



Academic and Financial Sustainability plan

Deliverable 7.3, WP7 Dissemination and Exploitation

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DEMUSIS

Enhancing the digital competencies and entrepreneurship skills of academic musicians in Serbia for culturally more engaged society



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Executive Summary

This document provides an overview of how DEMUSIS project partnership will work to ensure the long-term sustainability of the positive effects in terms of curricula modernization at three higher music education institutions in Serbia, continuous professional development of employees in music sector in Serbia and development of digital competencies as tool for artistic self-expression through entrepreneurship, to promote more engaged and culturally responsible musicians committed to the civil society.

The aim of this Academic and Financial sustainability plan is to identify what resources are necessary to sustain this project, support collaboration and motivate partnership in order to define necessary action steps for consortium to ensure long-term success after the Erasmus+ DEMUSIS project ends.

This document is the deliverable, D7.3 (Academic and Financial Sustainability Plan) and is shared with all project partners.

The plan provides details of the following sustainability aspects:

- Project outputs with a potential to be exploited after the finalisation of the project
- Target groups
- Multiplication of project results

The main potentially exploitable results are:

- New and reformed study programmes
- New and reformed study courses
- Guidelines, textbooks and guidelines for new courses
- LLL courses
- On-line courses
- Newly established connections between enterprises and universities

These exploitable results are the basis of project sustainability. The Academic and Financial Sustainability plan provides a clear pathway for the sustainable development of project goals even beyond EU Commission financing.

Introduction

DEMUSIS project context

The DEMUSIS project was designed to develop knowledge, solutions and capacities that will result in improvement of higher education in the field of music.

The wider objective of the project is to develop digital competencies of academic musicians in Serbia for raising HE capacities, better employability and socially more responsible music professionals.

The specific objectives are:

- The modernization of curricula: introduction of new master programme „Music in Digital Environment“ with strong entrepreneurial dimension and modernization of the first and second cycle of studies through introduction of new digital, technical and entrepreneurial skills
- Continuous professional development of employees in music sector in Serbia through creation and implementation of certified LLL courses
- Development of digital competencies as tool for artistic self-expression through entrepreneurship, to promote more engaged and culturally responsible musicians committed to the civil society

Expected impact of the DEMUSIS project

DEMUSIS brings together all the relevant target groups and stakeholders. National HEIs have signed partnership agreements as part of the project documentation. In the implementation phase stakeholders will facilitate acceptance among relevant interest and target groups. The performance and public nature of music, as well as its' digital dissemination, places this project in a strong position to ensure impact, exploitation and dissemination of results during and beyond the lifetime of the project.

The project will address the following target groups:

Students will benefit from the promotion of new knowledge and skills and will be better prepared for an internationally-oriented labor market and future careers. Also, students will



profit from having a greater understanding of entrepreneurial attitudes and digital technologies through new and modernized study programmes (WP4).

Teaching, academic and non-academic staff from the partner institutions will be involved in the project: (a) management will adopt the new attitude towards entrepreneurship; (b) teachers will profit from the collaboration among HMEIs at European level, and gain new digital competencies, thus contributing to the quality of their teaching and the overall quality of their institutions (WP 3.1 and WP3.2.); (c) non academic staff will gain from attending trainings (WP3.2).

Serbian HEIs in music. 3 HMEIs Serbia will use project results to: (a) build institutional capacities, equip their music labs with new and up-to-date hardware and software, change institutional paradigm towards digital technologies and entrepreneurship education; (b) modify existing curriculum towards 21st century requirements, to create new career prospects; (c) create on-line learning platforms suited to their own needs and (d) at a longer term, to increase their relevance for future students

Music professionals will upgrade their knowledge with new skills and competencies through traditional and online LLL courses and gain greater access to the new employment markets (WP5)

Primary and secondary music education: teachers will take part in LLL trainings on music entrepreneurship and digital technologies

Employers & employer organizations (especially rapid developing IT sector in Serbia) will benefit, as the project will ensure that education will better respond to their needs through enhancement of skills and practical knowledge of music graduates.

Local/global communities and marginalized groups. New music initiatives will play a cementing role in community life and between music artists, authorities and government. Online music communities will be developed ensuring global impact.

National decision-makers. Rectors, as well as representatives of different ministries mainly through the project website and dissemination activities. There have been invited to the project kick-off meeting in February 2019, and will be invited to be communicated the results of the project during the the public debate (WP 7.7 and 7.7) planned for September 2022 and final PMB meeting in November 2022. It is important to convince them that three main pillars of the DEMUSIS sustainability (digital competences, entrepreneurship orientation and social awareness) offer a reliable solution that them may continue to support. Their decisions will ensure a good impact of the project at local and national levels.

The cultural sector in general and the music industries in particular, who will find themselves supported by institutions that offer professionally-oriented training, as well as LLL provision and developmental activities for professionals.

After the project implementation

Involvement of and consultation with ministries and relevant bodies that are important in the areas of digital empowerment, entrepreneurship, education and culture will be held with an aim to further promote project outputs (intensive trainings, teaching materials, LLL courses, for



example). Other external stakeholders (music teachers associations, entrepreneurs and companies, local community organizations, parent groups, NGO's) will be reached.

All stakeholders mentioned in the first section of G1 will be reached through the dissemination of the project's results through online publications via the partners' own websites, and particularly through the project website which will hold the reports from the predecessor project, and which is a regularly visited site. All of the partners' websites will link to this one, with keywords including "music", "digital competencies", "employment", "entrepreneurship", "academia", directing potential users to the site.

After the project is finished, all relevant stakeholders will be prepared for the further implementation of the project results. New information on the topic will continuously be disseminated via existing networks. The partners will also use and build on the DEMUSIS experience in their own future projects. In the longer term, project partners also envisage reaching future stakeholders, such as NGO's that are becoming more supportive to the needs of small and medium enterprises in cultural and creative sectors. Market analysis will be carried out to evaluate conditions for such partnerships.

After the project is finished internal stakeholders will continue to use project outputs and results.

Specifically:

- on the institutional level. The systemic changes will remain embedded in institutional culture, digital music labs and curricula that support entrepreneurial education, educational process that offers students possibility to gain international perspective, infrastructure, resources, etc.
- teachers will adopt new and innovative mind-set and approaches to guiding students through their study programmes;
- students will continue to benefit from new and substantially different study programmes, curricula and mind-set, including initiative to act independently on their own initiative, digital creativity. They will continue to use digital technologies, but also develop an understanding of their wider impacts on civil society, etc. They will also develop consciousness that many different career paths exist;
- graduates will benefit from increased employability skills, digital competencies, increased creative ability, more positive attitude towards self-employment and intention to start up a company in the near future;
- other internal stakeholders (participants of LLL courses, participants of trainings for unemployed musicians) will develop more diverse career aspirations, connect their learning experience with real job assignments.



Overview of short and long term impact indicators

Short term impact	Target groups/potential beneficiaries	Quantitative indicators	Qualitative indicators
Strengthened institutional capacity on the level of facilities	National HEIs	Number of equipment pieces purchased and installed	Digital music lab developed or modernized
Increased teaching quality, skills, and competences	Teachers, Staff	Number of teachers from each partner institution Number of staff Assessment and feedbacks from students	Positive feedback
Digital skills and competences	Students and teachers	Number of students enrolled to new and reformed study programmes	Faculty student records
Specific skills for music digitalization	Students, graduates	number of future professionals skilled to perform digitalization of music objects and music heritage; upgraded digital music archives and databases	Digital archives and databases. Cultural heritage archived and publicly available
Entrepreneurship skills and competences	Students	Number of students who have taken part in practical music entrepreneurial learning activity	Faculty student records
Ability to create personalized digital portfolio	Students	Survey data, number of students	Proactive approach
Creative approach to music performance in digital environment	Students and teachers	Number of innovative performances	Cultural development
Better artists and audience interaction	Students, graduates	Number of comments or visits	Popularization of culture and arts



through social and digital media			
Entrepreneurial skills (to plan, organize, manage, work in team, communicate, lead & delegate, etc.)	Students	Survey data, number of students	Innovative approach, flexible responding to challenges
Entrepreneurial attitudes (initiative, independence, ambition, self-belief, social confidence)	Students	Survey data, number of students, 1000 students	Independent actions, solving problems
Higher ambition regarding future career	Students, alumni	Survey data, number of students, 1000 students	Smooth transition from education to labor market/employment
Increased job possibilities	Students	At least 50 persons	More positive attitude towards future career, proactive approach
Entrepreneurial culture and digital empowerment in primary and secondary music education	Teachers in music primary and secondary music schools	At least 200 participants of LLL courses	More stimulating educational motivation



Long term impact	Target groups/potential beneficiaries	Quantitative indicators	Qualitative indicators
EU added value	All project target groups	Continuity of partnership in future projects	The quality of the project network
Synergy between HE and the music industries and the cultural sector	Cultural sector, sector of music, industry	Number of self-employed musicians, number of start-ups, incubation facilities	New forms of cooperation between education centres and businesses
New cultural and social values	All project target groups		Innovative approach to intangible cultural heritage
Social participation through digital media	All project target groups	Number of music related online communities	Empowered cultural and social life
Better visibility of marginalized social groups through new music products	Marginalized groups	Number of events with sustainable results	Enhanced social awareness
Improved social capital	Local communities in less developed regions of the WB, musicians	The number of music entrepreneurship initiatives in less developed regions	Better quality of the community life in less urban areas
Change of institutional mindset	WB academic institutions	Number of senior staff, teachers, non-teaching staff involved in the project	Innovative approach
Modernisation and attractiveness of music HEI	HEIs and students	Number of new students enrolled Number of new business initiatives	Growing links between academic and vocational training New content related to creative entrepreneurship in academic programs
Greater access to the European employment markets	Graduates	Number of graduates, alumni surveys	Recognized and comparable qualifications



More positive attitude towards self-employment	Graduates	Number of graduates, alumni surveys	Increased employability skills
Business growth – entrepreneurial employees support new start-ups	All project target groups	Number of entrepreneurial employees	Incubation units in the HEIs

The sustainability strategy

The sustainability strategy enables the long-term success of the project. Sustainable outcomes and outputs were achieved on several levels.

1. At the institutional level.
Institutional sustainability is being built upon new capacities, and newly developed and implemented accredited study programs appealing to youth. New study programmes and courses will be accredited in the future national accreditation calls and accreditation costs will be covered by institutions themselves.
2. Enhanced curricular outcomes are aimed at integrating sector-specific, digital and entrepreneurial knowledge with “real life” and current societal and employment demands. This is highly relevant to prospective students, particularly through practical placements in industrial partner institutions.
3. Project outcomes, including online courses, will remain available on different online platforms (web sites, social media, streaming services, cloud platforms, etc). They will be available to students of all three national institutions in the future, and updated according to new developments.
4. Online teaching platforms developed by national academic partners will make HME accessible to a more diverse student and trainee population, by becoming more accessible for students and trainees that are unable to achieve full physical attendance due to work or family commitments, disabilities, financial limitations, etc.). Teaching platforms will be used in the future, as regular part of the teaching and learning process.
5. The project partnership will be maintained through further Erasmus+ mobility projects and actions. Interinstitutional agreement between University of Arts and The Royal Conservatory, The Hague will be signed by the end of the project.

Project partners will remain active in international networks that support policy initiatives related to digital awareness and entrepreneurship orientation in music.



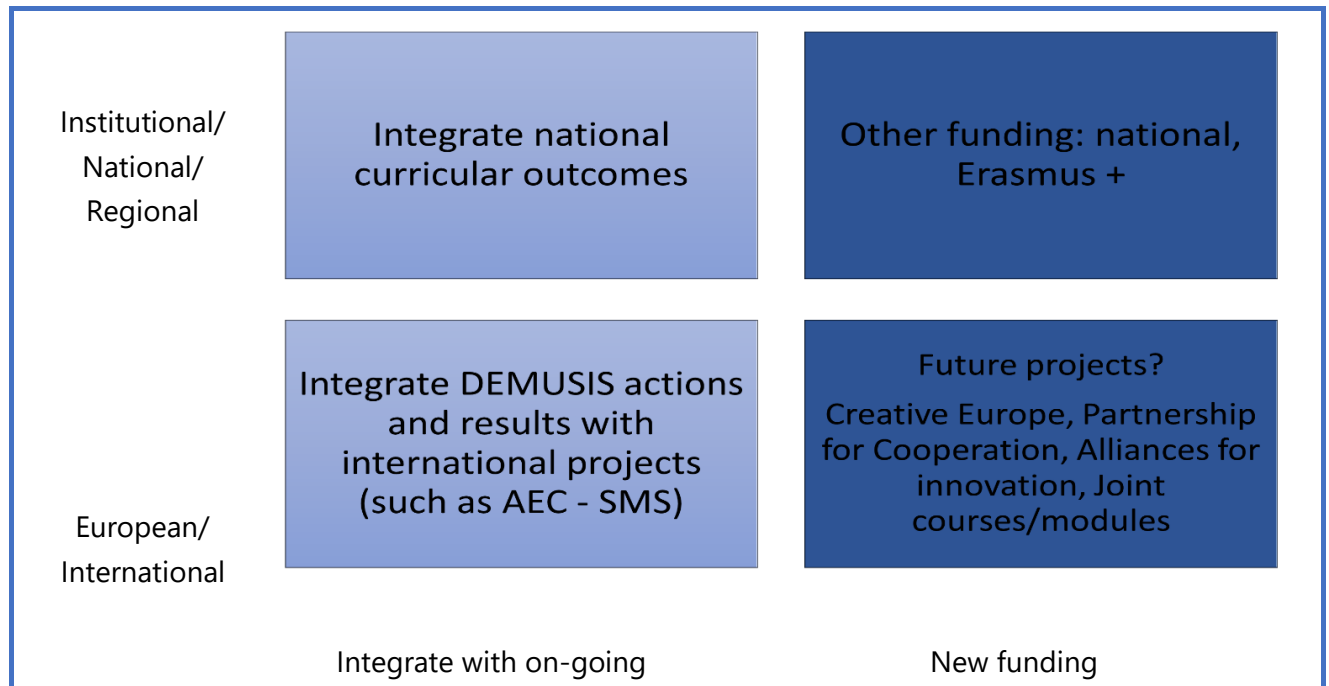
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Initial academic and financial sustainability strategy: graphic representation



Financial sustainability will be ensured by:

High appeal of the innovative HMEI and modernized curricula with better employment possibilities to prospective students and thus be financially viable. Self-funded students from the country and the region (particularly: North Macedonia, Croatia, Montenegro, Slovenia, Bosnia and Hercegovina) will be encouraged to enroll. Active dissemination of the information about programmes and calls will be done via internet.

LLL courses will be designed to be appealing to the music creators, performers, educators and other music-related jobs, and will be demand-driven rather than supply-driven. Attendees will pay for accredited courses after the project is finished.

In addition, DEMUSIS partners will strive to advance non-governmental support by innovation funds in Serbia, digital music market, music industry, gaming companies, record companies, etc.

Project partners will remain active in international networks that support policy initiatives related to digital awareness and entrepreneurship orientation in music but also related to music in the social context and conflict control.

Elements and experiences of the project should be included into the planning process and interpreted and adapted to create a sustainability strategy that works for this DEMUSIS outputs and outcomes.



Academic sustainability

The success and sustainability of the modernised and newly developed study programmes is mostly based on the number and quality of applicants and the number and quality of students enrolled. The central objective of the sustainability plan is to maintain the main project tangible (bachelor/master courses and accredited programmes, LLL courses) and intangible outputs (gained knowledge, experience and skills, improved awareness about digital competences, entrepreneurship skills and social awareness) after the end of the DEMUSIS project funding. Design of high-quality project results is the crucial component of the project sustainability. The quality will be maintained through standards and procedure for external quality control of higher education institutions done by National Entity for Accreditation and Quality Assurance in Higher Education (NEAQA)

There are several aspects in reaching this goal:

- New and modernized study programmes
- The attractiveness and up to date of the programmes based on EU best practices to the main target groups, i.e. students and music professionals,
- The accreditation/reaccreditation of the new/innovated bachelor/master programmes in Serbian countries which will confirm quality standards of national study programmes,
- Quality improvement recognized by the relevant international bodies (by institutional quality enhancement review MusiQuE – Music Quality Enhancement, European independent accreditation and external evaluation body for music, affiliate of European Association for Quality Assurance in Higher Education – ENQA and registered on the European Quality Assurance Register /EQAR/)
- The funding of the bachelor/master study programmes will be achieved by incorporating into the national system of financing and self-financing
- The permanent management of the bachelor/master programme and the maintaining connections with the partner HMEIs.
- Continuous professional development of employees in music sector in Serbia through creation and implementation of certified LLL courses
- The long-term training sustainability by possible accreditation as LLL courses in terms of digital knowledge, entrepreneurship mindset and HMEI and professional musicians engagement in society,



The success and sustainability of the curricular changes is highly dependent on the number and quality of applicants and students enrolled to new master and/or modernized study programmes at P1, P2 and P3.

The challenges are the following:

- To increase the number of candidates and the number of students enrolled,
- To ensure the diversity of students' origin (different national and international HMEIs, particularly from the region of the Western Balkans).

The main objectives are:

- To increase the number of students enrolled to the financial stability of the programmes;
- To increase the number of candidates will enable the consortium to reach a higher selection rate (number of candidates / number of students admitted) to ensure the students' quality.
- To increase the diversity of students' origin to help maintaining the international and cultural dimension of the programme.

Action steps

- Yearly evaluation of the communication actions made by the partner HMEI. Based on this evaluation and the updated financial budget, discussion and agreement on the future communication actions
- Keep DEMUSIS website regularly updated as it is the first source where students can find all the relevant information
- Organize special promotion activity at each partner HMEI in Serbia
- Build on the students' feedback on the programme and jobs occupied, to improve the programme's attractiveness (students written testimonies, videos, participation of students and alumni to promotional activities, etc.)

Resources needed

- Analysis of the source of candidates' awareness of the programme
- Information from partners on their communication actions
- Updated budget
- Updated social media posts
- Updated posters
- Updated flyers
- Students' interviews
- Students' video
- Regularly updated students' recordings available via DEMUSIS Youtube channel

Indicators

- Number of candidates

- Number of admitted students
- Origin of candidates
- Origin of admitted students
- Number of visitors of student's entrepreneurial and social relevant projects
- Number of students' visit to the website and Facebook channel

The main challenge is to increase the number of candidates and the number of students enrolled, and to ensure the diversity of students.

Aside from the modernisation of existing study programmes at national academic institutions, new study programmes were developed:

At P1, two new study programmes were developed, namely:

- The new master study program *Applied Research in Music*, pertaining to the field of humanities – study of music. The first class of students was enrolled in October 2020,
- The new master study programme *Music Direction* was accredited in July 2020 and the first class of students was also enrolled in October 2020.

At P2 - Inspired by the modernisation of study programmes and courses and encouraged by the extension of the project, the project team suggested and the management of P2 accepted to suggest an adaptation of the DEMUSIS plan by adding the development and accreditation of the new study programme *Music Production – master studies* to the activities of P2. The documentation for the accreditation of the new study programme was finalised and submitted and at the time of writing of this report is still being assessed by the relevant national accreditation body. It is expected that the first generation of students will be enrolled in October 2023.

The objectives of the partners efforts aimed at sustainability are:

- Increasing the number of candidates at entrance exams, to ensure the selection of best candidates
- Increasing the diversity of students by appealing to potential students from the region and from other countries, as well as students coming from other fields
- Continuing to update the curricula and syllabuses to keep them relevant and interesting to potential students

National academic partners are planning to continue investing significant efforts into promoting new and modernised study programmes to increase the visibility and awareness of potential students. This can be done through promotional videos, through maintaining communication with media partners but also through continuing with the events that ensure public presence, like to boot-camps which were proved to be an excellent tool for teaching and for promoting study programmes at the same time.

Some institutions that were contacted during the boot-camp activities, where student performances were held, have already expressed their interest in continuing the cooperation, like the organisation "Svratište", homes for elderly and kindergartens.

Each national HEI partner introduced an e-learning platform:

P1 - [eLearning portal](#)

P2 - [eLab](#)

P3 - [eUčenje](#)

The newly developed online courses and online learning platforms used at P1, P2 and P3 will continue to function even beyond the project.

Academic sustainability will also be enforced through keeping the newly developed LLL courses active, by offering them to professionals in the country and in the region.

The list of other accredited LLL courses, to be implemented in presence and online within this work package by the end of the project, include:

- "Digital classical music resources as contribution to the enhancement of music teaching",
- "Music in the context of (post)Covid-19 crisis: program concept, audience maintenance, psychological trauma, concert preparation, performer's motivation",
- "Benefits of music in (daily) work with vulnerable groups in all age categories",
- "Musical meaning analysis",
- "Digital music literacy",
- "Music teaching methods in digital environment",
- "Artist on stage – gesture, communication, media",
- "Music entrepreneurship in music and music education",
- "Creating digital matrix for children music performance",
- "Digital arranging and production of audio and video materials for online music teaching and entertainment-educational platforms",
- "Montessori method in solfeggio teaching: including music entrepreneurship in broadening teaching competencies",
- "Application of informational technologies in solfeggio teaching: enhancing digital competencies of teachers" and
- "Digital tools in music education".

The list of all approved and accredited LLL courses for a three year period (2022/23, 2023/24 and 2024/25) is available on the National Institute for the Improvement of Education [website](#).

After the first round of courses held in the fall of 2022, the courses will continue to be offered at least once a year until the end of the accreditation period.



Quality of new and modernized programmes, evaluation and adaptation

The consortium will work in a view to continuously improve the DEMUSIS project results through regular institutional activities related to the curricular changes introduced within the project. This will increase the attractiveness of the programmes and professional development actions. The major objective is to make sure that the programme meets the needs of the main target groups, i.e., students and employers.

The challenges of this aspects are:

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

Action steps

- Evaluation of the curricular reforms by the students,
- Evaluation of students' capacities by the professors
- Evaluation of students' capacities by the external stakeholders,
- Necessary amendments or improvements to the programmes based on these evaluations
- Encouraging an alumni community and use it as a channel for further students'
- Further links with MusiQuE - European independent accreditation and external evaluation body for music – with discipline-specific work, EU recognized standards and bodies (Standards and Guidelines for quality assurance in the European Higher Education Area - ESG; it is registered on the European Quality Assurance Register - EQAR).

Resources needed

To accomplish this goal, it is important to:

- Organize an students and teacher evaluation and analyze results,
- Get the feedback from the contact person at each national HMEI,
- Get the feedback from the external stakeholders – employers.



Indicators

- *Further adaptation brought to the programme,*
- Number of visits to the Facebook page,
- Better integration of the alumni community,
- Number of respondents to the employability survey,
- Employability rate 6 months/1 year after graduation,
- Number of relevant connections made,
- Consortium/projects in which DEMUSIS participate,

Joint courses among members of the DEMUSIS consortium.

Sustainability is also insured through the extensive internal and external quality control performed by the consortium and by the national accreditation body.

Quality Assurance Group (QAG) was formed at the beginning of the project. In order to guarantee the independence and objectivity of the evaluation process, an external evaluator was appointed by Association Européenne des Conservatoires under the approval of the Quality Assurance Group in the first and second month of the project implementation. The role of the external evaluator is to assess the overall project performance, the management efficiency and the relevance of the activities organized and the final outputs produced within the framework of the project.

Quality control process are also realized through internal assessment of national Higher education institutions (WP1), monitoring and revisions of strategic and policy documents (WP2), written reviews of textbooks and teaching manuals (WP3), on Project Management Board meetings (WP8) and through the evaluation and accreditation processes for newly developed study programmes and LLL courses.

The consortium worked continuously to improve the project to ensure its sustainability after the EU funding comes to an end. The increase in quality, and subsequently the attractiveness of existing study programmes, the new study programmes, the new courses, new connections and partnerships and the newly developed promotion channels all ensure the sustainability of project outcomes.

Financial sustainability

Two challenges are part of this domain:

- To ensure the programme's core resources, which are mainly based on the tuition fees paid by the students. This challenge is closely related with the students' recruitment).
- To secure additional financial resources through: scholarships, paid courses, new projects that stem from the DEMUSIS themes (digitization, entrepreneurship, social awareness)



The consortium wishes to enable an equal access of students to the programmes and professionals to the continuous professional development, whatever their financial capacity. To this aim, it is necessary to propose suitable scholarships for students. These scholarships can come from public or private sources. It will thus be necessary to increase the ownership of the programme by private organizations from the music and cultural sector. The consortium agrees that all revenues from the programme will be reinvested to increase attractiveness of the outputs and outcomes (dissemination actions) or to provide students' financial support.

Action steps

Action steps include:

- suitable public scholarships for international students,
- private scholarship from companies or foundations interested in new/modernized programmes.

Resources needed

Resources needed include:

- Information on the existing public scholarships,
- Support from the contact persons at national HMEIs offering these services or other relevant services/departments,
- Market study and offer development,
- Follow-up on European funding opportunities and time for development of another European project.
- Sales of courses (after the translation – international sales). Selected courses can be recorded online to facilitate passive income.

Indicators

Progress monitoring – Key indicators

- Number and sources of public scholarship programmes identified,
- Number of students benefiting from public (and private) scholarships,
- Number of companies or foundations reached as sources of private financial support for students,
- Availability of this information on the website,
- Specific offer of vocational training developed from DEMUSIS outputs and outcomes,
- Another EU project developed.

National academic institutions (P1, P2 and P3) are state funded and thus financial sustainability is not an issue provided that the study programmes and courses are interesting and relevant for future students. With that in mind, we can say that the financial sustainability will be ensured by:

(1) the high appeal of the innovative and modernized curricula with better employment possibilities to prospective students

(2) the newly developed LLL courses which are designed to be appealing to the music creators, performers, educators and other music-related professionals, and which are demand-driven rather than supply-driven.

In addition, DEMUSIS partners will strive to advance support by innovation funds in Serbia, digital music market, music industry, gaming companies, record companies, etc.

Aside from the state funding, partners will continue to invest efforts into securing additional financial resources for the study programmes and for further cooperation projects.

Especially interesting are possible partnership with media companies, production companies, artistic organisations and NGOs identified in the project as relevant stakeholders, that can provide professional practice for students and that can be future employers. Continues communication with potential employers ensured that the changes in the job-market will be detected and reflected in further adaptations of teaching practices. Additionally, such partnerships may lead to financial benefits for the HEI through equipment donations and/or scholarships for students.

After several students placements within the DEMUSIS project at non-academic partner institutions, the will to continue this type of cooperation was expressed from all sides. Also, the models for successful student placements were developed which can be successfully implemented for student placements at other companies.

As additional sources of financial support project partners identified several EU and national financial instruments:

- Further calls in the Erasmus+ programme, particularly the measures in the K1 line
- Creative Europe (Culture and Media)
- Interreg/IPA programmes
- Call extended by the Ministry of Culture of RS
- Calls extended by the Culture secretariats of the cities and regions in Serbia

As the partnership was already established through the duration of the DEMUSIS project and the goals and aims were more closely defined, it will be easier to apply for further funding for the follow-up projects.

For example, P2 is already included in an Erasmus+ Strategic partnership project titled FENICE aimed at entrepreneurship in arts.



Conclusion

This sustainability plan is the roadmap for strengthening and improving higher music education through collaborative action based on the results and outputs of the Erasmus+ DEMUSIS project. Through balancing educational goals, artistic goals and communication with the job market, the DEMUSIS outputs will reach their full potential. The project was written and implemented with sustainability in mind and it is on us to continue implementing the ideas and working together to further develop this vision.



Key terms

According to the ERASMUS+ Programme Guide (ver. 2/2020), following key terms are defined to minimize any potential misunderstandings or misinterpretations of their use in the DEMUSIS (DEP).

Impact is the effect that the activity carried out and its results have on people, practices, organisations and systems. Dissemination and exploitation of results plans can help to maximize the effect of the activities being developed so that they will impact the immediate participants and partners for years to come. Benefits to other stakeholders should also be considered in order to make a bigger difference and get the most out of the project.

Sustainability is the capacity of the project to continue and use its results beyond the end of the funding period. The project results can then be used and exploited in the longer-term, perhaps via commercialisation, accreditation or mainstreaming. Not all parts of the project or results may be sustainable and it is important to view dissemination and exploitation as a progression that extends beyond the duration of the project, and into the future.

Apart from that, sustainability, according to El Khatib et al. "entails three critical elements that must be adopted to achieve effective project management. These elements include the integration of economic, environmental, and social aspects; the integration of short-term and long-term perspectives; and the consumption of income instead of capital.... The integration of the economic, environmental, and social goals is referred to as the triple bottom line perspective or the three pillars of sustainability... The three pillars are interrelated. Therefore, gaining in one dimension is beneficial to the other two dimensions. For instance, social wellbeing and the wise use of environmental resources has positive economic effects."¹

¹ Mounir El Khatib et al., "Sustainable Project Management: Trends and Alignment," *Theoretical Economics Letters* 10, no. 6 (November 27, 2020): 1276–91, <https://doi.org/10.4236/tel.2020.106078>.