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WP6

# **Sustainability plan**

(final version)

Lead Organisations of WP6: UNSA

**Participating Organisation:** UB; UNS; UNI; UBL; UNSA;  
INSZASUM; BOKU; UNSCM; UNIRC; FRI-BAS

Deliverable 6.1

Title : **Sustainability plan**

**Participating Organisation:** UNSCM; UB; UNS; UNI; UBL; UNSA;  
INSZASUM



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## 1. INTRODUCTION

The main goal of the Sustainability plan of the SETOF project (Erasmus+ Grant Agreement No. 2018-2579/001-001) is to describe actions and overall approach to ensure sustainability of SETOF project outcomes after the project ends. It includes information about project outcomes, conditions, and recommendations for their exploitation. Main tool for effective exploitation is visibility of the project results.

The Sustainability plan aims at presenting steps and actions for exploitation of project outcomes developed by the consortium within the SETOF project. All activities are based on team efforts and involve all relevant members of the consortium.

This document relates to Work Package 6 Dissemination & Exploitation of project results coordinated by work package leader University of Sarajevo (UNSA) and Work Package 5 Dissemination & exploitation coordinated by work package leader University of Niš (UNI).

### 1.1. Sustainability of the project

The SETOF project is sustainable when it continues to provide benefits to beneficiaries and other constituencies after the official termination of project. Activities of the project are planned in way that participating universities from the Serbia and Bosnia and Herzegovina are able to carry out the main achievements of the project independently by themselves.

The sustainability of the project will be ensured with the following outcomes:

#### Preparation

- defining the current state of soil degradation/soil erosion and torrential floods in Western Balkan countries;
- innovating current modules in the field of soil degradation/soil erosion and torrential floods in Western Balkan countries;
- establishment of one new accredited master study program in field of soil degradation/soil erosion and torrential floods prevention and control in Western Balkan countries;

#### Development and implementation

- at least 7 improved existing bachelor and master programs;
- at least 9 new subjects;
- at least 18 modernized existing subjects by introducing new teaching units;
- at least 12 retrained teaching staff members with up-to-date knowledge in soil degradation/soil erosion and torrential floods prevention and control to teach on the new master programmes,
- introduced new laboratory equipment, software necessary for the continuation of the new master programmes;



- training programmes in soil degradation/soil erosion and torrential floods prevention and control (in Serbia and Bosnia and Herzegovina) with training materials for engineers, public sector and citizens developed and conducted;
- at least 120 engineers in enterprises and Chamber of engineers;
- at least 13 communities will be involved in trainings.

The SETOF project is aimed to benefit students, teaching staff, engineers and public sector in field of soil degradation/soil erosion and torrential floods prevention and control.

Consistent dissemination and exploitation activities, with regular quality control for ensuring the set quality standards of SETOF project outcomes, will maximize the SETOF project effects throughout its lifetime and imply with strong sustainability capacity.

Dissemination activities support sustainability by ensuring:

- visibility of the SETOF project inside (at partner institutions) and outside (at stakeholders institutions) of consortium,
- interest for new master study programme from students and professionals in the field of SETOF,
- support from the SETOF HEIs authorities, policy makers, labour market and other relevant stakeholders, and
- awareness among wider community.

Sustainability will be ensured by following actions:

- sustainability of financial and administrative project aspects,
- further development of the SETOF master curricula,
- continued cooperation between project partners,
- continued cooperation with stakeholders in the field of soil degradation/soil erosion and torrential floods prevention and control at national and regional levels.

## 1.2. Definitions

In the current project, dissemination is defined as “a planned process of providing information to key parties on the quality, relevance and effectiveness of the results of SETOF project. It occurs as and when the outcomes become available.

Exploitation means “making use of and deriving benefit from an outcome. In the context of project outcomes it primarily involves the two processes of 'mainstreaming' and 'multiplication'.

Mainstreaming is the planned process of transferring the successful results of project to students, university teachers, forest enterprises and appropriate decision-makers in regulated local, regional, national systems.

Multiplication of project is the planned process of convincing individual end-users to adopt and/or apply the results of programmes and initiatives.

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### 1.3. Exploitation strategy

Significance of exploitation activities for a project is outlined in Erasmus+ projects guidelines:

*Having a strong plan for dissemination and exploitation from the beginning of a project is a key priority and should form an integral part of the CBHE throughout its lifetime. The objective of dissemination and exploitation is to maximise the impact of project results by optimising their value, strengthening their impact, transferring them to different contexts, integrating them in a sustainable way and using them actively in systems and practices at local and international levels.*

Erasmus+ Programme Capacity-Building projects in the field of Higher Education (E+CBHE) Guidelines for the Use of the Grant, 2016

The SETOF process of exploitation is planned as an efficient transfer of project's results to the scope of SETOF target groups, ensuring that they will be actually used both within the lifetime of the project and after. Maximizing the potential of all SETOF project activities resulting in high quality of project results, will enable the aim of exploitation - to convince target groups to use main project deliverables at different levels during and beyond project lifetime.

We have core target groups

- university training teaching staff (in- service and pre-service)
- wider university staff not only those involved in forestry
- students
- engineers, practitioners from forest enterprises
- associated partners
- local and high-level state administrations
- ministries of higher education.

Therefore, exploitation is complementary with dissemination activities. They are distinct but closely related to one another in achieving that goal. Exploitation is necessarily related to the actions that will bring project visibility, transferring on that way projects' deliverables to end-users – they can access it, use it and ask for support through open channels for communication after the project end.

Exploitation is substantially associated with the sustainability of the project after its conclusion since exploitation measures will ensure using and possibly transferring to other contexts (i.e. other sector, regions, educational areas, national policy) of project results. Exploitation mechanisms will include:

- positive reputational effects for the participating organization through the increased institutional rate related to development of new and up-to-date master curricula and teaching environment,
- increased awareness of soil degradation/soil erosion and torrential floods prevention and control among responsible professionals in public bodies, and
- increased influencing on policy and practice through addressing responsible Ministries.



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#### 1.4. Expected impact of the project

Effects of conducted SETOF activities with produced results on involved participating organizations, students, teaching staff, appropriate soil degradation/soil erosion and torrential floods prevention and control practices and systems, will determine impacts of the SETOF project in whole. Feedback about effects obtained from end users, stakeholders, students measured by surveys will determine impact level of the SETOF project which will be in a direct proportion with project sustainability.

Impact of the SETOF project will be realized at several different levels.

**At local level**, all target groups will be reached by dissemination tools such as delivering promotional materials to students and citizens, website, social and digital media. This kind of informing will raise the awareness about the importance of improving knowledge and skills in soil degradation/soil erosion and torrential floods prevention and control. Teaching staff will be in direct contact with the representatives of local public sector in field of forestry, agriculture and water management to analyse their needs for improvement of current system of soil degradation/soil erosion and torrential floods prevention and control, transfer acquired latest knowledge and sign protocols for students' internships. Students will be reached through the call for enrolment at newly developed master curricula. Substantial project effect will be achieved by students' involvement in gaining theoretical and practical knowledge in soil degradation/soil erosion and torrential floods prevention and control that can be applied immediately after the graduation.

**At institutional level** each of the WB partner HEIs will enrich their educational potential by innovating ongoing study programmes (each in WB institution will integrate new knowledge into ongoing modules) and by supporting implementation of new master program accredited Serbia. Through this process WB partners will improve teaching skills through acquiring up-to-date knowledge and adopted new pedagogical methods in teaching and learning, upgraded laboratories with appropriate hardware and software infrastructure for analysis and simulation natural disasters.

**The global policy** in the of field soil degradation/soil erosion and torrential floods prevention and control requests national efforts, but efforts are particularly necessary and productive at the regional level for efficient prevention and reducing consequences. Therefore, realized networking between WB partner HEIs within project framework will have strong impact on strengthening common responses to the challenges in the field of soil degradation/soil erosion and torrential floods prevention and control.

**At European level**, WB partner HEIs will benefit the rich experience of EU HEIs in the field of soil degradation/soil erosion and torrential floods prevention and control forming new master curricula. Students from WB HEIs will be able to take mobilities between WB. The EU teaching staff and students will be also in position to apply their knowledge to the specific cases in WB region, enriching in that way their experience.

#### 1.5. Overview of short term and long term impact indicators

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Impact assessment evaluates project deliverables i.e. measure progress and quality level of final achievements. Questionnaires, observations, assessments and analysis developed under quality control WP4 will be used to measure project impact.

In the following tables the short and long term impact indicators of the SETOF project are presented:

| Short term impact                 | Target groups/potential beneficiaries              | Quantitative indicators                                 | Qualitative indicators                      |
|-----------------------------------|--|---|---|
| Improved ongoing study programmes | Students   | Number of students enrolled (more than 200)             | Increased interest in enrolls               |
| New master study programme        | Students   | Number of students enrolled (40)                        | Increased interest in enrolls               |
| Trained staff                     | Teaching staff participating in project activities | Number of staff trainings and study travel (15+2+3+2+3) | Teaching materials                          |
| Establishing links and dialogue   | HEI's and research institutions                    | Number of institutions (10)                             | Increased capacity of institutions          |
| Increasing the level of knowledge | Employed graduate students (engineers)             | Number of organized training (7)                        | Evaluation of the knowledge level           |
| Establishing coordination         | Local government                                   | Number of organized workshops and meetings (13)         | Evaluation of abilities of local government |

| Long term impact               | Target groups/potential beneficiaries              | Quantitative indicators                               | Qualitative indicators   |
|--------------------------------|--|---|--|
| Developed study programmes     | Students   | Number of students enrolled                           | Increased interest in enrolls                                  |
| Trained and competent teachers | Teaching staff participating in project activities | Number of staff trainings                             | Teaching materials, books                                      |
| Long term cooperation          | HEI's and research institutions                    | Number of joint projects                              | Increased capacity of institutions                             |
| Maintenance of knowledge level | Employed graduate students (engineers)             | Number of continuous organized training               | Evaluation of the concept of sustainability level of knowledge |
| Established coordination       | Local government                                   | Number of organized workshops, meetings and trainings | Evaluation of abilities and training level of local government |





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## 2. SUSTAINABILITY APPROACH

The central objective of the sustainability plan is to maintain the main project outputs (master programme, innovated ongoing modules and educational trainings) and intangible outputs (gained knowledge, experience and skills by students, teaching staff and participants, improved awareness, networks established) about soil degradation/soil erosion and torrential floods prevention and control after the end of the SETOF project funding. Develop high quality project results is major factor that can ensure sustainability.

All project outcomes need to be continuously disseminated by the SETOF project web site, partners and by students. An important aspect of our dissemination strategy is to engage all of the associate partners and to make use of their dissemination and exploitation potential.

The following are crucial points for achieving SETOF project sustainability:

### **Modernization of on-going bachelor and master programme**

- improvement in the level of knowledge of undergraduates and graduates in field of soil degradation/soil erosion and torrential floods prevention and control;
- increase of interest for the bachelor and master programme in soil degradation/soil erosion and torrential floods prevention and control depends on the knowledge gained during bachelor studies;

### **New master programme**

- the attractiveness and up-to-date of the master programme based on EU best practices to the main target groups, i.e. students and professionals of the soil degradation/soil erosion and torrential floods prevention and control;
- accreditation of the master programme in Serbia with involvement of BiH partners which will confirm quality standards;
- possibility to adapt and accredit same master study program in Western Balkan countries;
- the funding of the master programme will be achieved by incorporating such program into the national system of financing; self-financing students will secure revenues that will be reinvested in favour of the students;
- the permanent management of the master programme and the maintaining connections with the WB partner HEIs;

### **Educational trainings for engineers and employees of the local community,**

- the quality of educational trainings is based on created survey of local self-governments on undertaking measures for the prevention of torrential floods. public sector, study visits and analysis of courses best practices in EU countries;
- the long-term training sustainability by possible establishment of lifelong learning courses in field of soil degradation/soil erosion and torrential floods prevention and control for engineers and employees of the local community;
- the permanent improvement of training materials.



**Sustainability of the new master programme and improved on-going bachelor and master programmes will be based on the following principles:**

- SETOF project attractiveness through communication, study programme quality, curricula evaluation and update, students' employability, employers' awareness;
- SETOF project operational capacity through the cohesion and involvement of the partner HEIs and a stable project environment, i.e. WB partner HEIs will maintain existing and improved laboratories, the new teaching environment and provide dedicated staff and a regular financial resource.

Trainings for forestry engineers, practitioners and public sector will be free of charge during the project lifetime and after the project they will be organized and realized in line with the needs of bodies (municipality, ministry, enterprises) connected to soil degradation/soil erosion and torrential floods prevention and control and commercialized.

The priority work domains and main challenges related to academic sustainability are summarized in the table below:

| Sustainability principles          | Priority work domains                              | Related challenges   |
|------------------------------------|--|--|
| SETOF project attractiveness       | Students' recruitment and communication            | <ul style="list-style-type: none"> <li>➤ Attract students from the WB HEIs,</li> <li>➤ Increase the number of candidates and the number of students enrolled up to the number agreed.</li> <li>➤ Increase the number of students selecting elective subject developed under SETOF project.</li> </ul>  |
|                                    | Study programme quality, evaluation and adaptation | <ul style="list-style-type: none"> <li>➤ Have the course results evaluated by the main stakeholders (students, academic staff, employers),</li> <li>➤ Develop SETOF community around students, alumni, partner HEIs and professional organizations,</li> <li>➤ Promote students' employability and stay in line with the job market expectations,</li> <li>➤ Guarantee quality assurance of SETOF study programmes.</li> </ul> |
| SETOF project operational capacity | Consortium cohesion and organizational capacity    | <ul style="list-style-type: none"> <li>➤ Secure the continuous accreditation of the programme in each WB country,</li> <li>➤ Maintain a strong cohesion and long-term stable relationship between partners,</li> <li>➤ Guarantee master programmes operational and organizational efficiency supported by HEIs management</li> </ul>   |
|                                    | Funding stability                                  | <ul style="list-style-type: none"> <li>➤ Providing financial resources for regular admission to the next generation of the master students,</li> <li>➤ Providing funds for field research, laboratory and final work.</li> </ul>   |



## 2.1. Students' recruitment and communication

The success and sustainability of the study programme is mostly based on the number and quality of students enrolled.

The challenges are the following:

- Increase the number of students choosing elective subjects on existing bachelor and master level modernized or developed during SETOF project;
- Increase the number of candidates and ensure the diversity of candidates' origin;
- Increase the number of enrolled students based on settled requirements.

The objectives are:

- Increasing the number of students enrolled will ensure the financial stability of the study programme;
- Increasing the number of candidates will enable the WB HEIs to reach a higher selection rate (number of students admitted/number of candidates) to ensure the students' quality;
- Increasing the diversity of students' origin will help maintaining the international and cultural dimension of the study programme;
- Attract students from the consortium partner HEIs and from the consortium countries. This will enable the mobility of the students among the HEIs, and guarantee the involvement of each partner HEIs.

The following table presents main action steps in detail:

| Action steps  | Responsibility | Timeframe                                       | Resources needed  | Progress monitoring – Key indicators   |
|---|----------------|---|---|--|
| Yearly evaluation of the dissemination and communication actions made by the partner HEIs. Based on this evaluation, discussion and agreement on the future communication actions | PMU            | Between April and November each year            | <ul style="list-style-type: none"> <li>➤ Analysis of the source of candidates' awareness of the new study programme</li> <li>➤ Feedback on the fairs where SETOF study programmes will be promoted by each partner HEI</li> </ul> | <ul style="list-style-type: none"> <li>➤ Number of candidates</li> <li>➤ Number of admitted students</li> <li>➤ Origin of candidates</li> <li>➤ Origin of admitted students</li> <li>➤ Number of visitors at the student' fairs</li> <li>➤ Number of students from each SETOF partner country</li> </ul> |
| Keep SETOF website regularly updated as it is the first source  | PMU            | Regularly during and after the project lifetime | Information from partners on their communication actions  |  |



|  |   |  |  |   |
|--|---|--|--|---|
| where students found information on the new study programmes   |   |  |  | ➤ practically verified knowledge which will be acquired under new master program will be monitored based on employment/engagement of graduates and new techniques applied in field. |
| Organize special promotion activity at each WB partner HEI   | Each partner HEI  | Between April and November each year             | Updated promotional materials regarding study programmes                       |   |
| Dissemination through trainings in the forestry companies engaged in the design and implementation of works in flood prevention.   | Each partner HEI from Serbia and Bosnia and Herzegovina | Between April and November each year             | Training materials<br>Updated promotional materials regarding study programmes |   |
| Build on the students' feedback on the study programme and jobs occupied, to improve the programme's attractiveness (students written testimonies, videos, participation of students and alumni to promotional activities, etc.) | Each WB partner HEI                                     | From 2021 after the first graduation of students | Students' interview<br>Students' video<br>Students' alumni                     |   |

## 2.2. Study programme quality, evaluation and adaptation

The objective is to make sure that the study programme meets the requirements of the main target audience, i.e. students and employers. The consortium will work in a view to continuously improve the study programmes. This will increase the attractiveness of the study programme and support realization of the students' recruitment.

The challenges are:

- To have the ongoing study programmes modernization evaluated by students and academic staff, and employers
- To have the study programme content and structure evaluated by the main stakeholders (students, academic staff, and employers) and adapted in order to meet the requirements of these stakeholders.
- To develop SETOF community around students and alumni.
- To promote students' employability and stay in line with the job market expectations.
- The SETOF HEIs have to evaluate the matching between the study programme's outcomes and the evolution of the employers' needs.

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- To guarantee quality assurance of SETOF study programmes.

The following table presents main action steps in detail:

| Action steps   | Responsibility   | Timeframe                               | Resources Needed  | Progress monitoring - Key indicators  |
|--|--|---|---|---|
| Evaluation of the study programmes modernized under SETOF project by engineers and academic staff          | Quality Assurance Committee                                  | After adaptation of changes in syllabus | Self-evaluation forms for students and summarise responses in Self-evaluation report                      | <ul style="list-style-type: none"> <li>➤ Number of correspondents</li> <li>➤ Further adaptation of the study programme</li> <li>➤ Number of visits to the Facebook page</li> <li>➤ Number of new alumni</li> <li>➤ Number of the employed</li> <li>➤ Number of relevant connections made with professional organizations</li> </ul> |
| Evaluation of the New master study programme by the students   | Quality Assurance Committee                                  | At the end of each semester             | Self-evaluation forms for students and summarise responses in Self-evaluation report of master curriculum |   |
| Evaluation of students' capacities by the professors   | Academic coordinators at each WB partner HEI                 | At the PMU meetings                     | Feedback from the academic coordinator at each WB partner HEI   |   |
| Evaluation of students' capacities by the professional organizations hosting the master's theses           | Primary thesis supervisor                                    | At the PMU meetings                     | Feedback from the primary thesis supervisor   |   |
| Develop and adopt any necessary amendment or improvement to the study programme based on these evaluations | PMU  | At the PMU meetings                     | Prior work on amendment and improvement   |   |
| Create a students' community around SETOF study programme  | Project coordinator, Academic coordinator at WB partner HEIs | From autumn 2020                        | Facebook page   |   |
| Create an alumni community and use it as a channel for further students' employability                     | Project Coordinator  | From 2021                               | Online directory or LinkedIn group (to be defined), Employability survey                                  |   |
| Create a community of professionals, members of chamber of engineers etc, around the study programme       | PMU  | From autumn 2020                        | Provide online newsletters on the key news of the sector  |   |

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|--|---------------------|------------------|--|--|
| Develop links with the commissions for accreditation and quality assurance in Serbia | Each WB partner HEI | From autumn 2020 | Standards and guidelines for quality assurance |  |
|--|---------------------|------------------|--|--|

### 2.3. Consortium cohesion and organizational capacity

The capacity to operate the SETOF study programme strongly depends on the Consortium cohesion and the organizational capacity.

It includes three main challenges:

- Securing the accreditation of the study programme in Serbia and prospect for student employability.
- Securing the licenced study programmes continuous innovation in Bosna and Herzegovina and prospect for student employability.
- Maintaining a strong cohesion and long-term stable relationship between partners.
- Guaranteeing master programme operational and organizational efficiency during and beyond of the funding.

The following table presents main action steps in detail:

| Action steps  | Responsibility                                     | Timeframe   | Resources Needed  | Progress monitoring - Key indicators   |
|---|--|---|---|--|
| Check and share any modification of procedures for programme modernisation and other study programmes | Administrative coordinators at each WB partner HEI | Regularly from autumn 2019 on; Annual review at each SC meeting | Information from websites of HEIs about bachelor and master program procedures  | <ul style="list-style-type: none"> <li>➤ Accreditation maintained</li> <li>➤ Report of the SC</li> <li>➤ Questions raised, problems identified and solved</li> </ul> |
| Check and share any modification of accreditation scheme and criteria in the Serbia                   | Administrative coordinators at each WB partner HEI | Regularly from autumn 2019 on; Annual review at each SC meeting | Information from websites of Serbian commissions for accreditation and quality assurance on any modification to be given to the project coordinator in order to take any necessary actions within the Consortium or at national level |  |
| Evaluate the efficiency of SETOF project organization in line with the Project management guidelines  | SC   | Biannual at the SC meeting                                      | Analysis of the operation and activities of each committees, identification of any overlap or problems  |  |



|  |                                  |   |   |  |
|--|----------------------------------|---|---|--|
| Identify any question or problem within the Consortium | Project coordinator; All partner | Regularly from autumn 2019 on; Annual review at each SC meeting | Regular bilateral SC conferences, feedback from all partners on any problem arising from the project realization. Regular information from the SETOF appointed persons at each partner HEI. |  |
|--|----------------------------------|---|---|--|

#### 2.4. Financial sustainability of the SETOF study programme

Financing of modernized bachelor and master programmes will be made through inner system of financing of study programmes on HEIs in Serbia and Bosnia and Herzegovina.

The most challenging tasks after the project ends will be to:

- Provide sufficient financing for the study programme's after their modernization and ensure the attractiveness of programs from the self-financing students.
- Provide additional financial resources for the study programmes and for the HEIs from Serbia and Bosnia and Herzegovina.
- Provide additional national and international financial resources for training of employed engineers and staff through workshops and trainings, by future projects.

| Action steps  | Responsibility   | Timeframe | Resources needed  | Progress monitoring – Key indicators  |
|---|--|-----------|---|---|
| Use part of the modernized bachelor and master programme content to develop training for companies or other professionals in field of forestry, civil engineering, hydrology. | Relevant services/departments at Serbian and Bosnia and Herzegovinian partner HEIs offering these services | From 2020 | Labour market and information from forestry and civil engineering, hydro techniques, environmental protection organizations | <ul style="list-style-type: none"> <li>➤ Number of calls and sources for student scholarships</li> <li>➤ Availability of information about scholarships on the web site;</li> <li>➤ Number of students that have benefit from EU programme scholarships</li> <li>➤ Number of companies providing financial support for students</li> <li>➤ Number of students that have benefit from companies' scholarships</li> <li>➤ Number of developed vocational trainings</li> </ul> |
| Search for scholarships through internships from companies interested in the study programme  | Academic coordinators at Serbian and Bosnia and Herzegovinian partner HEI                                  | From 2020 | Information on the interested companies for giving financial support  |   |
| Search for scholarships from EU funds for international students  | Academic coordinators at each partner HEI  | From 2020 | Information on the existing scholarships from EU programmes   |   |



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### 3. NEW STUDY PROGRAMME FOLLOW-UP

The study programme resulting from achieving SETOF project objectives that are in line with socio-economic needs and the labour market have prospect to be sustainable. This fact have to be accessible to all interested future students through the SETOF promotional follow-up activities – to be aware of various jobs available to them in their future career. It is teachers' responsibility to maintain master study programmes up-to-date. Continuously transfer of knowledge, practices and technology in field of prevention and control of soil degradation/erosion and flash floods.

Requirements of potential employers in this field on labour market will need to be monitored regularly in the future by the study programme teams to support changes in curricula content.

The WB partner HEIs will need to ensure that relevance, contemporaneity and quality of the new study programme by implementing regular Quality Control and Assurance measures resulting with an annual review of course content, learning resources and teaching methods.

The conclusions of the annual reviews should, as a matter of good practice, be posted on the SETOF web site for the benefit of current students and as reassurance for prospective students and the wider professional community.

Sustainability will be achieved through intensifying and enlargement of cooperation with other HEIs, the maintenance of existing international networks and continued engagement with local employers. Special importance is given to regular contact with local employers to share insights into their many common challenges. Students could usefully be encouraged to address small current problems in professional practice during their studying and preparing master thesis.

During the first few years after the conclusion of the project, the course teams should seek to involve their national ERASMUS+ Coordinators in monitoring issues relating to the sustainability of the study programme.





### Project task in regard to academic programmes

| Activity                                      | UB<br>(Belgrade)   | UNS<br>(Novi Sad)                        | UNI<br>(Niš)                              | UBL<br>(Banja Luka)                      | UNSA<br>(Sarajevo)                       |
|---|--|--|---|--|--|
| New MSc programme in SETOF field              | One new MSc program Soil erosion and torrential flood prevention.<br>Start date: November 15 <sup>th</sup> 2021<br>17 MSc subjects: - 4 compulsory and - 13 elective |  |   |  |  |
| New subjects                                  | 5 BSc subjects<br>2 MSc subjects   | 2 MSc subject                            | 1 MSc subject                             | 1 MSc subject                            | 1 MSc subject                            |
| Innovated subjects on existing BSc and MSc    | 2 BSc subjects<br>2 MSc subjects   | 4 BSc subjects<br>1 MSc subjects         | 2 BSc subjects<br>1 MSc subjects          | 4 BSc subjects<br>1 MSc subjects         | 3 BSc subjects<br>5 MSc subjects         |
| Academic staff involved in innovated subjects | 10   | 4  | 4   | 3  | 3  |
| Academic staff involved in new master program | 9  | 4  | 4   | 3  | 3  |
| Students involved in new master program       | 8  | 8  | 8   | 8  | 8  |
| Innovated programmes                          | One BSc and one MSc programmes innovated   | Two BSc and two MSc programmes innovated | Four BSc and one MSc programmes innovated | One BSc and one MSc programmes innovated | Two BSc and two MSc programmes innovated |

### Project task in regard to lifelong programmes in SETOF field

| Activity   | UB<br>(Belgrade) | UNS<br>(Novi Sad) | UNI<br>(Niš) | UBL<br>(Banja Luka) | UNSA<br>(Sarajevo) |
|--|------------------|-------------------|--------------|---------------------|--------------------|
| Number of trainings for companies and forestry engineers | 3                | 2                 | 2            | 3                   | 3                  |
| Number of engineers                                      | 24               | 15                | 15           | 15                  | 15                 |
| Number of companies' organisations                       | 3                | 2                 | 2            | 3                   | 3                  |

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