

Developing university capacity in SADC towards participatory approaches in pursuing the SDGs - EngageSDG



EngageSDG

WORKPLAN

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1. INTRODUCTION

EngageSDG is an Erasmus+ Capacity Building in the field of higher Education project. Capacity-building Projects are transnational cooperation projects based on multilateral partnerships, primarily between higher education institutions (HEIs) from Programme and eligible Partner Countries. They can also involve non-academic partners to strengthen the links with society and business and to reinforce the systemic impact of the projects.

Entry into force and duration

Project number:	101129394
Date of entry into force:	1/12 (December)/2023
End of the eligibility period:	30/ 11(November)/2026
Duration:	36 months

About EngageSDG

The EngageSDG project intends to promote the engaged university model by focusing on the use of participatory approaches for the production of knowledge, and their potential to create innovative relationships between SADC universities and the communities within which they are embedded, in addressing societal challenges. The project defines a participatory approach (PA) to knowledge co-production as ‘solving a problem or designing an innovation in a way that involves people who are directly concerned by the result of his or her work.’

The consortium behind the EngageSDG project is composed of 6 SADC and 5 EU universities, as well as the associations SARUA and OBREAL. The SADC universities are in Mauritius (University of Mauritius, University of Technology Mauritius), South Africa (University of the Western Cape; North-West University) and Zambia (University of Zambia; University of Lusaka). The EU partners are: University of Barcelona; University College Cork; Free University of Brussels; and University of Bologna.

The broad background for this project is the growing emphasis on societal engagement as a core responsibility of contemporary HE systems (Boyer 1996). Although universities in many countries traditionally have been involved in community engagement, this area of activity often has played a subservient role. Many interventions in the community were linked to areas in which it was traditionally part of the institution’s educational role to implement policies and strategies to promote public services (e.g. community health, public policy, social services), and the interventions provided the practical opportunity for students in these selected fields of study to gain experience in their future areas of professional practice. In effect, community engagement was not driven by a ‘whole-institution’ approach, but was seen as a discrete, compartmentalised activity with little effect on the institution’s definition of its academic mission.

However, the prominence and urgency of the Sustainable Development Goals (SDGs) has questioned the adequacy of the dominant paradigm of HE engagement. As a result, there is a growing trend to view societal engagement as part of HE ’s core responsibility. The increasing interest in the model of the “engaged university” reflects this commitment. For example, Brink (2018) argues that engagement is an integral aspect of the “soul” of the university and defines engagement as “the deployment of our research and teaching for the purpose of (a) responding to societal challenges, and (b) learning from them” (Brink 2018: 287).

In recent years, this responsibility has been integrated into the core of developmental plans and policies on the African continent and its regions. Within HE, this commitment is also reflected at the institutional and inter-institutional level, often linked to an emphasis on the need for HE institutions to partner with other societal sectors in responding to societal challenges.

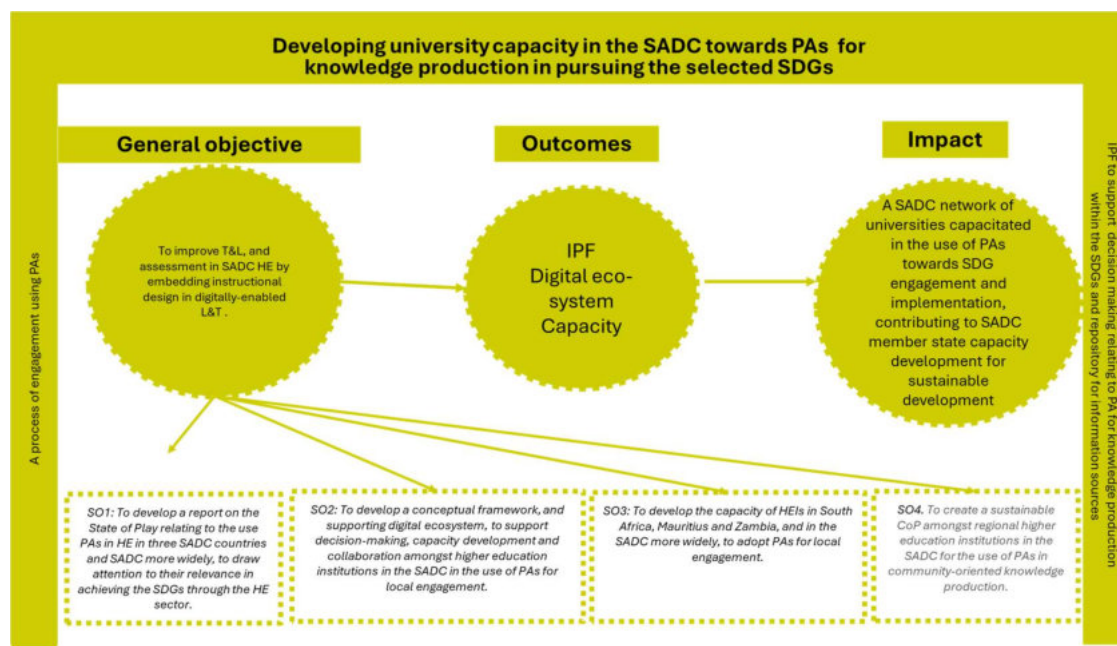
Similarly, there is a growing emphasis within the SADC on the responsibility that higher education institutions carry for societal engagement. The call is for higher education institutions to integrate engagement into their core academic activities, and to enter into meaningful relationships with their local communities for the production of knowledge. Alongside this increasing commitment to societal engagement, is the realisation that meaningful engagement requires partnership between various sectors, including HE, communities, business and industry and the public sector. Against this broad background, this project is concerned with the question of how HE institutions may engage with their “communities” to develop knowledge that makes a meaningful impact on societal challenges.

To this end, the project intends to introduce an Integrated Participatory Framework (IPF) as a decision-making framework that will support HE institutions in Mauritius, Zambia and South Africa, and the wider SADC, in the selection of PAs that are situationally relevant. This is because there is a need to clarify which approaches are most suited to the purpose and nature of specific interventions, as well as to develop capacity in their practical implementation. In this sense, the project will focus on those SDGs that are most relevant to the regional development goals of the SADC, as well as the strategies and contexts of each university.

General Objective of EngageSDG

Generally, the EngageSDG project aims to build capacity in SADC universities to contribute to the achievement of the SDGs in their local environments through the use of participatory approaches.

The below image has reference.



Specific objectives

SO1. Developing a Report on the State of Play

- Dissemination: Use targeted communication channels to disseminate the report widely among stakeholders in the SADC region and beyond. This includes academic publications, project websites, social media, and newsletters.

- Awareness Campaigns: Launch awareness campaigns highlighting the report's findings and their implications for achieving the SDGs through higher education, using infographics, webinars, and press releases.
- Stakeholder Engagement: Engage with policymakers, educational leaders, and the broader academic community through roundtable discussions, conferences, and forums to discuss the report's findings and implications.

SO2. Developing a Conceptual Framework and Digital Ecosystem

- Promotional content: Create and distribute promotional content that highlights the benefits and features of the digital ecosystem and conceptual framework, including tutorials, feature articles, and demo videos.
- Training and webinars: Host training sessions and webinars for academic staff and administrators on utilizing the digital ecosystem for decision-making, capacity development, and collaboration.
- Feedback channels: Establish channels for feedback on the digital ecosystem, encouraging users to contribute ideas for improvement and share their success stories.

SO3. Capacity development in higher education institutions

- Capacity building programmes and pilots: Promote capacity-building programmes through direct communication with universities and via academic networks and associations, emphasizing the benefits of adopting PAs for local engagement.
- Success stories: Share success stories and case studies from pilot projects in South Africa, Mauritius, and Zambia to illustrate the impact of these initiatives and encourage adoption by other institutions.
- Resource sharing: Develop and share resources, such as guides, best practices, and toolkits, to support the capacity development of higher education institutions in the SADC region.

SO4. Creating a sustainable community of practice

- Community building: Use social media, online forums, and dedicated platforms to facilitate the creation of a community of practice, encouraging regular interaction, knowledge exchange, and collaboration among regional higher education institutions.
- Events and networking: Organise virtual and in-person events, such as workshops, conferences, and meetups, to strengthen the community of practice and foster networking and collaboration.
- Continuous learning: Offer ongoing learning opportunities, including online courses, webinars, and collaborative research projects, to keep the community engaged and support continuous improvement.
- Communication with Project Partners and Beneficiaries
- Regular updates: Provide regular updates to project partners and beneficiaries through newsletters, email communications, and project meetings to keep all parties informed and engaged.
- Tailored communication: Develop tailored communication strategies for different groups of beneficiaries (e.g., academic staff, students, community members) to ensure relevance and maximize impact.
- Visibility and branding: Ensure consistent branding and visibility for the EngageSDG project across all communications, enhancing recognition and credibility.

This is visualised as follows.



Project partners

P001 – SOUTHERN AFRICAN REGIONAL UNIVERSITIES ASSOCIATION
 P002 – UNIVERSITY OF THE WESTERN CAPE
 P003 – NORTH-WEST UNIVERSITY
 P004 – UNIVERSITY OF ZAMBIA
 P004 – UNIVERSITY OF LUSAKA
 P005 – UNIVERSITY OF MAURITIUS
 P006 – UNIVERSITY OF TECHNOLOGY MAURITIUS
 P007 – ASOCIACION OBSERVATORIO DE LAS RELACIONES UNION EUROPEA-AMERICA LATINA(OBREAL)
 P008 – UNIVERSITAT DE BARCELONA
 P009 – UNIVERSITY COLLEGE CORK - NATIONAL UNIVERSITY OF IRELAND, CORK
 P010 – ALMA MATER STUDIORUM - UNIVERSITA DI BOLOGNA
 P012 – TECHNISCHE UNIVERSITAT DORTMUND¹
 P013 – VRIJE UNIVERSITEIT BRUSSEL

¹ Withdrew from project

2. PROJECT DELIVERABLES

Deliverable	Description	Original Month	Actual Date
D1.1	Detailed Work Plan	Month 3	29-Feb-24
D1.2	Monitoring & Evaluation Framework	Month 3	29-Feb-24
D1.3	Operating Procedures for PMC	Month 3	29-Feb-24
D2.1	Situation Analysis Report	Month 11	31-Oct-24
D3.1	Integrated Participatory Framework (IPF)	Month 15	28-Feb-25
D5.1	Integrated Report on Pilot Projects	Month 21	31-Aug-25
D4.2	Online Learning & Teaching Solution	Month 24	30-Nov-25
D4.1	Digital Academic Repository	Month 33	31-Aug-26
D6.1	Final Capacity Development Programme	Month 33	31-Aug-26
D7.1	Workshop for SADC Senior Officials	Month 33	31-Aug-26
D7.2	Final Project Conference	Month 33	31-Aug-26
D7.3	Progress Report	Month 33	31-Aug-26
D1.4	Internal & External Quality Assessment Reports	Months 12, 24, 36	30 Nov 2024, 30 Nov 2025, 30 Nov 2026

3. ENGAGE SDG WORKPLAN SUMMARY (3-YEAR PLAN)

The project is set over three years.

	Q1–Q2	Q3–Q4
Year 1	<i>Work Package 1:</i> Governance and Management begin with a Preparatory Phase. <i>Work Package 2:</i> Situation Analysis (Phase 1: Analysis). <i>Work Package 7:</i> Communication & Dissemination activities commence and continue throughout.	<i>Work Package 1:</i> Shifts to full Management & Monitoring and Evaluation (M&E). <i>Work Package 3:</i> Begins Phase 2: Design of the Integrated Participatory Framework (IPF). <i>Work Package 4:</i> Development of the Digital Academic Ecosystem (DAE) begins and continues throughout the project.
Year 2	<i>Work Package 3:</i> Continued development of the IPF including integration of DAE. <i>Work Package 5:</i> Pilot Projects implementation begins (Phase 3: Transformation). <i>Work Package 6:</i> Development of Capacity Development Programme (Phase 3). <i>Work Package 7:</i> Communication & Dissemination continues.	
Year 3	<i>Work Package 7:</i> Phase 4: Implementation of Community of Practice (CoP) for Engagement	<i>Work Package 7:</i> Project Close-Out, including final conference and report.

EngageSDG is structured into four implementation phases, aligned with the four Specific Objectives (SOs) and delivered through seven Work Packages (WPs). The plan below consolidates the tasks, sequencing, responsibilities and outputs.

Phase	Duration	Outcome
Phase 0: Project Setup & Governance	Months 1–3	Workplan, financial guidelines, governance structures
Phase 1: Analysis (SO1)	Months 1–12	Situation Analysis + Stakeholder map + SDG focus identified
Phase 2: Design (SO2)	Months 10–24	Integrated Participatory Framework (IPF) + Digital Academic Ecosystem (DAE)
Phase 3: Development & Piloting (SO3)	Months 18–30	Pilot Projects + Capacity Development Programme
Phase 4: Consolidation, CoP & Dissemination (SO4)	Months 24–36	Community of Practice + Final dissemination + Project closure

4. WORK PACKAGES OVERVIEW

WP1: Project Management & Coordination (M1–M36)

Lead: SARUA & OBREAL Global

Purpose: Provide governance, financial management, quality assurance and coordination.

From the file: tasks include kick-off, workplan approval, M&E framework, AGM planning meetings, governance structures, internal/external QA .

Key deliverables

- D1.1 Approved Workplan
- D1.2 Monitoring & Evaluation Framework
- D1.3 Operating Procedures for PMC
- D1.4 Quality assessments

WP2: Situation Analysis & Stakeholder Mapping (SO1) (M1–M12)

Lead: SADC partner HEIs with SARUA coordination

This WP generates Outputs 1–4: Situation Analysis, Stakeholder Identification, Institutional Input Reports, and SDG prioritisation.

Activities include:

- T2.1 Preliminary situation analysis
- T2.2 SADC stakeholder identification
- T2.3 First workshop on findings
- T2.4 Institutional PA input reports
- T2.6–2.7 Draft + Final Situation Analysis

Key deliverable

D2.1 Situation Analysis Report

WP3: Development of Integrated Participatory Framework (SO2) (M10–M24)

Lead: EU Partners with SADC co-design

Activities:

- T3.1 Work meeting on IPF design
- T3.2 Draft IPF
- T3.3 Study visit (SADC to EU)
- T3.4 Peer review
- T3.5 Prototype IPF
- T3.6 Final IPF

Key deliverable

D3.1 Integrated Participatory Framework

WP4: Digital Academic Ecosystem (SO2) (M6–M36)

Purpose: Develop collaboration, repository, LMS, communication space.

Activities:

- T4.1 Specifications for DAE
- T4.2 Project workspace
- T4.3 LMS development
- T4.4 Academic repository
- T4.5 Review & enhancement

Key deliverable

D4.1 Academic Repository on PAs

WP5: Pilot Projects (SO3) (M18–M30)

Purpose: Each SADC university implements a PA pilot informed by the IPF.

Activities include:

- Development of criteria
- Institutional pilot proposals
- Implementation support
- Institutional reflections and roadmaps (reported in the final WP5 deliverable)

Key deliverable

D5.1 Integrated Report on Local PAs (Pilot Results)

WP6: Capacity Development Programme (SO3) (M24–M36)

Purpose: Training academic leadership and staff from 20 SADC universities.

Key deliverable

D6.1 Final Capacity Development Programme on PAs

WP7: Dissemination, Communication & Community of Practice (SO4) (M6–M36)

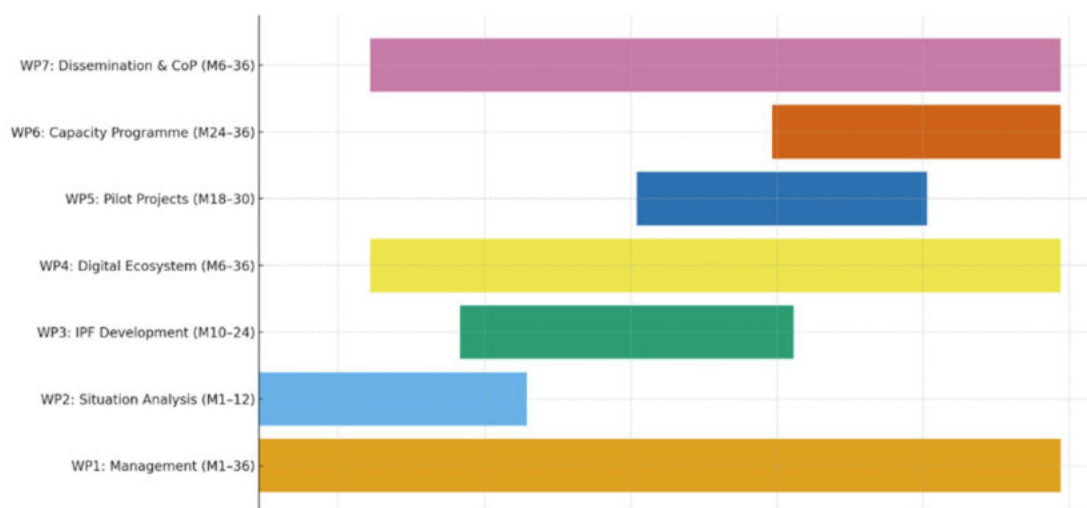
Lead: SARUA with all partners

Includes three dissemination events, national/regional workshops, and final project conference.

5. DELIVERABLES LIBRARY

Deliverable no	Deliverable	WP	Due month	Lead partner	Format	Verification method
D1.1	Approved Project Workplan	WP1	M2	SARUA/OBREAL	PDF/Word	PMC approval; meeting minutes
D1.2	Monitoring & Evaluation Framework	WP1	M3	SARUA	PDF	Approved by PMC; QA reviewer sign-off
D1.3	Operating Procedures for PMC	WP1	M3	SARUA	PDF	PMC adoption; record in repository
D1.4	Internal & External Quality Assessment Reports	WP1	M12, M24, M36	External Evaluator + SARUA	PDF	QA panel review; acceptance by PMC
D2.1	Final Situation Analysis on Participatory Approaches	WP2	M12	SARUA + SADC HEIs	Report (PDF)	Peer review; stakeholder workshop validation
D3.1	Completed Integrated Participatory Framework (IPF)	WP3	M24	EU Partners + SARUA	Framework PDF + Slides	Peer review; dissemination event approval
D4.1	Digital Academic Repository on Participatory Approaches	WP4	M36	SARUA	Website/Platform	Functionality test; login verification; content audit
D4.2	Online Learning & Teaching Solution (LMS)	WP4	M 24	SARUA	Website/Platform components	LMS Platform + User Guide
D5.1	Integrated Report on Local PA Pilot Projects	WP5	M30	SADC HEIs	Consolidated PDF	Pilot evidence; photos; data validation; QA review
D6.1	Final Capacity Development Programme	WP6	M30	SARUA + EU Partners	Programme Guide; LMS content	Pilot testing; feedback report; PMC approval
D7.1	Workshop for SADC Senior Officials	WP7	M28	SARUA + HEIs	Workshop Report; Attendance	Feedback forms; recording; agenda
D7.2	Final Project Conference	WP7	M36	SARUA + Lusaka University	Conference Report	Photos; recordings; participant list
D7.3	Final Project Report	WP7	M36	SARUA	Final PDF	Approved by PMC and sent to EU

6. CONSOLIDATED WORKPLAN



Workplan summary table

WP	Focus	Key activities	Lead	Deliverables
WP1	Management	Workplan, M&E, governance, financial guidelines, QA, annual reviews	SARUA/OBREAL	D1.1–D1.4
WP2	Situation Analysis	Survey, input reports, stakeholder mapping, SDG selection	SADC HEIs	D2.1
WP3	IPF	Drafting, peer review, study visit, finalisation	EU Partners	D3.1
WP4	Digital Ecosystem	LMS, repository, workspace, ecosystem refinement	SARUA/OBREAL	D4.1
WP4	Digital Ecosystem	Online Learning & Teaching Solution	SARUA	D4.2
WP5	Pilots	Institutional pilot design & implementation	SADC HEIs	D5.1
WP6	Capacity Programme	Training for 20 HEIs, institutional roadmaps	SARUA/EU	D6.1
WP7	Dissemination & CoP	Workshops, national events, CoP, final conference	SARUA	D7.1–D7.3

Given the structure of the **EngageSDG** project, implementing a Scrumban process will help balance agility (Scrum) with flexibility (Kanban). The Scrumban framework will ensure efficient work planning, resource allocation, and continuous workflow improvements while maintaining control over evolving project requirements.

Role	Responsibilities
Product owner (OBREAL/SARUA)	Prioritise backlog, refine deliverables, interface with
Work Package Leads (University partners)	Lead WP execution, ensure progress, report issues.
Scrum master (Project Management Committee)	Facilitate workflow, remove blockers, enforce WIP limits.
Development Team (Consortium members)	Execute tasks, contribute expertise, ensure milestones are met.

The Scrumban process for the EngageSDG project begins with setting up a backlog where all work packages (WPs) are broken down into smaller tasks. Each task is prioritised based on urgency and dependencies. Tasks are pulled from the backlog into a Kanban board with columns such as To Do, In Progress, Review and Done. Work-in-Progress (WIP) limits are set to ensure that teams do not take on too many tasks at once, preventing bottlenecks. Every two to four weeks, structured Scrumstyle sprint cycles are conducted for tasks that require iterative development, such as training sessions and research activities. However, for ongoing or evolving work, teams use Kanban's continuous flow method, ensuring flexibility in execution. Bi-weekly check-ins replace traditional daily standups, allowing teams to track progress, discuss blockers, and reprioritise tasks. Monthly sprint reviews (as monthly PMC meetings) and backlog grooming sessions (within WPs) refine priorities based on feedback.

Each work package has a lead institution responsible for its execution (WPL), while a Product Owner (OBREAL/SARUA) oversees prioritisation and backlog management. A Scrum Master (Project manager) from the Project Management Committee ensures smooth workflow, resolves bottlenecks, and enforces process discipline. Teams independently pull tasks when ready, but progress is monitored through review checkpoints. Throughout the project, real-time Kanban tracking, structured sprint planning, and continuous stakeholder engagement ensure that deliverables are met efficiently. Monthly adjustments to the Scrumban process help the project remain adaptable to external changes, such as policy shifts and institutional approvals. This hybrid model balances agility, flexibility, and structure, ensuring smooth execution while accommodating collaboration across multiple institutions.

From a risk mitigation perspective, the WIP limits prevent overload and bottlenecks. Universities self-manage tasks but report back in structured reviews and members adjust to external factors like policy changes, institutional approvals, etc.

The Scrumban Framework for EngageSDG

Workflow & task management	
Backlog creation & prioritisation	Break down each WP into User Stories (tasks). Prioritise tasks using MoSCoW (Must-have, Should-have, Could-have, Won't-have).
Board design (Kanban)	Columns: To Do In Progress Review Done - Each WP will have to track dependencies.
Work-in-Progress (WIP) Limits	Max 3 tasks per WP per team at a time to prevent bottlenecks Higher WIP limits for cross-institution collaboration.
Task pulling mechanism	Unlike traditional Scrum where tasks are assigned at sprint planning, team members pull tasks when ready. Ensure a continuous flow of work without waiting for sprint reviews.
Planning & execution	
Iterative sprint cycles (scrum influence)	2–4-week Sprints for tasks that require structured progress (e.g., research activities, document drafting, workshops). Kanban flow for continuous activities like quality monitoring, stakeholder engagement, and dissemination.
Daily standups (optional)	Bi-weekly check-ins for WP teams (instead of daily standups Focus on roadblocks, task handover, and prioritisation).

Sprint reviews & retrospectives	Every month for structured WP deliverables. Gather feedback and adjust task priorities based on real-world challenges.
Backlog grooming	Monthly session to refine backlog items based on progress, risks, and changing priorities

Quality standards

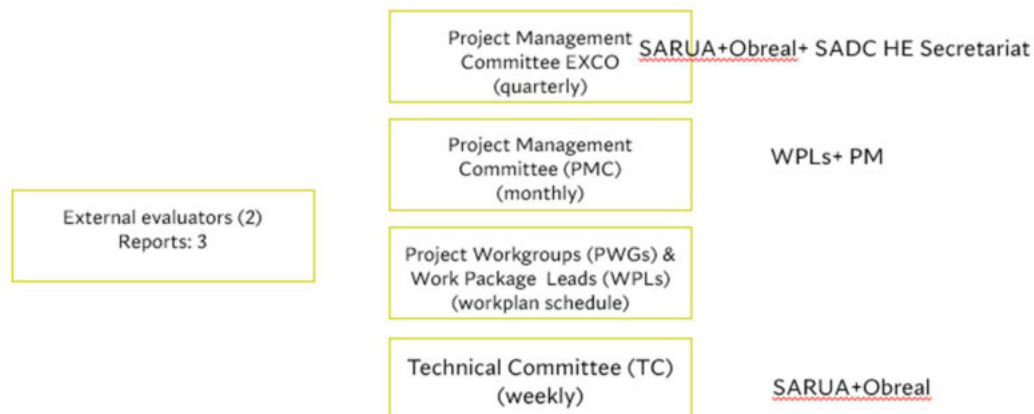
Quality in this project is defined as:

- High quality and timely completion of project activities and deliverables, as outlined in the project Work Plan.
- Effective communication, collaboration, and coordination among project partners.
- Successful implementation of co-creation units in each SADC university, leading to increased university-industry collaboration and entrepreneurship development.
- Development and dissemination of high-quality knowledge products, including an online toolkit, policy briefs, and a feasibility report, that inform and guide policy and practice in the SADC region.
- Effective monitoring and evaluation of project progress, with regular reporting and external evaluation to ensure accountability and learning.
- Sustainability of project outcomes beyond the funding period, through institutionalisation of co-creation mechanisms and continued collaboration among partners.

7. STAFFING AND GOVERNANCE

Governance structure

- Project Management Committee (PMC)**. The PMC, composed of OBREAL, SARUA, and WPLs, oversees project execution, and risk assessment. The PMC ensures adherence to project timelines and objectives by monitoring progress, resolving conflicts, and providing strategic direction to the project partners.
- Executive Committee (EXCO)**. The EXCO, co-chaired by SARUA/OBREAL meets quarterly to provide strategic oversight. The EXCO is responsible for policy alignment, inter-institutional coordination, and ensuring that project outcomes remain relevant to the broader SADC region. The EXCO is tasked with conducting periodic quality reviews, gathering stakeholder feedback, and making recommendations for continuous improvement.
- Technical Committee**. The Committee, led by OBREAL and SARUA, ensures the implementation of the **Monitoring, Evaluation, and Learning (MEL) Plan**, aligning with EU project standards.



Staffing

- Project Management Team (PMC): WPLs, OBREAL, SARUA
- Project Work Package Leads: One per Work Package
- Financial and Administrative Staff: SARUA and OBREAL
- External reviewers: two experts – one from SADC and one from the EU

In addition to the above, budget has been allocated to all full partners for staff time in line with the project requirements as laid out in the project.

8. RESOURCES

MSTEAMS as online communication and collaboration platform providing a virtual space for project partners to interact, share documents, and conduct meetings.

9. MONITORING EVALUATION AND LEARNING (MEL)

A detailed the MEL Plan has been developed for the project but for now it is worth highlighting the main monitoring activities/tools to be used. The MEL Plan is structured to ensure accountability, continuous learning, and performance tracking throughout the project lifecycle. The key components are:

- 1) Monitoring: Regular tracking of project activities, outputs, and outcomes to assess progress. This involves routine data collection, partner reporting, and performance analysis against predefined indicators.
- 2) Evaluation: Conducting mid-term and final evaluations to measure project impact, identify gaps, and improve effectiveness. The evaluation process will rely on qualitative and quantitative data, external expert reviews, and stakeholder feedback.
- 3) Learning: Encouraging knowledge-sharing and best practices through Communities of Practice (CoPs), reflection sessions, and internal reviews. Insights gained will inform adaptive project management strategies.

- 4) Quality Assurance: Establishing mechanisms for ongoing assessment, including peer reviews, structured feedback loops, and external evaluations to maintain project integrity and relevance.
- 5) Risk management: Identifying potential project risks early and implementing mitigation strategies to minimise disruptions and enhance overall project resilience.

The MEL system is embedded within the broader project governance framework, ensuring that results drive evidence-based decision-making and continuous project refinement focusing on.

- 1) Project work plan and timelines - to track progress against planned activities and deliverables.
- 2) Regular progress reports - to be submitted by Work Package Leads to the PMC.
- 3) Internal quality monitoring tools - these include surveys, focus group discussions, and partner feedback mechanisms; the data collection instruments for these have already been designed.
- 4) External evaluation - conducted at the end of the first year of the project to assess progress and provide recommendations; a draft ToR for the sub-contractor that will be commissioned for this has been prepared.
- 5) PMC Meetings - quarterly meetings to review progress, address challenges, and make decisions.
- 6) Steering committee meetings - biannual meetings to provide strategic guidance and oversight to the PMC and consortium as a whole.

10. KEY RISKS AND MITIGATION STRATEGIES

Identified risks

- 1) Delays in implementation. Administrative bottlenecks, procurement challenges, and unforeseen external factors. *Mitigation: Proactive timeline adjustments, continuous monitoring, and risk management mechanisms.*
- 2) Challenges in collaboration. Difficulty in aligning academic time tables. *Mitigation: Strengthening partnerships through engagement events and structured collaboration models.*
- 3) Insufficient institutional buy-in. Limited support from university leadership. *Mitigation: Continuous advocacy, stakeholder engagement, and policy integration efforts.*
- 4) Financial management risks. Budgeting inefficiencies and potential misuse of funds. *Mitigation: Strong financial controls, external audits, and transparent reporting frameworks.*
- 5) Sustainability challenges. Risk of project discontinuation post-funding. *Mitigation: Institutionalisation of project activities and securing additional funding streams.*
- 6) Technology adoption barriers. Challenges in integrating virtual reality and digital tools. *Mitigation: Training programmes, technical support, and phased implementation strategies.*

11. SUMMATIVE PROJECT ROAD MAP

To assist the PMC and WPLs keep track of the project's key milestones, deliverables, and timelines and constantly acknowledging how these are, and need to be, aligned with the objectives we have prepared the summative project roadmap below. This Roadmap should be read in conjunction with the Waterfall schematic indicating dependencies and the Summary of V model and Work Packages which can also be useful resources for the M&E activities.

Left side of the V – planning, analysis, design

1.1 project initiation & governance setup

- Work Plan (D1.1)
- M&E Framework (D1.2)
- PMC Procedures (D1.3)
- Kick-off structures and decision-making systems

1.2 baseline & needs assessment

- Situation Analysis Report (D2.1)
- Mapping existing PA practices
- Identifying institutional gaps & needs

1.3 framework & model development

- Integrated Participatory Framework (IPF) (D3.1)
- Pilot methodology design (WP5)

1.4 digital ecosystem design

- Digital repository design
- LMS/online learning system design (D4.2)

1.5 stakeholder engagement design

- Stakeholder strategy (WP7)
- Dissemination plan and sustainability planning

Right side of the V – verification, validation, dissemination

3.1 Verification

Checks whether outputs meet the specifications:

- Repository built (D4.1)
- LMS implemented (D4.2)
- Training delivered (D6.1)
- Pilot project results documented (D5.1)

3.2 Validation

Checks whether the *project objectives* are achieved:

- Stakeholder workshops (D7.1)
- Final project conference (D7.2)
- Final report & impact assessment (D7.3)
- Quality assessment reports (D1.4)

Bottom of the V – Implementation

Pilots, capacity development & digital tools

- Pilot projects executed (WP5)
- Capacity development programme (WP6)
- Digital repository and LMS implemented (WP4)