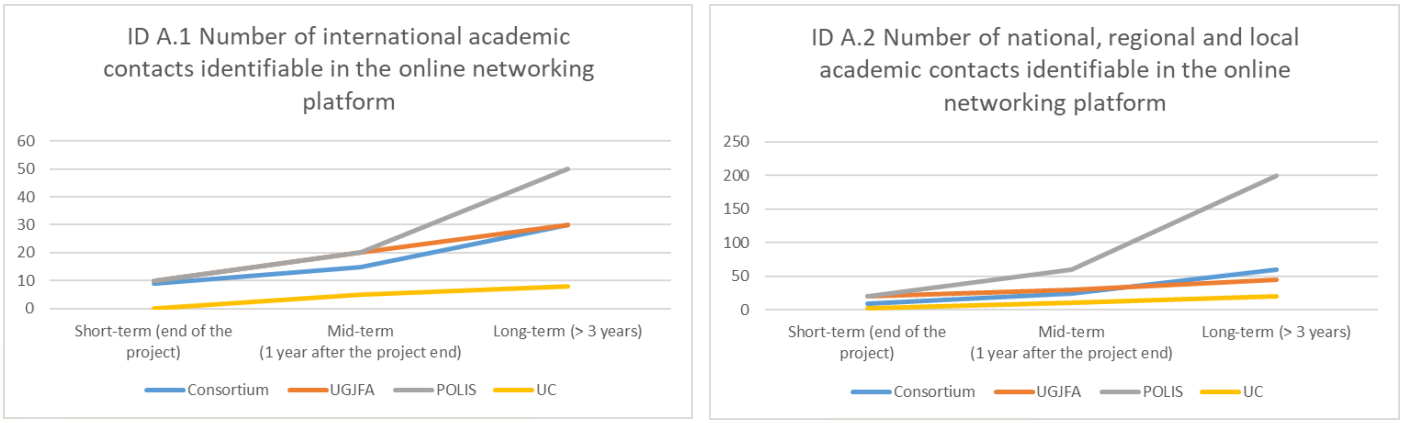



Figure 3. Group A metrics for several individual partners and consortium baseline

Analogously, Table 3 focuses on the second group of KPIs for the sustainability of the online platform. While the previous set of KPIs was simply aimed at measuring the number of international and national academic contacts, this second set of KPIs is clearly richer, because of the more complex nature of relationships between academia and companies, especially for Albanian and Kosovar universities. A remarkable KPI is ID B.5, which aims at assessing the involvement of businesses in the design of the curricula. This was suggested by EU universities during the workshops on innovative teaching methods, and was well received by consortium members.

**Table 3. Sustainability KPIs, evaluation and reporting methods and responsibilities of the project partners (Group B, D9.2)**

| Purpose | Sustainability indicators | Data to be reported | Evaluation method | Assessment and reporting | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Type of reporting periodically, annually etc. | Responsible | | | | | |
| | | | | | PUT | UET | UP | UGJFA | POLIS | UC |
| **Group B:** To measure the extent of business engagement on the online networking platform | **ID B.1** # Number of companies identifiable in the online networking platform | Organisation name, region/country, website | Quantitative metric | Periodically / Annually | RISS | RISS | RISS | RISS | RISS / Online platform Administrator | Vice President on Innovation and External Relations |
| | **ID B.2** # Number of academia-business networks, partnerships, and clusters identifiable in the online networking platform | Organization name, region/country website | Quantitative metric | Periodically / Annually | RISS | RISS | RISS | RISS | N/A (indicator is not applicable) | Program Directors & Industrial Board |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | **ID B.3** # Number of new academia-business contracts resulting from the online networking platform | Type and value of contracts and agreements | Quantitative metric | Periodically / Annually | RISS | RISS | RISS | RISS | N/A (indicator is not applicable) | Program Directors & Industrial Board |
| | **ID B.4** # Number of company spin-offs/scale-up resulting from the collaborative efforts through the online networking platform | Organisation name, region/country, website | Quantitative metric | Annually / Annually | RISS | RISS | RISS | RISS | N/A (indicator is not applicable) | Program Directors & Industrial Board |
| | **ID B.5** # Level of business involvement in the curriculum design/curriculum activities resulting from the collaborative efforts on the online networking platform | List and percentage value of courses/learning activities, Organisation name and description of activities | Qualitative/ quantitative metric (method to be developed by each partner) | Periodically / Annually | RISS | RISS | RISS | RISS | RISS | Industrial Board /Vice President on Innovation and External Relations |

Similar to the above, the metrics for Group B can vary among the individual partners and the consortium baseline. For example, several indicators (ID B.2-B.5) are not applicable for POLIS University, e.g., ID B.2 (due to overlapping in several dimensions with Group A metrics), ID B.3 (which is more an impact of the platform's efforts than a quantifiable KPI to work towards). This is why, in Figure 4, the target values for these KPIs are set to 0. For the partners UGJFA and UC, the values of the KPIs also vary due to different methods of assessment of the baseline situation; however, they are within the reference band of the consortium baseline for several indicators (ID B.1, B.3, B.4).

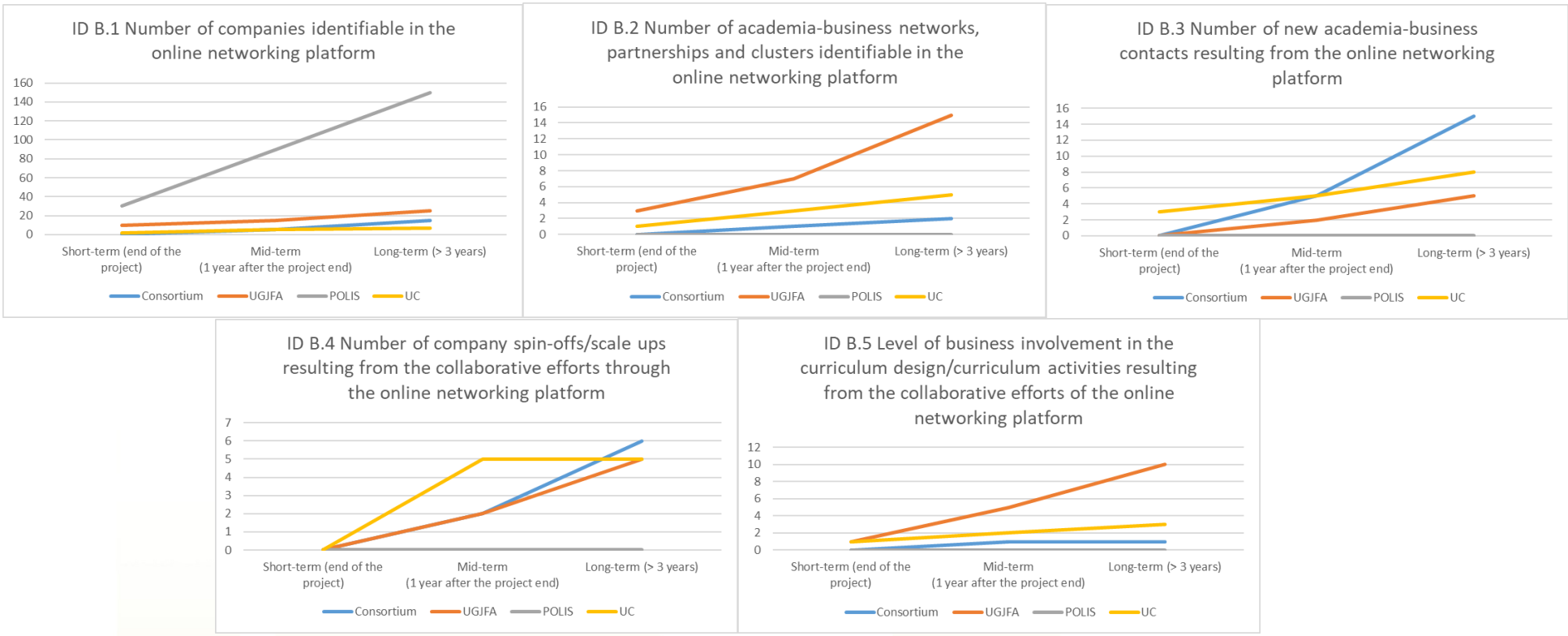



Figure 4. Group B metrics for several individual partners and consortium baseline

Lastly, Table 4 focuses on the third group of KPIs for the sustainability of the online platform, whose purpose is to assess the success of partnerships engaged on the platform. This set of KPIs aims at preventing one of the biggest concerns emerged during the sustainability workshop: the fact that the platform, although populated by different actors, does not lead to an actual impact on the real world. For this reason, the KPIs want to measure some of the most significant benefits for partner universities: new joint research initiatives, new best practices developed together with platform members, as well as best practices *shared* among platform members. This last KPI is particularly remarkable because it may help measuring a reduction in the "gap" between universities already having lots of best practices, and universities lagging behind.

**Table 4. Sustainability KPIs, evaluation and reporting methods and responsibilities of the project partners (Group C, D9.2)**

| Purpose | Sustainability indicators | Data to be reported | Evaluation method | | Assessment and reporting | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Type of reporting periodically, annually etc. | Responsible | | | | | |
| | | | | | PUT | UET | UP | UGJFA | POLIS | UC |
| **Group C:** To measure the success of partnerships engaged on the online networking platform | **ID C.1** # Number of new joint research initiatives | List of initiatives, nature and value of the initiative | Quantitative metric | Periodically / Annually | RISS | RISS | RISS | RISS | N/A (Indicator in such a form is not | Head of Research Department |
| | **ID C.2** # Number of collaborative efforts to develop the best practices within partnerships | Nature and value of best practices, level of satisfaction | Qualitative/ quantitative metric | Periodically / Annually | RISS | RISS | RISS | RISS | N/A (Indicator in such a form is not applicable | Not specified |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | **ID C.3** # Number of best practices shared in the networks and partnerships | Nature and value of best practices, level of satisfaction | Qualitative/ quantitative metric | Periodically / Annually | RISS | RISS | RISS | RISS | N/A (Indicator in such a form is not | Not specified |

For Group C, the value of the KPIs depends on the strategic research plans of the institutions, the institution's size and prioritised research domains (ID C.1 not applicable as consortium baseline, based on remarks of PUT, UET and UP), as well as the willingness of the partners to join the platform's efforts/research initiatives (ID C.2), which is to be considered a crucial factor for sustainable partnership cooperation. This is well illustrated by Figure 5.

For indicator IDs C.2 and C.3, it is preferable to regard the merged metrics covering the best practices of collaboration posted on the online networking platform as a measurement tool for the success of partnerships, where the level of satisfaction with the partnerships engaged on the online networking platform can be replaced by the survival rate of the established partnerships (POLIS university).

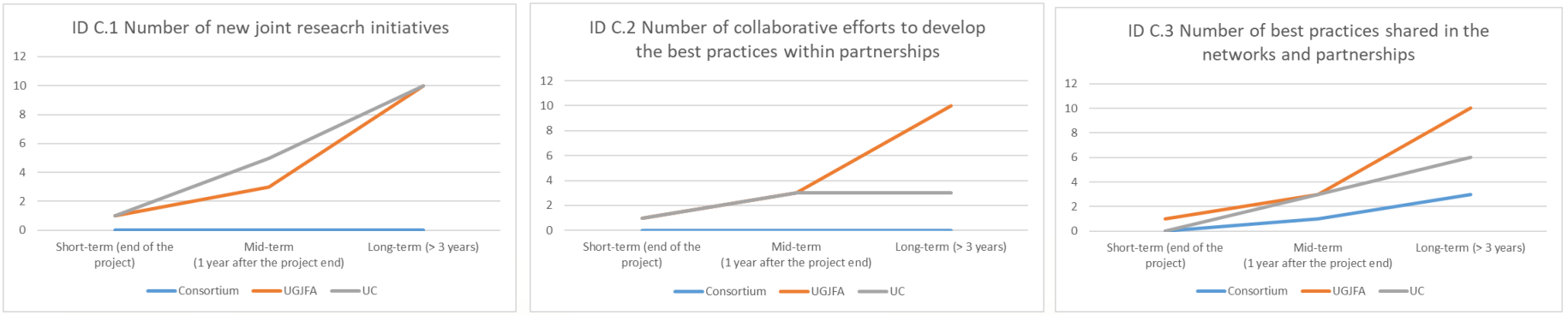
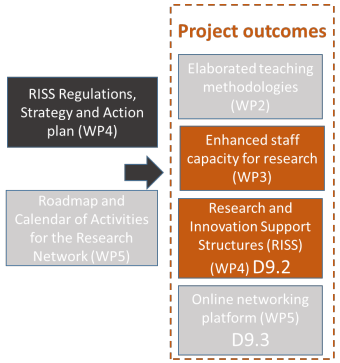



Figure 5. Group C metrics for several individual partners and consortium baseline




## KPIs for the RISS (D9.3)

Table 5 shows the KPIs for the sustainability of RISS. These indicators are divided in two sub-groups, based on their purpose: to measure the extent of the operational viability of RISS (Group D), and to measure the extent of the financial viability of the RISS (Group E).

Table 5 focuses on the first group of sustainability indicators for RISS. Indicators ID D.1 and ID D.2 aim at assessing the "size" of the RISS in terms of newly established partnerships and partnerships actually active in the network. Indicators ID D.3, ID D.4, and ID D.5 address the impact of RISS on research: joint research initiatives and research proposals. The latter one also includes proposals submitted but not successful, because all consortium universities pointed out how difficult it is for them to win project proposals bids. Indicators ID D.6, ID D.7, and ID D.8 all target training-related aspects. This set of indicators reflects the need for partner universities to train their staff in order to sustain a wide RISS, which emerged as one of the most difficult barriers to overcome, due to the scarcity of resources. Lastly, indicator ID D.5 addresses all the other Higher Education (HE) products and services not measured by the previously mentioned ones, such as marketing or legal advice.

**Table 5. Sustainability KPIs, evaluation and reporting methods, and responsibilities of the project partners (Group D, D9.3)**

| Purpose | Sustainability indicators | Data to be reported | Evaluation method | Assessment and reporting | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Type of reporting periodically, annually, etc. | Responsible | | | | | |
| | | | | | PUT | UET | UP | UGJFA | POLIS | UC |
| **Group D:** To measure the extent of the operational viability of the RISS | **ID D.1** # Number of new partnerships established through the support of the RISS | Organization name, website, region/country, description of the activity, nature of partnership (agreement, contract, MoU, etc.) | Quantitative metric | Annual institutional reporting | RISS / Legal Department | RISS / Legal Department | RISS / Legal Department | RISS / Legal Department | RISS / Legal Department | RISS / Legal Department |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | **ID D.2** # Number of active partners/partnerships collaborating with the RISS | Organisation name, website, region/country, description of the activity | Quantitative metric | Annual institutional reporting | RISS / Legal Department | RISS / Legal Department | RISS / Legal Department | RISS / Legal Department | RISS / Legal Department | RISS / Legal Department |
| | **ID D.3** # Number of joint research initiatives supported by the RISS | List of initiatives, nature and value of the initiative | Quantitative metric | Annual institutional reporting | RISS / Legal Department | RISS / Legal Department | RISS / Legal Department | RISS / Legal Department | RISS / Legal Department | RISS / Legal Department |
| | **ID D.4** # Number of research proposals, including submitted but not successful for funding | List and nature of proposals, evaluation the of proposal | Quantitative metric | Annual institutional reporting | RISS / Legal Department | RISS / Legal Department | RISS / Legal Department | RISS / Legal Department | RISS / Legal Department | RISS / Legal Department |

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|---|---|---|---|---|---|---|---|---|---|---|---|
| | **ID D.5** # Number of HE products and services (e.g. mentor counselling legal advice, marketing, partnership brokerage, etc.) introduced the hrough support of the RISS | List of services and products | Quantitative metric | Annual institutional reporting | RISS / Legal Department | RISS / Legal Department | RISS / Legal Department | RISS / Legal Department | RISS / Legal Department | RISS / Legal Department |
| | **ID D.6** # Number of trained staff able to support RISS operations | Name and CVs of staff | Qualitative metric (method to be developed by each partner) | Annual institutional reporting | RISS / Legal Department | RISS / Legal Department | RISS / Legal Department | RISS / Legal Department | RISS / Legal Department | RISS / Legal Department |
| | **ID D.7** # Number of events for university staff supported by RISS members | List of events, List of participants (incl. gender dimension) | Qualitative metric (method to be developed by each partner) | Annual institutional reporting | RISS / Legal Department | RISS / Legal Department | RISS / Legal Department | RISS / Legal Department | RISS / Legal Department | RISS / Legal Department |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | **ID D.8** # Number of courses and training programmes (i.e. non-formal) and other education/training products delivered through support of the RISS | List of courses, List of participants (incl. gender dimension) | Quantitative metric | Annual institutional reporting | RISS / Legal Department | RISS / Legal Department | RISS / Legal Department | RISS / Legal Department | RISS / Legal Department | RISS / Legal Department |

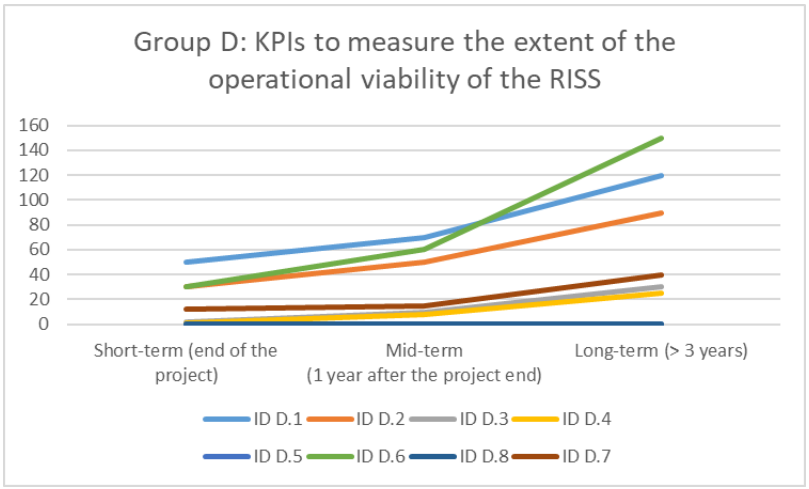



Figure 6. Group D metrics for the partner HEIs (consortium baseline)

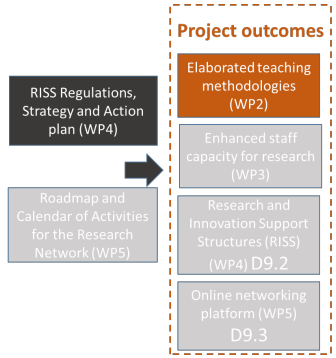
As Figure 6 shows, for the sustainability KPIs related to the institutional RISS, starting with Group D, only the consortium's baseline is used. The KPIs for measuring the operational viability of the RISS has been developed and validated under the project. In terms of the operational viability of the RISS, the description of jobs, functions, responsibilities as well as mechanisms of the research support through updates and/or newly established RISS is already outlined in the dedicated deliverable D 4.3. The present sustainability plans and indicators focus primarily on updating the RISS reporting formats and the indicators related to the sustainability dimension. As far as the Group D indicators are concerned, the consortium partners expect the value of the KPIs to increase at least by a factor of 3 in the long term (over 3 years).

Table 6, instead, focuses on the second group of sustainability indicators for RISS. In terms of financial sustainability, further efforts are still required for individual partners to align the KPIs with the respective university units responsible for financial aspects. From this perspective, it is recommended to finalize the alignment of this group of KPIs with annual institutional financial plans in the short term to ensure the financial sustainability of RISS operations.

**Table 6. Sustainability KPIs, evaluation and reporting methods, and responsibilities of the project partners (Group E, D9.3)**

| Purpose | Sustainability indicators | Data to be reported | Evaluation method | Assessment and reporting | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Type of reporting periodically, annually etc. | Responsible | | | | | |
| | | | | | PUT | UET | UP | UGJFA | POLIS | UC |
| **Group E:** To measure the extent of the financial viability of the RISS | **ID E.1** # Number of contracts and partnership agreements (long-term) signed through support of the RISS | Type and value of contracts and agreements | Quantitative metric | Annual institutional reporting | RISS / Financial Department | RISS / Financial Department | RISS / Financial Department | RISS / Financial Department | RISS / Financial Department | RISS / Financial Department |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | **ID E.2** # Number of approved grants/paid grants | Type and value of grants | Quantitative metric | Annual institutional reporting | RISS / Financial Department | RISS / Financial Department | RISS / Financial Department | RISS / Financial Department | RISS / Financial Department | RISS / Financial Department |
| | **ID E.3** # Total revenue generated by HE services and products supported through the RISS | List of services and products, fees, third-party funds, investments, and other funding sources (public and private) | Regular monitoring and reporting (e.g. annual) through the RISS | Annual institutional reporting | RISS / Financial Department | RISS / Financial Department | RISS / Financial Department | RISS / Financial Department | RISS / Financial Department | RISS / Financial Department |
| | **ID E.4** # Extent of contribution to employment growth through RISS support | Type of jobs placed, secured, and occupied through HEI restructuring | Qualitative metric (method to be developed by each partner) | Annual institutional reporting | RISS / Financial Department | RISS / Financial Department | RISS / Financial Department | RISS / Financial Department | RISS / Financial Department | RISS / Financial Department |




## KPIs for the learning and teaching methodologies (D9.3)

The last set of KPIs concerns learning and teaching methodologies. Also, these indicators are divided into two sub-groups, based on their purpose: to measure the extent of the adoption of new educational methods and practices (Group F); and to measure the extent of inclusiveness in educational methods (Group G).

Table 7 presents the KPIs for the sustainability of the adoption of new educational methods and practices. The choice of indicators clearly reflects the willingness of consortium universities to improve the innovativeness of their teaching methodologies after their training with EU universities. For instance, consortium universities introduced indicator ID F.1. to measure the number of student-centric learning programs, whose importance was shown during the training provided by Aalborg university. Similarly, consortium universities developed indicator ID F.3 to measure the number of learning programs designed to involve companies and policymakers, which was an aspect emphasized during the training sessions provided by Politecnico di Milano and Hamburg University of Technology.

**Table 7. Sustainability KPIs, evaluation and reporting methods, and responsibilities of the project partners (Group F, D9.3)**

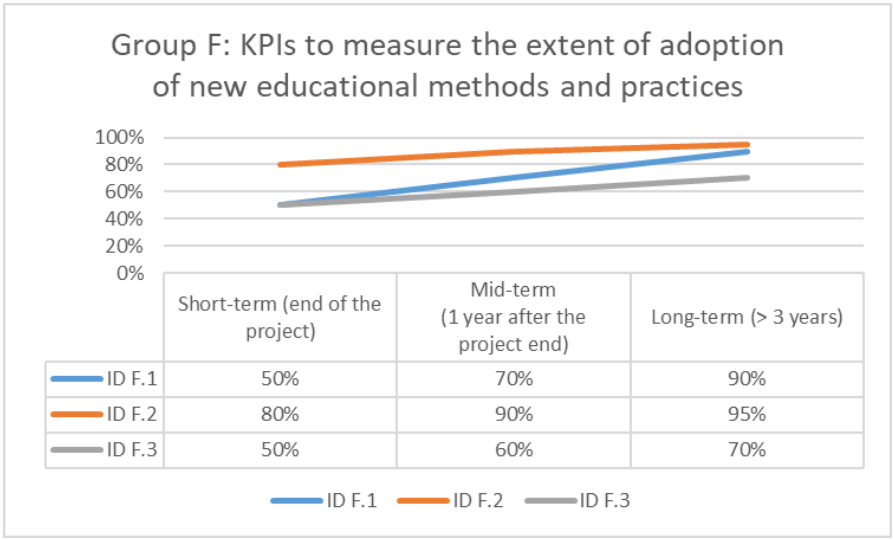
| Purpose | Sustainability indicators | Data to be reported | Evaluation method | Assessment and reporting | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Type of reporting periodically, annually etc. | Responsible | | | | | |
| | | | | | PUT | UET | UP | UGJFA | POLIS | UC |
| **Group F:** To measure the extent of adoption of new educational methods and practices | **ID F.1** # Number of student-centered learning programs in university curricula | List and description of courses/programs | Quantitative metric | Annual institutional reporting | Departments Curricula office | Departments Curricula office | Departments Curricula office | Departments Curricula office | Departments Curricula office | Departments Curricula office |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | **ID F.2** # Level of students' and teachers' satisfaction with the student-centred courses /programmes | Percentage of the courses acceptance | Qualitative metric | Annual institutional reporting | Departments Curricula office | Departments Curricula office | Departments Curricula office | Departments Curricula office | Departments Curricula office | Departments Curricula office |
| | **ID F.3** # Number of learning programmes designed to involve actors of the knowledge triangle (business, policy makers) | List and description of courses/ programmes | Quantitative metric | Annual institutional reporting | Departments Curricula office | Departments Curricula office | Departments Curricula office | Departments Curricula office | Departments Curricula office | Departments Curricula office |

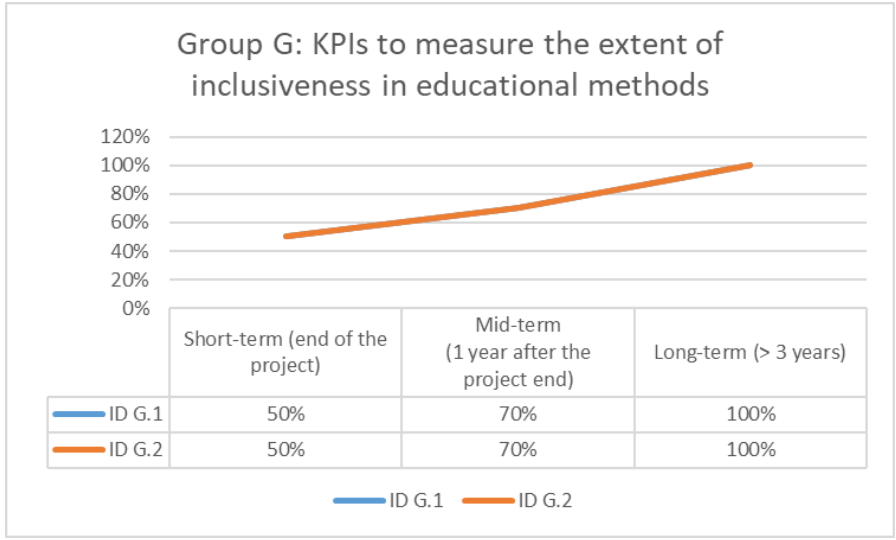
Table 8, instead, presents the KPIs for the sustainability of the adoption measure of the extent of inclusiveness in educational methods. This was one of the themes that emerged during the workshop at Politecnico di Milano, whose importance was recognized by all consortium partners.

**Table 8. Sustainability KPIs, evaluation and reporting methods, and responsibilities of the project partners (Group G, D9.3)**

| Purpose | Sustainability indicators | Data to be reported | Evaluation method | | Assessment and reporting | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Type of reporting periodically, annually etc. | Responsible | | | | | |
| | | | | | PUT | UET | UP | UGJFA | POLIS | UC |
| **Group G:** To measure the extent of inclusiveness in educational methods | **ID G.1** # Level of provision of specific learning and training schemes (e.g., mentoring) with regard to the diversity of students (e.g., gender, age, language, culture) | Percentage of acceptance of the course design by different target groups | Qualitative metric | Annual institutional reporting | Coordinator for academic development | Coordinator for academic development | Coordinator for academic development | Coordinator for academic development | Coordinator for academic development | Coordinator for academic development |
| | **ID G.2** # Level of access to educational resources for persons with disabilities | Percentage of acceptance of the course design by target group | Qualitative metric | Annual institutional reporting | Coordinator for academic development | Coordinator for academic development | Coordinator for academic development | Coordinator for academic development | Coordinator for academic development | Coordinator for academic development |




| | Short-term (end of the project) | Mid-term (1 year after the project end) | Long-term (> 3 years) |
|---|---|---|---|
| ID F.1 | 50% | 70% | 90% |
| ID F.2 | 80% | 90% | 95% |
| ID F.3 | 50% | 60% | 70% |




| | Short-term (end of the project) | Mid-term (1 year after the project end) | Long-term (> 3 years) |
|---|---|---|---|
| ID G.1 | 50% | 70% | 100% |
| ID G.2 | 50% | 70% | 100% |

Figure 7. Group F and G metrics for the partner HEIs (consortium baseline)

As Figure 7 shows, with regard to Group F indicators, it is expected that the partner HEIs on the consortium level will improve the adoption of best research practices and teaching methodologies by increasing the value of the KPIs by 70-95% in the long term, with significant growth for indicator ID F.1 (number of student-centered learning programmes in university curricula), primarily due to the expected impact of the project based on the enhanced skills of the partner HEIs' academic and non-academic staff. Instead, the values of the Group G indicators are at least doubled by the improvement of teaching towards inclusive forms as well as in the implementation of the developed gender equality plans (D 3.4) at the institutional level.

## Summary and Recommendations

In summary, all the partner universities set targets of improvement for the areas affected by the DRIVE project: innovative teaching methodologies, improved RISS, and an established online networking platform. Overall, the targets set by the universities are ambitious, especially when considering that each institution aspires to improve its performance on all three aforementioned areas. Achieving these targets may be challenging, in particular for the younger, smaller universities, which many have fewer financial and human resources than other institutions. For this reason, the usage of such resources as efficiently as possible is crucial for the long-term sustainability of the project outcomes.

To this purpose, the system of KPIs presented in this document may help universities in different ways: by monitoring their current performance with objective indicators; by allowing a comparison between targets indicators and current status; highlighting the most critical areas of improvement, and helping universities establish the right priorities for their corrective actions. The document provides a total of 27 KPIs, divided depending on their purpose, and detailed with the most important information necessary for their implementation: the supporting data, the evaluation method, the frequency of reporting, and the responsible person.

However, knowing what KPIs should be used is not enough to ensure the sustainability of the project outcomes. In fact, it is also necessary to ensure that this system of KPIs is properly integrated within the different institutions and that the proper organizational mechanisms are established, so that such a system can be kept in function. Concerning the first aspect, it is fundamental that the proposed KPIs do not become a “foreign body” for the consortium members. Therefore, they should be integrated within the already existing organizational units, following the recommendations provided in Table 8. Concerning the second aspect, it is of paramount importance that the KPIs are adapted to each specific institution with proper internal measures, and that specific responsibilities and timeframes of revision are established. In fact, it will be necessary to periodically review the measured indicators, and to take corrective actions accordingly. Such corrective actions may have a cross-cutting impact on the universities’ processes. For this reason, it is needed to define the possible boundaries of the processes interested in this transformation as soon as possible. Table 8 summarizes all these suggestions.

**Table 8. Recommendations to achieve the target values of the KPIs**

| Target | Activities | Institution | | | | | |
|---|---|---|---|---|---|---|---|
| | | POLIS | UET | PUT | UP | UGJFA | UC |
| Integration of the sustainability-related KPIs | Alignment of KPI values between RISS and the respective departments/units of the university | + | + | + | + | + | + |
| | Integration of the sustainability-related KPIs into the reporting framework of the respective university unit | + | + | + | + | + | + |
| Development of the monitoring and control mechanisms for the sustainability-related KPIs | Development of internal measures for monitoring the sustainability-related KPIs and their coordination with RISS operations | + | + | + | + | + | + |
| | Define specific responsibilities both for monitoring the KPIs and for improving them | + | + | + | + | + | + |
| | Define the boundaries of the processes affected by the actions necessary to improve the KPIs | + | + | + | + | + | + |
| | Define periodic meetings for verifying the progress towards the achievement of the targets, and establish corrective actions | + | + | + | + | + | + |