



Erasmus+ Programme (ERASMUS)

Application Form

Technical Description (Part B)

(ERASMUS Standard Budget-based + LS Type II)

Version 1.0
25 February 2021

Disclaimer

This document is aimed at informing applicants for EU funding. It serves only as an example. The actual web forms and templates are provided in the Funding & Tenders Portal Submission System (and may contain certain differences). The applications (including annexes and supporting documents) must be prepared and submitted online via the Portal.



IMPORTANT NOTICE

What is the Application Form?

The Application Form is the template for EU grants applications; it must be submitted via the EU Funding & Tenders Portal before the call deadline.

The Form consists of 2 parts:

- Part A contains structured administrative information
- Part B is a narrative technical description of the project.

Part A is generated by the IT system. It is based on the information which you enter into the Portal Submission System screens.

Part B needs to be uploaded as PDF (+ annexes) in the Submission System. The templates to use are available there.


How to prepare and submit it?


The Application Form must be prepared by the consortium and submitted by a representative. Once submitted, you will receive a confirmation.

Character and page limits:

- page limit normally 40 pages for calls for low value grants (60 000 or below); 120 pages for all other calls (unless otherwise provided for in the Call document/Programme Guide)
- supporting documents can be provided as an annex and do not count towards the page limit
- minimum font size — Arial 9 points
- page size: A4
- margins (top, bottom, left and right): at least 15 mm (not including headers & footers).

Please abide by the formatting rules. They are NOT a target! Keep your text as concise as possible. Do not use hyperlinks to show information that is an essential part of your application.

 If you attempt to upload an application that exceeds the specified limit, you will receive an automatic warning asking you to shorten and re-upload your application. For applications that are not shortened, the excess pages will be made invisible and thus disregarded by the evaluators.

 **Please do NOT delete any instructions in the document. The overall page limit has been raised to ensure equal treatment of all applicants.**

TECHNICAL DESCRIPTION (PART B)

COVER PAGE

Part B of the Application Form must be downloaded from the Portal Submission System, completed and then assembled and re-uploaded as PDF in the system.

Note: *Please read carefully the conditions set out in the Call document Programme Guide (for open calls: published on the Portal). Pay particular attention to the award criteria; they explain how the application will be evaluated.*

PROJECT	
Project name:	Strengthening capacities and digital competences in biomedical education through internationalization at home
Project acronym:	BIOSINT
Coordinator contact:	Vladimir JAKOVLJEVIC, University of Kragujevac

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PROJECT SUMMARY

Project summary (in English)

The BIOSINT project proposes activities grouped into five work packages that fully support general and specific objectives of the Erasmus+ program. It intends to improve education and development of students of biomedical sciences, as well as teachers and administrative staff of participating higher educational institutions (HEI). Through the implementation of education through internationalization at home (IaH) framework and strategies and internationalized curriculum (IoC) and syllabi, the intention is to strengthen digital capacities, literacy and competencies as well as intercultural skills and attitudes at individual and institutional levels. The specific objectives of the BIOSINT project are promotion of academic mobility of individuals and groups, high-quality learning outcomes for participants, cooperation, quality, inclusion, fairness, excellence, creativity and innovation in higher educational area.

The proposed project theme will be implemented by HEIs from WB area (Bosnia and Herzegovina, Montenegro and Albania) whereas HEI from Belgium, Romania and Serbia will have advisory and transfer knowledge roles. All project activities and the methodology take into account both European strategic documents and national legislation of WB countries that highlights internationalization and recognition of qualifications as the key strategic aims of higher educational sector. The HEI of WB are insufficient with internationalization of curriculum, virtual mobility, study programs in foreign language and services/capacities necessary for internationalization. Therefore, many impacts of project results are expected. The most valuable short-time changes are expected from students and teachers who will improve their digital literacy, cultural competency and readiness for future work in global health within “new normality” era of digital society during and after COVID-19 pandemic. The attraction of interested students, which attend HEIs which do not participate directly in the project, is important for achieving medium-term and, in particular, long-term project impacts. The project has ambition to raise lastingly the capacity of HEI of WB partners and professionalism and competence for management according to IaH and integrated virtual biomedical education strategies.

1. RELEVANCE

1.1 Background and general objectives

Background and general objectives

Please address all guiding points presented in the Call document/Programme Guide under the award criterion ‘Relevance’.

Describe the background and rationale of the project.

How is the project relevant to the scope of the call? How does the project address the general objectives of the call? What is the project’s contribution to the priorities of the call (if applicable)?

The BIOSINT project intends to improve the education and professional and personal development of students of biomedical sciences, as well as teachers and administrative staff of medical faculties, which participate in the project. Through the implementation of an international at home (IaH) framework, the intention is to strengthen the capacities and digital literacy and competencies of all participants and institutions as a whole. The international, multidisciplinary and intercultural character of IaH, as well as projected opportunities for future involvement of students and teachers and other HEIs who are not formal

project participants, will promote social cohesion at the level of European identity, which in turn would create prerequisites for future sustainable development and innovation in European societies.

The work for creation of common BIOSINT framework will promote cooperation, creativity and innovation of project participants, both at individual and institutional levels. On the other hand, the elaboration of rules, procedures, plans and strategies, as well as individual curricula and courses will require work according to the preconditions of the quality assurance system in the higher education sector based on generally accepted European higher educational area recommendations and, harmonized with it, the national standards of project participant institutions. Therefore, project activities will encourage the quality of education of students of biomedical sciences and will have an inclusive character.

Recognizing the new reality and circumstances imposed by the current pandemic, the project takes advantage of digital education, which takes place from home and it will have international and interactive environment. In this way, the essential need for individual mobility of members of the academic community in order to exchange knowledge, experiences, attitudes and mutual cooperation is significantly compensated. This approach also makes that IaH has a very favourable cost-effectiveness profile, which is extremely important in the context of economic developments significantly affected by the pandemic. Overall, project activities we will stimulate the cooperation of biomedical HEI and enhance capacities and exchange of good practices, under the auspice of European Union (EU).

Medical faculties/Schools have more international possibilities than others because medical science, practice and education, especially in the conditions of a pandemic, becomes a pillar of sustainability of states. That pointed out, that biomedical education can only be stronger and better, stronger in the fight against different troubles on human health. Students must be even more educated and equipped with soft skills necessary for the new reality. It is necessary to acquire intercultural and international competencies that will depend the understanding of the diversity of the circumstances in different societies and regions when establishing diagnoses and possibilities of the treatments within the setting of their future professional practices. The internalization of high education of the third countries not associated in the program Erasmus+ in the field of biomedical sciences will be crucial for the increase of the capacity not only the high education institution (HEI) but also the whole society. This is most important in the digital era where the only the professional equipped and educated with ground knowledge and digital literacy and skills could be competitive towards digital health and digital economy.

The BIOSINT project is targeting the high-quality learning outcomes for participants. The core platform for achieving the aim is an internationalized curriculum. Each HEI from WBC will select few courses that will be internationalized in accordance with standards of ECTS system. In addition, project consortium will develop and implement minimum 3 new internationalized virtual courses that will be offered to biomedical education in all partners among the following: nutrition in health and diseases, personalized medicine, digital health- basic course and health management at crisis. The syllabus of each course will be design according to the principles and the standards of and will require intercultural and international competences from teachers and students. In order to fulfil this prerequisites, the BIOSINT project plan includes the establishment of 3 international teams (EU partners and WB partners) that will participate in the development of new virtual courses as well as appropriate training and workshop activities for participants and designing the brochure (supporting guide). In addition, teachings of IoC will include some of the widely used, practical, efficient and/or innovative methodologies such as Collaborative Online International Learning (COIL), Transparency in learning and teaching (TILT) and CLIL (Content and Language Integrated Learning). The virtual international classrooms will work to facilitate intercultural communication, enhancing its effectiveness and internationalization.

The BIOSINT project proposed a plenty of particular activities of participating HEI which require the engagement their overall capacities taking into account multidimensional, international and intercultural scopes. At the initial project phases, there is a need for creation and implementation of many managerial and quality assurance activities, then, analytical approach for the analysis of current situation in the field of IaH, both domestically and abroad, further, development of institutional strategies and sets of necessary documents related to the IaH and internationalization of curriculum (IoC) as well as the trainings of project participants and, finally, the array of dissemination and implementation tasks and actions aiming for exploitation, promotion and commercialization of BIOSINT project results, particularly directed at external stakeholders. Working within supporting environment of the project consortium, participating HEI from West Balkan countries (WBC) will reinforce their own capacities and increase educational and organizational performances.

IaH enables individual HEIs to achieve added value in improving their own academic and organizational performance. Current study programs of medical faculties, HEI project participants, have significant similarities but also great differences both in terms of formal organization (e.g. type and schedule of courses, the possibility of studying in foreign languages) and in terms of educational performance, especially in the field of internationalization (e.g. number of foreign students enrolling in curricula).

laH offers new opportunities, a common BIOSINT framework / model, in an environment of international and intercultural interchange and multiple real-time interactions within a digital environment. In this way, the BIOSINT project offers HEI participants unique opportunities, on the one hand achieving full compliance with local conditions and requirements, and on the other side, significant opportunities for international promotion of their own capacities and achievements. Such opportunities do not currently exist in any of the individual HEI project participants.

In addition, it is reasonable to assume that the exchange of ideas and good practices will act as a nucleus of further, integrative processes, first with each other HEI project participants, and later, with the participation of other HEIs not currently formally involved in BIOSINT project (external stakeholders). In addition, it is expected that the project activities in the part of promoting the results of the BIOSINT project will function according to the principle of positive feed-back with the wider academic community and, in particular, national decision makers in higher education. Such circumstances create the prerequisites for strengthening the sustainability of laH created and developed within the BIOSINT project itself, which will have long-term, multidimensional beneficial impacts.

1.2 Needs analysis and specific objectives

Needs analysis and specific objectives

Please address the specific conditions/objectives set out in the Call document/ Programme Guide, if applicable.

Describe how the objectives of the project are based on a sound needs analysis in line with the specific objectives of the call.

What issue/challenge/gap does the project aim to address? The objectives should be clear, measurable, realistic and achievable within the duration of the project. For each objective, define appropriate indicators for measuring achievement (including a unit of measurement, baseline value and target value).

The BIOSINT project proposes activities grouped into work packages that fully support the specific objectives of the Erasmus + program. Namely, the specific objectives of the BIOSINT project with its indicators are in line with the promotion of learning mobility of individuals and groups, as well as cooperation, quality, inclusion and fairness, excellence, creativity and innovation at the level of organizations and policies in education and training. A detailed overview of specific objectives with an overview of activities and objectives can be found in the Logical Framework Matrix on the basis of which connectivity can be assessed.

The BIOSINT project is in line with the Digital Education Action Plan (2021-2027) regarding the establishment of digital technologies in the higher education system for teaching and learning and the establishment of a strategy for Internationalization at Home (laH) with the aim of further action to achieve sustainability. Through activities within work packages 2, 3 and 4, the BIOSINT project will increase digital skills and competencies related to administrative, technical and teaching procedures to the following target groups: domestic students and staff, international students and staff, external stakeholders (medical chambers, Ministry of Health and Higher Education, Medical Association). The project will combine contributing to innovation in higher education and promoting reform in higher education. The proposed activities within the project are in line with the proposed activities and project results under Strand 2 available in the Program Guide:

- development, testing and adaptation of innovative curricula in terms of content [key competences and transversal skills, (entrepreneurship, problem solving, green jobs etc.)], structure (modular, joint...) and teaching/learning methods (including the use of open and flexible learning, virtual mobility, open educational resources, blended learning, Massive Open Online Courses (MOOC), etc.);
- development of strategies and tools for the internationalisation of HEIs (international openness of curricula, interinstitutional mobility schemes), and their capacity to network effectively in research, scientific and technological innovation (scientific cooperation and knowledge transfer, etc.).

Bologna process is focused on issues of internationalization (int'l) and student/ staff mobility, and it is emphasized EU universities' needs for increasing students' possibilities for going

abroad in mobility program with established target in EU, not less than 20% students of total number of student (EU mobility Strategy 2020). With regard to total number of students in Western Balkan countries (official data: over 200.000 students), less than 1% students participate in program mobility per academic year. This project will be focused on other 99% of students that don't have possibility to go abroad in mobility, and that makes most number of students. Exercises at "home" related to mobility, virtual teaching/ virtual classes/ virtual courses, lecturing in English can have positive impact on students with the aim of reaching goal introduced with EU Mobility Strategy. Preparation students for mobility programs is crucial and have to be introduced, as well as functioning of welcomed centres for incoming students and staff. On that way structure for internationalization will be strengthened.

International student mobility is an important indicator of the internationalization of higher education, and an important way to cultivate talents with global has had a huge impact on the mobility of international students. Due to pandemic, the range of international student mobility has decreased, changes in the geographic pattern of international student mobility have intensified, the form of international student mobility has changed, and the competition in the international study abroad market has intensified. There is a need for support to students to straighten internationalization at home. That kind of support could be provided by countries that want to enhance new approaches and initiatives in higher education.

Published studies show that students improved their cultural competency skills by Internationalization at home, which can be achieved at home-via structured online peer exchanges-and can provide students with intercultural skills and networking opportunities that are typically achieved via international in-person travel. The above represents a socially just and equitable way to reach all students and can result in improvement of their cultural competency, preparing them for their work in global health, and thereby resulting in improvement of global health.

In a high burden developing country, most medical students had a positive perception of e-learning. However, there are many challenges considered as an inhibitory factor for utilizing electronic technologies for medical education. There is lack of evidence of a perception of e-learning among students from Western Balkan countries.

In other countries, Internet bandwidth and connectivity limitation, unfamiliarity with e-learning system, technical support limitation and time flexibility in case of technical problems during online exams, and lack of face-to-face interaction were the factors considered by medical students to be against the e-learning implementation.

After applying new digital approaches in Western Balkan countries there will be a need to further investigate students' and professor's attitudes and satisfaction with digital education as well as its cost-effectiveness, changes in its accessibility or availability, and any resulting unintended/adverse effects.

So far, the evidence base suggests that e-Learning is as effective as traditional learning or possibly more so. Although acknowledging the heterogeneity among the studies, this synthesis provides encouraging early evidence to strengthen efforts aimed at expanding health professions education using mobile devices in order to help tackle the global shortage of health professionals.

Although the mobility for professors is present, there is lack of evidence of the effects of professor's mobility in Western Balkan countries.

Different surveys conducted among students at universities from the Western Balkan region identified mobility of students as problem of availability to all students, too much reliance on mobility in internationalization, not big wish for going in mobility, a small percentage of students they were in mobility, financial limitations, fear about non recognition of period spent abroad, insufficient motivation for going abroad, separation from family, friends, colleagues etc. Managements of public universities/ faculties pointed out that the most important services of int'l for universities/ faculties should be counselling, providing info for study in Western Balkan

countries, advisory help and support for application to scholarship and mobility programs, offering practical information, organization mobility programs, offering study programs in English.

SWOT analyses of Western Balkan HEIs emphasize lack of internal internationalization, internationalization of curriculum, virtual mobility, lack of study programs in foreign language, lack of tutoring/ buddy system, improved services/ capacities for internationalization, lack of internationalization online platform.

Simply answer on identified problems is IaH with available forms. This project BIOSINT represents logical continuation of all previous activities of internationalization which have never been introduced in Western Balkan higher education.

BIOSINT is operationally oriented on getting capabilities from all Western Balkan universities for entrance in the current globalization flows and for offering services of higher education to all students that is compatible with competitive European institutions.

BIOSINT is also oriented on the promotion of Western Balkan higher education institutions and their academic offer to EHEA.

In accordance with the current situation at HEI of WBC and in line with development trends in the EU, a framework / model for IaH at WBC universities will be created. The report from EU practices and the report from the current situation at WBC universities will offer a comparative analysis as the platform for the research and needs analysis of the IaH gaps. Based on these gap analyses, develop an mutual recognised IaH strategy for project partners as well WB road map for each institution.

In the third countries not associated to the Erasmus program (our WBC partners) there is a lack of evidence of a perception of E-learning as well as digital teaching among students of medicine, dental medicine, pharmacy, nursing and allied health sciences and academic staff. In addition, there are many challenges considered as the obstacles for utilizing the digital technologies for medical education. Moreover, in WBC the proper framework/model of IaH which includes the system, the services and the protocols, should overcome the current obstacles in digital education and reach proposed general and specific objectives of the project.

Specific objective 1. Create the State of the Art of IaH in European Union (EU) and Western Balkan (WB) biomedical higher education institutions (HEIs).

Targets: 3 reports about IaH state in the EU, 6 reports about IaH state at WB biomedical HEIs, Framework map offers basis for creation strategies for IaH, 72 participants of teaching staff, administration and students educated at EU partners universities.

Specific objective 2. Develop and implement of IaH strategies at WB biomedical HEIs.

Targets: 6 strategies for IaH developed and adopted.

Specific objective 3. Develop and implement digital protocols and services for international students and staff.

Targets: Introduced and integrated 3 new digital services at each WB biomedical HEI (18 total, safety and security support systems, incoming international student guidance and protocols, buddy system, social engagement)

Specific objective 4. Introduce of intercultural and international competences through current courses and new virtual courses.

Targets: 18 existing courses internationalized and introduced intercultural and international learning competences, 4 new virtual international courses developed and implemented through existing curriculum.

Specific objective 5. Setting international digital teaching and learning environment for home students.

Targets: 26 educated teachers for implementation of IaH teaching in digital environment, 6 functional and equipped virtual classrooms

Specific objective 6. Ensure successful development of the project's procedures of initiation, planning, execution, regulation and closure as well as the guidance of the project team's operations towards achieving all the agreed upon goals within the set scope, time, quality and budget standards.

Targets: Minimum 4 consortium meetings organized, 9 partners signed Quality Policy Statement, 5 project management strategies developed, 18 internal progress reports done, 2 external progress reports done.

Specific objective 7. Identify and organise the activities to be performed in order to promote the commercial exploitation of the project's results and the widest dissemination of knowledge from the project.

Targets: 12 media presentations, 2 research works published, 6 newsletters published, 6 info-days, 6 round tables, 6 workshops.

Specific objective 8. Demonstrating how internationalization at home has changed participants' attitudes, knowledge, or behaviour in the short term.

Targets: 12 meetings with different target groups of external stakeholders, 6 success stories published, Conducted survey among internal and external stakeholders (average mark above 2,5 on the scale 1-5).

1.3 Complementarity with other actions and innovation — European added value

Complementarity with other actions and innovation

Explain how the project builds on the results of past activities carried out in the field, and describe its innovative aspects (if any).

Explain how the activities are complementary to other activities carried out by other organisations (if applicable). Illustrate the trans-national dimension of the project; its impact/interest in the EU area; possibility to use the results in other countries, potential to develop /cross-border cooperation among Programme countries and Partner countries, if applicable, etc.

If your proposal is based on the results of one or more previous or ongoing projects, please provide precise references to these projects.

BIOSINT is an initiative that brings a new dimension to internationalization in the form of establishing the concept of Internationalization at Home (IaH). The initiative is proposed by state medical faculties, which in the last decade in the Western Balkans are experiencing some expansion in terms of development, enrolment of quality high school students, participation in international and research projects, launching study programs in English, generating their own income, institutes, joint work with university clinical centres, etc. Given today's conditions when quality medical staff is needed more than usual, the question of their international and intercultural education arises, which will help that medical staff to interpret, diagnose and treat global problems. In this regard, the concept of IaH is extremely needed by the medical faculties of the Western Balkans, due to the increase of intercultural and international competencies, the establishment of a digital system of action towards foreign students and staff, which is more and more at medical faculties.

BIOSINT continues the already started initiatives regarding the establishment of internationalization and IaH in Bosnia and Herzegovina, Albania, Serbia, the countries of the European Union, but also countries around the world. Internationalization projects in the Western Balkans have so far provided the basis for the smooth running of the internationalization process by developing strategies for the internationalization process, indicators for internationalization, regulations on mobility and staff exchange, and ensuring the positioning of internationalization in higher education priorities in the Western Balkans. The following projects, funded by the European Commission through the Erasmus program, have laid the initial foundations for internationalization in this area:

- Strengthening of Internationalisation in B&H Higher Education (STINT), <http://stint-project.net/>

- Strengthening of Internationalisation Policies at Universities in Serbia, SIPUS, <http://www.gointernational.uns.ac.rs>

- Internationalization at Home: Embedding Approaches and Structures to Foster Internationalization at Western Balkans (INTERBA), <https://interbaproject.com/>

In the Western Balkans, in terms of IaH, digital mechanisms for the functioning of internationalization in a practical way (safety and security support systems, incoming international student guidance and protocols, buddy system, social engagement) have not been established. The application of the COIL methodology would be an innovation in the entire Western Balkans, as it has never been developed or implemented in any project. It is these elements that represent the innovative elements of the project in relation to already existing / implemented initiatives.

The implementation of the BIOSINT project opens up opportunities for the admission of experts, students and staff around the world, especially since the system as a whole will be adapted to receive such staff. On the other hand, the implementation of the famous COIL methodology will create conditions for unlimited cooperation with a number of international institutions in terms of joint lectures and exercises through virtual classrooms. In this way, all students of our medical faculties will have the opportunity to interact with international experts and students, since not everyone can go to mobility programs.

Since the project is a continuation of the initiated initiatives in the field of internationalization, its results can certainly be taken over and used by different institutions, which would contribute to better connection and networking and joint exploitation of project results.

The project concerns the sustainable development strategies promoting particularly intercultural connections. Therefore, such broader view expands the circle of other academic institutions of higher education and organizations of continuous professional learning and development that would potentially be interested in the results of the project. All of the above-mentioned facts ensure reasonably that the project results could sustain for a long period of time, beyond its formal boundaries.

Therefore, our project aims to fill this gap regarding IaH process in medical schools. We included universities from countries from the Western Balkan region that have numerous differences regarding politics, religion and cultural values, in general. However, common European values that all of us aim and geographical closeness are two important factors that will motivate and help us to achieve projected goals of the proposed project. In this way cross-border cooperation in IaH process between WBC will be achieved.

The proposed project is dedicated to improve management systems and structures of IaH, readiness of students and teachers for digital skills, modernisation of university IaH services, quality assurance processes, tools and methods for professionalization and professional development of academic, technical and administrative staff in all biomedical universities that participate in the project and especially in universities in non-programme countries.

Therefore, one of specific aims of our project is to design IoC. Through this we introduce some innovative elements particularly in the new curricula. Also, the strengthening of the capacities of HEIs and foundation, soft skills of their students and teachers to support employability of the WBC represent the essential European added value of the proposed project.

The project activities are going in line with the sustainable development goals from the 2030 UN Agenda:

SDG4 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

SDG10 Reduce inequality within and among countries.

SDG17 Strengthen the means of implementation and revitalize the global partnership for sustainable development.

There are a number of different EU-funded initiatives to introduce the process of internationalization and internationalization at home, although there has not been this initiative among medical schools with a proposed theme. The BIOSINT project application is certainly complementary and linked to the successfully achieved project results so far funded by Erasmus. The following are the initiatives to date in terms of implementing projects in the field of internationalization.

- MEDiterranean countries: Towards Internationalisation at Home, <https://med2iah.eu>

- Systemic University Changes Towards Internationalisation in European Higher Education Institutions (SUCTI), <https://suctiproject.com>

- Developing HEIs Internationalization Policies (DHIP), <https://www.projectdhip.com>

- William Internationalization at Home, <https://william-erasmus.com>

- A step forward in the internationalization of Higher Education Institutions in Nepal and India

<https://internepind-eplus.eu/>

The proposed project is based on the results of several ongoing projects in which UniKG is involved currently :

- Enhancing digital and psychological resilience through peer networking in the online environment in times of crises – DigiPsyRes https://en.kg.ac.rs/international_projects.php (the coordinator)
- Developing Functional Knowledge through Outdoor Learning – Out and About (the beneficiary)

Also, the proposed project is based on the results of one previous Erasmus+ KA2 project Reinforcement of the Framework for Experiential Education in Healthcare in Serbia (ReFEEHS). <https://refeehs.ac.rs/> (UniKG was the beneficiary).

2. QUALITY

2.1 PROJECT DESIGN AND IMPLEMENTATION

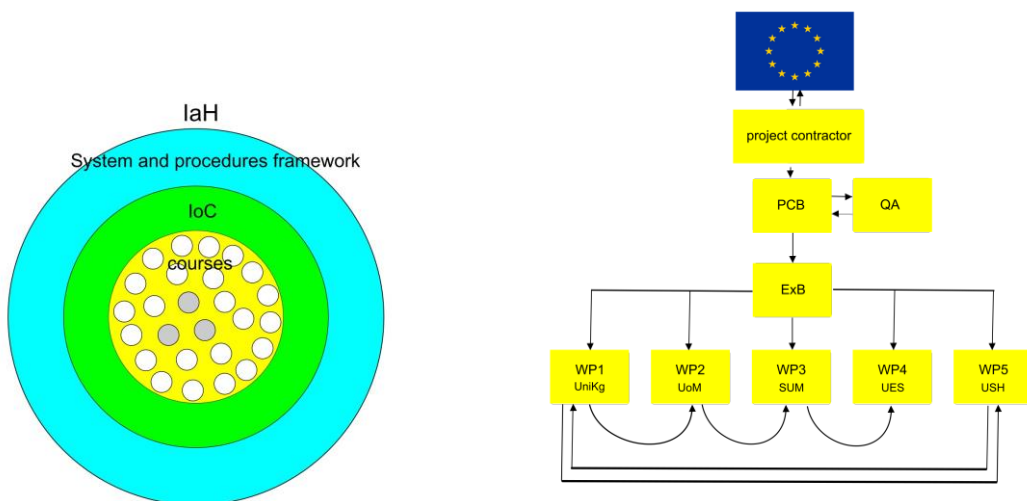
2.1.1 Concept and methodology

Concept and methodology

Please address all guiding points presented in the Call document/Programme Guide under the award criterion 'Quality of the project design and implementation'.

Outline the approach and methodology behind the project. Explain why they are the most suitable for achieving the project's objectives.

The methodology approach includes a project scheme (figured bellow) as well as project goals (figured bellow) with time-line schedule (timetable 4.3) and Logical Framework Matrix (LFM) (Annex 1 to part B).



Taking into account the fact that the project's broader goal is to strengthen capacities and digital competencies in biomedical education through internationalization at home (IaH), the project generally plans to implement development activities divided into three groups: Research and needs analysis, Development of appropriate IaH systems and protocols. and curriculum internationalization (IoC).

The working methodology to be employed in this project revolves around its main task, which is to increase the internationalization capacities in BIH / Montenegro / Albania. All project activities and the methodology of their realization have passed a feasibility study at all public medical faculties / project partners and acceptance by faculties' managements. Taking into account the national legislation of the Western Balkan

countries that highlights internationalization and recognition of qualifications with key strategic documents, it is logical that all proposed activities go in that direction.

The methodology used has been carefully selected so that all activities become an integral part of the functioning of all the partners in the project, and without the need for enormous financial support for the sustainability of the project after the project lifetime.

The first work package envisages goals related to ensuring timely, on budget and on target completion of all project objectives, activities and deliverables, ensuring high quality of project activities and deliverables throughout the project lifecycle, through regular monitoring and evaluation procedures and ensuring good communication among partners and taking action in order to overcome when a problem occurs. The methodology involves the active involvement of all partners who need to work together to develop a Quality Policy Statement, establish a project organizational structure, make consensus decisions at project consortium meetings, develop project management strategies, submit EACEA reports, and administrative and financial project management.

The second work package will include activities related to analyzes in the EU and in the Western Balkans, which should result in the development of a Framework Map for future IaH strategies. The methodology will be mainly of a research nature. Significant emphasis will be placed on the transfer of knowledge from EU partners to WB partners. Initially, the EU partners and the WB partners will work separately, and then there will be an association when proposing a common framework map.

The third work package is exclusively of a developmental nature. It will involve developing appropriate strategies for IaH that will ensure the successful implementation of planned activities, building an internal digital support protocol for international staff and students coming to the institution to make it easier for them to stay in the institution and city, implementing social integration and buddy system for international students as well as implementation of new IaH services in the institution and introduce them into normal operations to ensure later sustainability. All developed services and systems will be practically tested and evaluated in order to be implemented in an integrated way in the best possible way. The EU partners will have an advisory role in this work package in addition to the coordinators, who will have a much more active role, while the WB partners will be the implementers of all activities.

The fourth work package will include the internationalization of the curriculum as a basis for establishing internationalization in the home. EU partners will educate WB partners and then guide them through the curriculum internationalization process, in particular through the development of new virtual courses. The application of the COIL methodology will require knowledge and skills in knowledge transfer, so that WB partners can more easily apply this model in practice. This work package will also strengthen the infrastructural capacities of providing adequate space for virtual classrooms in which internationalization will take place at home. Existing and new virtual courses were chosen for several reasons. Both courses represent interdisciplinary fields that encompass a large number of medical specialties but also related branches such as biostatistics, informatics. Curriculum subjects dedicated to these fields in medical schools are rare and, if they exist, are mostly dedicated to postgraduate education programs or electives (Uni KG). These areas are also significantly influenced by modern technological achievements, including digitalization and online learning tools, which are the new challenges for current and especially future doctors and other health professionals. Therefore, these areas will be a suitable platform for the envisaged project activities, as they will require participants to master those knowledge and skills that are highly complementary to the objectives of the project proposal itself. The courses will test the frameworks / models of IaH, including their benchmarking performances, during the proposed project cycles. The quality and quantity of the content of both mentioned courses will be determined to the extent only necessary to achieve the project objectives, and using existing experience, as described in work package 1. An appropriate number of accreditation points (ECTS) will be awarded to each course, in accordance with the common standards of the European Higher Education Area (EHEA).

Both curricula will have an international character. Each of the participating organizations will delegate a number of lecturers to the curriculum. After the completion of the project, the experience gained in relation to the tested frameworks / models can be further used to strengthen the capacity of the participating parties and other related higher education institutions. This includes e.g. introduction of new subjects in the formal curriculum of faculties or universities and / or structurally new types of education, including but not limited to IaH.

The fifth work package will provide support and influence of external stakeholders on the implementation of the internationalization model by providing expert and expert opinion in the implementation of all activities. Through this work package, the public will be fully acquainted with the implementation of activities, intentions, bringing together a large number of different target groups. The methodology of this work package will be based on ensuring the impact of activities on the public and social life of the citizens of WB countries. In addition to the production of a large number of promotional materials, a final conference will be held to present the planned results. Simply, the condition is that all activities together with the set indicators and targets are implemented in the most efficient way, without jeopardizing their

implementation, which is very realistic and in the application phase accepted by all implementation management.

The Logical Framework Matrix provides a detailed insight into the indicators, means of verification, risks and assumptions for the realization of all project objectives, deliverables and project activities.

Project management includes well structure, strong leaders and permanent control (monitoring) of all project activities, synchronization of work packages and full commitment of leaders (both work packages and task activities). Since the structure is adequate to the objectives, the choice of indicators, data and target values, it is a key to the success of the project methodology. This, in turn, provides a QA that will be independently conducted by type of subcontracting.

2.1.2 Project management, quality assurance and monitoring and evaluation strategy

Project management, quality assurance and monitoring and evaluation strategy

Describe the measures foreseen to ensure that the project implementation is of high quality and completed in time.

Describe the methods to ensure good quality, monitoring, planning and control.

Describe the evaluation methods and indicators (quantitative and qualitative) to monitor and verify the outreach and coverage of the activities and results (including unit of measurement, baseline and target values). The indicators proposed to measure progress should be relevant, realistic and measurable.

To implement a project means to carry out activities proposed in the application form with the aim to achieve project objectives and deliver results and outputs. Its success will depend on many internal and external factors. Some of the most important ones are a very well organised project team and effective monitoring of project progress and related expenditures. Overall management will take over by the lead partner and project manage. The project management will have an efficient management system and always will be flexible to current needs and changed situations, as the project is rarely implemented exactly according to the initial plan. Nevertheless, the partnership has aim to deliver quality results and outputs. Quality means meeting expectations described in the application and those agreed within the partnership.

Work plans are short-term planning tools that contain a lot of detail on the activities carried out in the project and can therefore only cover the immediate future of the project – but with reference to the overall project plan. As part of tracking and monitoring, work plans will be revised periodically and adapted where necessary.

A very important role will be played by the administrative procedure for all partners, especially for WB partners. The most important thing will be that the procurement process takes place in the best possible way, ie that it starts on time and that the money is paid into the account of the WB partner, so that the procurement process can begin in accordance with legal procedures.

In order to ensure the quality of the project and its completion on time, a management communication plan will be prepared, which must be respected by all project partners. Partners should respect the regular flow of information, feedback systems, regular evaluation, use of project resources, long-term arrangements and preparation for closure.

Project coordination plan, Risk management plan, Communication management plan and Conflict resolution strategy will be done as mandatory documents for the behaviour of all partners. All these plans and strategies will offer a guide for action in certain situations.

The goal of this activity is also to develop the quality control plan. This plan will include project processes, policies, goals and creation of Management Quality Manual and metrics for BIOSINT according to the practices and experiences of successful projects. This material will contain the list of measurable indicators about the quality of project activities and results. Project partners will be acquainted with the project quality standards. Manual will define the following: quality of the project implementation, quality of project deliverables, quality of BIOSINT events, quality of promotional materials, quality of website, quality feedback by target groups, project risk management, external monitoring, metrics for project goal conversions and its strategy for succession, hierarchy of project responsibility, communication flows and decision making, PR strategy and communication with external environment, and project processes and partners' technical and financial reporting.

One important question which will be the subject of the discussion of the PCB is related to monitoring is to see whether the initial activity plan is still realistic for delivering the promised outcomes. It is possible the plan is likely to undergo change in order to reflect information that was unknown at the start of the

project or changing conditions since then. Monitoring project modifications and making sure that these modifications stay within acceptable limits will be another important task for project managers.

The project requires progress reporting during project implementation. The aim of the reporting process is to establish whether project objectives have been achieved, what resources have been expended, what problems have been encountered, and whether the project is expected to be completed on time and within budget. If performance is sufficient, the project will receive payment from the programme for costs incurred, paid and reported.

In order to carry out effective project monitoring, it will be required by partners to submit the progress report at the agreed deadlines throughout project implementation. The report includes information about activities carried out, outputs delivered and expenditure incurred.

The financial part of the report will provide information on the amount spent since the last report, split according to the same budget lines as those in the application. Each project partner will also have to present a certificate signed by the approved financial person, stating that he/she has checked the spending, and that all of the amounts included are correct and in accordance with the rules.

Suggestions and requests received from the EACEA on the basis of interim reports and on the basis of external monitoring reports by independent partners will be very important during the project implementation.

At the beginning of the project will be established the Quality Policy Statement (QPS), which will oblige all project participants to respect the basic principles (efficiency, effectiveness, punctuality, partner involvement) and ethical principles. Through the QPS roles between the project coordinator, WP leaders and other partners will be ascertained. Quality Policy Paper will emphasize four key aspects of successful work: goal oriented work, useful results, respecting deadlines and working together. Also, plans for the project evaluation will be established: form for internal project reporting, external project reporting and plan for evaluation of satisfaction of partners with held meetings. For each WP Quality Plan will be created to assist the leader of the WP regarding regular monitoring and evaluation activities as well as assisting in the monitoring of individual progress. Evaluation forms (electronically) will be used in order to control the quality of the various meetings in order to improve the effectiveness and efficiency. Evaluation form will be sent to all project participants after realization of certain event or activities. Everything will be regularly reported to the Executive (EB) and Project Consortium Board (PCB). So, Quality Control and Monitoring will work in accordance with QPS, survey on project progress and management and measuring indicators of progress. From each partner will be required to regularly submit information to WP leader regarding compliance with the planned activities, meeting deadlines and on indicators of progress (with quantity and quality). This means that the indicators of progress of each activity will be analysed and compared between the partners by WP leaders, compared against planned indicators in the project application, in order to use and implement a good practice. In LFM indicator of progress for each outcome are mentioned with numbers.

Every WP leader will be obliged to report to the Executive Board, and then the Project Consortium Board, and show reached indicators. Before the start of activities each WP leader will deliver, together with other partners, the target value to be achieved in order to ensure the effectiveness of project activities. Target values (targets) will be sent to WP leaders by PCB and EB. Unification of internal and external forms of control and monitoring and efforts shall be made to avoid the bad quality of reports. In accordance with the Risk Management Plan preventive and corrective actions on various grounds will be made, in order to improve and save the project. Very important measure for improvement – benchmarking will be organized during workshops and meetings within some work packages as well as during making internal and external reports. Benchmarking reports will be always presented on EB and PCB meetings. The Benchmarking will help project partners to take action in the direction of improvement.

Especially good preparation of all partners will be done for EACEA monitoring visits.

The basis for evaluation methods and indicators will be the quality manual as a valid document in the field of quality control and monitoring. Through internal progress reports, all partners will analyse the implementation of activities for all tasks within the work packages. A special form for the purposes of internal control and monitoring will be created in which all partners will write down the name of the activity or task, responsibility for the execution of activities, indicators of progress and the current state of realization. The set targets will be carefully checked. In case of assessed situations in which individual goals cannot be achieved, the project consortium will meet and will adopt adequate measures to achieve all set project values. In order to ensure independent evaluation of the implementation of project activities, twice during the project, external verifiers (EU partners) will be engaged who will give independent suggestions and recommendations on how to implement individual activities and achieved goals. All activities will be monitored, and the goal of each activity is to reach the set targets.

Each meeting will be evaluated electronically, by the participants present to ensure that each one is better.

All indicators/ measures and targets are visible in the document Logical Framework Matrix.

NARRATIVE SUMMARY OF THE INTERVENTION LOGIC	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS AND PREREQUISITES
<p>Goal (general objective)</p> <p>- Strengthening capacities and digital competences in biomedical education through internationalization at home (IaH)</p>	<ul style="list-style-type: none"> - Adopted strategies for IaH at all WB biomedical HEIs - Number of educated internal and external stakeholders about establishing the digital processes of IaH - Functional digital services at WB biomedical HEIs - Number of internationalized courses in existing curriculum - Number of international virtual courses offered to students and integrated into existing curriculum 	<ul style="list-style-type: none"> - Faculty Councils' minutes/ published document on the web page of the WB partner biomedical HEI - Signed presence lists of internal and external stakeholders - Web page of the WB biomedical HEIs with functional all digital IaH services - Teaching plan and program of WB biomedical faculties - Teaching reports 	
<p>Purpose (specific Objectives)</p> <p>- Create the State of the Art of IaH in European Union (EU) and Western Balkan (WB) biomedical higher education institutions (HEIs)</p> <p>- Develop and implement of IaH strategies at WB biomedical HEIs</p> <p>- Develop and implement digital protocols and services for international students and staff</p> <p>- Introduce of intercultural and international competences through</p>	<ul style="list-style-type: none"> - 3 reports about IaH state in the EU - 6 reports about IaH state at WB biomedical HEIs - Framework map offers basis for creation strategies for IaH - 72 participants of teaching staff, administration and students educated at EU partners universities - 6 strategies for IaH developed and adopted - Introduced and integrated 3 new digital services at each WB biomedical HEI (18) - 18 existing courses internationalized and introduced intercultural and international learning competences 	<ul style="list-style-type: none"> - Published and adopted reports about IaH state in the EU - Published and adopted reports about IaH state at WB biomedical HEIs - Published framework map - Study visit reports and presence lists - Faculty Councils' minutes about adoption of IaH strategies - Integrated services available on the institution webpage to students and staff/ foreigners - Teaching plan and program with introduced existing and new courses 	<ul style="list-style-type: none"> - Availability of EU documents related to evaluation of IaH state - Readiness of teachers, administration and students to participate in survey related to evaluation of IaH at WB biomedical HEIs - Involvement of larger number of external stakeholders

<p>current courses and new virtual courses</p> <ul style="list-style-type: none"> - Setting international digital teaching and learning environment for home students - Ensure successful development of the project's procedures of initiation, planning, execution, regulation and closure as well as the guidance of the project team's operations towards achieving all the agreed upon goals within the set scope, time, quality and budget standards - Identify and organise the activities to be performed in order to promote the commercial exploitation of the project's results and the widest dissemination of knowledge from the project - Demonstrating how internationalization at home has changed participants' attitudes, knowledge, or behaviour in the short term 	<ul style="list-style-type: none"> - 4 new virtual international courses developed and implemented through existing curriculum - 26 educated teachers for implementation of IaH teaching in digital environment - 6 functional and equipped virtual classrooms - Minimum 4 consortium meetings organized - 9 partners signed Quality Policy Statement - 5 project management strategies developed - 18 internal progress reports done - 2 external progress reports done - 12 media presentations - 2 research works published - 6 newsletters published - 6 info-days - 6 round tables - 6 workshops - 12 meetings with different target groups of external stakeholders - 6 success stories published - Conducted survey among internal and external stakeholders (average mark above 2,5 on the scale 1-5) 	<ul style="list-style-type: none"> - Signed presence lists - Equipment registered as institutional assets - Signed presence lists - Published Quality Policy Statement and project management strategies on the project webpage - Published internal and external reports - Recorded media presentations - Published proceedings with research works/ paper works - Reported info days, round tables and workshops - Reported meetings with external stakeholders - Success stories published at the project webpage - Electronic report about conducted survey 	<ul style="list-style-type: none"> - Students, staff and external stakeholders interested in attending seminars and workshops and trainings during project implementation - There are no restrictions due to the coronavirus pandemic - Efficient procedure of acquisition and timely delivery of equipment by suppliers - Interest of different stakeholders in participation of survey
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Outputs (deliverables) <i>List the deliverables (grouped in work packages) that the project is committed to produce. These must be stated as results.</i>			
<p>WP1 D1.1 Delivered Interim and final report D1.2 Developed Internal and external quality reports</p> <p>WP2 D2.1 IaH need based reports D2.2 Delivered framework map of IaH D2.3 Organized EU trainings</p> <p>WP3 D3.1 Developed strategies for IaH at WB HEIs D3.2 Organized institutional trainings D3.3 Introduced digital protocols for international students and staff D3.4 Established buddy systems</p> <p>WP4 D4.1 Trainings for teachers in IoC D4.2 Internationalized existing courses D4.3 New developed international virtual courses</p>	<p>WP1 D1.1 Number of pages interim/ final report D1.2 18 internal progress reports done/ 2 external progress reports done</p> <p>WP2 D2.1 Total 9 reports on analysis of IaH in Europe and Western Balkan D2.2 Number of elements of the Framework map D2.3 Total 72 participants of teaching staff, administration and students educated at EU partners universities</p> <p>WP3 D3.1 Total 6 developed strategies D3.2 Total 900 trained students and staff D3.3 Minimum 3 digital protocols introduced per WB partners (18 in total) D3.4 Total 6 buddy systems established and functional</p> <p>WP4 D4.1 Minimum 20 teachers trained in IoC D4.2 Minimum 18 internationalized existing courses D4.3 Total 4 new developed international virtual courses</p>	<p>WP1 D1.1 Recommendations received by EACEA on interim and final report D1.2 Adopted internal and external reports by the project consortium</p> <p>WP2 D2.1 Consortium meetings minutes on adoption of reports on IaH D2.2 Published Framework map with all consisted elements D2.3 Reports on published EU trainings</p> <p>WP3 D3.1 Faculties councils' minutes about D3.2 Reports on trainings held D3.3 Institutional web page functional with developed digital protocols D3.4 Buddy system available on the institutional web page and used by international students and staff</p> <p>WP4 D4.1 Reports on trainings held D4.2 Teaching plan and program D4.3 Teaching plan and program D4.4 Institutional lists of registered equipment</p>	<p>- Commitment of all partners in accordance with signed quality policy statement and partnership agreement.</p> <p>- Support by the external stakeholders (ministries of Higher Education, ministries of health, medical chambers and associations of medical faculties, health institutions)</p> <p>- Students, staff and external stakeholders interested in attending trainings, seminars and workshops during the project implementation</p>

<p>D4.4 Equipment for digital online teaching platform D4.5 Virtual classrooms</p> <p>WP5 D5.1 Dissemination and exploitation plan</p>	<p>D4.4 Specification of equipment for digital online teaching platform D4.5 Total 6 functional virtual classrooms</p> <p>WP5 D5.1 Minimum 12 media presentations, 2 research works published, 6 newsletters published, Number of promo material</p>	<p>D4.5 Physically visible and practically tested virtual classrooms</p> <p>WP5 D5.1 Reports from info days, round tables and workshops, archived media presentation, published proceedings with rese</p>	
<p>Activities: <i>List the key activities to be carried out (grouped in work packages) and in what sequence, in order to produce the expected results.</i></p> <p>WP1 T1.1 Signing of Quality policy statement T1.2 Establishing of the project organizational structure T1.3 Organizing consortium meetings T1.4 Development of project management and quality strategies T1.5 Internal and external quality progress reporting T1.6 Organization of external monitoring visit T1.7 Organizing of reporting to EACEA</p>	<p>Inputs: resources</p> <p>WP1 Direct personnel costs 75960 - Project manager 46760 - Expert/ advisor/ researcher 6160 - Technical personnel 10340 - Administrative personnel 12700 Travel and subsistence per travel or day 19550 - Travel 3944 - Accommodation 7912 - Subsistence 7694 Other goods, works and services 3500 - Consumables 300 - Services for Meetings, Seminars 2800 - Services for communication/ promotion/ dissemination 400 Indirect costs 6930 TOTAL COSTS WP1 105940</p> <p>WP2 Direct personnel costs 30800</p>		

<p>T1.8 Evaluation of meetings via survey T1.9 Financial and administrative management</p> <p>WP2 T2.1 Analyse the situation of IaH in the EU T2.2 Analyse the situation of IaH at WB partners T2.3 Framework development for IaH at WB universities T2.4 Organize trainings at EU partners</p> <p>WP3 T3.1 Develop strategies for IaH at WB HEIs T3.2 Organize starting training for students and staff T3.3 Develop digital support system and protocol for international students and staff T3.4 Institutional trainings for internal and external stakeholders T3.5 Pilot newly developed services and documents T3.6 Evaluate of pilot activities</p> <p>WP4 T4.1 Organize workshops for teaching staff related to IoC and development of intercultural competences T4.2 Select courses for IoC and review current practices</p>	<p>- Expert/ advisor/ researcher 15400 - Trainers/ teacher 15400 Travel and subsistence per travel or day 69005 - Travel 13144 - Accommodation 28386 - Subsistence 20475 Other goods, works and services 7000 - Consumables 600 - Services for Meetings, Seminars 5600 - Services for communication/ promotion/ dissemination 800 Indirect costs 6988 TOTAL COSTS WP1 106793</p> <p>WP3 Direct personnel costs 79400 - Expert/ advisor/ researcher 38260 - Trainers/ teacher 27720 - Technical personnel 8030 - Administrative personnel 5390 Travel and subsistence per travel or day 13504 - Travel 2952 - Accommodation 5220 - Subsistence 5332 Other goods, works and services 13750 - Consumables 150 - Services for Meetings, Seminars 1400 - Services for communication/ promotion/ dissemination 200 - Other (printing strategies for IaH) 12000 Indirect costs 7466 TOTAL COSTS WP1 114120</p> <p>WP4 Direct personnel costs 93480 - Expert/ advisor/ researcher 35420 - Trainers/ teacher 44420 - Technical personnel 11330 - Administrative personnel 2310</p>		
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<p>T4.3 Establish models for connection with international students and staff (COIL/ CLIL/ TILT/ EMI) T4.4 Develop new international virtual courses T4.5 Strengthening of online teaching platform/ equipment - development international virtual classroom T4.6 Piloting courses for IoC/ COIL for virtual international courses T4.7 Evaluation of pilot activities</p> <p>WP5 T5.1 Design and implementation of dissemination and exploitation plan T5.2 Making tools for dissemination T5.3 Raising awareness through info-days, symposia and conferences T5.4 Preparation of the interim and final report on dissemination and exploitation activities T5.5 Reporting on impact and sustainability</p>	<p>Travel and subsistence per travel or day 20967 - Travel 3748 - Accommodation 8640 - Subsistence 8579 Equipment 150000 Other goods, works and services 14300 - Consumables 300 - Services for Meetings, Seminars 2800 - Services for communication/ promotion/ dissemination 400 - Other (English courses for teachers) 10800 Indirect costs 19513 TOTAL COSTS WP1 298260</p> <p>WP5 Direct personnel costs 39960 - Expert/ advisor/ researcher 15400 - Trainers/ teacher 10780 - Technical personnel 9240 - Administrative personnel 1540 Travel and subsistence per travel or day 10874 - Travel 1972 - Accommodation 4536 - Subsistence 4366 Other goods, works and services 24050 - Consumables 150 - Services for Meetings, Seminars 1400 - Services for communication/ promotion/ dissemination 18000 - Website 4500 Indirect costs 5031 TOTAL COSTS WP1 76915</p>		
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2.1.3 Project teams, staff and experts

Project teams and staff			
<p>Describe the project teams and how they will work together to implement the project.</p> <p>List the staff included in the project budget (budget category A) by function/profile (e.g. project manager, senior expert/advisor/researcher, junior expert/advisor/researcher, trainers/teachers, technical personnel, administrative personnel etc. and describe shortly their tasks. If required by the call, provide CVs of all key actors. If required by the Call document/Programme Guide.</p>			
Name and function	Organisation	Role/tasks	Professional profile and expertise
Vladimir Jakovljevic, project manager	UniKg	Organization and control of all project activities. Leader of consortium meetings. Responsible to EACEA. Participation in all project activities.	Full Professor of Physiology, Dean of Faculty of Medical Sciences, University of Kragujevac Former Vice-Dean for Pharmacy study programm and Vice-dean for Continual Medical Education of Faculty of Medical Sciences, University of Kragujevac. He was a supervisor of 17 completed PhDs. Participated in 2 National research projects and 1 international macro project. He is a President of Serbian Physiological Society and a Member of Serbian Medical Society. As and author and co-author he published 87 articles and papers in CC/SCI journals, 30 articles in journals cited in journals cited in Embase and in Index Medicus, 44 articles as proceedings from International Conferences and Congresses.
Dragan Milovanovic, Expert/ advisor/ researcher	UniKg	Participation in research and needs analysis. Providing reports about IaH in EU and Serbia. Participation in WP3 and WP4 as expert, researcher, teacher and trainer. Knowledge transfer to WB partners.	Dragan Milovanovic is a MD, PhD, Clinical Pharmacologist, Full Professor of Pharmacology and Toxicology of FMS-UniKG and Deputy Director for Medical Logistics Organization at the University Clinical Centre in Kragujevac. He has two-decade experience for serving and heading various education courses, editorial boards of scientific journals, governing bodies of professional societies, CME, clinical trials conduction, drug regulation issues and scientific projects.
Milan Zaric, Teacher/ trainer	UniKg	Participation in research and needs analysis. Providing reports about IaH in EU and Serbia. Participation in activities of WP3 and WP4 as expert, researcher, teacher and trainer. Knowledge	Associate professor at the University of Kragujevac, Faculty of Medical Sciences, Department of Biochemistry. Author of a number of scientific and professional papers in peer reviewed journals in the field of experimental medicine. Teacher at numerous graduate study programs in the field of biochemistry at Faculty of Medical Sciences in Kragujevac. Participated in number of research and scientific projects, in the fields of clinical and experimental internal medicine, biochemistry, molecular biology and medicinal chemistry. Experience in project management in scientific national projects. Erasmus+ Coordinator at Faculty of Medical Sciences University of Kragujevac. Main fields of interests besides biochemistry include apoptosis, cell cycle, autophagy, signalling pathways

		transfer to WB partners.	and preclinical testing of various bioactive compounds of natural and synthetic origin.
Vladimir Živkovic, Teacher/trainer	UniKg	Participation in research and needs analysis. Providing reports about IaH in EU and Serbia. Participation in activities of WP3 and WP4 as expert, researcher, teacher and trainer. Knowledge transfer to WB partners.	Vladimir Živkovic, associate professor at the Faculty of Medical Sciences, has more than 10 years of experience in participating in various scientific research projects. He is the leading manager of several scientific projects funded by the Faculty of Medical Sciences. Vladimir is also involved in projects of the Ministry of Education, Science and Technological Development of the Republic of Serbia and has won several awards for scientific research contribution. He was in organising committees of over ten scientific congresses.
Nevena Jeremić, Teacher/trainer	UniKg	Financial and administrative management of the project. Participation in activities of WP2, WP3 and WP4 as expert, teacher and trainer. Knowledge transfer to WB partners.	Nevena Jeremic, associate professor at the Faculty of Medical Sciences, has more than 10 years of experience in participating in various scientific research projects. As Vice Dean for Scientific Research and International Cooperation, she participated in the accreditation of the study program of pharmacy in English, which gave the Faculty of Medical Sciences the opportunity to educate students from around the world. She is the leading manager of a Junior project funded by the Faculty of Medical Sciences, which was successfully completed earlier this year. Nevena is involved in projects of the Ministry of Education, Science and Technological Development of the Republic of Serbia and has won several awards for scientific research contribution.
Jan Van Maele, Expert/advisor/researcher	KU	Participation in research and needs analysis. Providing reports about IaH in EU and Serbia. Participation in WP3 and WP4 - IoC as expert, researcher, teacher and trainer. Knowledge transfer to WB partners.	Over 20 years of teaching experience in communication and languages in higher education. Research focus on intercultural communication, international education, and language assessment in collaboration with academic partners in China, Japan, UK, Italy, the Netherlands. Significant experience in educational management, including strategy development, international alliance management, intercultural project management, corporate communication. Participation in education projects co-funded by the European Commission on developing and assessing foreign language and intercultural learning. Overall project coordinator of 'RICH-Ed: Resources for interculturality in Chinese Higher Education' (European Commission Erasmus+ Capacity Building in Higher Education Program; 2017-2021).
Geert De Lepeleer,	KU	Organization and control of all project	He is the head of the internationalization department at the Ghent Technology Campus of the faculty of Engineering Technology. He has a great experience in

project manager		activities at KU. Providing support to UniKg and other partner. Leader of internal monitoring activities. Participation in all project activities.	international projects in general and of Tempus/ Erasmus+ projects in particular. He was the coordinator of the Erasmus + project STINT project (Strengthening of internationalization in BiH Higher Education) involving already all 8 BiH public universities. He was the financial advisor/coordinator of the RICH-ED CBHE project coordinated by KU Leuven. He is the coordinator of the HEIN project (Boosting The Role of HEIs in the industrial Transformation towards the Industry 4.0 paradigm in Georgia and Ukraine (609939-EPP1-2019-BE-EPPKA4-CBHE-JP). He is the contact person for KU Leuven of the ENGINE project (Engineering Curricula Modernization in Renewable Energy in Albanian Universities. At the Ghent Technology campus he is president of the steering group for international cooperation. He is actually involving student representatives in all planned international activities in order to promote internationalisation at home.
Ellen Matthijs, administrative personnel	KU	Financial and administrative management of the project at KU. Giving support to WB partners in financial and administrative project management.	Ellen Matthijs is the project management assistant of the international relations office of KU Leuven Technology Campus Ghent. She is specialized in the management of CBHE projects. So she is the official financial and administrative administrator for the running Erasmus+ in which Ghent Technology Campus is involved.
Borza Claudia, project manager	UMF	Participation in research and needs analysis. Providing reports about IaH in EU and Serbia. Participation in WP3 and WP4 - IoC as expert, researcher, teacher and trainer. Organization and control of all project activities at UMF. Knowledge transfer to WB partners.	Dr. Borza Claudia received her medical degree from the Faculty of Medicine of the Victor Babes University of Medicine and Pharmacy, Timisoara, Romania, in 1990. At the same University she received the Diploma of Doctor of Physiology in Medicine, PhD in 2000 and since then she has obtained several qualifications: board certified specialist in Functional Exploration (2000), board certified specialist in Neurophysiology (2001) and board certified specialist in Occupational Medicine (2009). She is currently Professor at the Faculty of Medicine of Victor Babes University of Medicine and Pharmacy, Timisoara. Dr. Borza Claudia was the Director of the International Department of the university for eight years and since 2020 she is Vice-Rector for International Relations. She published more than 150 articles in national and international abstract volumes, obtained 5 research and innovation patents, won 20 national and international grants and organized 5 international scientific meetings. Dr. Borza Claudia has been a member in editorial board and reviewer of 6 international medical journal.
Gafencu Mihai, Expert/ advisor/ researcher	UMF	Financial and administrative management of the project at UMF. Giving support to WB partners	Dr. Gafencu Mihai received his medical degree from the Faculty of Medicine of the Victor Babes University of Medicine and Pharmacy Timisoara, Romania, in 1995. At the same University he obtained the specialization degree in Pediatrics (2003) and Nephrology (2011) and he has been a principal-pediatrics since 2009 and principal-pediatric nephrology since 2019. Dr. Gafencu obtained also a master degree in Dialysis (2006) and in Medical Management (2005). He is currently a Professor of Pediatrics at the Faculty of Medicine from the

		in financial and administrative project management . Knowledge transfer to WB partners..	university, as well as the Erasmus Institutional Coordinator of the university and he is working as a medical doctor, principal-pediatric nephrologist, in the Children's Emergency Hospital "Louis Turcanu", Timisoara. Dr. Gafencu published dozens of articles in journals, abstracts in congress publication, scientific communications and has been an author and co-author for several publication books. He participated at several international meetings such as ERA-EDTA Congress, ESPID congresses, IPNA and ISRNM and many more. Dr. Gafencu Mihai has been a member in 10 medical research grants also project manager in other 2.
Dejan Bokonjić, project manager	UES	Organization and control of all project activities at UES.. Participation in research analysis at UES. Establishing IaH protocols, IoC, virtual courses, updating courses, buddy system. Participation in diss activities, meetings with ext. stakeholders	Dean of the Faculty of Medicine, UES. For eight years was Vice rector for Quality Assurance and international cooperation UES. For many years involved in the reform of high education system in Bosnia and Herzegovina and WB region. Actively involved in introducing new teaching methodologies and examination methodologies on medical faculties in the BH and region. Since 2007 he has working in University Hospital with pediatric patients. Special filed of interest children pulmonary diseases. Author and/or leader in around 20 big European projects dealing with reform of curricula in WB countries based on competences and learning outcomes, introducing innovations in teaching process, quality assurance, development of BH qualification framework, reform of the curricula on the medical faculties and internationalization. Very familiar with EU PRAG and PCM (project preparation, budget, log-frame); prepared around 20 project applications; implemented, manage and coordinated, monitored and evaluated projects.
Nenad Markovic, Expert/ advisor/ researcher	UES	Participation in research analysis at UES. Establishing IaH protocols, IoC, virtual courses, updating courses, buddy system. Participation in diss activities, meetings with ext. stakeholders. Financial and administrative management of the project at UES.	Nenad Marković, PhD in Economics - (is) asst. professor and project manager at the department of Management and Marketing. For 14 years was quality assurance coordinator, for 13 years member of Quality Assurance Committee of the University and for 6.5 years was member of Steering Board of the University of East Sarajevo (UES). He participated on 26 projects (TEMPUS, ERASMUS, national programs). He published 20 research papers and 4 books as co-author. Areas of acting: Project management, Strategic management, Quality management, Education Management. He is internal auditor and lead auditor certified in accordance with ISO 9001:2008. He is external consultant of Asia - Pacific Quality Network and accreditation expert in Bosnia and Herzegovina.
Srdjan Masic, teacher/ trainer	UES	Participation in research analysis at UES. Establishing IaH protocols, IoC, virtual	Vice-dean for Science, Research and Entrepreneurship of the Faculty of Medicine, University of East Sarajevo. PhD in Medical Sciences-Biomedical Informatics and statistics, Assistant Professor at the Department of Primary Health Care and Public Health. Over 16 years of national and international experience as a biostatistician

		courses, updating courses, buddy system. Participation in diss activities, meetings with ext. stakeholders. Participation in education teachers and students at UES:	in public health environment. Involved in introducing new teaching methodologies and examination methodologies on medical faculties in the BH and region in the field of biomedical informatics and statistics, public health, introduction of new learning methods in medicine - computer-based learning, health information systems, e-learning, electronic health documentation. Participant in 22 Tempus and Erasmus* projects
Irena Mladenović , technical personnel	UES	Participation in research analysis at UES. Establishing IaH protocols, IoC, virtual courses, updating courses, buddy system. Participation in diss activities, meetings with ext. stakeholders. Participation in education teachers and students at UES:	Irena Mladenovic, MSc in Dental Sciences and PhD in Medical Science, holds the position of Vice-dean for Teaching at the Faculty of Medicine, University of East Sarajevo (UES) and Associate Professor at the Department of Oral Rehabilitation (UES). She has been involved in self-evaluation process at the Faculty of Medicine (UES) as a team member and Quality assurance coordinator. Her work and research over the past 10 years have been focused on the orofacial pain, temporomandibular disorders and related components. Dr Mladenovic has published over 30 scientific papers, presented at over 50 regional and international conferences, and participated as a member/leading researcher in national and international projects. She is currently involved in several European projects focused on modernization of undergraduate studies in BiH and WB region.
Natalija Hadživuković, administrative personnel	UES	Participation in research analysis at UES. Establishing IaH protocols, IoC, virtual courses, updating courses, buddy system. Participation in diss activities, meetings with ext. stakeholders. Participation in education teachers and students at UES:	Senior teaching assistant, scientific field of Nursing. Employed at the Faculty of Medicine in Foča since 2012 and actively participates in the realization of practical and theoretical classes in several subjects. Secretary of the Department of Nursing and coordinator for teaching in the II cycle of studies. Actively participated in the implementation of several international and national projects. Actively involved in introducing new teaching methodologies and examination methodologies as well as curriculum reform in nursing study programs in BiH. Author and co-author of a large number of professional and scientific papers in relevant international and national journals and conferences.
Nermina Hadžigrahic, project manager	UNTZ	Organization and control of all project activities at UNTZ.. Participation in research analysis at UNTZ. Establishing IaH	Professor Nermina Hadžigrahić graduated from the University of Tuzla, Faculty of Medicine in 1987. 1969-1977: Primary School, Zvornik. 1977-1981: High School, Zvornik 1981-1987: Faculty of Medicine, University of Tuzla (GPA 8,7) 1989-1991: Postgraduate Studies, Faculty of Medicine, University of Tuzla 1992-1995: Dermatology-Venereology Residency – Specialist Exam in Dermatology and Venereology, University Clinical Center (UKC) Tuzla

		<p>protocols, loC, virtual courses, updating courses, buddy system. Participation in diss activities, meetings with ext. stakeholders</p>	<p>2000-2004: Doctoral dissertation, UKC Tuzla, Clinical Center Ljubljana She has authored and co-authored a number of papers and participated in a number of international conferences, seminars, over 50 scientific and professional papers published in journals and conference proceedings. Today, she is Rector of the University of Tuzla.</p>
<p>Azra Kurtic, Expert/ advisor/ researcher</p>	<p>UNTZ</p>	<p>Participation in research analysis at UNTZ. Establishing laH protocols, loC, virtual courses, updating courses, buddy system. Participation in diss activities, meetings with ext. stakeholders . Financial and administrative management of the project at UNTZ.</p>	<p>Vice Dean for Preclinical Teaching and Student Affairs. She has participated in several Tempus and international projects: STAKA TEMPUS project & The role of Stakeholders in Quality Assurance Procedures at B&H Medical faculties (JEP 41055 & 2006); EQADE TEMPUS project & Embedding Quality Assurance in Doctoral Education & (SMGR 516891 & 2011); HSEP & Improving Management Skills in Health Management; in Module I & Managing Change in Family Medicine "and Module III & Management Capacities in Healthcare Facilities. He is the author and co-author of seven scientific papers and co-author of one university textbook. He is a member of the International Committee for Occupational Health (ICOH). He actively speaks English.</p>
<p>Eldar Isakovic,</p>	<p>UNTZ</p>	<p>Participation in research analysis at UNTZ. Establishing laH protocols, loC, virtual courses, updating courses, buddy system. Participation in diss activities, meetings with ext. stakeholders . Financial and administrative</p>	<p>Vice Dean for Clinical Teaching and Student Affairs. Associate Professor, Head of the Department of Functional Anatomy at the Faculty of Physical Education and Sports, Head of the Department of Clinical Anatomy II at the Faculty of Medicine and Head of the Department of Anatomy at the Department of Health Studies at the Faculty of Medicine. He completed his medical studies at the Faculty of Medicine in Tuzla in 1987. He completed his medical internship in Tuzla in 1988, and passed the professional medical exam in 1989 in Sarajevo. He started working at the surgical clinic of the Clinical Center in Tuzla in 1988. He started working as an assistant in the subject of Anatomy at the Faculty of Medicine in 1990. He attended postgraduate studies from 1991 to 1995 at the Medical Faculty of the University of Tuzla and passed all the scheduled exams in 1996. He defended his master's project entitled "VARIATIONS OF THE KIDNEY AND THE ABDOMINAL PART OF THE URETER" on May 14, 1999. years. He defended his master's thesis under the same title on May 11, 2001. at the Faculty of Medicine in Tuzla under the mentorship of prof. Dr. Admedina Savković. He defended his doctoral</p>

		management of the project at UNTZ.	dissertation entitled "CORRELATION BETWEEN ANATOMICAL VARIATIONS OF THE KIDNEY AND CLINICAL FINDINGS" on September 10, 2004. year at the Medical Faculty of the University of Tuzla under the mentorship of prof. Dr. Admedina Savković. He completed the 4th Postgraduate Course of the Medical Summer School-Dubrovnik on Molecular Medicine - Signal Transduction, in the period from 09.10. - 15.10.1998 years. As part of the Tempus Cards Project of the European Commission, he completed the seminar "TECH THE TEACHER" (New didactic methods of learning and testing) in 2006. Actively speaks English and has a good knowledge of computer skills
Nijaz Tihic, Teacher/trainer	UNTZ	Participation in research analysis at UNTZ. Establishing IaH protocols, IoC, virtual courses, updating courses, buddy system. Participation in diss activities, meetings with ext. stakeholders . Participation in education teachers and students at UNTZ.	Ass Prof of Microbiology; Head of Department of Microbiology of University Clinical Center Tuzla; Nijaz has participated in different Project related to postgraduate education. He was trained for teaching and learning methods in Heidelberg organized by Medical University Heidelberg. Also Nijaz was trainer for teaching and learning methods for the staff of Medical faculties of B&H; He participated in postgraduate education of nurses in geriatric as mentor in common Project University of Tuzla and SorTrondelag University College, Trondheim, Norway.
Danijel Pravdic, project manager	SUM	Organization and control of all project activities at SUM.. Participation in research analysis at SUM. Establishing IaH protocols, IoC, virtual courses, updating courses, buddy system. Participation in diss activities, meetings with ext. stakeholders	Physiology, internal medicine, associate professor, vice-dean Since 2004 he has working at the University of Mostar School of Medicine and Clinical hospital Mostar. Special filed of interest are physiology and endocrinology. For eight years worked as a vice-dean at the University of Mostar School of Medicine, and was actively involved in the development of curricula for the Dental medicine program. He has published more than 30 original scientific papers. Actively involved in introducing new teaching methodologies and examination methodologies on medical faculties in the BH and region, and was the member of the Agency for Development of Higher Education and Quality Assurance of Bosnia and Herzegovina more than 10 years. He was involved in more than 10 European projects dealing with reform of curricula in WB countries and teaching methodologies. Prepared, implemented, managed, coordinated, monitored and evaluated around 10 different EU projects.

Katarina Vukojevic, Expert/ advisor/ researcher	SUM	<p>Participation in research analysis at SUM.</p> <p>Establishing IaH protocols, IoC, virtual courses, updating courses, buddy system.</p> <p>Participation in diss activities, meetings with ext. stakeholders.</p> <p>Financial and administrative management of the project at SUM.</p>	<p>Anatomy, histology, genetics, full professor, vice-dean</p> <p>Role: Involved in all tasks related to project and WPs</p> <p>https://pubmed.ncbi.nlm.nih.gov/?term=Vukojevic+K&sort=fauth&size=100</p> <p>Katarina Vukojević is professor of Anatomy, Histology and Embryology at the School of Medicine University of Mostar and vice-dean of international cooperation. Former Quality Assurance Member involved in curriculum revisions at the School of Medicine, University of Mostar (2007-2013). She was head of the Steering Committee for establishment of dental medicine study program at University of Mostar School of Medicine (UMSM) and first vice-dean of dental medicine study program. For many years she was member of the Teaching committee involved in the reform of study programs at UMSM in accordance with European High Education Framework. She is Interreg IPA project coordinator for ongoing Mobile Access Dental Clinic project. As former vice-dean of science (2017-2021) she actively participated in writing and implementation of all national and international projects in regard to dental medicine at UMSM. Actively involved in introducing new teaching methodologies and examination methodologies at UMSM. Scientometric data: Number of peer reviewed articles 126; Number of citations 1580; H-index 22, i10-indeks: 51. Co-authored four books. Principal investigator on eight and collaborator on more than 20 national and international projects, successful mentor of 17 defended PhDs, leading author of many scientific articles (two New England Journal of Medicine). Over the last 16 years she has been involved in all aspects of professional life within the institution. Received two rector's and one deans award for scientific contribution. She was invited speaker at more than 10 international conferences. European Commission Reviewer and Evaluator for Horizon 2020 and Horizon Europa projects, Reviewer for FWO for doctoral and postdoctoral projects, member of Journal Editorial Board: Croatian Medical Journal, Journal of Molecular Histology, Acta Histochemica, Annals of Biomedical and Clinical Research. Co-Editor of the journal Biomedicine Today.</p>
Antonio Markotic, teacher/ trainer	SUM	<p>Participation in research analysis at SUM.</p> <p>Establishing IaH protocols, IoC, virtual courses, updating courses, buddy system.</p> <p>Participation in diss activities, meetings with ext. stakeholders.</p> <p>Participation in education teachers and students at SUM:</p>	<p>Physiology, pharmacology, assistant professor, vice dean.</p> <p>Vice-dean for Teaching at the School of Medicine, University of Mostar, that comprises three study programs including Dental Medicine.</p> <p>Assistant professor at the Department of Physiology, School of Medicine, University of Mostar with a PhD degree in physiology. Head of Teaching Committee and Quality Assurance Committee and is actively involved in the decision-making regarding teaching and quality assurance policies at School of Medicine. He has recently finished his residency program and earned a specialization degree in Clinical Pharmacology and Toxicology at the University Hospital Mostar.</p> <p>He published over 10 scientific papers and presented his work at numerous scientific conferences. His scientific work primarily focuses on the liver and inflammation but has also participated in several research studies related</p>

			<p>to bone and joint diseases and osteoclastic progenitors at the University of Zagreb. Involved in the teaching process at the Dental Medicine Study program from the very beginning.</p> <p>Member of several national and international organizations and currently holds the position of General Secretary of Pharmacologist and Toxicologist Society from Bosnia and Herzegovina.</p>
Marija Musa, technical personnel	SUM	<p>Participation in research analysis at SUM.</p> <p>Establishing IaH protocols, IoC, virtual courses, updating courses, buddy system.</p> <p>Participation in diss activities, meetings with ext. stakeholders.</p> <p>Participation in education teachers and students at SUM:</p>	<p>School of medicine, Department of dental medicine</p> <p>Master degree in entrepreneurial Management and Politology.</p> <p>She works as referent for teaching at Study of dental medicine at University of Mostar School of Mostar.</p> <p>She is in charge of Quality Assurance and Teaching process at University. Part of Administrative team in a project MADE- Mobile Access Dental Clinic (INTERREG IPA CROSS-BORDER COOPERATION PROGRAMME).</p> <p>Native language Croatian, she is fluent in speaking and writing English, Italian and Spanish (level C).</p>
Ana Nizic, administrative personnel	SUM	<p>Participation in research analysis at SUM.</p> <p>Establishing IaH protocols, IoC, virtual courses, updating courses, buddy system.</p> <p>Participation in diss activities, meetings with ext. stakeholders.</p> <p>Participation in education teachers and students at SUM:</p>	<p>School of medicine, Department of dental medicine</p> <p>Master degree in entrepreneurial Management.</p> <p>She worked as CEO at private business (2012-2020)</p> <p>She works as independent referent for projects at University of Mostar School of Medicine.</p> <p>Involved in the dental program of the School of Medicine from very beginning, where she is in charge of Quality Assurance and</p> <p>Organization of class process at the Dental program. She is part of Administrative team in a project MADE - Mobile Access Dental Clinic (INTERREG IPA CROSS-BORDER COOPERATION PROGRAMME).</p>
Aleksandra Vuksanović-Božarić, Project manager	UOM	<p>Organization and control of all project activities at UOM..</p> <p>Participation in research analysis at UOM.</p> <p>Establishing IaH protocols, IoC, virtual courses, updating</p>	<p>-Full Professor at the Faculty of Medicine, University of Montenegro for the subject Anatomy – study programs of Medicine, Stomatology, Independent Study Program Pharmacy and Higher Medical School in Berane.</p> <p>-Vice Dean for Education at the Faculty of Medicine, University of Montenegro (2018-).</p> <p>-Specialist in Gynecology and Obstetrics in Primary Health Care Center, Podgorica, Montenegro (2009-2021).</p> <p>- Nominated as Substitute Management Committee Member for Montenegro for COST Action, CA18216 - Network for Research in Vascular Ageing (November 2019-November 2023), (2020-).</p>

		<p>courses, buddy system. Participation in diss activities, meetings with ext. stakeholders</p>	<ul style="list-style-type: none"> - Member of the Commission for Doctoral Studies in Faculty of Medicine, University of Montenegro (2019-). - Member of the Ethical Committee of Primary Health Care Centre in Podgorica, Montenegro (2017-2021). - National Focal Point for sexual and reproductive health (2016-2021). - Expert of the Agency for Medicines and Medical Devices of Montenegro for evaluation of documents in the process of licensing the medicine for market in Montenegro.
<p>Miodrag Radunović, Expert/ advisor/ researcher</p>	<p>UOM</p>	<p>Participation in research analysis at UOM. Establishing IaH protocols, IoC, virtual courses, updating courses, buddy system. Participation in diss activities, meetings with ext. stakeholders. Financial and administrative management of the project at UOM.</p>	<p>M.D., Ph.D., Full professor at the Department of Surgery, Surgery specialist, Dean of the Faculty of Medicine</p> <p>Education:</p> <p>1982 – medical doctor, Faculty of Medicine, Niš</p> <p>1990 – specialization in General Surgery, Clinical Center of Serbia, Medical Faculty, Belgrade</p> <p>2006 – PhD, Faculty of Medicine, Belgrade; "The extent of operational trauma in classical and mini-laparotomy cholecystectomy"</p> <p>Professional experience:</p> <p>2017 - Full Professor of the Faculty of Medicine, University of Montenegro, at the Department of Surgery - Hepatobiliary Surgery</p> <p>2017 - Member of the Ethical Committee of the Faculty of Medicine, University of Montenegro</p> <p>2016 - Associate Professor, lecturer at the Surgery course at the Academic Applied Study Program of Physiotherapy - Faculty of Medicine, University of Montenegro</p> <p>2007 - Assistant Professor, subject: "Surgery - Area: Hepatobiliary Surgery", Faculty of Medicine, University of Montenegro</p>
<p>Miroslav Radunović, teacher/ trainer</p>	<p>UOM</p>	<p>Participation in research analysis at UOM. Establishing IaH protocols, IoC, virtual courses, updating courses, buddy system. Participation in diss activities, meetings with ext. stakeholders. Participation in education teachers and students at UOM:</p>	<ul style="list-style-type: none"> -Full Professor at the Faculty of Medicine, University of Montenegro for the subject Anatomy – study programs of Medicine, Stomatology, Independent Study Program Pharmacy and Higher Medical School in Berane. -Head of the study program of Medicine, Faculty of Medicine, University of Montenegro (2018-) - Vice-Dean for International Cooperation at the Medical faculty in Podgorica (2013-2018). - Responsible holder for Anatomy, on all study programs, including Medicine, Dentistry and Pharmacy (2016-) -Chair of Anatomy department for Medicine, Dentistry and Pharmacy (2018-) -Won the Recognition of the University of Montenegro for special contributions to the development of scientific research, professional and artistic work, and international positioning, at the Faculty of Medicine in 2019. -Ophthalmology specialist since 2007.

			<p>-Expert witness in field of ophthalmology since 2008 and he was appointed as chief physician for this field in 2012.</p> <p>-Mentor for ophthalmology residents since 2015.</p> <p>-Since 2008 at the list of experts for assessment of documentation regarding medicines and medical devices in Agency for Medicines and Medical Devices (CALIMS).</p>
Saša Raičević, technical personnel	UOM	<p>Participation in research analysis at UOM.</p> <p>Establishing IaH protocols, IoC, virtual courses, updating courses, buddy system.</p> <p>Participation in diss activities, meetings with ext. stakeholders.</p> <p>Participation in education teachers and students at UOM:</p>	<p>-Associate Professor at the department of Gynecology and Obstetrics, Faculty of Medicine, University of Montenegro (2017-).</p> <p>-Head of the study program for Higher Medical School in Berane, University of Montenegro (2018-).</p> <p>-Visiting Professor at the First Moscow State Medical University, University I. M. Sechenov, Faculty for Postgraduate medical education (2017-2018).</p> <p>-Won the Recognition of the University of Montenegro for special contributions to the development of scientific research, professional and artistic work, and international positioning, at the Faculty of Medicine in 2021.</p> <p>-Specialist in Gynecology and Obstetrics since 2000.</p> <p>-Member of the presidency and assembly of the Association of Gynecologists and Obstetricians of Serbia, Montenegro and Republic of Srpska (2008-).</p> <p>-Head of the Department of operative Gynecology, at the Clinical Center of Montenegro (2014-2018).</p> <p>-President of Gynecology and Obstetrics section of Society of Physicians of Montenegro (2004-2010).</p>
Marija Abramović, administrative personnel	UOM	<p>Participation in research analysis at UOM.</p> <p>Establishing IaH protocols, IoC, virtual courses, updating courses, buddy system.</p> <p>Participation in diss activities, meetings with ext. stakeholders.</p> <p>Participation in education teachers and students at UOM:</p>	<p>Graduated at the Faculty of Medicine, University of Montenegro, in 2011.</p> <p>Teaching assistant at the department of Anatomy, Faculty of Medicine, University of Montenegro, for all study programs including Medicine, Dentistry and Pharmacy (2011-).</p> <p>Worked at the primary health care center in Podgorica until 2015, after that at the Clinical Center of Montenegro.</p> <p>Completed residency at the field of radiology in 2020. After that continued working at the Department for Ct and MRI imaging, Center for Radiological imaging at the Clinical Center of Montenegro.</p> <p>Published numerous scientific papers in fields of anatomy and radiology and participated in national and international meetings and congresses.</p>
Suzana Golemi, project manager	USH	<p>Organization and control of all project activities at USH..</p> <p>Participation in research analysis at USH.</p>	<p>Prof.dr. Suzana Golemi is the Rector of Shkodra University. She was born on 30 August 1963. She was graduated in July 1987 Graduated in Biology-Chemistry branch, High Pedagogical Institute, 'Biology and Chemistry Teacher'.</p> <p>In September 2015 the professor got Professor Title at University of Tirana, Albania</p>

		Establishing laH protocols, loC, virtual courses, updating courses, buddy system. Participation in diss activities, meetings with ext. stakeholders	The Professor has had many leading and managing positions at the University of Shkodra such as: 2020 she was elected Rector of Shkodra University; 2016 - 2020 Dean of Natural Sciences Faculty, University of Shkodra; 2008-2012 Head of the Department of Biology – Chemistry Department.
Julian Kraja, Expert/ advisor/ researcher	USH	Participation in research analysis at USH. Establishing laH protocols, loC, virtual courses, updating courses, buddy system. Participation in diss activities, meetings with ext. stakeholders . Participation in education teachers and students at USH:	Dr. Julian Kraja is the Vice-Dean of the Faculty of Natural Sciences. He was born on 25. Dec.1976. He was graduated in 2001 in Nursing, University of Tirana. In 2020, Mr. Kraja got the PhD Title in Nursing. During his cademic life he has done different academic publication in Nursing and Medical Sciences. He is also memeber of different interational Board of differenet academic journals. Dr. Kraja has also been part of different international project in different fields.
Erard Curcija, technical personnel	USH	Participation in research analysis at USH. Establishing laH protocols, loC, virtual courses, updating courses, buddy system. Participation in diss activities, meetings with ext. stakeholders. Participation in education teachers and students at USH. Financial and adminsitrative management	Mr. Erard Çurçija was graduated in English and American Studies in 2002 and in 2010 he got a Master Degree in International Relations. He has been acting as the Head of the International Relation Office at Shkodra University since 2009. During the year he has represented the University of Shkodra in International level as well has been in charge for the implementation of different projects that this University has implemented.

		of the project at USH.	
Edit Xhajanka, Project manager	UMT	<p>Organization and control of all project activities at UMT..</p> <p>Participation in research analysis at UMT.</p> <p>Establishing IaH protocols, IoC, virtual courses, updating courses, buddy system.</p> <p>Participation in diss activities, meetings with ext. stakeholders</p>	<p>Prof. Xhajanka was graduated in the field of Dentistry, with excellent results, in the Faculty of Medicine, Department of Dentistry, in Tirana, in 1990. She has received a postgraduate specialization in Fixed and Removable Prosthodontics. Research interests: Research activity is focused on Bio functional Prosthetic System, fixed and removable Prosthodontics. Experience: During the period 1990-1997 she has worked as Medical Doctor, physician in the University Dental Clinic. Since 1997 she has worked as a Lecturer in the Department of Prosthodontics and Responsible of "Total Removable Dentures" subject, in the Department of Prosthodontics, Faculty of Dental Medicine. Current Position – Dean of the Faculty of Dental Medicine, University of Medicine, Tirana. Prof. Xhajanka is lecturer of the specialization classes in the field of Prosthodontics. She has completed various qualifications in different countries of Europe. She is author and co-author of several scholastic books and Editor in Chief of the "Albanian Journal of Dentistry". She is the author and co-author of several textbooks and monographs. She has lectured at many national and international Congresses and Conferences and has published a large number of articles in the International and Albanian Professional Journals.</p>
Vergjini Mulo, Expert/ advisor/ researcher	UMT	<p>Organization and control of all project activities at UMT..</p> <p>Participation in research analysis at UMT.</p> <p>Establishing IaH protocols, IoC, virtual courses, updating courses, buddy system.</p> <p>Participation in diss activities, meetings with ext. stakeholders</p>	<p>Prof. Dr. Vergjini Mulo is a Full Professor in the Prosthodontic Department, at the Faculty of Dental Medicine, Tirana, Albania. Prof. Mulo was graduated in 1986 with honors "Excellent", at the Faculty of Medicine, Department of Dentistry, University of Tirana. 1991- onwards, Lecturer in the Prosthodontic Department, Faculty of Medicine. 1998- onwards, Prof. Vergjini Mulo is Head of the subject of Clinical Orthodontics. 1998-2014 She was President of the Albanian Orthodontic Association. 2012-2014 Prof. Mulo was Chair of the Council of Professors of the Faculty of Dental Medicine. Leader and representative of Albania in the European Community Program PECOEUROQUAL-BIOMED (Brussels), member of the Directors Council of the Balkan Dental Association. She is author of over 100 scientific papers in Albania and abroad and she has held lectures internationally. Over 20 scientific doctoral dissertations. 2013- onwards, Prof. Vergjini Mulo holds actually the position of the Vice Dean at the Faculty of Dental Medicine, Tirana, Albania.</p>
Ramazan Isufi, Teacher/ trainer	UMT	<p>Organization and control of all project activities at UMT..</p> <p>Participation in research analysis at UMT.</p> <p>Establishing</p>	<p>Prof. Dr. Ramazan Isufi is a Full Professor in the Faculty of Dental Medicine, Tirana, Albania. Education: Graduated from Faculty of Medicine, University of Tirana, on 1980. Postgraduated specialization PhD on 1999, Prof Assoc on 2007, Prof. Dr. on 2012 in Medicine. Research interests: Research activity of Prof. Ramazan Isufi is focused on Reconstructive surgery; Orthognatic Surgery , Cleft Surgery and Oncology. Experience: Current Position is Head of Department of Oral & Maxillofacial surgery and senator in Medicine University,</p>

		<p>laH protocols, loC, virtual courses, updating courses, buddy system. Participation in diss activities, meetings with ext. stakeholders</p>	<p>Lecturer from 1991, Head of O.MF. Service from 1995-2015. Publications: Author of 10 published books, 60 articles and 150 scientific presentations in national and international forums and actively participated in more than 500 national and international scientific activities. Contacts: Cel: 00355682154946. E-mail address : prof.isufi_r@hotmail.com</p>
<p>Neada Hysenaj, Administrative personnel</p>	<p>UMT</p>	<p>Participation in research analysis at UMT. Establishing laH protocols, loC, virtual courses, updating courses, buddy system. Participation in diss activities, meetings with ext. stakeholders. Participation in education teachers and students at UMT. Financial and administrative management of the project at UMT.</p>	<p>Dr. Neada Hysenaj works as a medical dentist in the University Dental Clinic, Tirana, Albania, since 2012. From 2014 she is a Pedagogue in the Faculty of Dental Medicine, Tirana, Albania. During 2011-2012 she was a lecturer in the Faculty of Dentistry, American University of Tirana, Albania. In 2020 Dr. Neada has conducted lectures in English in the Craiova University, under the ERASMUS plus program as staff exchange. 1-31 July 2014- she has conducted one month research activity in the Prosthodontic Department, University of Heidelberg, Germany under the COIMBRA scholarship. 1-31 August 2014 : one month research activity in the Prosthodontic Department, University of Granada, Spain under the JOIN EU SEE PENTA scholarship. Dr. Hysenaj has participated in many trainings and specialization courses in the prosthodontic field. Dr. Neada has finished her studies during the period 2006 - 2011: Master of Science in Dentistry, Faculty of Medicine, Tirana University, Albania with an average of 9.8 / 10 in all five years. In 2011 she was awarded as "Excellent Student" by the University of Tirana. In 8 May 2012 Dr. Neada was licensed with a result of 98 points from 100 points possible. She is author and co-author of many papers in national, international conferences, congresses and journals. She is a curriculum specialist.</p>
<p>Marsela Fagu Technical personeel</p>	<p>UMT</p>	<p>Participation in research analysis at UMT. Establishing laH protocols, loC, virtual courses, updating courses, buddy system. Participation in diss activities, meetings with ext. stakeholders . Participation in education teachers and</p>	<p>Marsela Fagu works as Specialist in Academic Affairs, Career and Student Relations in the Faculty of Dental Medicine, since November 2020. Her work consists: Supports students in relation to the labor market. Establishes and maintains contacts with various institutions to establish cooperative relations of mutual interest. Creates, supports and organizes the ALUMNI network, as well as the FMD Excellence. Continuously creates and completes a database of graduates and their employment contacts at institutions. Coordinates and contributes to the academic affairs of the faculty. Graduated from Faculty of Mechanical Engineering. Finished her studies during the period 2004 - 2009: Master of Science in Mechanical Engineering, Polytechnic University of Tirana. Post Graduated in Public Administration and Governance. Finished her studies during the period 2018 – 2020 at the Albanian University. Contacts: Cel: 00355692621936. E-mail address: marsela.fagu@umed.edu.al</p>

		students at UMT.	
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Outside resources (subcontracting, seconded staff, etc)

If you do not have all skills/resources in-house, describe how you intend to get them (contributions of members, partner organisations, subcontracting, etc).

If there is subcontracting, please also complete the table in section 4.

Insert text

2.1.4 Cost effectiveness and financial management**Cost effectiveness and financial management** *(n/a for prefixed Lump Sum Grants)*

Describe the measures adopted to ensure that the proposed results and objectives will be achieved in the most cost-effective way.

Indicate the arrangements adopted for the financial management of the project and, in particular, how the financial resources will be allocated and managed within the consortium.

 *Do NOT compare and justify the costs of each work package, but summarize briefly why your budget is cost effective.*

The strategy of efficient spending of allocated funds will be based on equality between the partners of a similar type. Before preparation of the project we performed deep cost benefit analysis and tried to define budget which is realistic for introducing project aims and objectives.

Project Coordination Plan will define and provide control including regular financial reporting by all partners, progress reports by WP leaders and detailed risk analysis especially financial. The crucial thing will be all administrative and financial documents which have to be delivered on timely basis to the project coordinator in order to enable sending all reports in due time to EACEA.

The proposed allocation of funds to the partners and activities are based on the principles of equality and efficiency. In accordance with the role in the project, the project coordinator will have the largest allocation for direct personnel costs. UniKg will be responsible for efficient organization of all meetings, reporting and creating map of obligations for all partners as well as for support on realization of each work package. Higher travel costs and costs of stay are predicted for WB partners because of their study visits to EU partners.

Regarding EU partners KU will have something more than UMF because of higher average gross salaries in Belgium.

WB universities, for which the project is implemented, have approximate equal allocations of resources taking into account the leadership in various WPs. All WP leaders will have more resources (UniKg, SUM, UES, USH, UoM) than others they are not leaders.

In generally, the staff costs are allocated to project partners in accordance with their roles in the proposed project activities, contribution to deliverables and consequent allocation of partners' human resources. It is estimated that the personnel cost is consistent with the requirements of the project. UniKg will work together with work package leaders in order to ensure good efficiency of the realization of project activities.

Travel costs and costs of stay are distributed according to the proportional participation of each partner.

Majority of equipment costs are intended for improving virtual teaching and learning resources for staff and students.

Within the project consortium there will not be any subcontracting costs. Category Other goods, work and services will have all partners, especially partners that will be the host of meetings. Each partner will have possibility to support each event organized in home through consumables and giving services through other goods, works and services. Services for meetings are planned as well as services for communication/ dissemination and promotion. WB partners will have within this category costs related to

printing of strategy for IaH. UES will have costs for finding appropriate organization for developing, maintaining and updating the project web page.

Co-financing is provided in the project for the realization of certain project activities on the basis of co-financing by personnel cost.

In addition to the funds available, the project will engage a greater number of people who will be focused on the implementation of certain activities in the form of co-financing.

Signed partnership agreement and Quality policy papers are document which oblige all partners on doing activities on most economical way and on time.

All partners have within their institutions special offices which serve and support realization of international projects and during implementation these office offer the whole financial and administrative support to project teams and staff as well as to EACEA.

2.1.5 Risk management

Critical risks and risk management strategy			
<p><i>Describe critical risks, uncertainties or difficulties related to the implementation of your project, and your measures/strategy for addressing them.</i></p> <p><i>Indicate for each risk (in the description) the impact and the likelihood that the risk will materialise (high, medium, low), even after taking account the mitigating measures.</i></p> <p><i>Note: Uncertainties and unexpected events occur in all organisations, even if very well-run. The risk analysis will help you to predict issues that could delay or hinder project activities. A good risk management strategy is essential for good project management.</i></p>			
Risk No	Description	Work package No	Proposed risk-mitigation measures
-	<p>Likelihood (1-Very Low, 2-Low, 3-Medium, 4-High, 5-Very High)</p> <p>Impact (1-Very light, 2-Light, 3-Moderate, 4-Severe, 5-Extreme)</p> <p>Likelihood x Impact = Risk Index</p>	-	Detailed risk management plan will be done within work package 1 (Project management and quality architecture).
1	<p>Project cash flow. Project cash flow, especially travel costs and costs of stay before project meetings, personnel costs, subcontracts, has to be on time, otherwise, the realization of project activities will be difficulty.</p> <p>Risk Index = 3 x 3 = 9</p>	1	Timely implementation of all project activities. Commitment to the realization of project activities. Signing quality policy statement.
2	<p>Financial difficulties in European Partners' institutions. The current financial situation in the world, and especially in Europe, might create complications for one of the European partners and make them leave the project or not to be able to participate in the planned tasks.</p> <p>Risk Index = 2 x 2 = 4</p>	1	Separately management with the financial resources related to this project.
3	<p>Organizational changes in partner institutions. Organizational changes in partner institutions might change the willingness to take part in this project, the priority of the project in the institution portfolio, and the people involved in the project.</p> <p>Risk Index = 4 x 3 = 12</p>	1	Respecting the beneficiaries' institutional rules related to implementation of international projects.

4	<p>Poor cooperation between the EU professionals and the B&H university staff. The interaction between the EU professionals and the academic, administrative staff and students at the universities is a cornerstone in this project. The different cultural background, priorities, and points of view might cause ineffective implementation of advices.</p> <p>Risk Index = $2 \times 2 = 4$</p>	2, 3, 4	Commitment of internal and external stakeholders of WB partner institutions to learn and gain additional knowledge and willingness of EU staff to transfer knowledge on the efficient way.
5	<p>Conflict between the different managers of the work packages. Managers of various tasks, with different interests and points of view, might be reluctant to exchange relevant information.</p> <p>Risk Index = $2 \times 2 = 4$</p>	1	Implementation of conflict resolution strategy or encouraging discussion to find the best solution to a problem.
6	<p>Erroneous managerial decisions. Improper managerial decisions (IMD) might have delayed impact on the project. A wrong decision (WD) taken by management at a certain point of the process might not be detected before creating accumulative serious damage. Thus, creating budget overruns and time delays.</p> <p>IMD Risk Index = $2 \times 3 = 6$</p> <p>WD Risk Index = $2 \times 4 = 8$</p>	1	Smart selection of the best people on the project coordinators place at each project partners.
7	<p>Poor cooperation and information exchange between partners. The project partners, EU and WB are part of one network that should work together to achieve the project goals and objectives. A collaborating atmosphere should be applied throughout the project to enable deliveries on time and in budget.</p> <p>Risk Index = $2 \times 3 = 6$</p>	1	Proper implementation and awareness of communication management plan.
8	<p>Change in the partners' preferences for implementation. Changes in the partners' preferences, during the project lifecycle, might require alternative developments in the project scope. These might cause disagreements and slow down the implementation improvements proposed by the project.</p> <p>Risk Index = $2 \times 2 = 4$</p>	1	Keeping the project scope. Continuously solving possible issues and clarification in implementation of project activities.

2.2 PARTNERSHIP AND COOPERATION ARRANGEMENTS

2.2.1 Consortium set-up

Consortium cooperation and division of roles (if applicable)

Please address all guiding points presented in the Call document/Programme Guide under the award criterion 'Quality of the partnership and the cooperation arrangements'.

Describe the participants (Beneficiaries, Affiliated Entities, Associated Partners and others, if any) and explain how they will work together to implement the project. How will they bring together the necessary expertise? How will they complement each other?

In what way does each of the participants contribute to the project? Show that each has a valid role and adequate resources to fulfil that role.

In the past, partners from Bosnia and Herzegovina, Montenegro and Albania, ie medical faculties from these countries, undertook a large number of joint activities in the field of international and research cooperation, exchange of students and staff in higher education and practical health institutions. The joint work proposed by this application represents the continuation of cooperation between the Medical Faculties of the mentioned countries, the beginning of cooperation in the development and implementation of innovations in the higher education system - internationalization at home (IaH). The project will be implemented in a way that respects the basic rules of project management, which will be set by work package 1 and formed project structures, the project consortium committee and the executive committee. All partners from WB countries have equal representation in the implementation of project activities, except for partners who will have somewhat greater responsibility for leadership roles in work packages 2, 3, 4 and 5, which will be led by Medical Faculties from WB countries. The participation and cooperation of project partners will be accompanied by internal and external monitoring, which will be established in the form of a document at the very beginning of the project.

The expertise of the project partners included universities from Belgium, Romania and Serbia in the project consortium. Its diversity will contribute to the quality of education and knowledge transfer to partners with the WB. The quality of partners from the EU and Serbia is unquestionable, because they have extremely professional staff who will supplement the knowledge of partners from the WB. For the needs of this project, the university management proposed the most competent persons who, with their expertise, correspond to the proposed project topic, or who have already had significant experience.

The role of each of the EU and WB partners is described in detail in the work packages in which the proposed project theme is implemented by HEIs from the WB area, while HEIs from Belgium, Romania and Serbia have advisory and transfer knowledge roles. Each development activity uses the expertise of partners from Belgium, Romania and Serbia, in order to best implement them at WB HEIs. Their expertise and expertise is required in the analysis of IaH in the European Union, and in the proposal of the Framework map which is an integral part of work package 2. Later, the transfer of knowledge of these partners is necessary in terms of establishing digital systems and protocols for IaH, introduction of intercultural and international competencies into syllabuses, introduction of new virtual courses. Foreign partners will support partners from WB countries by engaging their human resources, but also through their material resources that partners from WB countries will have the opportunity to visit during study visits planned in work package 2. It is very important to transfer knowledge to all target groups, students, staff (administrative and teaching), external stakeholders, and their proper education and training on the basis of which they will support and develop the process of internationalization at home (IaH). The development of this topic was based on the needs of the Medical Faculties, which, more than other faculties, had problems with online education in the conditions of the COVID-19 pandemic, when practical classes were significantly more difficult.

All partners proposed in the project consortium have sufficient material and human capacity to carry out the development and implementation of the proposed activities.

Responsibilities towards the work package leader and the Project consortium: The partners will agree upon contributing and participating in the fulfillment of the aims making sure that key staff involved will be available to fulfill their role outlined. If key staff member leaves the partner institution, the partner will appoint a substitute. Key staff members will include among others teachers involved in the program. b) Each Partner will undertake to supply promptly all such information or documents as the Consortium leader and the Steering Committee need to fulfill obligations under the CA.

Obligations of partners towards each other partner undertakes: To notify to the work package leader and the appropriate Task Leaders promptly of any significant problem and delay likely to affect the success of the IaH process. To inform other Partners of relevant communications it receives from outside the consortium in relation to the IaH process.

The University of Kragujevac (UniKg), as a project coordinator, will lead the work package Project management and quality architecture. It will coordinate the implementation of the activities of this work package, taking care of signing the quality policy statement, establishing the organizational structure of the project, adopting project management and quality strategies (communication plan, conflict resolution strategy, quality management plan), hiring external experts to monitor project progress, submitting EACEA reports and Erasmus national offices regarding interim and final reports, as well as will be in charge of the quality functioning of the entire administrative and financial organization of the project consortium. UniKg will participate in the preparation of the analysis of the situation in the EU in terms of

the state of IaH, as well as in the proposal of the Framework map within the working package related to Research and needs analysis. Within the work package Development of appropriate system and protocol for IaH UniKg will participate in initial training for students and staff, then in the organization and expertise of institutional trainings for internal and external stakeholders. Within the Internationalization of the curriculum UniKg will delegate trainers for the workshop for teaching staff related to IoC and development of intercultural competencies, as well as experts who will work together with WB partners on the development of international virtual courses. As part of the impact and dissemination, he will participate in the development of dissemination and exploitation plans, as well as in support in the development of dissemination tools. It will also participate in reporting on dissemination activities and providing support and influence to external bodies.

KU Leuven (KU) and Victor Baber University of Medicine and Pharmacy of Timisora (UMFKVB) will participate in the WP 1 (Project management and quality architecture) in the implementation of all activities. Like UniKg, KU and UMFKVB will participate in the implementation of activities related to the analysis of the situation in the EU regarding the state of IaH, as well as in the proposal of the Framework and road map within the WP 2 (Research and needs analysis). Within the WP 3 KU and UMFKVB will participate in the organization of initial training for students and staff, then in the organization and expertise of institutional trainings for internal and external stakeholders. Within the Internationalization of the curriculum KU and UMFKVB will delegate educators/moderators for the workshop for teaching staff related to IoC and development of intercultural competencies, as well as experts who will work with WB partners to develop international virtual courses (new and restructuring current). As part of the WP 5 (Impact and dissemination), those will participate in the development of dissemination and exploitation plans, as well as support the Team/Task leader regarding of dissemination tools. During the study visits of WB partners, those EU partners will invite representatives of medical chambers and health care institutions to connect with WB partners and exchange experiences, especially with an emphasis on knowledge transfer to WB partners.

WB partners (UES, UNTZ, SUM, UoM, USH, UT) will actively work on the implementation of all project activities in a comprehensive way and will influence the integration of IaH in the higher education flows of the countries they come from. All activities envisaged in the five work packages of the project apply to WB partners. The essence is to develop IaH, provide the necessary protocols for WB road map, digitize the system and create protocols for students, staff and external users, train technical and administrative staff, internationalize the curriculum (using the Guide for IoC), introduce new virtual courses, develop digital virtual classrooms, and implement appropriate IaH model for interaction with foreign students and teachers.

2.2.2 Consortium management and decision-making

Consortium management and decision-making (if applicable)

Explain the management structures and decision-making mechanisms within the consortium. Describe how decisions will be taken and how regular and effective communication will be ensured. Describe methods to ensure planning and control.

Note: *The concept (including organisational structure and decision-making mechanisms) must be adapted to the complexity and scale of the project.*

The consortium agreement (CA) will set the framework for a successful project implementation. It will be negotiated and concluded before signing the grant agreement. Each participant will retain its separate legal status and the consortium's control over each participant is generally limited to activities involving the joint endeavor, particularly the division of profits. A consortium will be formed by contract, which will delineate the rights and obligations of each member.

Project consortium board (PCB) will be the high-level decision-making body consisted of all project partners. Executive Board (EB) will be responsible for the overall strategic management and reporting directly to PCB. Project coordinator UniKg will be responsible for ensuring that the overall project objectives are met and that all costs and milestones are in line with the budgets and the provided timeline. Planning and control will be ensured through project coordination plan (scope, schedule, budget, resources, and quality), financial reports (all partners), progress reports (WP leaders) and risk analysis (coordinator). Risk Management Plan (RMP) will be identified at kick-off meeting and evaluated by all project partners. Risk map with evaluation of all potential risks will be identified. Also, strategic responses

on all identified risks will be proposed and agreed together with risk map. Revisions of RMP will be done during the project lifetime.

Decision-making will be ensured through consensus by participation of all project partners in decision-making. By Communication Management Plan (CMP) will be defined: what information will be communicated; the way of communication; responsibilities; how any sensitive or confidential information is communicated; any constraints, internal or external, which affect project communications; and any standard templates the project must use for communicating.

At the beginning of the project, the possible sources of conflict, preventive measures and suggested solutions of conflicts will be defined in Conflict resolution strategy. However, there is a need for a mechanism for conflict resolution. Every effort will be made by the Coordinator to establish a consensus between the conflicting members. The PCB will resolve technical disagreements and may ask for recommendations from third-party experts for this purpose. Any conflict will be presented at the SC meeting for resolution. The conflict will be resolved through a democratic procedure by unanimous decision. In case a unanimous decision is not reached PCB will give one week to the involved parties, the advising expert (if any) and the Coordinator to present written recommendations.

The Task leaders (TL) will be responsible for monitoring their specific working area with deliverables, according to the PCB decisions and description, the Year Plan and the budget. TL will be responsible for contact with and coordination of the partners involved in their specific working area. TL will be responsible for reporting progress to the work package leader, to present written reports from meetings, and summarizing the work for reports at given intervals.

3. IMPACT

3.1 Impact and ambition

Impact and ambition

Please address each guiding points presented in the Call document/Programme Guide under the award criterion 'Impact'.

Define the expected short, medium and long-term effects of the project. Who are the target groups? How will the target groups benefit concretely from the project and what would change for them?

Short terms impacts are primarily focused on participating HEI of WBC region because the primary target group will be the potential project users: students, teachers and supporting staff. The most valuable changes we expected from the student and the teachers that increased digital literacy, improvement of their cultural competency, and preparing them for their work in global health, in "new normality" era of digital society during and after the Covid-19 pandemic. The project would increase the level of their digital literacy and competence, provide the basis for international co-operation and intercultural communication and, in essence, improve the quality of their medical knowledge and skills, acquired during the participation in project. Supporting staff, involved in project activities, would also increase the level of their professional expertise and achieve other benefits e.g. those encompassing the digital competence and international cooperation.

The main medium-term goal of the project is to be recognized by other potential participants and stakeholders, firstly, in the countries of the Western Balkans, then, in other regions of Europe and finally outside the European area. The attraction of interested students which attend medical schools who will not participate directly in the project, is important for achieving medium-term and, in particular, long-term project impacts and effects. Additional target groups are potential stakeholders: ministries of higher education and ministries of health, medical faculties, health institutions and medical chambers. All they will benefit from inclusion into the project activities in many ways, depending on their positions, needs and jurisdictions.

Involving students from a number of countries in the project activity will enhance the internalization of the project through the expansion of interpersonal communications and cooperation and intercultural connections. Medical faculties will improve their educational capacities and international recognition. In addition to improvements in teaching, the secondary benefits are the expansion of the network of associates, potentially interested in joint scientific research projects in the future. The Ministries of Education and Health of involved countries will improve their activities within the framework of international cooperation. Health institutions and medical chambers of involved countries are basically interested in improvement in quality of health care. It is expected that the project activities will improve significantly the quality of teaching in health sciences which will be translated into improvements of professional competencies of future medical doctors, dentists, pharmacists, nurses and allied health professionals.

Therefore, health institution and chambers of health professionals, by supporting, promoting and joining the project activities, will empower their substantial base and achieve many benefits in carrying out their goals and objectives, particularly in long-term periods.

Project activities will produce many effects whose duration extends over several time phases. For example, regional integration and establishment of strong IaH framework, structure and processes on digital platform in biomedical education will have both the medium and the long term impact. Some reform in HEI should be expected in new governance and management system in medium and long-term time periods. This is of great importance since the specific QA tools developed for IaH cooperation, mobility for students and staff will be used continuously. Finally, as long-term effects, we have ambition to raise capacity of HEI of WB partners and professionalism and competence for management according to IoH strategies, and integrated virtual biomedical education.

3.2 Communication, dissemination and visibility

Communication, dissemination and visibility of funding

Describe the communication and dissemination activities which are planned in order to promote the activities/results and maximise the impact (to whom, which format, how many, etc.). Clarify how you will reach the target groups, relevant stakeholders, policymakers and the general public and explain the choice of the dissemination channels.

Describe how the visibility of EU funding will be ensured.

Dissemination and exploitation plan will be the principal document for this project domain. The document will be prepared in the very beginning of the project and it will include detailed description of communication, dissemination and exploitation activities, answering the main questions: why, what, how, when, to whom and where. All the partners will be actively involved in the fulfilment of agreed objectives defined in this document. The choices of particular activities, tools and communication channels will depend on particular target group and project goals.

The intensive, timely and relevant/appropriate information delivered through all to all the stakeholders in order to ensure their awareness of the project objectives and engagement in project activities. The major user/stakeholders groups/profiles have been identified as follows: a) students, international association of medical students; b) academic staff (teachers, professors), IT and administrative staff, HEI management; c) health professions community (WBC professional associations, chambers; health care institutions); d) governmental bodies in the health care and higher education sector; d) general public (all population).

Many tools for dissemination of project activities and results are planned: project website, project logo, social media project home pages, press releases, various printed materials (e.g. project factsheets, leaflets, posters, roll-up banners, notes, pens, infographics), newsletter, promotional video, specific (scientific) papers and documents which summarize final project results, experiences and impacts (e.g. final blue print, reports on dissemination and exploitation activities, sustainability plan). Numerous project dissemination tools will be directed to multiple project stakeholders/participants/users and multiple project goals. For example, project internet site will be used for almost all stakeholders and will include both promotional activities and posting the main project results/deliverables. Tools, such as press releases, printed material, newsletters and promotional video will target mainly external parties like governmental bodies, other HEI, medical chambers and health institution as well as general public. Deliverables such as scientific papers and reports are aimed to target academic community. Some tools are planned for internal use like the reports on dissemination and exploitation activities and sustainability plan. In addition, specific promotion and distribution materials will be IaH Road Map publication, the Manual for IaH teachers; the IaH University Guide/ the Virtual Tour Orientation.

The number of project activities will be conducted in order to raise awareness about the planed goals and outcomes. Dissemination and communication activities towards the students and academic community will be as follows: regular update of project website; organisation of the info days; participation on local and international education fair exhibition (presentation of virtual classroom); organization of IaH conference and 4 workshops; networks of students via social media; regular communication with press and media; distribution of appropriate promotional materials (electronic newsletters, reporting on project deliverables, events and results; symposia and conferences.

In addition, other specific project activities will be directed to students, teachers, policy makers and general public. The specific activities for student and teacher will be a main channel of communication – the open sources academy platform, as well as the on-site Edu fairs (regional, local). For policy makers and professional associations, the Info days (on-site and on-line) will be the common communication

channel, and proper tools will be designed for other stakeholder in order to ensure optimal dissemination of project achievements and impact, as described above. The WBC national TV channels will present the main outcomes of IaH project/ IaH virtual classroom demo and this communication channel is directed to the general audience, primarily.

Visibility of EU funding will be ensured according to GA (visibility of EACE EU Logo) and specifically by original Logo of project marked at each promo and published document, Info, Letter, Video and other through the any communication channel.

3.3 Sustainability and continuation

Sustainability, long-term impact and continuation

Describe the follow-up of the project after the EU funding ends. How will the project impact be ensured and sustained?

What will need to be done? Which parts of the project should be continued or maintained? How will this be achieved? Which resources will be necessary to continue the project? How will the results be used?

Are there any possible synergies/complementarities with other (EU funded) activities that can build on the project results?

Among the important project goals are to continue and ensure the sustainability of the main results of the project. The basic framework of the project includes the development and implementation of a total of 24 courses, which will be formally integrated (accredited) into appropriate study programs at participating HEI. Therefore, it is reasonably expected that at least some courses will continue with student enrolment after the project finished. It is expected that the implementation of international courses at the institutions participating in the project will continue for at least the next 3-5 years after the end of the project. Continuation of enrolment of students in the mentioned programs will enable strengthening of material bases, through tuition fees and / or support from other funds intended for the improvement of education in higher education granted by the institutional project stakeholders. The project consortium represents the group of higher education institutions with their faculties and academic departments running of and/or contributing to the formal courses of graduate student educations for professions which deal with the research and practice of health sciences. Therefore, the needs for continuous improvement of educational process and capacities are the very essence of project participating HEI. Consequently, future managerial support for continuation of IaH will be expected, too.

Other health science faculties in the Western Balkans region are expected to adopt and implement the principles and / or curricula of courses created and implemented during the project, at least in some extent. For the purpose of the project proposal, health sciences are considered the academic fields incorporating knowledge, skills, attitudes and practices which deals with any aspects of human health and disease. The digital era promote a many changes in the field of health technology, such as digital health, health and digital literacy, that should be perform as professional skills of any competent health providers. As the participating universities themselves had long tradition with wide range of expertise and working activities and significant achievements related to the high education they will assure that the project results and deliverables, in their final content and form, will be copied and deposited in the repositories of the libraries of project participating universities. When the results of the project are finalized, they will be presented to other health science faculties and the wider professional and general public. The interested parties can take over the results of the project from the archives of the repositories, in accordance with future business cooperation agreements with the faculties participating in the project. In this way, the direct and long-term impact and sustainability of the project results beyond the terms for its formal duration will be further strengthened.

It is very important to point out that the activities implemented in work packages 2, 3 and 4 will become an integral part of the functioning of medical faculties where this project will be implemented.

The project concerns the sustainable development strategies promoting particularly intercultural connections. Therefore, such broader view expands the circle of other academic institutions of higher education and organizations of continuous professional learning and development that would potentially be interested in the results of the project. All of above-mentioned facts ensure reasonably that the project results could sustain for long period of time, beyond its formal boundaries.

The project activities are going in line with the sustainable development goals from the 2030 UN Agenda:

SDG4 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

SDG10 Reduce inequality within and among countries.

SDG17 Strengthen the means of implementation and revitalize the global partnership for sustainable development.

There are a number of different EU-funded initiatives to introduce the process of internationalization and internationalization at home, although there has not been this initiative among medical schools with a proposed theme. The BIOSINT project application is certainly complementary and linked to the successfully achieved project results so far funded by Erasmus. The following are the initiatives to date in terms of implementing projects in the field of internationalization.

MEDiterranean countries: Towards Internationalisation at Home, <https://med2iah.eu>

Strengthening of Internationalisation in B&H Higher Education (STINT), <http://stint-project.net/>

Systemic University Changes Towards Internationalisation in European Higher Education Institutions (SUCTI), <https://suctiproject.com>

Developing HEIs Internationalization Policies (DHIP), <https://www.projectdhip.com>

Internationalization at Home: Embedding Approaches and Structures to Foster Internationalization at Western Balkans (INTERBA), <https://interbaproject.com/>

William Internationalization at Home, <https://william-erasmus.com>

A step forward in the internationalization of Higher Education Institutions in Nepal and India
<https://internepind-eplus.eu/>

4. WORK PLAN, WORK PACKAGES, TIMING AND SUBCONTRACTING

4.1 Work plan

Work plan

Provide a brief description of the overall structure of the work plan (list of work packages or graphical presentation (Pert chart or similar)).

Work Package 1: Project management and quality architecture. This work package is necessary for efficient management of the entire project and continuous monitoring of the implementation of project activities. At the very beginning, all partners will sign, in addition to signing a partnership agreement, a quality policy statement that expresses greater commitment and commitment to the implementation of project activities. The organizational structure will be established in the manner of efficient management, where in addition to the project consortium board there will be an executive board composed of work package leaders. Consortium meetings will contribute to the implementation of project rules, procedures, plans and strategies. Progress reports at the internal and external level will contribute to better preparedness for the interim and final report. An integral part of the work package is accountability to the national Erasmus office and the EACEA. All project meetings will be regularly evaluated to make each one better. The foundations of all project partners are well-organized managerial, financial and administrative structures.

Work Package 2: Research and needs analysis. The analysis of the situation in the EU and in the WB partner countries will provide an overview of the situation (need base analysis) in the field of internationalization at home (IaH) and the design of framework for WB partners and the draft mapping road of WB IaH within specific capacity each of partners. EU partners will ensure that WB partners are introduced to the way IaH works and practical training. Framework map can be used by any HEI from the are of WB for the creation of their own strategy for IaH.

Work Package 3: Development of appropriate system and protocol for IaH. Strategies for IaH will be developed within this work package. The most important thing will be good education of administrative staff, students and managers at WB partners who need to develop a solid support system for international students for their safety and security (S&S). Support systems will be created through training module for all incomers as well as through faculty web page in the form of detailed manual what to do during indoor accident, S&S event types, how to be prepared, establishing emergency action plan at the faculty level, quarantine challenges, life in cultural diversity environment etc. Developed support system and protocols will be digitalized. Very important will be buddy system for all WB partners. Academicians, administrative staff, students and external stakeholders will be trained about organization of guidelines, protocols and procedures for international students, application rules of social and cultural integration, student support services, marketing trainings, virtual and digital innovation in conducting teaching process and interactions, social integration strategies and strategies for IaH. Each WB partner will pilot newly developed documents, strategy, support and safety protocols, guidelines, buddy system and put all these into action. In the 1st project year, all of these will be developed and in the 2nd project year will be tested.

Work Package 4: Internationalization of curriculum (IoC). This work package will introduce intercultural and international competencies through the internationalization of existing courses and the introduction of new virtual courses. It will be very important to adopt an appropriate model of internationalization, i.e. to connect domestic teachers and students with international virtual classrooms. All developed and internationalized courses will be piloted or practically tested with teachers and students. Evaluation of the quality of virtual classroom at the IaH will be very important, for the further continuation of IaH.

Work Package 5: Impact and dissemination. Within this work package, the identification and organization of activities to be performed in order to promote the commercial exploitation of the project's results and the widest dissemination of knowledge from the project will be carried out. In addition to the dissemination and exploitation plan, a dissemination toolkit will be developed (project website, logo, social media, press releases, printed material, newsletter, promo video). External stakeholders will be engaged to support project activities but also in the process of evaluation of the realization of project activities.

4.2 Work packages and activities

WORK PACKAGES

This section concerns a detailed description of the project activities.

*Group your activities into work packages. **A work package means a major sub-division of the project.** For each work package, enter an objective (expected outcome) and list the activities, milestones and deliverables that belong to it. The grouping should be logical and guided by identifiable deliverables/outputs.*

Projects should normally have a minimum of 2 work packages. WP1 should cover the management and coordination activities (meetings, coordination, project monitoring and evaluation, financial management, progress reports, etc.) and all the activities which are cross-cutting and therefore difficult to assign to another specific work package (do not try splitting these activities across different work packages). WP2 and further WPs should be used for the other project activities. You can create as many work packages as needed by copying WP1. The last WP should be dedicated to Impact and dissemination

Please refer to the Call document/Programme Guide for specific requirements concerning the number and the typology of work packages.

Work packages covering financial support to third parties (⚠ only allowed if authorised in the Call document/Programme Guide) must describe the conditions for implementing the support (for grants: max amounts per third party; criteria for calculating the exact amounts, types of activity that qualify (closed list), persons/categories of persons to be supported and criteria and procedures for giving support; for prizes: eligibility and award criteria, amount of the prize and payment arrangements).

⚠ Enter each activity/milestone/output/outcome/deliverable only once (under one work package).

Work Package 1

Work Package 1: Project management and quality architecture

Duration:

M1 – M36

Lead Beneficiary:

UniKg

Objectives

List the specific objectives to which this work package is linked.

- Ensure successful development of the project's procedures of initiation, planning, execution, regulation and closure as well as the guidance of the project team's operations towards achieving all the agreed upon goals within the set scope, time, quality and budget standards

Activities (what, how, where) and division of work

Provide a concise overview of the work (planned tasks). Be specific and give a short name and number for each task.

*Show who is participating in each task: Coordinator (COO), and if applicable Beneficiaries (BEN), Affiliated Entities (AE), Associated Partners (AP) and others, indicating **in bold** the task leader.*

Add information on other participants' involvement in the project e.g. subcontractors, in-kind contributions.

Note:
In-kind contributions: In-kind contributions for free are cost-neutral, i.e. cannot be declared as cost. Please indicate the in-kind contributions that are provided in the context of this work package.
The coordinator remains fully responsible for the coordination tasks, even if they are delegated to someone else. Coordinator tasks cannot be subcontracted. If there is subcontracting, please also complete the table below.

Task No (continuous numbering linked to WP)	Task Name	Description	Participants		In-kind Contributions and Subcontracting (Yes/No and which)
			Name	Role (COO, BEN, AE, AP, OTHER)	
T1.1	Signing of Quality policy statement	The aim is to ensure the quality of realization of project activities by all project partners on satisfactory level. At the beginning of the project at the kick off meeting, the Quality Policy Paper will be created with the aim of achievement a common understanding amongst all project partners with regard to the quality of the deliverables produced, the methods applied to control the quality and the ethical attitudes guiding partner's involvement.	UniKg, KU, UMFKVB, UES, SUM, UNTZ, UoM, USH, UMT	COO, BEN	
T1.2	Establishing of the project organizational structure	Project Consortium board (PCB) will have responsibility for planning, directing, strategic management, monitor and control of the project implementation. PCB will be the high-level decision-making body consisted of all project partners (areas: project's contents, work plan and budget) and will be chaired by project coordinator. Decision of PCB will be made on the base of consensus. The PCB will normally meet at the start of the project (kick off meeting) and three times, one at the end of each project year; obviously for urgent matters additional ad-hoc meetings will be called and other communication channels (e-mail, video/	UniKg, KU, UMFKVB, UES, SUM, UNTZ, UoM, USH, UMT	COO, BEN	

		<p>web/ conferencing) will be used. Each event will serve as possibility for potential consortium meeting during the all project lifetime.</p> <p>The Executive Board (EB) will be directly responsible for the overall strategic and academic management and report to the PCB. The EB will execute the decisions of the PCB and monitor the effective and efficient implementation of the project. The EB will be composed of the WP leaders, and Lead by professors delegated from Coordinator. The EB will during all meetings as well as PCB meeting and in addition upon written request of any member of the EB in the case of an emergency situation. Whenever possible, electronic means will be used instead of physical meetings.</p>			
T1.3	Organizing consortium meetings	<p>PCB and EB meetings are key meetings necessary for establishing project structure and project management plans, resolving various issues, making decisions, resolving conflicts, reviewing progress reports, submitting EC reports. In addition to the kick-off meeting, 3 more PCB meetings will be held, with the last one taking place during the Final Dissemination Conference. Other two meetings will be held at the end of the 1st and 2nd project year. Other projects seminars, study visits and events will be used for consortium meetings also.</p>	<p>UniKg, KU, UMFKVB, UES, SUM, UNTZ, UoM, USH, UMT</p>	<p>COO, BEN</p>	
T1.4	Development of project management and quality strategies	<p>Project coordination plan, Risk management plan, Communication management plan and Conflict resolution strategy will be done as obligatory documents for behaviour of all partners. All these plans and strategies will offer guide for action in certain situations.</p> <p>The goal of this activity is also to develop the quality control plan. This plan will include</p>	<p>UniKg, KU, UMFKVB, UES, SUM, UNTZ, UoM, USH, UMT</p>	<p>COO, BEN</p>	

		<p>project processes, policies, goals and creation of Management Quality Manual and metrics for BIOSINT according to the practices and experiences of the successful projects. This material will contain the list of measurable indicators about the quality project activities and results. Project partners will be acquainted with the project quality standards. Manual will define the following: quality of the project implementation, quality of project deliverables, quality of BIOSINT events, quality of promotional materials, quality of website, quality feedback by the target groups, project risk management, external monitoring, metrics for project goal conversions and its strategy for succession, hierarchy of project responsibility, communication flows and decision making, PR strategy and communication with external environment, and project processes and partners' technical and financial reporting.</p>			
T1.5	Internal and external quality progress reporting	<p>Internal control and monitoring of the project will be the basis for external control and monitoring. All project partners will be regularly required 2 times in the project duration to evaluate the implementation of activities. A special form for the purposes of internal control and monitoring will be created in which all partners will write down the name of the activity or task, responsibility for the execution of activities, indicators of progress and the current state of realization.</p> <p>External evaluation will be conducted by EU experts. They will be engaged in order to evaluate the quality of realized activities. Two experts will have two months to evaluate the project deliverables and to write the report on external evaluation. The report will be publically available on website of the project.</p>	<p>UniKg, KU, UMFKVB, UES, SUM, UNTZ, UoM, USH, UMT</p>	<p>COO, BEN</p>	<p>Subcontracting will be organized for two independent experts who will do external reporting of the project.</p>

		On the basis of the report, consortium will correct the deliverables if necessary.			
T1.6	Organization of external monitoring visit	External monitoring visit will be organized by EACEA/ NEO. All partners will fill appropriate questionnaire in order to reply to all requests to EACEA/ NEO. All partner institutions will be presented at this meeting.	UniKg, KU, UMFKVB, UES, SUM, UNTZ, UoM, USH, UMT	COO, BEN	
T1.7	Organizing of reporting to EACEA	Each partner institution will assign one person (project manager / financial manager) who will be responsible for monitoring work activities and financial implementation, as well as preparation of Interim Report and Final Report. Interim Report (IR) will be submitted halfway through the project period. IR will include information on the implemented project activities, achieved planned results, used resources, as well as possible changes to those plans and diversion of resources to the remaining duration of the project. Upon completion of the project, Final Report (FR) will be submitted with the final results of the project, information and report on used financial resources and funds spent, the contribution of each participant in the project and suggestions for further development in order to achieve sustainability of the project results.	UniKg, KU, UMFKVB, UES, SUM, UNTZ, UoM, USH, UMT	COO, BEN	
T1.8	Evaluation of meetings via survey	At the very inception of the project will be established electronic evaluation form for quality control of all the events that will take place in the framework of the project. WP leader will be responsible for implementation of these activities. After every events will be conducted the evaluation (electronic) to assess the satisfaction of project partners and provided	UniKg, KU, UMFKVB, UES, SUM, UNTZ, UoM, USH, UMT	COO, BEN	

		<p>quality control of the performed activities. The evaluations will be carried out from start to finish project.</p> <p>The main aim is to improve each following evaluated event of activity.</p>			
T1.9	Financial and administrative management	<p>Overall management of the project activities will include constant management and preparation activities, minutes of meetings, project workflow documentation, financial management, reporting and all other activities in order to assure a smooth running of the project at each partner institution.</p> <p>All project partners will act in accordance with the key outcomes: project coordination plan, communication management plan, risk management plan, conflict resolution template to ensure effective project implementation with administrative and financial management reports. All these outcomes will be coordinated by the project coordinator.</p> <p>This activity will be carried out throughout the duration of the project.</p> <p>Project Coordinator as leader of WP should ensure respect for all plans as the basis for project management.</p>	<p>UniKg, KU, UMFKVB, UES, SUM, UNTZ, UoM, USH, UMT</p>	<p>COO, BEN</p>	

Milestones and deliverables (outputs/outcomes)

Milestones are control points in the project that help to chart progress. Use them only for major outputs in complicated projects. Otherwise leave the section on milestones empty.

Means of verification are how you intend to prove that a milestone has been reached. If appropriate, you can also refer to indicators.

Deliverables are project outputs which are submitted to show project progress (any format). Refer only to major outputs. Do not include minor sub-items, internal working papers, meeting minutes, etc.

It is recommended to limit the number of deliverables to max 10-15 for the entire project. You may be asked to further reduce the number during grant preparation.

For deliverables such as meetings, events, seminars, trainings, workshops, webinars, conferences, etc., enter each deliverable separately and provide the following in the 'Description' field: invitation, agenda, signed presence list, target group, number of estimated participants, duration of the event, report of the event, training material package, presentations, evaluation report, feedback questionnaire.

For deliverables such as manuals, toolkits, guides, reports, leaflets, brochures, training materials etc., add in the 'Description' field: format (electronic or printed), language(s), approximate number of pages and estimated number of copies of publications (if any).

For each deliverable you will have to indicate a due month by when you commit to upload it in the Portal. The due month of the deliverable cannot be outside the duration of the work package and must be in line with the timeline provided below. Month 1 marks the start of the project and all deadlines should be related to this starting date.

The labels used mean:

Public — fully open (🚩 automatically posted online on the Project Results platforms)

Sensitive — limited under the conditions of the Grant Agreement

EU classified — RESTREINT-UE/EU-RESTRICTED, CONFIDENTIEL-UE/EU-CONFIDENTIAL, SECRET-UE/EU-SECRET under Decision [2015/444](#).

Milestone No (continuous numbering not linked to WP)	Milestone Name	Work Package No	Lead Beneficiary	Description	Due Date (month number)	Means of Verification
MS1	Signed Quality policy statement	1	UniKg	Quality policy statement should be signed by all participants in the 1 st project month and will express commitment of all project partners for the realization of project activities.	M2	Number of partners signed the quality policy statement
MS2	Functional organizational structure	1	UES	Functional organizational structure should ensure smooth communication and the realization of project activities.	M1	Number of hierarchic levels (Project Scheme)
MS3	Adopted project management strategies by PCB	1	UniKg	These strategies and plans are necessary for the project start and understanding coordination of activities, risks, communication, conflict resolution as well as quality control plan.	M2	Number of project management strategies and plans
MS4	Percent of realized activities in quality reporting	1	KU	In accordance with annually internal and external quality reports, PCB will make recommendations for completely realization of project activities. Percentage of the realization project activities will be the condition for new installment of financial resources.	M12, M24, M36	Percentage of realized activities in the reporting periods

MS5	Recommendations and requests by EACEA and NEO	1	KU	EACEA and NEO will make their suggestions and recommendations on the interim and final report, and will be important for all partners.		M19, M36	Number of recommendations received
Deliverable No (continuous numbering linked to WP)	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month number)	Description (including format and language)
D1.1	Interim and final report	1	UniKg	[R — Document, report]	[PU — Public]	M17, M36	Electronic format. English language.
D1.2	Internal and external quality reports	1	UniKg	[R — Document, report]	[PU — Public]	M17, M36	Electronic format. English language.

Estimated budget — Resources <i>(n/a for prefixed Lump Sum Grants)</i>														
Participant	Costs													
	A. Personnel		B. Subcontracting	C.1a Travel			C.1b Accommodation	C.1c Subsistence	C.2 Equipment	C.3 Other goods, works and services	D.1 Financial support to third parties		E. Indirect costs	Total costs
UniKg	15 person months	22230 EUR	X EUR	2 travels	6 persons travelling	392 EUR	1728 EUR	1440 EUR	X EUR	X EUR	X grants	X EUR	1805 EUR	27595 EUR
KU	2 person months	14000 EUR	X EUR	2 travels	4 persons travelling	1200 EUR	1152 EUR	1632 EUR	X EUR	X EUR	X prizes	X EUR	1259 EUR	19243 EUR

UMF	4 person months	5410 EUR	X EUR	2 travels	4 persons travelling	392 EUR	1152 EUR	992 EUR	X EUR	X EUR	X grants X prizes	X EUR	556 EUR	8502 EUR
UES	4 person months	5720 EUR	X EUR	1 travels	2 persons travelling	196 EUR	404 EUR	390 EUR	X EUR	1750 EUR	X grants X prizes	X EUR	592 EUR	9052 EUR
UNTZ	4 person months	5720 EUR	X EUR	2 travels	4 persons travelling	392 EUR	768 EUR	780 EUR	X EUR	X EUR	X grants X prizes	X EUR	536 EUR	8196 EUR
SUM	4 person months	5720 EUR	X EUR	2 travels	4 persons travelling	392 EUR	768 EUR	780 EUR	X EUR	X EUR	X grants X prizes	X EUR	536 EUR	8196 EUR
UOM	4 person months	5720 EUR	X EUR	2 travels	4 persons travelling	392 EUR	768 EUR	780 EUR	X EUR	X EUR	X grants X prizes	X EUR	536 EUR	8196 EUR
USH	4 person months	5720 EUR	X EUR	2 travels	4 persons travelling	392 EUR	768 EUR	600 EUR	X EUR	X EUR	X grants X prizes	X EUR	524 EUR	8004 EUR
UMT	4 person months	5720 EUR	X EUR	1 travels	2 persons travelling	196 EUR	404 EUR	300 EUR	X EUR	1750 EUR	X grants X prizes	X EUR	586 EUR	8956 EUR
Total	45 person months	75960 EUR	X EUR	16 travels	34 persons travelling	3944 EUR	7912 EUR	7694 EUR	X EUR	3500 EUR	X grants X prizes	X EUR	6930 EUR	105940 EUR

For certain Lump Sum Grants, see detailed budget table/calculator (annex 1 to Part B; see [Portal Reference Documents](#)).

Work Package 2

Work Package 2: Research and needs analysis					
Duration:	M1-M12	Lead Beneficiary:	UoM		
Objectives					
<i>List the specific objectives to which this work package is linked.</i>					
<ul style="list-style-type: none"> ▪ Create the state of the art of Internationalization at home (IaH) in EU and Western Balkan (WB) biomedical higher education institutions (HEIs) 					
Activities (what, how, where) and division of work					
<p><i>Provide a concise overview of the work (planned tasks). Be specific and give a short name and number for each task.</i></p> <p><i>Show who is participating in each task: Coordinator (COO), and if applicable Beneficiaries (BEN), Affiliated Entities (AE), Associated Partners (AP) and others, indicating in bold the task leader.</i></p> <p><i>Add information on other participants' involvement in the project e.g. subcontractors, in-kind contributions.</i></p> <p>Note:</p> <p><i>In-kind contributions: In-kind contributions for free are cost-neutral, i.e. cannot be declared as cost. Please indicate the in-kind contributions that are provided in the context of this work package.</i></p> <p><i>The coordinator remains fully responsible for the coordination tasks, even if they are delegated to someone else. Coordinator tasks cannot be subcontracted. If there is subcontracting, please also complete the table below.</i></p>					
Task No (continuous numbering linked to WP)	Task Name	Description	Participants		In-kind Contributions and Subcontracting (Yes/No and which)
			Name	Role (COO, BEN, AE, AP, OTHER)	

T2.1	Analyse the situation of IaH in the EU	EU partners will analyse the state of IaH, analyse strategies and models that exist in the EU countries where they come from and wider.	UniKg, KU, UMFVBT	COO, BEN	
T2.2	Analyse the situation of IaH at WB partners	WB partners will develop specific types of questionnaires to survey different groups, teachers, administration and students. An electronic model will be developed to automatically generate survey results. The aim is to analyse the situation at WB biomedical HEIs.	UES, SUM, UNTZ, UoM, USHK, UMT	BEN	
T2.3	Framework development for IaH at WB universities	Analyses of the situation in WB universities will be synthesized and compared in order to establish a SWOT analysis. The comparative analysis should offer an adequate IaH model for the IaH strategy for WB partners. This framework will be integrative (mutual recognition) for WB partners, and the draft of specific road-map will be drawing. One workshop will be held in order to agree final version of the framework and road-map of WB IaH.	UniKg, KU, UMFVBT, UES, SUM, UNTZ, UoM, USH, UMT	COO, BEN	
T2.4	Organize trainings at EU partners	Training plans and possibilities of improvement of human capacities related to different segments of IaH will be provided in terms with identified situation in the EU HEIs. All these study visits should offer appropriate education to WB human resources related to role of IRO officers at University and faculty level in IaH, organization protocols and guidelines for incomers, student service support, marketing of campus activities and programs for international students, social integration strategies and strategies/ modalities for IaH, virtual classroom trainings. Educated persons from WB partners will later educate more academicians, administrative	UniKg, KU, UMFVBT	COO, BEN	

		staff and students at their institution. On this way, offered trainings at EU partners will be further used in dissemination good trainings and good practices.				
<p>Milestones and deliverables (outputs/outcomes)</p> <p><i>Milestones are control points in the project that help to chart progress. Use them only for major outputs in complicated projects. Otherwise leave the section on milestones empty.</i></p> <p><i>Means of verification are how you intend to prove that a milestone has been reached. If appropriate, you can also refer to indicators.</i></p> <p>Deliverables are project outputs which are submitted to show project progress (any format). Refer only to major outputs. Do not include minor sub-items, internal working papers, meeting minutes, etc.</p> <p><i>It is recommended to limit the number of deliverables to max 10-15 for the entire project. You may be asked to further reduce the number during grant preparation.</i></p> <p><i>For deliverables such as meetings, events, seminars, trainings, workshops, webinars, conferences, etc., enter each deliverable separately and provide the following in the 'Description' field: invitation, agenda, signed presence list, target group, number of estimated participants, duration of the event, report of the event, training material package, presentations, evaluation report, feedback questionnaire.</i></p> <p><i>For deliverables such as manuals, toolkits, guides, reports, leaflets, brochures, training materials etc., add in the 'Description' field: format (electronic or printed), language(s), approximate number of pages and estimated number of copies of publications (if any).</i></p> <p><i>For each deliverable you will have to indicate a due month by when you commit to upload it in the Portal. The due month of the deliverable cannot be outside the duration of the work package and must be in line with the timeline provided below. Month 1 marks the start of the project and all deadlines should be related to this starting date.</i></p> <p><i>The labels used mean:</i></p> <p><i>Public — fully open (🚩 automatically posted online on the Project Results platforms)</i></p> <p><i>Sensitive — limited under the conditions of the Grant Agreement</i></p> <p><i>EU classified —RESTREINT-UE/EU-RESTRICTED, CONFIDENTIEL-UE/EU-CONFIDENTIAL, SECRET-UE/EU-SECRET under Decision 2015/444.</i></p>						
Milestone No (continuous numbering not linked to WP)	Milestone Name	Work Package No	Lead Beneficiary	Description	Due Date (month number)	Means of Verification
MS6	Detailed and informative reports on IaH	2	UoM,	Reports should offer base for the framework for IaH as analyses of current situation in EU and WB partners.	M3	Number of case studies, Number of reports, Number of pages of each report
MS7	Transparent framework map	2	UoM	Integral WB Framework and road map will be done in accordance with reports on IaH , with discussion in workshops and will be clear and transparent for	M6	Number of elements of the framework map

				understanding by all WB partners. This map will be used in the next work package for the realization project activities.			
Deliverable No (continuous numbering linked to WP)	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month number)	Description (including format and language)
D2.1	IaH need based reports	2	UoM	[R — Document, report]	[PU — Public]	M3	Format: electronic. Language: English. Number of reports: 2. Number of pages: 20.
D2.2	Framework map road of IaH	2	UoM	[DMP — Data Management Plan]	[PU — Public]	M6	Format: electronic. Language: English.
D2.3	EU trainings	2	UoM	[OTHER]	[PU — Public]	M4	3 invitations, 3 agendas, 3 signed presence lists, target groups: teachers, administrative staff, students, Number of estimated participants: 96, Duration of the event: each one 4 days, Reports of the events: 3, Presentations, Evaluation reports: 3, Feedback questionnaires: 3.

Estimated budget — Resources *(n/a for prefixed Lump Sum Grants)*

	Costs
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Participant	A. Personnel		B. Subcontracting	C.1a Travel			C.1b Accommodation	C.1c Subsistence	C.2 Equipment	C.3 Other goods, works and services	D.1 Financial support to third parties		E. Indirect costs	Total costs
UniKg	4 person months	6160 EUR	X EUR	1 travels	3 persons travelling	196 EUR	588 EUR	540 EUR	X EUR	1750 EUR	X grants	X EUR	646 EUR	9880 EUR
KU	X person months	X EUR	X EUR	X travels	X persons travelling	X EUR	X EUR	X EUR	X EUR	1750 EUR	X prizes	X EUR	123 EUR	1873 EUR
UMF	2 person months	3080 EUR	X EUR	X travels	X persons travelling	X EUR	X EUR	X EUR	X EUR	1750 EUR	X grants X prizes	X EUR	338 EUR	5168 EUR
UES	2 person months	3080 EUR	X EUR	10 travels	15 persons travelling	2220 EUR	4746 EUR	3705 EUR	X EUR	X EUR	X grants X prizes	X EUR	963 EUR	14714 EUR
UNTZ	2 person months	3080 EUR	X EUR	10 travels	15 persons travelling	2220 EUR	4746 EUR	3705 EUR	X EUR	X EUR	X grants X prizes	X EUR	963 EUR	14714 EUR
SUM	2 person months	3080 EUR	X EUR	10 travels	15 persons travelling	2220 EUR	4746 EUR	3705 EUR	X EUR	X EUR	X grants X prizes	X EUR	963 EUR	14714 EUR
UOM	4 person months	6160 EUR	X EUR	8 travels	12 persons travelling	1848 EUR	4068 EUR	3120 EUR	X EUR	1750 EUR	X grants X prizes	X EUR	1186 EUR	18132 EUR

USH	2 person months	3080 EUR	X EUR	10 travels	15 persons travelling	2220 EUR	4746 EUR	2850 EUR	X EUR	X EUR	X grants X prizes	X EUR	903 EUR	13799 EUR
UMT	2 person months	3080 EUR	X EUR	10 travels	15 persons travelling	2220 EUR	4746 EUR	2850 EUR	X EUR	X EUR	X grants X prizes	X EUR	903 EUR	13799 EUR
Total	20 person months	30800 EUR	X EUR	59 travels	90 persons travelling	13144 EUR	28386 EUR	20475 EUR	X EUR	7000 EUR	X grants X prizes	X EUR	6988 EUR	106793 EUR
For certain Lump Sum Grants, see detailed budget table/calculator (annex 1 to Part B; see Portal Reference Documents).														

Work Package 3

Work Package 3: Development of appropriate system and protocol for IaH			
Duration:	M10-M36	Lead Beneficiary:	SUM
Objectives			
<i>List the specific objectives to which this work package is linked.</i>			
<ul style="list-style-type: none"> ▪ Develop and implement of IaH strategies at WBC biomedical HEIs ▪ Develop and implement digital protocols and services for international students and staff 			
Activities (what, how, where) and division of work			
<i>Provide a concise overview of the work (planned tasks). Be specific and give a short name and number for each task.</i>			
<i>Show who is participating in each task: Coordinator (COO), and if applicable Beneficiaries (BEN), Affiliated Entities (AE), Associated Partners (AP) and others, indicating in bold the task leader.</i>			

Add information on other participants' involvement in the project e.g. subcontractors, in-kind contributions.

Note:
In-kind contributions: In-kind contributions for free are cost-neutral, i.e. cannot be declared as cost. Please indicate the in-kind contributions that are provided in the context of this work package.
The coordinator remains fully responsible for the coordination tasks, even if they are delegated to someone else. Coordinator tasks cannot be subcontracted. If there is subcontracting, please also complete the table below.

Task No (continuous numbering linked to WP)	Task Name	Description	Participants		In-kind Contributions and Subcontracting (Yes/No and which)
			Name	Role (COO, BEN, AE, AP, OTHER)	
T3.1	Develop strategies for IaH at WB HEIs	<p>All WB biomedical HEIs will develop and adopt strategies for IaH. Strategies will be based on framework done in WP1. Educated human resources at EU partners will lead creation of strategies for IaH. All internal and external stakeholders will be consulted during the creation of strategy for IaH. Strategy will offer direction for the future internationalization with detail action plan, responsibilities, terms and indicators.</p> <p>Other goods, works and services: All WB partners will print strategies for IaH. Strategies will be distributed to different target groups.</p>	UES, SUM, UNTZ, UoM, USH, UMT	BEN	
T3.2	Organize starting training for students and staff	<p>Creating a solid support system for international students for their safety and security (S&S) is an important foundation of internationalization. Support systems will be created through training module for all incomers as well as through faculty web page in the form of detailed manual what to do during indoor accident, S&S event types, how to be prepared, establishing emergency action plan at the level of faculty, quarantine</p>	UniKg, KU, UMFKVB, UES, SUM, UNTZ, UoM, USH, UMT	COO, BEN	

		<p>challenges, life in cultural diversity environment etc.</p> <p>The proposed protocol for international students and staff will contain information about country, region, academic institution, academic study and administration, campus life, health, safety and disabilities, student support, accommodation on campus, services, policies and regulations.</p> <p>Each WB partner will create digital support systems and adjusted the protocols for international staff and students, according to specific track in road map; educated and well trained staff and students will do that.</p> <p>Training will be organized for staff and students from WB biomedical HEIs.</p>			
T3.3	Develop digital support system and protocol for international students and staff	<p>This activity is about integration of international students into domestic social and cultural setting and making domestic students aware of different cultures through connection with international students. The support system for international staff and students will be digital and will contain detailed manual what to do during indoor accident, S&S event types, how to be prepared, establishing emergency action plan at the level of faculty, health possibilities, quarantine challenges, life in cultural diversity environment, data about mentors for staff and students.</p> <p>Each WB partner will create buddy systems. The aim is to have buddy system which will matches incoming international students with domestic students. Domestic students will help international students to feel comfortable in a foreign country, with administrative procedures, guidance about culture and local</p>	UES, SUM, UNTZ, UoM, USH, UMT	BEN	

		<p>traditions. Buddy system toolkit will comprise selection of international mentors of local students, recruitment volunteers, promoting mentoring, certification, buddy matching. Buddy system will be also available in digital form to everyone.</p>			
T3.4	Institutional trainings for internal and external stakeholders	<p>Trainers trained at EU partners in T2.4 and staff and students trained in T3.2 will train more academicians, staff, students and external users (ministries of Higher Education, ministries of health, medical chambers and associations of medical faculties, health institutions) at WB biomedical HEIs. Academicians, administrative staff, students and external stakeholders will be trained about organization of guidelines, protocols and procedures for international students, application rules of social and cultural integration, student support services, marketing trainings, virtual and digital innovation in conducting teaching process and interactions, social integration strategies and strategies for IaH.</p> <p>Additional topics for trainings may be added depending on needs of WB partners from the analysis of IaH at WB partners.</p> <p>Minimum 100 persons will be educated at each WB partner.</p>	<p>UniKg, KU, UMFKVB, UES, SUM, UNTZ, UoM, USH, UMT</p>	BEN	
T3.5	Pilot newly developed services and documents	<p>Piloting the system and services consist of two steps: pre-testing and testing. Each WB partner will pre-test newly developed documents, strategy, support and safety protocols, guidelines, buddy system and put all these into action. In the 1st project year, all these will be developed and in the 2nd project year will be tested.</p>	<p>UES, SUM, UNTZ, UoM, USH, UMT</p>	BEN	

T3.6	Evaluate of pilot activities	Students, staff and external stakeholders (ministries of Higher Education, ministries of health, medical chambers and associations of medical faculties, health institutions) will evaluate all piloted activities through electronic questionnaire.	UniKg, KU, UMFKVB, UES, SUM, UNTZ, UoM, USH, UMT	BEN		
<p>Milestones and deliverables (outputs/outcomes)</p> <p><i>Milestones are control points in the project that help to chart progress. Use them only for major outputs in complicated projects. Otherwise leave the section on milestones empty.</i></p> <p><i>Means of verification are how you intend to prove that a milestone has been reached. If appropriate, you can also refer to indicators.</i></p> <p>Deliverables are project outputs which are submitted to show project progress (any format). Refer only to major outputs. Do not include minor sub-items, internal working papers, meeting minutes, etc.</p> <p><i>It is recommended to limit the number of deliverables to max 10-15 for the entire project. You may be asked to further reduce the number during grant preparation.</i></p> <p><i>For deliverables such as meetings, events, seminars, trainings, workshops, webinars, conferences, etc., enter each deliverable separately and provide the following in the 'Description' field: invitation, agenda, signed presence list, target group, number of estimated participants, duration of the event, report of the event, training material package, presentations, evaluation report, feedback questionnaire.</i></p> <p><i>For deliverables such as manuals, toolkits, guides, reports, leaflets, brochures, training materials etc., add in the 'Description' field: format (electronic or printed), language(s), approximate number of pages and estimated number of copies of publications (if any).</i></p> <p><i>For each deliverable you will have to indicate a due month by when you commit to upload it in the Portal. The due month of the deliverable cannot be outside the duration of the work package and must be in line with the timeline provided below. Month 1 marks the start of the project and all deadlines should be related to this starting date.</i></p> <p>The labels used mean:</p> <p>Public — fully open (🚩 automatically posted online on the Project Results platforms)</p> <p>Sensitive — limited under the conditions of the Grant Agreement</p> <p>EU classified — RESTREINT-UE/EU-RESTRICTED, CONFIDENTIEL-UE/EU-CONFIDENTIAL, SECRET-UE/EU-SECRET under Decision 2015/444.</p>						
Milestone No (continuous numbering not linked to WP)	Milestone Name	Work Package No	Lead Beneficiary	Description	Due Date (month number)	Means of Verification
MS8	Adopted strategies for IaH at WB HEIs	3	Each WB HEI	Strategies for IaH need to be adopted at the level of Faculty Councils. It is important to further development go in accordance with adopted elements in the strategy. That will ensure sustainability all developed activities.	M15	Number of adopted strategies for IaH, Average number of pages in one strategy
MS9	Functional and tested digital	3	Each WB HEI	It is important that all digital protocols and services be tested in order that	M18	Number of implemented digital services and

	services and protocols			can be immediately implemented in the practice as earlier as possible.		protocols average in one WB HEI	
MS10	Well trained staff and students from biomedical HEIs	3	Each WB HEI	The most important is that trained staff and students develop IaH system and protocols at biomedical HEIs.	M18	Number of educated students, staff and external stakeholder per one biomedical WB HEI	
Deliverable No (continuous numbering linked to WP)	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month number)	Description (including format and language)
D3.1	Strategies for IaH at WB HEIs	3	Each WB HEI	[R — Document, report]	[PU — Public]	M15	Format: electronic. Language: Serbian, Bosnian, Croatian, Montenegrin, Albanian. Number of printed strategies per HEI: 100.
D3.2	Institutional trainings	3	Each WB HEI	[OTHER]	[PU — Public]	M18	9 invitations, 9 agendas, 9 signed presence lists, target groups: teachers, administrative staff, students, external stakeholders, Number of estimated participants: 900, Reports of the events: 9, Presentations, Evaluation reports: 9, Feedback questionnaires: 9.
D3.3	Digital protocols for international students and staff	3	Each WB HEI	[DMP — Data Management Plan]	[PU — Public]	M18	Format: electronic. Language: Serbian, Bosnian, Croatian, Montenegrin, Albanian, English.

D3.4	Buddy systems	3	Each WB HEI	[DATA — data sets, microdata, etc]	[PU — Public]	M18	Format: electronic. Language: Serbian, Bosnian, Croatian, Montenegrin, Albanian, English.
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Estimated budget — Resources <i>(n/a for prefixed Lump Sum Grants)</i>														
Participant	Costs													
	A. Personnel		B. Subcontracting	C.1a Travel			C.1b Accommodation	C.1c Subsistence	C.2 Equipment	C.3 Other goods, works and services	D.1 Financial support to third parties		E. Indirect costs	Total costs
UniKg	8 person months	11110 EUR	X EUR	1 travels	2 persons travelling	196 EUR	540 EUR	480 EUR	X EUR	X EUR	X grants	X EUR	863 EUR	13189 EUR
KU	1 person months	9000 EUR	X EUR	2 travels	2 persons travelling	600 EUR	540 EUR	816 EUR	X EUR	X EUR	X prizes	X EUR	767 EUR	11723 EUR
UMF	6 person months	9240 EUR	X EUR	1 travels	2 persons travelling	196 EUR	540 EUR	496 EUR	X EUR	X EUR	X grants X prizes	X EUR	733 EUR	11205 EUR
UES	6 person months	7920 EUR	X EUR	2 travels	4 persons travelling	392 EUR	720 EUR	780 EUR	X EUR	2000 EUR	X grants X prizes	X EUR	827 EUR	12639 EUR
UNTZ	6 person months	7920 EUR	X EUR	2 travels	4 persons	392 EUR	720 EUR	780 EUR	X EUR	2000 EUR	X grants	X EUR	827 EUR	12639 EUR

					travelling						X prizes			
SUM	8 person months	10450 EUR	X EUR	X travels	X persons travelling	X EUR	X EUR	X EUR	X EUR	3750 EUR	X grants X prizes	X EUR	994 EUR	15194 EUR
UOM	6 person months	7920 EUR	X EUR	2 travels	4 persons travelling	392 EUR	720 EUR	780 EUR	X EUR	2000 EUR	X grants X prizes	X EUR	827 EUR	12639 EUR
USH	6 person months	7920 EUR	X EUR	2 travels	4 persons travelling	392 EUR	720 EUR	600 EUR	X EUR	2000 EUR	X grants X prizes	X EUR	814 EUR	12446 EUR
UMT	6 person months	7920 EUR	X EUR	2 travels	4 persons travelling	392 EUR	720 EUR	600 EUR	X EUR	2000 EUR	X grants X prizes	X EUR	814 EUR	12446 EUR
Total	53 person months	79400 EUR	X EUR	14 travels	26 persons travelling	2952 EUR	5220 EUR	5332 EUR	X EUR	13750 EUR	X grants X prizes	X EUR	7466 EUR	114120 EUR

For certain Lump Sum Grants, see detailed budget table/calculator (annex 1 to Part B; see [Portal Reference Documents](#)).

Work Package 4

Work Package 4: Internationalization of curriculum (IoC)			
Duration:	M1-M36	Lead Beneficiary:	UES

Objectives					
<i>List the specific objectives to which this work package is linked.</i>					
<ul style="list-style-type: none"> ▪ Introduce of intercultural and international competences through current courses and new virtual courses ▪ Setting international digital teaching and learning environment for home students 					
Activities (what, how, where) and division of work					
<i>Provide a concise overview of the work (planned tasks). Be specific and give a short name and number for each task.</i>					
<i>Show who is participating in each task: Coordinator (COO), and if applicable Beneficiaries (BEN), Affiliated Entities (AE), Associated Partners (AP) and others, indicating in bold the task leader.</i>					
<i>Add information on other participants' involvement in the project e.g. subcontractors, in-kind contributions.</i>					
Note:					
<i>In-kind contributions: In-kind contributions for free are cost-neutral, i.e. cannot be declared as cost. Please indicate the in-kind contributions that are provided in the context of this work package.</i>					
<i>The coordinator remains fully responsible for the coordination tasks, even if they are delegated to someone else. Coordinator tasks cannot be subcontracted. If there is subcontracting, please also complete the table below.</i>					
Task No (continuous numbering linked to WP)	Task Name	Description	Participants		In-kind Contributions and Subcontracting (Yes/No and which)
			Name	Role (COO, BEN, AE, AP, OTHER)	
T4.1	Organize workshops for teaching staff related to IoC and development of intercultural competences	In order to be able to internationalize the curriculum, WB partner teachers need to be trained on how to internationalize existing curriculum. Appropriate brochure "How to internationalize curriculum – Guide for biomedical education and educators will be developed with the assistance of EU partners.	UniKg, KU, UMFKVB, UES, SUM, UNTZ, UoM, USH, UMT	COO, BEN	
T4.2	Select courses for IoC and review current practices	Each WB biomedical HEI will select few courses that will be internationalized in accordance with the developed brochure.	UES, SUM, UNTZ, UoM, USH, UMT	BEN	

		<p>Each WB HEI will select max. 30 ECTS credit for courses that will be internationalized.</p> <p>On this way, existing curriculum will be internationalized through introducing intercultural and international competences into syllabuses of selected courses.</p> <p>Other goods, works and services: Each WB HEI will selected max. 6 teachers for enrolling and completed conversation English courses in order better preparation of internationalization via introducing new virtual courses and cooperation with foreign teachers and students.</p>			
T4.3	Establish models for connection with international students and staff (COIL/ CLIL/ TILT/ EMI)	<p>Within this task all WB biomedical HEI will adopt and later implement an adequate connection model for foreign biomedical HEI and their teachers and students. Below are shown possible models. Among of all them, the COIL method is most used method for the internationasation. Efficient implementation of COIL can bring internationalization of curriculum in home institutions, because it requests collaboration with foreign teachers and students.</p> <p>COIL or Collaborative Online International Learning connects accredited courses, linking the classrooms of two or more higher education institutions, each located in a different country or cultural setting. The COIL model does not merely promote students from different countries sharing an online classroom. Rather, COIL creates equitable team-taught learning environments where faculty from two cultures work together to develop a shared syllabus, emphasizing experiential and collaborative student learning.</p> <p>CLIL (Content and Language Integrated Learning) is an innovative methodology</p>	UES, SUM, UNTZ, UoM, USH, UMT	BEN	

		<p>focusing on the learning of language whilst simultaneously teaching content from a subject area. Therefore CLIL means using a foreign or second language as a medium of instruction and learning for primary, secondary and/or vocational-level subjects.</p> <p>The curriculum can be internationalized through TILT method (a simple teaching technique designed to have a large, positive impact on student learning. The idea is that you explain to your students the “why” and “what” you are asking them to do to complete particular activities) and EMI method (English as a Medium of Instructions).</p>			
T4.4	Develop new international virtual courses	<p>Project consortium will develop and implement minimum 3 new internationalized virtual courses that will be offered to biomedical education in all partners HEIs for integration into existing curriculum of study program. These international virtual courses will be approved at the level of teaching Council of each BIOSINT partner as elective courses in order that can be recognized as innovative approach in digital education.</p> <p>Project consortium will form 3 international teams (EU partners and WB partners) that will participate in the development of new virtual courses. In this phase of Project proposal the intention is to develop following courses: ‘nutrition in health and diseases’, ‘personalized medicine’, ‘digital health- basic course’, ‘health management at crisis’, which will be offered to students with international and intercultural content and which will be shared through COIL with international biomedical HEIs.</p> <p>Workshop will be organized in order to develop appropriate virtual courses.</p>	UniKg, KU, UMFKVB, UES, SUM, UNTZ, UoM, USH, UMT	COO, BEN	

T4.5	Strengthening of online teaching platform/ equipment - development international virtual classroom	Virtual international classrooms will be intended for education purposes in which students are not physically present but can meet in e-space using virtual mobility. The aim of introducing these types of spaces internationally is to grant students with cross-cultural training and competency. The virtual spaces could enable students to learn topics that are unavailable at their institutions and gain from the enriching experience of taking a course in a different country. These students are thereby given a taste of study abroad. The virtual international classrooms work to facilitate intercultural communication, enhancing its effectiveness	UES, SUM, UNTZ, UoM, USH, UMT	BEN	
T4.6	Piloting courses for IoC/ COIL for virtual international courses	Internationalized syllabuses within T4.2 and virtual courses within T4.4 will be piloted/ implemented in practice.	UES, SUM, UNTZ, UoM, USH, UMT	BEN	
T4.7	Evaluation of pilot activities	Target groups will be evaluated through questionnaire in order to collect opinions	UES, SUM, UNTZ, UoM, USH, UMT	BEN	

Milestones and deliverables (outputs/outcomes)

Milestones are control points in the project that help to chart progress. Use them only for major outputs in complicated projects. Otherwise leave the section on milestones empty.

Means of verification are how you intend to prove that a milestone has been reached. If appropriate, you can also refer to indicators.

Deliverables are project outputs which are submitted to show project progress (any format). Refer only to major outputs. Do not include minor sub-items, internal working papers, meeting minutes, etc.


It is recommended to limit the number of deliverables to max 10-15 for the entire project. You may be asked to further reduce the number during grant preparation.

For deliverables such as meetings, events, seminars, trainings, workshops, webinars, conferences, etc., enter each deliverable separately and provide the following in the 'Description' field: invitation, agenda, signed presence list, target group, number of estimated participants, duration of the event, report of the event, training material package, presentations, evaluation report, feedback questionnaire.

For deliverables such as manuals, toolkits, guides, reports, leaflets, brochures, training materials etc., add in the 'Description' field: format (electronic or printed), language(s), approximate number of pages and estimated number of copies of publications (if any).

For each deliverable you will have to indicate a due month by when you commit to upload it in the Portal. The due month of the deliverable cannot be outside the duration of the work package and must be in line with the timeline provided below. Month 1 marks the start of the project and all deadlines should be related to this starting date.

The labels used mean:

Public — fully open  automatically posted online on the Project Results platforms) Sensitive — limited under the conditions of the Grant Agreement EU classified — RESTREINT-UE/EU-RESTRICTED, CONFIDENTIEL-UE/EU-CONFIDENTIAL, SECRET-UE/EU-SECRET under Decision 2015/444 .							
Milestone No (continuous numbering not linked to WP)	Milestone Name	Work Package No	Lead Beneficiary	Description		Due Date (month number)	Means of Verification
MS11	Quality knowledge transfer to WB teacher	4	UES	Teachers have to be well educated in order that can be able to internationalize existing syllabuses and introduce new virtual courses.		M19	Number of educated teachers.
MS12	Selected appropriate model for internationalization at home	4	UES	It will be important to select the best model for internationalization. COIL is completed model that can be used, but final decision will be on the project teams/TL of WB Partner and WP4 Leader.		M20	Adopted internationalized model
MS13	Internationalized courses and developed new virtual courses	4	UES	One of the most important thing in the project is internationalization of courses and introducing new ones.		M22	Number of existing courses internationalized. Number of new virtual courses
MS14	Well-equipped and functional virtual classrooms	4	UES	As a prerequisite for the piloting of internationalized courses, the virtual classrooms should be functional.		M12	Number of virtual classrooms. Number of attendees in virtual classrooms during the piloting phase
Deliverable No (continuous numbering linked to WP)	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month number)	Description (including format and language)
D4.1	Trainings for teachers in IoC	4	UES	[OTHER]	[PU — Public]	M19	Invitation, Agenda, Signed presence lists, Target group: teachers,

							Number of estimated participants: 27, Reports of the events, Presentations, Evaluation report, Feedback questionnaire
D4.2	Internationalized existing courses	4	UES	[R — Document, report]	[PU — Public]	M20	Format: Electronic. Language: English. Number of internationalized courses.
D4.3	New developed international virtual courses	4	UES	[R — Document, report]	[PU — Public]	M22	Format: Electronic. Language: English. Number of internationalized courses.
D4.4	Equipment for digital online teaching platform	4	UES	[OTHER]	[PU — Public]	M12	Number of specified lists of equipment
D4.5	Virtual classrooms	4	UES	[OTHER]	[PU — Public]	M19	Format: Electronic. Language: English.

Estimated budget — Resources <i>(n/a for prefixed Lump Sum Grants)</i>														
Participant	Costs													
	A. Personnel		B. Subcontracting	C.1a Travel			C.1b Accommodation	C.1c Subsistence	C.2 Equipment	C.3 Other goods, works and services	D.1 Financial support to third parties		E. Indirect costs	Total costs
UniKg	9 person months	12210 EUR	X EUR	2 travels	4 persons travelling	392 EUR	1152 EUR	960 EUR	X EUR	X EUR	X grants	X EUR	1030 EUR	15744 EUR
KU	1 person months	9000 EUR	X EUR	4 travels	4 persons travelling	1200 EUR	1152 EUR	1632 EUR	X EUR	X EUR	X prizes	X EUR	909 EUR	13893 EUR
UMF	7 person months	9130 EUR	X EUR	2 travels	4 persons travelling	392 EUR	1152 EUR	992 EUR	X EUR	X EUR	X grants X prizes	X EUR	817 EUR	12483 EUR
UES	9 person months	11990 EUR	X EUR	2 travels	6 persons travelling	392 EUR	1152 EUR	1170 EUR	25000 EUR	1800 EUR	X grants X prizes	X EUR	2905 EUR	44409 EUR
UNTZ	7 person months	10230 EUR	X EUR	1 travels	3 persons travelling	196 EUR	576 EUR	585 EUR	25000 EUR	3550 EUR	X grants X prizes	X EUR	2810 EUR	42947 EUR
SUM	7 person months	10230 EUR	X EUR	2 travels	6 persons travelling	392 EUR	1152 EUR	1170 EUR	25000 EUR	1800 EUR	X grants X prizes	X EUR	2782 EUR	42526 EUR

UOM	7 person months	10230 EUR	X EUR	2 travels	6 persons travelling	392 EUR	1152 EUR	1170 EUR	25000 EUR	1800 EUR	X grants X prizes	X EUR	2782 EUR	42526 EUR
USH	7 person months	10230 EUR	X EUR	1 travels	3 persons travelling	196 EUR	576 EUR	450 EUR	25000 EUR	3550 EUR	X grants X prizes	X EUR	2800 EUR	42802 EUR
UMT	7 person months	10230 EUR	X EUR	1 travels	3 persons travelling	196 EUR	576 EUR	450 EUR	25000 EUR	1800 EUR	X grants X prizes	X EUR	2678 EUR	40930 EUR
Total	61 person months	93480 EUR	X EUR	17 travels	39 persons travelling	3748 EUR	8640 EUR	8579 EUR	150000 EUR	14300 EUR	X grants X prizes	X EUR	19513 EUR	298260 EUR

For certain Lump Sum Grants, see detailed budget table/calculator (annex 1 to Part B; see [Portal Reference Documents](#)).

Work Package 5

Work Package 5: Impact and dissemination			
Duration:	M1 – M36	Lead Beneficiary:	USH
Objectives			
<i>List the specific objectives to which this work package is linked.</i>			
<ul style="list-style-type: none"> Identify and organise the activities to be performed in order to promote the commercial exploitation of the project's results and the widest dissemination of knowledge from the project. 			
Activities (what, how, where) and division of work			

*Provide a concise overview of the work (planned tasks). Be specific and give a short name and number for each task. Show who is participating in each task: Coordinator (COO), and if applicable Beneficiaries (BEN), Affiliated Entities (AE), Associated Partners (AP) and others, indicating **in bold** the task leader. Add information on other participants' involvement in the project e.g. subcontractors, in-kind contributions.*

Note:
*In-kind contributions: In-kind contributions for free are cost-neutral, i.e. cannot be declared as cost. Please indicate the in-kind contributions that are provided in the context of this work package.
 The coordinator remains fully responsible for the coordination tasks, even if they are delegated to someone else. Coordinator tasks cannot be subcontracted. If there is subcontracting, please also complete the table below.*

Task No (continuous numbering linked to WP)	Task Name	Description	Participants		In-kind Contributions and Subcontracting (Yes/No and which)
			Name	Role (COO, BEN, AE, AP, OTHER)	
T5.1	Design and implementation of dissemination and exploitation plan	<p>First step is creating this document Dissemination and Exploitation Plan at the very beginning of the project with intention to update it regularly throughout the project with the consent of all partners. This document will be the base for the whole work package.</p> <p>The purpose of this document is to define strategy for dissemination and exploitation activities, tools, target groups to be addressed, visibility requirements, overall dissemination calendar with all the details regarding singular dissemination events as well as to propose the list of key results that could be exploited and multiplied after the project.</p> <p>For efficient dissemination of results, project consortium recognized the need to have elaborated plan at the beginning of the project that should cover the main questions: why, what, how, when, to whom and where disseminating results will take place, both during and after the funding period. All the partners will be actively involved in the</p>	UniKg, KU, UMFKVB, UES, SUM, UNTZ, UoM, USH, UMT	COO, BEN	

		fulfilment of agreed objectives defined in this document.			
T5.2	Making tools for dissemination	<p>Dissemination tools will be developed in accordance with dissemination and exploitation plan to support visibility, attractiveness and dissemination of the project results. Tools will be used by all project partners.</p> <p>A project website will be set up in order to provide information for all interested parties and the general public. The website will also offer the possibility to subscribe to a periodical newsletter providing not only updates on the project state, but also further information related to BIOSINT.</p> <p>In order to ensure the project identity, the BIOSINT logo will be created. Moreover, the it will be developed a presentation template that must be used by all partners when presenting BIOSINT. Regarding project-internal use, a template will also be used for deliverable reports. As important, EU disclaimer will be used.</p> <p>The use of social media is salient for both communication and dissemination purposes. A Facebook/ Instagram page dedicated to the project will be created in order to increase the project's presence and visibility, as Facebook is the most prominent social media in the world. One Linkedin group will be created as well in the future, when we would have the first results to keep the discussion active.</p> <p>Press releases will be published on the BIOSINT website on a regular basis. The aim of press releases is to gain coverage, and inform the target audiences. There are both an advertising tool and a means to communicate the progress of the project and the latest news.</p>	UniKg, KU, UMFKVB, UES, SUM, UNTZ, UoM, USH, UMT	COO, BEN	

		<p>Hence, press releases should be published at key moments, such as before and after an important conference, when publishing a BIOSINT document or when there is the need to make a breaking news announcement. Press releases will be monitored by the work package leader. If a partner wishes to write a press release, he/ she should contact work package leader beforehand.</p> <p>Each WB partner will coordinate the creation of printed material. This will be done progressively according to relevant events and activities. Partners can ask work package leader to provide for a specific material. This material will include: project factsheets, leaflets, posters, roll-up banners, notes, pens, infographics, etc. In order to widely disseminate the results of the project, work package leader will coordinate the creation of creative material. All partners are welcome to collaborate with ideas, good practices and suggestions.</p> <p>Work package leader will coordinate the creation of a newsletter, that will be released every 6 months. It will be hosted on BIOSINT' website. All partners must contribute with content for the newsletter. The purpose of the newsletter is to promote not only the activities and findings of one project, but to highlight the joint future activities (conferences, workshops, etc.) in terms of both communication and dissemination. The newsletter will be completed with the support of the whole consortium.</p> <p>One promotional video will be done with participation of all partners during the second project year after collection of project results, different target groups, institutions, stakeholders.</p>			
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		<p>Partners will participate to external academic conferences, and organise internal scientific seminars as well. Besides, specific papers will be written to present the results of BIOSINT during these events. These events contribute to the dissemination of the project at the international, European, national and local level. In order to facilitate this task, an online excel file will be created by work package leader and shared with all partners. In this table all partners are invited to share the information about the relevant events.</p> <p>As a potential beneficiary of this programme, the BIOSINT project is legally obligated to publicly acknowledge the EU support by displaying the European Union emblem, and including the appropriate text.</p> <p>Other goods, works and services: All WB partners will print promo material in the form of project factsheets, leaflets, posters, roll-up banners, notes, pens, infographics, etc. with project's identity and logo of the European Commission.</p> <p>WB partners will find appropriate organization to develop and maintain the project web page as well as social networks necessary for dissemination purposes.</p>			
T5.3	Raising awareness through info-days, symposia and conferences	<p>In order to maximize the impact of BIOSINT project, networking activities for presenting project results to potential stakeholders are planned for the entire project lifetime, targeting an identifiable presence at important international meetings and exhibition. Each WB partner in Bosnia and Herzegovina, Montenegro, Albania and Kosovo will organize 1 info-day during the project lifetime, 1 round table with wider audience and potential stakeholders (ministries of Higher Education,</p>	UES, SUM, UNTZ, UoM, USH, UMT	COO, BEN	

		<p>ministries of health, medical chambers and associations of medical faculties, health institutions) and 1 workshop at conference (co-) organized by the WB partner.</p> <p>This phase will be focused on a wide awareness raising, i.e. informing the general public and potential users on the existence of BIOSINT, the objectives it aims to achieve and the way external stakeholders – including future users – are invited to contribute and give their feedback. This initial dissemination phase will be critical to build a clear understanding of what is BIOSINT to the highest and most diversified number of stakeholders as possible. The accessibility is a principle that will have to be carefully followed all along the project but particularly in this preliminary awareness raising phase.</p> <p>The BIOSINT final dissemination event, to be organized by the end of the project, will showcase the final assets of BIOSINT, as well as the BIOSINT final blue print, indicating overall project achievements, lessons learnt and recommendations. It is also planned to collect feedback/ input from targeted stakeholders and related activities/projects.</p>			
T5.4	Preparation of the interim and final report on dissemination and exploitation activities	<p>The documents will contain reports on interim and final dissemination and exploitation report as steady activity throughout project duration.</p> <p>These reports provides a detailed overview of BIOSINT’s activities as well as an assessment of their outreach and impact. It also reflects on the lessons learned of BIOSINT’s communication activities, including barriers and success formats.</p> <p>All partners will be engaged about creating these documents. In these documents will be</p>	UniKg, KU, UMFKVB, UES, SUM, UNTZ, UoM, USH, UMT	COO, BEN	

		evaluated efficiency, comparison of planned with achieved results.			
T5.5	Reporting on impact and sustainability	<p>Consultation with stakeholders (ministries of Higher Education, ministries of health, medical chambers and associations of medical faculties, health institutions) will be obligatory performed by all WB partners for dissemination and long-term planning as well as for the support for the continuation of exploitation activities and for the general sustainability. Each WB partner will do minimum 2 meetings with different target groups of stakeholders (e.g. medical chamber and ministries of health) in second and third project year.</p> <p>This report will contain success stories by all project partners.</p> <p>Also this report will contain exploitation activities after the end of the project and sustainability plan which will be developed by each WB partner.</p> <p>Face-to-face communication is considered a must for visibility and dissemination, and is intended not only as formal meetings but also as informal meetings. Indeed, informal interactive and flexible meetings with stakeholders are as important as official consultations, as to let partners get direct feedback and inputs.</p> <p>The idea is to identify and get in contact with several stakeholders interested in supporting the activities of the project.</p>	UniKg, KU, UMFKVB, UES, SUM, UNTZ, UoM, USH, UMT	COO, BEN	
<p>Milestones and deliverables (outputs/outcomes)</p> <p><i>Milestones are control points in the project that help to chart progress. Use them only for major outputs in complicated projects. Otherwise leave the section on milestones empty.</i></p> <p><i>Means of verification are how you intend to prove that a milestone has been reached. If appropriate, you can also refer to indicators.</i></p>					

Deliverables are project outputs which are submitted to show project progress (any format). Refer only to major outputs. Do not include minor sub-items, internal working papers, meeting minutes, etc.

It is recommended to limit the number of deliverables to max 10-15 for the entire project. You may be asked to further reduce the number during grant preparation.

For deliverables such as meetings, events, seminars, trainings, workshops, webinars, conferences, etc., enter each deliverable separately and provide the following in the 'Description' field: invitation, agenda, signed presence list, target group, number of estimated participants, duration of the event, report of the event, training material package, presentations, evaluation report, feedback questionnaire.

For deliverables such as manuals, toolkits, guides, reports, leaflets, brochures, training materials etc., add in the 'Description' field: format (electronic or printed), language(s), approximate number of pages and estimated number of copies of publications (if any).

For each deliverable you will have to indicate a due month by when you commit to upload it in the Portal. The due month of the deliverable cannot be outside the duration of the work package and must be in line with the timeline provided below. Month 1 marks the start of the project and all deadlines should be related to this starting date.

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Sensitive — limited under the conditions of the Grant Agreement

EU classified — RESTREINT-UE/EU-RESTRICTED, CONFIDENTIEL-UE/EU-CONFIDENTIAL, SECRET-UE/EU-SECRET under Decision [2015/444](#).

Milestone No (continuous numbering not linked to WP)	Milestone Name	Work Package No	Lead Beneficiary	Description		Due Date (month number)	Means of Verification
MS15	Report on impact and sustainability	1	UT	There is need for assessing of impact and sustainability from the results and dissemination of half duration to the the end. The report is important because it will contain the impact of project outcomes on internal and external users. It will also include potential cooperation with key stakeholders such as ministries of health, medical chambers, medical faculty associations, and their recommendations and support after the project is completed.		M18 M36	Number of meetings per WB partner Number of success stories Number of exploitation activities
Deliverable No (continuous numbering linked to WP)	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month number)	Description (including format and language)
D5.1	Dissemination and exploitation plan	5	UT	[R — Document, report]	[PU — Public]	M2	Electronic format. Languages: English.

Estimated budget — Resources <i>(n/a for prefixed Lump Sum Grants)</i>														
Participant	Costs													
	A. Personnel		B. Subcontracting	C.1a Travel			C.1b Accommodation	C.1c Subsistence	C.2 Equipment	C.3 Other goods, works and services	D.1 Financial support to third parties		E. Indirect costs	Total costs
UniKg	5 person months	6050 EUR	X EUR	1 travels	3 persons travelling	196 EUR	540 EUR	480 EUR	X EUR	X EUR	X grants	X EUR	509 EUR	7775 EUR
KU	X person months	X EUR	X EUR	2 travels	2 persons travelling	600 EUR	540 EUR	816 EUR	X EUR	X EUR	X prizes	X EUR	137 EUR	2093 EUR
UMF	3 person months	3410 EUR	X EUR	2 travels	2 persons travelling	196 EUR	576 EUR	496 EUR	X EUR	X EUR	X grants X prizes	X EUR	327 EUR	5005 EUR
UES	3 person months	4070 EUR	X EUR	X travels	X persons travelling	X EUR	X EUR	X EUR	X EUR	9050 EUR	X grants X prizes	X EUR	918 EUR	14038 EUR
UNTZ	3 person months	4070 EUR	X EUR	1 travels	3 persons travelling	196 EUR	576 EUR	558 EUR	X EUR	3000 EUR	X grants X prizes	X EUR	588 EUR	8988 EUR
SUM	3 person months	4070 EUR	X EUR	1 travels	3 persons	196 EUR	576 EUR	558 EUR	X EUR	3000 EUR	X grants X prizes	X EUR	588 EUR	8988 EUR

					travelling									
UOM	3 person months	4070 EUR	X EUR	1 travels	3 persons travelling	196 EUR	576 EUR	558 EUR	X EUR	3000 EUR	X grants X prizes	X EUR	588 EUR	8988 EUR
USH	5 person months	7150 EUR	X EUR	1 travels	3 persons travelling	196 EUR	576 EUR	450 EUR	X EUR	3000 EUR	X grants X prizes	X EUR	796 EUR	12168 EUR
UMT	3 person months	4070 EUR	X EUR	1 travels	3 persons travelling	196 EUR	576 EUR	450 EUR	X EUR	3000 EUR	X grants X prizes	X EUR	580 EUR	8872 EUR
Total	28 person months	36960 EUR	X EUR	10 travels	22 persons travelling	1972 EUR	4536 EUR	4366 EUR	X EUR	24050 EUR	X grants X prizes	X EUR	5031 EUR	76915 EUR
For certain Lump Sum Grants, see detailed budget table/calculator (annex 1 to Part B; see Portal Reference Documents).														

Overview of Work Packages (n/a for Lump Sum Grants)

Staff effort per work package						
<i>Fill in the summary on work package information and effort per work package.</i>						
Work Package No	Work Package Title	Lead Participant No	Lead Participant Short Name	Start Month	End Month	Person-Months
1						

2						
3						
4						
5						
					Total Person-Months	

Staff effort per participant						
<i>Fill in the effort per work package and Beneficiary/Affiliated Entity.</i>						
<i>Please indicate the number of person/months over the whole duration of the planned work.</i>						
<i>Identify the work-package leader for each work package by showing the relevant person/month figure in bold.</i>						
Participant	WP1	WP2	WP3	WP4	WP5	Total Person-Months
University of Kragujevac	15	4	8	9	5	41
KU LEUVEN	2		1	1		4
Victor Babes University of Medicine and Pharmacy Timisoara	4	2	6	7	3	22
University of East Sarajevo	4	2	6	9	3	24
University of Tuzla	4	2	6	7	3	22
University of Mostar	4	2	8	7	3	24

University of Montenegro	4	4	6	7	3	24
University of Shkodra	4	2	6	7	5	24
University of Medicine Tirana	4	2	6	7	3	22
Total Person-Months	45	20	53	61	28	207

Events meetings and mobility

Events meetings and mobility

*This table is to be completed for events meetings and mobility that have been mentioned as part of the activities in the work packages above
Give more details on the type, location, number of persons attending, etc.*

Event No (continuous numbering linked to WP)	Participant	Description					Attendees
		Name	Type	Area	Location	Duration (days)	Total
E1.3	All partners	Kick-off meeting	Conference	1 st project meeting for defining project' rules and procedures.	East Sarajevo (Bosnia and Herzegovina)	EU partner – 4 days WB partner – 3 days	17 KU – 2, UMFKVB – 2, UniKg – 3, SUM – 2, UNTZ – 2, UoM – 2, USH – 2, UMT – 2
E1.3	All partners	Consortium meeting	Event	2 nd project meeting for following project' activities and progress	Tirana (Albania)	EU partner – 4 days WB partner – 3 days	17 KU – 2, UMFKVB – 2, UniKg – 3, UES – 2, SUM – 2, UNTZ – 2, UoM – 2, USH – 2

E2.3	WB partners, Coordinator	Framework development for IaH at WB universities	Workshop	Framework map should be developed and proposed on this workshop.	Podgorica (Montenegro)	WB partner – 3 days	18 UniKg – 3, UES – 3, SUM – 3, UNTZ – 3, USH – 3, UMT – 3
E2.4	WB partners	EU training1	Training	EU institutions will make transfer of knowledge to WB partners.	Kragujevac (Serbia)	WB partner – 4 days	24 UES – 4, SUM – 4, UNTZ – 4, UoM – 4, USH – 4, UMT – 4
E2.4	WB partners	EU training2	Training	EU institutions will make transfer of knowledge to WB partners.	Gent (Belgium)	WB partner – 4 days	24 UES – 4, SUM – 4, UNTZ – 4, UoM – 4, USH – 4, UMT – 4
E2.4	WB partners	EU training3	Training	EU institutions will make transfer of knowledge to WB partners.	Timisoara (Romania)	WB partner – 4 days	24 UES – 4, SUM – 4, UNTZ – 4, UoM – 4, USH – 4, UMT – 4
E3.2	All partners	Training for students and staff	Training	Safety and support systems (S&S), S&S event types, establishing emergency plan, quarantine challenges, campus life for international staff and students, services, digitalization of system for internationalization at home, buddy system, mentoring system, recruitment. Consortium meeting will be organized during this training.	Mostar (Bosnia and Herzegovina)	EU partner - 4 days WB partner - 3 days	26 KU – 2, UMFKVB – 2, UniKg – 2, UES – 4, UNTZ – 4, UoM – 4, USH – 4, UMT – 4
E4.2	All partners	Workshop for teachers related to	Workshop	Internationalization of curriculum	Shkoder (Albania)	EU partners – 4 days	21

		internationalization of curriculum				WB partners – 3 days	KU – 2, UMFKVB – 2, UniKg – 2, UES – 3, SUM – 3, UNTZ – 3, UoM – 3, UMT – 3
E4.4	All participants	Workshop for development of new virtual courses	Workshop	Development of new internationalized virtual courses	Tuzla	EU partners – 4 days WB partners – 3 days	21 KU – 2, UMFKVB – 2, UniKg – 2, UES – 3, SUM – 3, UoM – 3, USH – 3, UMT – 3
E5.3	All partners	Final dissemination conference and 3 rd consortium meeting	Conference	Review of achieved results, dissemination, consortium issues	East Sarajevo (Bosnia and Herzegovina)	EU partner – 4 days WB partner – 3 days	22 KU – 2, UMFKVB – 2, UniKg – 3, SUM – 3, UNTZ – 3, UoM – 3, USH – 3, UMT – 3

4.3 Timetable

ACTIVITY	YEAR 1				YEAR 2				YEAR 3			
	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
T1.1 Signing of Quality policy statement	X											
T1.2 Establishing of the project organizational structure	X											
T1.3 Organizing consortium meetings	X			X				X				X
T1.4 Development of project management and quality strategies	X											
T1.5 Internal and external quality progress reporting				X		X		X				X

T1.6 Organization of external monitoring visit						X						X
T1.7 Organizing of reporting to EACEA						X						X
T1.8 Evaluation of meetings via survey	X	X	X	X	X	X		X				X
T1.9 Financial and administrative management	X	X	X	X	X	X	X	X	X	X	X	X
T2.1 Analyse the situation of IaH in the EU		X										
T2.2 Analyse the situation of IaH at WB partners			X									
T2.3 Framework development for IaH at WB universities			X	X								
T2.4 Organize trainings at EU partners			X	X								
T3.1 Develop strategies for IaH at WB HEIs				X	X							
T3.2 Organize starting training for students and staff				X	X							
T3.3 Develop digital support system and protocol for international students and staff					X	X						
T3.4 Institutional trainings for internal and external stakeholders					X	X						
T3.5 Pilot newly developed services and documents						X	X					
T3.6 Evaluate of pilot activities							X	X	X	X	X	X
T4.1 Organize workshops for teaching staff related to IoC and development of intercultural competences							X					
T4.2 Select courses for IoC and review current practices							X					

T4.3 Establish models for connection with international students and staff (COIL/ CLIL/ virtual mobility)								X					
T4.4 Develop new international virtual courses for COIL (3 courses)								X	X				
T4.5 Strengthening of online teaching platform/ equipment - development international virtual classroom	X	X	X	X	X	X	X	X	X	X	X	X	X
T4.6 Piloting courses for IoC/ COIL for virtual international courses									X	X	X	X	X
T4.7 Evaluation of pilot activities										X	X	X	X
T5.1 Design and implementation of dissemination and exploitation plan	X				X					X			
T5.2 Making tools for dissemination	X	X	X	X	X	X	X	X	X	X	X	X	X
T5.3 Raising awareness through info-days, symposia and conferences							X	X	X	X	X	X	X
T5.4 Preparation of the interim and final report on dissemination and exploitation activities							X						X
T5.5 Reporting on impact and sustainability							X	X	X	X	X	X	X

4.4 Subcontracting

Subcontracting <i>Give details on subcontracted project tasks (if any) and explain the reasons why (as opposed to direct implementation by the Beneficiaries/Affiliated Entities). Subcontracting — Subcontracting means the implementation of ‘action tasks’, i.e. specific tasks which are part of the EU grant and are described in Annex 1 of the Grant Agreement. Note: Subcontracting concerns the outsourcing of a part of the project to a party outside the consortium. It is not simply about purchasing goods or services. We normally expect that the participants to have sufficient operational capacity to implement the project activities themselves. Subcontracting should therefore be exceptional. Include only subcontracts that comply with the rules (i.e. best value for money and no conflict of interest; no subcontracting of project coordination tasks).</i>						
Work Package No	Subcontract No (continuous numbering linked to WP)	Subcontract Name (subcontracted action tasks)	Description (including task number and BEN to which it is linked)	Estimated Costs (EUR)	Justification (why is subcontracting necessary?)	Best-Value-for-Money (how do you intend to ensure it?)
Other issues: <i>If subcontracting for the project goes beyond 30% of the total eligible costs, give specific reasons.</i>			Insert text			

5. OTHER

5.1 Ethics

<p>Ethics (if applicable)</p> <p><i>If the Call document/Programme Guide contains a section on ethics, describe ethics issues that may arise during the project implementation and the measures you intend to take to solve/avoid them.</i></p> <p><i>Describe how you will ensure gender mainstreaming and children's rights in the project activities.</i></p>
<p>Ethical principles and gender equality standards in terms of women's rights will be applied during the project development. Both men and women, as equal members, will have the opportunity to participate in all kinds of project activities.</p>

5.2 Security

<p>Security</p>
<p>During the development and all project activities digital security for all collected data will be provided.</p>

6. DECLARATIONS

<p>Double funding</p>	
<p>Information concerning other EU grants for this project</p> <p> Please note that there is a strict prohibition of double funding from the EU budget (except under EU Synergies actions).</p>	<p>YES/NO</p>
<p>We confirm that to our best knowledge neither the project as a whole nor any parts of it have benefitted from any other EU grant (including EU funding managed by authorities in EU Member States or other funding bodies, e.g. Erasmus, EU Regional Funds, EU Agricultural Funds, European Investment Bank, etc). If NO, explain and provide details.</p>	<p>YES</p>
<p>We confirm that to our best knowledge neither the project as a whole nor any parts of it are (nor will be) submitted for any other EU grant (including EU funding managed by authorities in EU Member States or other funding bodies, e.g. Erasmus, EU Regional Funds, EU Agricultural Funds, European Investment Bank, etc). If NO, explain and provide details.</p>	<p>YES</p>

<p>Financial support to third parties (if applicable)</p> <p><i>If your project requires a higher maximum amount per third party than the threshold amount set in the Call document/Programme Guide, justify and explain why this is necessary in order to fulfil your project's objectives.</i></p>
<p>N/a</p>

ANNEXES

LIST OF ANNEXES

Standard

Detailed budget table/Calculator (annex 1 to Part B) — *mandatory for certain Lump Sum Grants (see [Portal Reference Documents](#))*

CVs (annex 2 to Part B) — *mandatory, if required in the Call document/Programme Guide*

Annual activity reports (annex 3 to Part B) — *not applicable*

List of previous projects (annex 4 to Part B) — *mandatory, if required in the Call document/Programme Guide*

Special

Other annexes — *mandatory, if required in the Call document/Programme Guide*

LIST OF PREVIOUS PROJECTS

List of previous projects					
<i>Please provide a list of your previous projects for the last 4 years.</i>					
Participant	Project Reference No and Title, Funding programme	Period (start and end date)	Role (COO, BEN, AE, OTHER)	Amount (EUR)	Website (if any)
UniKg	Erasmus+ 2021-1-RS01-KA220-HED-000032204 Enhancing digital and psychological resilience through peer networking in the online environment in times of crises – DigiPsyRes	15/01/2021 – 15/01/2024	COO		
UniKg	Erasmus+ 2021-1-RS01-KA220-SCH-000030287 Developing Functional Knowledge through Outdoor Learning – Out and About	15/01/2022 – 15/01/2024	BEN		
UniKg	Erasmus+ 2021-1-HR01-KA220-HED-000031177 Introduction of joint short-cycle ICT courses for better employability of students and graduates – WICT	15/01/2022 – 15/01/2025	BEN		
UniKg	Erasmus+ 2020-1-RS01-KA226-HE-094550 Repository of Open Educational Resources for Laboratory Support in Engineering and Natural Science – RELAB	15/01/2021 – 15/01/2023	COO		https://relab.kg.ac.rs/
UniKg	Erasmus+ 2020-1-ES01-KA203-081978 Inclusive Responsible Research. Knowledge Mobilisation and University Social Responsibility – IRR	15/01/2020 – 15/01/2022	BEN		https://irr.dcae.pub.ro/
UniKg	Horizon Europe (EIT – HEI initiative) 10038 Innovation Capacity Building for Higher Education in Industry 4.0 and Smart Manufacturing – SMART-2M	15/01/2021 – 15/01/2023	BEN		http://smart2m.eu/
UniKg	Horizon 2020 956470 Drug-coated balloon simulation and optimization system for the improved treatment of peripheral artery disease – DECODE	15/01/2021 – 15/01/2024	BEN		https://www.decodeitn.eu/

UniKg	Horizon 2020 952603 Increasing scientific, technological and innovation capacity of Serbia as a Widening country in the domain of multiscale modelling and medical informatics in biomedical engineering - SGABU	15/01/2020 – 15/01/2023	COO		http://sgabu.eu/
UniKg	Erasmus+ 609952-EPP-1-2019-1- RS-EPPKA2-CBHE-JP HE and VET alliance establishment according to Bologna Principals implementation via VET teachers, capacity building - ALLVET	15/01/2020 – 15/01/2023	COO		http://allvet-erasmus.com/uk/
UniKg	Erasmus+ 598825-EPP-1-2018-1- RS-EPPKA2-CBHE-JP Enhancing the digital and entrepreneurial skills of academic musicians in Serbia for culturally more engaged society - DEMUSIS	15/10/2019 – 15/10/2023	BEN		http://www.demusis.ac.rs/
KU	Erasmus+ Capacity Building, 58733-EPP-1- 2017-1-BE-EPPKA2- CBHE-JP, RICH-Ed (Resources for Interculturality in Chinese Higher Education	15/10/2017 - 15/10/2021	COO		RICH-ED
KU	Erasmus+ Capacity Building, 597795-EPP-1- 2018-1-BE-EPPKA2- CBHE-JP, MOMA	15/01/2019 - 14/01/2022	COO		Home - MOMA Việt Nam (momavietnam.com)
KU	Erasmus+ Capacity Building, 609939-EPP-A- 2019-1-BE-EPPKA2- CBHE-JP, Boosting the role of HEIs in the industrial transformation towards the Industry 4.0 paradigm in Georgia and Ukraine / HEIn4	15/01/2020 - 14/01/2023	COO		https://hein4.net/
KU	Erasmus+ Capacity Building, 585938-EPP-1- 2017-1-FR-EPPKA2- CBHE-JP, “e-Learning InnoVative Engineering Solutions” (e-LIVES)	15/10/2017 – 14/10/2020	BEN		e-LIVES – e- LIVES ERASMUS+ project
KU	Erasmus+ Capacity Building, 598982-EPP-1- 2018-1- FI-EPPKA2- CBHE-JP, EMVITET – Empowering Vietnamese Teachers for Transformation towards Education 4.0	15/01/2019 – 14/01/2022	BEN		LHU joins in EMVITET Project, News, Lac Hong University

KU	Erasmus+ Capacity Building, 619338-EPP-1-2020-1-AL-EPPKA2-CBHE-JP, ENGINE-ENGINEERING curricula modernisation in renewable eNergy in Albania univErsities - ENGINE	15/11/2020 - 14/11/2023	BEN		Engine – Project (engineproject.eu)
UES	617421-EPP-1-2020-1-RS-EPPKA2-CBHE-SP, Development of part-time and short cycle studies in higher education in Bosnia and Herzegovina (PARTISH), ERASMUS+ KA2	15/01/2020 – 15/01/2023	BEN	960.644	
UES	618534-EPP-1-2020-1-XK-EPPKA2-CBHE-JP, Improving the process of education through the development of e-learning multimedia platform and smart classrooms (SMARTEL), ERASMUS+ KA2	15/01/2020 – 15/01/2023	BEN	831.873	https://smartel.pr.ac.rs
UES	618975-EPP-1-2020-1-BA-EPPKA2-CBHE-JP, Sustainable University – Enterprise Cooperation for Improving Graduate Employability (SUCCESS), ERASMUS+ KA2	15/01/2020 – 15/01/2023	BEN	849.257	https://success-project.ba
UES	618109-EPP-1-2020-1-EL-EPPKA2-CBHE-JP, Knowledge Triangle for a Low Carbon Economy (KALCEA), ERASMUS+ KA2	15/01/2020 – 15/01/2023	BEN	871.050	https://kalcea.com/
UES	609967-EPP-1-2019-1-RS-EPPKA2-CBHE-JP, Development of Master Curricula in Ecological Monitoring and Aquatic Bioassessment for Western Balkan HEIs (ECOBIA), ERASMUS+ KA2	15/01/2020 – 15/01/2023	BEN	953.004	www.ecobiaserasmus.com
UES	610251-EPP-1-2019-1-RS-EPPKA2-CBHE-SP, Strengthening Capacities for the Implementation of Dual Education in BiH Higher Education (DualSCI), ERASMUS+ KA2	15/01/2020 – 15/01/2023	BEN	969.862	dualsci.unze.ba
SUM	618534-EPP-1-2020-1-XK-EPPKA2-CBHE-JP Improving the process of education through the development of e-learning multimedia platform and smart classrooms/ SMARTEL	15/01/2020 – 15/01/2023	BEN	831.873,00	https://smartel.pr.ac.rs/

SUM	617421-EPP-1-2020-1-RS-EPPKA2-CBHE-SP Development of part-time and short cycle studies in higher education in Bosnia and Herzegovina/ PARTISH	15/01/2020 – 15/01/2023	BEN	960.644,00	
SUM	18089-EPP-1-2020-1-BA-EPPKA2-CBHE-JP Innovating quality assessment tools for pharmacy studies in Bosnia and Herzegovina/ IQPharm	15/01/2020 – 15/01/2023	BEN	797.542,00	http://erasmus-iqpharm.com/
SUM	610483-EPP-1-2019-1-AL-EPPKA2-CBHE-JP Higher Education– Enterprise platform for fostering, modernisation and sustainable growth in natural stone industry in Western Balkan/ BKSTONE	15/10/2019 – 15/10/2022	BEN	872.309,00	https://bkstoneproject.com/projects/
SUM	609755-EPP-1-2019-1-BA-EPPKA2-CBHE-JP Vitalising ICT relevance in Agricultural learning/ VIRAL	15/10/2019 – 15/10/2022	BEN	888.268,00	http://viralerasmus.org/en/home/#
SUM	610251-EPP-1-2019-1-RS-EPPKA2-CBHE-SP Strengthening capacities for the implementation of dual education in BH higher education/ DUALSCI	15/10/2019 – 15/10/2022	BEN	969.862,00	
SUM	609967-EPP-1-2019-1-RS-EPPKA2-CBHE-JP Development of master curricula in ecological monitoring and aquatic bioassessment for Western Balkans HEIs/ ECOBIA	15/10/2019 – 15/10/2022	BEN	953.004,00	https://www.ecobiaserasmus.com/
SUM	609719-EPP-1-2019-1-DE-EPPKA2-CBHE-JP Educating Science Teachers for All	15/10/2019 – 15/10/2022	BEN	967805,00	
SUM	610093-EPP-1-2019-1-AT-EPPKA2-CBHE-JP Reconnecting universities and enterprises to unleash regional innovation and entrepreneurial activity/ KnowHub	15/10/2019 – 15/10/2022	BEN	904.356,00	https://knowhub.eu/
SUM	598444-EPP-1-2018-1-HR-EPPKA2-CBHE-JP Harmonization and Innovation in PhD Study Programs for Plant Health in Sustainable Agriculture / HarISA	15/10/2018 – 15/10/2021	BEN	967,614.00	https://harisa.site123.me/
UoM	Grant agreement ID: 847749 Retinal and cognitive dysfunction in type 2	15/01/2020 – 15/01/2023	BEN	5,998,272.50 eur	https://www.recognised.eu/

	diabetes: unraveling the common pathways and identification of patients at risk of dementia – RECOGNISED Funded under: H2020-EU.3.1.1.				
UoM	New methods for risk stratification for progression of cancer and Alzheimer's disease in patients in Montenegro –DEMONSTRATE	15/01/2019 – 15/01/2021	COO	98686.12 EUR	https://www.demonstrate.ucg.ac.me/
USH	Virtual Albanian European Universities Exchange -VALEU-X, Nr: 2019 - 1976/001 – 001, 610360-EPP-1-2019-1-DE-EPPKA2-CBHE-JP.	15/01/2020 - 14/01/2023	BEN	74335	
USH	Improving REsearch capacities of Albanian higher education institutions in conservation and restoration of Cultural Heritage 610390-EPP-1-2019-1-AL-EPPKA2-CBHE-SP – REACH	15/01/2020 - 14/01/2023	BEN	116 340	
USH	Sustainable University - Enterprise Cooperation for Improving Graduate Employability (SUCCESS). 618975-EPP-1-2020-I-BA-EPPKA2-CBHE-JP; 01-230-1/2020	15/11/2020 14/11/2023	BEN	72115	
USH	"Inclusive tertiary Education in Western Balkans – IDEA" Capacity – Development in pursuit of Equity and Accessibility of HEIs in the Wester Balkans for Students with Disabilities and/or Learning Difficulties"; 618859-EPP-1-2020-1-AL-EPPKA2-CBHE-JP.	15/01/2021 - 14/01/2024	BEN	78902	
USH	Entrepreneurial skills for a Modern Education in Albania, EntrAL; 617886-EPP-1-2020-1-FI-EPPKA2-CBHE-SP	16/12/2020 - 14/01/2024	BEN	56350	
USH	MSc. Course in STEAM education – STEAMedu; 618996-EPP-1-2020-1-BA-EPPKA2-CBHE-JP	15/01/2021 - 14/01/2024	BEN	56642	
USH	"University to Society Infomediaries in Albania: Co-Production of knowledge and research that matters" / U-SIA; 618997-EPP-1-2020-I-AL-EPPKA2-CBHE-JP	15/01/2021 - 14/01/2023	BEN	109710	
UMT	"Modern Prosthetics: Advanced Training and	01/01/2018 – 01/01/2020	AE	50.000	

	Implementation of German methodology”, funded by GIZ				
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HISTORY OF CHANGES		
VERSION	PUBLICATION DATE	CHANGE
1.0	25.02.2021	Initial version (new MFF).