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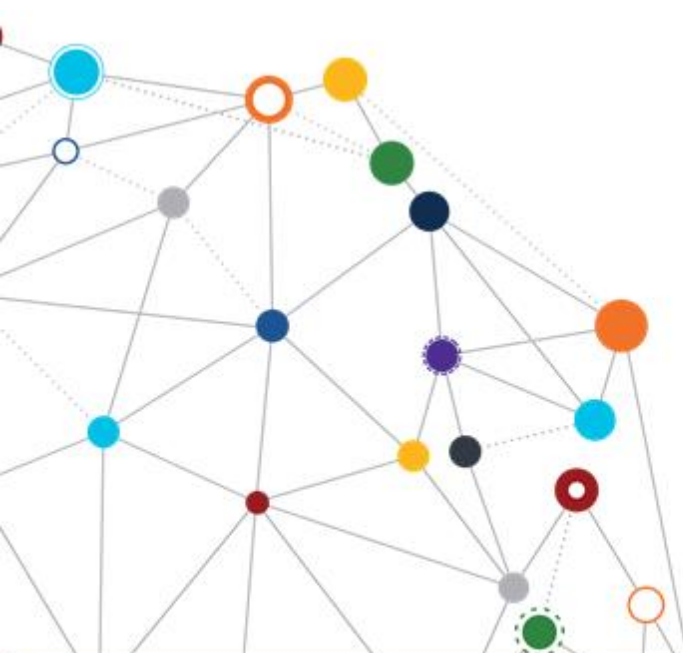


WP3 – Development of training content to increase capacity in internationalisation

D3.2 – Preparing short training opportunities

INTERnationalization at Home: Embedding Approaches and Structures to Foster Internationalization at Western **B**alkans

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INTERBA



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1. Preparing a series of short training courses

Following the delivery of the Train the Trainers workshop by MUHEC and its supporting documentation, each partner institution will be expected to develop a minimum of two training courses. These are expected to be delivered with the participation of an international group of attendees from partner institutions. The first training workshop will be held in an EU partner location, while the second training workshop will be organised in Tirana.

The consortium discussed the possible duration of the proposed short training course, based on the following options:

- Half-day training workshop, consisting of two 90 minute sessions.
- Full-day training workshop, consisting of four 90 minute sessions.
- Two-day training workshop, consisting of four 90 minute sessions per day.
- Three-day training workshop, consisting of four 90 minute sessions per day, with the second half of the last day being dedicated on reflection, application and critique based on a portfolio of practice.
- Five-day training workshop, consisting of four 90 minute sessions per day, with the last day being dedicated on reflection, application and critique based on a portfolio of practice.

After the February 5th workshop, the INTEBRA consortium preferences were as follows:

- Two-day training workshop, consisting of four 90-minute sessions per day voted by P1 / P3 / P6 / P9 / P10.
- Three-day training workshop, consisting of four 90-minute sessions per day, with the second half of the last day being dedicated on reflection, application and critique based on a portfolio of practice, voted by P4 / P5 / P8 / P9.
- P7 no firm decision.
- Considering a hybrid mode to combine 2-day training with the reflection part of a 3-day training based on voting.

The training workshops will range from 2-days to 4-days according to the preliminary plan, in line with the number of days allocated for training in EU partners, as well as PCIs

Skillsets

As part of WP2, INTERBA partners were required to fill in profiling templates for their expert staff who have been involved in previous projects. All PCIs were involved in:

- Providing a full and accurate list of Subject Matter Experts with prior project experience.
- Using the WP2 templates to ensure that all the necessary information is collected for each expert profile.
- Identifying 'associate' partners, who may be able to provide expertise in key topic, even though they may lack direct involvement to externally funded projects.



All partners determined their required skillset as part of the Training Needs Analysis (TNA) conducted as part of WP1. This ensured that the INTERBA consortium engaged in:

- Determining training gaps.
- Identifying specific skillset requirements.

As part of WP2, an alignment between skills requirements and skills availability took place. The match-making exercise helped to determine those individuals who will deliver training, as well as those partners that will require the specific training. The University of Cagliari, leading WP2 attempted the following match between training needs and the required topics for developing appropriate skills in the respective fields. This matchmaking was based on the contribution of each partner as follows:

Partner	Training need	Topic of the training
P10	Training in cooperation between HEI and business	Cooperation between educational institutions and business
P6	International Best Practices for Entrepreneurship Education	Enterprise, industry and SMEs (incl. entrepreneurship)
P7	Effective business start-up incubation at university	Labour market issues incl. career guidance / youth unemployment
P9	Creating effective platforms for tracking graduates' employability	Labour market issues incl. career guidance / youth unemployment
P10	training in career guidance	Labour market issues incl. career guidance / youth unemployment
P8	Training for Entrepreneurship Canvas Model.	Open and distance learning
P6	Improvement of existing units for Internationalization at Home at the university	International cooperation, international relations, development cooperation
P9	Internationalization as a part of university strategy development	International cooperation, international relations, development cooperation
P7	Training on international best practices for student retention	Quality and Relevance of Higher Education in Partner Countries
P10	Training on quality and relevance of HE	Quality and Relevance of Higher Education in Partner Countries
P1	Development of new innovative curricula	New innovative curricula/educational methods/development of training courses
P10	development of training courses	New innovative curricula/educational methods/development of training courses
P8	To learn modern way of teaching and curricula is more activity based, using questioning, explaining, demonstration and collaboration techniques.	New innovative curricula/educational methods/development of training courses
P7	Designing Hybrid Classroom	ICT - new technologies - digital competences
P1	Digital transformation	ICT - new technologies - digital competences
P6	Training for new online platforms	ICT - new technologies - digital competences
P1	Innovation in research methodology	Research and innovation
P9	Integrating Research in Teaching	Research and innovation
P8	Training on Project Writing	Cooperation between educational institutions and business
P8	Training on Project Writing.	Green skills
P8	Training on Project Writing	ICT - new technologies - digital competences



P1	Project Writing	Key Competences (incl. mathematics and literacy) - basic skills
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Trainers

The INTERBA training team is based on teams provided by MUHEC, EU partners and Partner Country Institutions (PCI).

The MUHEC team consist of the following members:

- George Dafoulas who will coordinate training pedagogies, methods and delivery; he will also coordinate and deliver the sample training on ‘Internationalisation at Home’.
- Ariadni Tsiakara who will coordinate training sessions at PCIs, training records and certifications.
- Cristiano Maia who will coordinate training content development and access.
- Additional members added depending on identified training topics for each training workshop.
- Andrew Golding , representing Oracle TES involved in the development of training content.

EU partners will provide training staff to cover the topics identified by the Training Needs Analysis (TNA) that will be conducted as part of WP1. A combination of staff from various EU partners may be required to ensure that all topics are covered for the agreed training workshops.

PCIs will provide training staff with experience from prior projects. Any PCI trainers need to attend the ‘Internationalisation at Home’ training provided by MUHEC prior to the delivery of any training sessions at PCI locations. Furthermore, the PCI team needs to attend prior to their training workshops the ‘Train the Trainers’ programme delivered by MUHEC. The complete skillset provided by each PCI trainer needs to be provided for the Network of Experts using the templates of WP2.

After the February 5th workshop, the INTERBA consortium agreed for EU partners to provide trainers for certain sessions in selected PCI training workshops, according to the training topics and availability of SMEs. Furthermore, PCIs will involve their own staff, where possible, during training workshops organised by other consortium members. The full list of Subject Matter Experts will be provided in January 2021 following the Train the Trainers workshop.



2. Designing the training structure

Each training workshop will need to be based on covering specific topics in each session. It is recommended to attempt covering three topics in each training session. Each topic should be covered by a combination of:

- Foundation – providing the relevant theory explaining the topic.
- Application – demonstrating the relevance of the theory on specific scenarios.
- Reflection – triggering critique of the key issues of the topic covered.

With regards to the duration of training sessions, it is recommended to aim for 90 minutes per sessions, as this will enable to organise both half- and full-day workshops that will allow an even number of sessions and brief 15-minute intervals, as well as a 45 or 60 minute lunch break if needed. The proposed structure can be adapted as follows:

- 90 minutes (30 minutes per topic)
- 60 minutes (20 minutes per topic)
- 45 minutes (15 minutes per topic)

The following table provides a sample training structure for a full-day workshop.

Monday	Day 1
09:00 – 09:30	Bridge session Linking previous work with the day’s sessions
09:30 – 10:30	Session 1: Session 1 title Session 1 content including 3 topics
10:30 – 11:00	<u>Train-storming 1</u> (facilitated reflective practice portfolio activity) Participants will brainstorm in groups and fill in the corresponding portfolio sections
11:00 – 12:00	Session 1: Session 2 title Session 2 content including 3 topics
12:00 – 12:30	<u>Train-storming 2</u> (facilitated reflective practice portfolio activity) Participants will brainstorm in groups and fill in the corresponding portfolio sections
12:30 – 13:30	(---lunch break---
13:30 – 14:30	Session 3: Session 3 title Session 3 content including 3 topics
14:30 – 15:00	<u>Train-storming 3</u> (facilitated reflective practice portfolio activity) Participants will brainstorm in groups and fill in the corresponding portfolio sections
15:00 – 16:00	Session 4: Session 4 title Session 4 content including 3 topics
16:00 – 16:30	<u>Train-storming 4</u> (facilitated reflective practice portfolio activity) Participants will brainstorm in groups and fill in the corresponding portfolio sections
16:30 – 17:00	Wrap up session Focusing on the day’s key training output
Notes:	
<ul style="list-style-type: none"> • Criteria to be used for participants’ grouping. • List of expected inputs from each participant. • Attendance requirements from participants. • Guidance on interactions and communications anticipated by participants. • Explanation on how to engage with portfolio work. • Description of the expected outputs from each session based on participant collaboration. 	



The consortium agreed on the proposed structure, following the workshop held on 5th of February 2021. The training workshops are expected to last between 3 and 5 days in each location, in line with the proposed plan.

A key activity of WP3 involves the development of training content to increase capacity in internationalisation. This step is being implemented following the delays from COVID19 that affected the delivery of WP1 and WP2. The consortium members have identified by using the WP1 and WP2 outputs the following key knowledge transfer areas that are critical for achieving IaH at home. These areas are as follows, organised per partner:

- University of Tirana (Albania)
 - Sustainable development of BLUE economies through higher education and innovation in Westerns Balkan Countries
 - Leading Towards Sustainable Gender Equality Plans in Research Performing Organizations
- European University of Tirana (Albania)
 - Quality Development of International Cooperation and Project Management
 - IT Governance for Higher Education Institutions
- Universum College (Kosovo)
 - ICM mobility
 - Internationalization at Home: A good alternative for an isolated Kosovo
- University of Prishtina (Kosovo)
 - Online Collaboration Tools (ISCED DESCRIPTION DETAIL: Education - Teacher training with subject specialization)
 - Methodologies of Scientific Research (ISCED DESCRIPTION DETAIL: Inter-disciplinary programs and qualifications involving Information and Communication Technologies)
- University of Tuzla (Bosnia and Herzegovina)
 - Combined Water and Energy integration in the Process Industries
 - The Impact of COVID-19 on Students with Disabilities
- Dzemal Bijedic University of Mostar (Bosnia and Herzegovina)
 - Research Methodology, Scientific Writing and Result Presentation: Humanities and Social Sciences
 - Didactics, curriculum development and curriculum planning



3. Conducting training pilots

The INTERBA project will conduct a number of training pilots. More specifically the project will include the following training pilots:

- ‘Internationalisation at Home’ training workshop delivered by MUHEC with the contribution of EU partners (scheduled for January 2022).
- ‘Train the Trainers’ training workshop delivered by MUHEC, which is further discussed in WP4 (scheduled for January 2022).
- ‘Local Training Pilot 1’ delivered by each PCI in EU locations (scheduled for Spring 2022).
- ‘Local Training Pilot 2’ delivered by each PCI in Tirana (scheduled for Summer 2022).

The following table provides the preliminary schedule for the training pilot workshops to be held in EU countries and Albania. Each PCI will deliver two training pilots, one in EU and one in West Balkans. Currently, the University of Tirana is anticipated to host the second pilots from all partner PCIs. The consortium will revise this proposal in case PCIs would like to host the second pilot. All PCIs will host their own local re-trainings as part of WP4, which will be monitored by EU partners.

Partner	Pilot / training title	Proposed dates
University of Tirana	<ul style="list-style-type: none"> • Hamburg • Tirana 	20/06/2022 – 24/06/2024 04/07/2022 – 08/04/2022
European University of Tirana (UET)	<ul style="list-style-type: none"> • Hamburg • Tirana 	20/06/2022 – 24/06/2024 04/07/2022 – 08/04/2022
Universum College	<ul style="list-style-type: none"> • Cagliari • Tirana 	14/02/2022 – 18/02/2022 04/07/2022 – 08/04/2022
University of Prishtina	<ul style="list-style-type: none"> • Cagliari • Tirana 	20/06/2022 – 24/06/2024 04/07/2022 – 08/04/2022
University of Tuzla	<ul style="list-style-type: none"> • Palermo • Tirana 	21/03/2022 – 25/03/2022 04/07/2022 – 08/04/2022
Dzemal Bijedic University of Mostar	<ul style="list-style-type: none"> • Palermo • Tirana 	21/03/2022 – 25/03/2022 04/07/2022 – 08/04/2022

The previous section of this report presented the training topics that will be delivered as part of the training pilots organised by the INTERBA PCIs with the support of the EU partners that will deliver specific sessions according to their expertise. All PCIs have commenced developing their training content based on the WP3 SCATE pedagogical model and guidelines provided since February 2021. The following table summarises how each PCI will gain from the training provided with respect to IaH. Each partner provided their reflections on:

- Staff training achieved for key staff members in your institution and subsequently to more staff via Train the Trainers.



- Policy revision by reflecting on feasible changes that can be done at institutional level following knowledge exchange.
- Operational and planning changes introduced after the training is received.

The following table summarises how each training topic will impact IaH to each INTERBA PCI member.

Training topic	Delivered by	IaH impact – (plans for change at policy, curricula and learning experiences level)
<p>1. Sustainable development of BLUE economies through higher education and innovation in Westerns Balkan Countries</p>	<p>University of Tirana</p>	<p><u>University of Tirana</u></p> <ul style="list-style-type: none"> • Policy/Operations: At the university level, improve internal procedures for curriculum development and evaluation can be improved. We propose this course in order to see the ways we can influence potential changes at the institutional level regarding curricula developments in the master level in a way that the course can be used as a template for linking new models of economies with the innovation concepts and also for permanent professional training of academic staff and vocational education in this field. • Curricula: During this module, we have to introduce different new concepts of blue economy and innovation during the teaching and research process through linkage of blue economy and innovation based on the changes in syllabuses (A practical approach to blue economy and innovation through mixing the theoretical concept with practices in the laboratory and in the innovative companies). • Learning experiences: The participants of the course, through the offer of the theory and practice of blue economy and innovation: in Humanities and natural Sciences module, supplement knowledge and skills in the area of methodological competencies that are extremely important for lifelong learning and training of academic staff. <p><u>European University of Tirana (UET)</u></p> <ul style="list-style-type: none"> • Policy/Operations



- Curricula
- Learning experiences

Universum College

- Policy/Operations: will serve to introduce the institution and its staff with this concept and to promote participation in innovation-focused initiatives and collaboration projects in sustainable development of BLUE economies
- Curricula: these concepts would be specifically included in the Business and Management study programs (BsC and MA) and Master in Sustainable Food Productions in order to raise students' awareness of corporate social responsibility.
- Learning experiences: students would be introduced to a new concept that would broaden their horizons for how they see the future and their function (and their chosen professions') in climate conservation and society at large

University of Prishtina

- Policy/Operations
- Curricula
- Learning experiences

University of Tuzla

- Policy/Operations: The awareness at the institutional level will be increased about sustainable development, climate changes and blue economy.
- Curricula: There are possibilities to update and improve existing curricula related to the proposed course topic.
- Learning experiences: It can have an important influence on students as this topic is relatively new for the institution.

Dzemail Bijedic University of Mostar

- Policy/Operations: this course will increase the awareness and the level of knowledge on sustainable development, climate changes and blue economy.



		<ul style="list-style-type: none"> • Curricula: after the training, we will be able to update and improve existing curricula related to the proposed course topic. • Learning experiences: we hope this course will increase the interest of students in terms of Sustainable development of BLUE economies since it is in a focus of the recent research.
<p>2. Leading Towards Sustainable Gender Equality Plans in Research Performing Organizations</p>	<p>University of Tirana</p>	<p><u>University of Tirana</u></p> <ul style="list-style-type: none"> • Policy/Operations: at the university and faculties level, we will be focused on procedures to improve internal procedures for preparing and implementing gender equality plans and implementation. • Curricula: All the persons attending this course will help the academic staff to improve existing and create new curricula and use proper methods and procedures in order to be focused on gender equality in universities and research institutions. • Learning experiences: the academic staff and especially the managerial bodies in all levels will have the opportunity to understand elements of the gender equality plans and share their learning experience for students. They will be able to think critically for curriculum development and evaluation, including the roles of staff, different level managers and students in the gender balance problems in the teaching and research. <p><u>European University of Tirana (UET)</u></p> <ul style="list-style-type: none"> • Policy/Operations • Curricula • Learning experiences <p><u>Universum College</u></p> <ul style="list-style-type: none"> • Policy/Operations: Universum College is focused on applied research and currently is in the process of updating its Research strategy and guidelines for its staff. This training would contribute significantly to the inclusion of gender equality aspect in the new strategy in regards to increasing the financial and technical support provided to women in conducting



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research and to encourage the conduction of research on gender related issues.

- Curricula: The curricula of several multidisciplinary courses such as Research Methodology, Statistics or Academic Writing can be updated to include the gender aspect into it, such as inclusion of statistical and gender econometric analyzes; discussion on the biases of research as a result of non-inclusion of the gender aspect or perspective, etc.
- Learning experiences: Students will benefit in several ways: initially they will have the opportunity to engage in discussions about gender representation and gender issues in research; to see more diversity in the research presented to them within their classes; and be directly involved in gender research

University of Prishtina

- Policy/Operations
- Curricula
- Learning experiences

University of Tuzla

- Policy/Operations: The importance of sustainable gender equality plans at the institutional level will be recognised.
- Curricula: It can have an influence during further developments of topics for workshops, training or updating existing curricula.
- Learning experiences: The staff will gain new knowledge which can help to improve the existing situation about this issue at institutional level.

Dzemat Bijedic University of Mostar

- Policy/Operations: Gender equality is an important issue in all societies, and its inclusion into the institutional internal regulations will be an important step toward EU integration.
- Curricula: this course will have an important impact on the level of awareness raised on gender equality.
- Learning experiences: The staff will adopt new approaches to gender equality and learn how to



		<p>approach with the potential situation of gender inequality.</p>
<p>3. Quality Development of International Cooperation and Project Management</p>	<p>European University of Tirana (UET)</p>	<p><u>University of Tirana</u></p> <ul style="list-style-type: none"> • Policy/Operations: enhancement of institutional capacity for project development and management. • Curricula: build a knowledge bank for our organization in order to be used during workshops and trainings adoption of new pedagogical and working model of the internationalization and project cycle management. • Learning experiences: an increased level of staff knowledge is expected respectively in project writing, international relations, and in managing staff and student mobilities. <p><u>European University of Tirana (UET)</u></p> <ul style="list-style-type: none"> • Policy/Operations: the proposed course can influence potential changes at institutional level regarding the functionality of Project Management (PM) and International Relations Offices (IC). • Curricula: Introduction to project writing and project management; Internationalization of higher education institutions; Management of staff and student mobilities. • Learning experiences: participants will acquire knowledge and skills in project writing and project management, as well as international relations and managing international mobilities. Capacities of staff involved in the PM/IC offices will be increased. <p><u>Universum College</u></p> <ul style="list-style-type: none"> • Policy/Operations: Universum College is very focused on participating in joint international projects. This will probably be one of the biggest benefits for Universum College because through this we will be able to establish our own internal strategies, policies and procedures through which it will be determined how priorities will be set for participation in international projects, on what basis and criteria will the partners be selected, standardization of internal procedures for



project management and division of duties within them, etc.

- Curricula: project management is taught as a multidisciplinary course in the third year of studies for all departments. This training would help a lot in including the aspect of participation and management of international project into that course.
- Learning experiences: through the inclusion of Quality Development of International Cooperation and Project Management aspect in the Project Management course, students will have the chance to witness more closely Universum College's efforts to be part of international projects aimed at enhancing the quality of teaching and learning as well as the student experience for its students and will motivate them to be more committed to participate in the implementation of the activities of such projects.

University of Prishtina

- Policy/Operations
- Curricula
- Learning experiences

University of Tuzla

- Policy/Operations: existing institutional experience and knowledge at the university and faculty levels will be enhanced.
- Curricula: the knowledge gained through the proposed course will be helpful in organizing workshops on similar topics to increase the quality of development of international cooperation and project management.
- Learning experiences: an increased level of staff knowledge is expected. It can contribute to their more active participation in the improvement of the existing situation related to international cooperation and project management.

Dzemail Bijedic University of Mostar

- Policy/Operations: the level of know-how on international cooperation and project management will be significantly enhanced in





		<p>accordance to the Internationalisation Strategy of Dzemal Bijedic University of Mostar.</p> <ul style="list-style-type: none"> • Curricula: University will incorporate elements of internationalisation in all existing syllabi through the aims and outcomes of courses. In terms of project management, this training topic will help us introduce project management as an elective course on all Faculties. • Learning experiences: We expect for this course to significantly raise the level of participation of staff in international projects while student will show the increased interest in mobility.
<p>4. IT Governance for Higher Education Institutions</p>	<p>European University of Tirana (UET)</p>	<p><u>University of Tirana</u></p> <ul style="list-style-type: none"> • Policy/Operations: the organisation will be impacted by getting a better understanding of the main concepts of IT Governance and prepare them for the importance of inclusion of this approach in its future working environments. • Curricula: workshops and trainings can take places at institutional level with focus on improving the IT Governance. • Learning experiences: the staff will improve their knowledge and experience in making them aware of the importance of IT Governance within the institution and the decision-making role that IT structure takes at the University level. <p><u>European University of Tirana (UET)</u></p> <ul style="list-style-type: none"> • Policy/operations: at institutional level, this training course will influence changes in terms of implementation of an ITGOV framework, to ensure the modernization of the governance model for IT in higher education institutions. Certification through ISO/IEC 38500 can also be achieved. • Curricula: Introduction to the importance of ITG framework; Implementation of such framework to a higher education institution. Familiarization with existing standards,



methods, and tools to implement the IT governance framework.

- Learning experiences: The training course will enhance the management, governance and innovation capacities of IT assets and structures in higher education institutions. Students will also benefit from the improved performance of universities that deliver teaching.

Universum College

- Policy/Operations: may have an impact on updating policies for the use of technology in the overall management processes of the college (including security policies, use of relevant project management software, access to data, etc.) as well as the use of ICT in teaching, especially in teaching distance learning, online learning in case of re-closure as a result of covid-19 or other causes, as well as the integration of technological tools in on-campus teaching.
- Curricula: can serve to enrich the curriculum of our ICT-related programs: Computer Science, Cyber Security, and Master in Data Science
- Learning experiences: among other things, ways to provide student services can be updated and the inclusion of more IT tools in teaching can be encouraged, such as VR in medical sciences, and thus increase the quality of teaching and learning and satisfaction with student life.

University of Prishtina

- Policy/Operations
- Curricula
- Learning experiences

University of Tuzla

- Policy/Operations: the organisation and management of existing information technology (IT) systems will be improved.
- Curricula: Workshops and training can be introduced at the institutional level.
- Learning experiences: the staff members can improve their knowledge related to the





		<p>implementation, management and monitoring of IT governance at the institutional level.</p> <p><u>Dzemat Bijedic University of Mostar</u></p> <ul style="list-style-type: none"> • Policy/Operations: we expect this training to impact University positively in a way that it will help us to improve the quality of teaching, research, and management of internal processes. • Curricula: this training opens a possibility to be introduced on every Faculty in forms of workshops and trainings for staff. • Learning experiences: as an outcome of this course we expect that our staff will adopt new knowledge on implementation, management and monitoring of IT governance at the institutional level and customize it to a specific reality.
<p>5. Universum experience at ICM mobility</p>	<p>Universum College</p>	<p><u>University of Tirana</u></p> <ul style="list-style-type: none"> • Policy/Operations: increase the capacities, attractiveness and international dimension of the institution. Strengthening the links between bilateral and multilateral development cooperation actors and international institutions, giving the institution the opportunity to increase its visibility at local and global level. • Curricula: a positive impact, leading to increased curriculum development activity and materials related to capacities in ICM mobility. • Learning experiences: provide new opportunity for students in the university to experience learning in universities abroad, supporting their professional development, boost their employability and transversal skills. <p><u>European University of Tirana (UET)</u></p> <ul style="list-style-type: none"> • Policy/Operations • Curricula • Learning experiences <p><u>Universum College</u></p> <ul style="list-style-type: none"> • Policy/Operations: summarizing and articulating the exchange experiences of staff and students within ICM will assist the college



in translating them into concrete policies, regulations and actions that will improve the management processes of the institution, providing more effective services to students, improving the modalities of teaching, conducting high quality research, etc.

- Curricula: visiting lecturers give lectures within certain subjects and consequently influence the introduction of an international perspective and context in the curriculum that is distributed to students.
- Learning experiences: local students meet foreign students during semester exchanges and are exposed to cultural and social differences, thus enriching themselves culturally and increasing their satisfaction with the college and the learning process in general.

University of Prishtina

- Policy/Operations
- Curricula
- Learning experiences

University of Tuzla

- Policy/Operations: increase of capabilities, attractiveness and international dimension of the participating institutions. Strengthening of institutions international links, allowing it to increase its visibility at local and global level.
- Curricula: positive impacts on curriculum development and teaching activities. The development of field knowledge and the opportunity for academic staff to experience different learning and teaching methods.
- Learning experiences: helping students to gain a better understanding of entrepreneurship, the application of knowledge and employers' skill demands, impact on their transversal skills, social competencies and intercultural competencies

Dzemat Bijedic University of Mostar

- Policy/Operations: according to the Statute and Rulebook on mobility, we expect the enhancement of the mobility on institutional level as well as the improvement of services





		<p>offered to both incoming and outgoing staff and students.</p> <ul style="list-style-type: none"> • Curricula: in terms of this course, we expect a positive effect on the level of awareness raised regarding mobility through workshops, trainings and aimed study trips. • Learning experiences: this training will serve us as a platform to improve teaching methodology, develop/improve curricula, learn about interdisciplinary technologies since the staff that will be introduced to a new approach to work and will be able to create a contact that will generate academic ties that will further strengthen the cooperation. They will be exchanging good practices and ideas with their colleague and finding common grounds to discuss possible research opportunities. In addition, UNMO staff will share their experience not only with their colleagues but also will be encouraging students to embrace the idea of exchange and apply.
<p>6. Internationalization at Home: A good alternative for an isolated Kosovo</p>	<p>Universum College</p>	<p><u>University of Tirana</u></p> <ul style="list-style-type: none"> • Policy/Operations: supporting the institution in contributing to the development of international competences and intercultural skills in all students and helping them flourish internationally. • Curricula: a redesign of existing curriculum to embed international and intercultural elements into the core curricula in all disciplines and inclusion of international students' perspectives in teaching. • Learning experiences: create professional development opportunities for faculty and staff that advance intercultural awareness, global perspectives and equity training. <p><u>European University of Tirana (UET)</u></p> <ul style="list-style-type: none"> • Policy/Operations • Curricula • Learning experiences <p><u>Universum College</u></p> <ul style="list-style-type: none"> • Policy/Operations: supports the creation of practices aimed at maximizing the benefit of



international experience and enables adaptation to global trends under conditions of free movement restrictions.

- Curricula: the issue of restricting the movement of Kosovars and its consequences in all aspects of life, especially in terms of education, can be included in the content of relevant subjects of various programs such as Master in Diplomacy, Political Science, etc.
- Learning experiences: it offers the possibility of knowing the outside world, especially the functioning of the education system for students who, mainly due to mobility constraints and financial conditions, find it impossible to experience first-hand European education system.

University of Prishtina

- Policy/Operations
- Curricula
- Learning experiences

University of Tuzla

- Policy/Operations: helping institution to develop a global and inclusive learning community by opening up conversations and promoting understanding of our differences, inequalities, perceptions, and borders and designing meaningful spaces of integration for all students.
- Curricula: integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environment.
- Learning experiences: integration of global perspectives and elements of internationalization, thus enriching the quality of study programs, and consequently, learning outcomes.

Dzemail Bijedic University of Mostar

- Policy/Operations: in keeping with our internal rules and procedures, we will boost the level of awareness in terms of importance of opening HEI to internationalisation and adopting the



		<p>approach where all resources and facilities will be at the disposal of all students and staff.</p> <ul style="list-style-type: none"> • Curricula: this course will help us broaden our perception and knowledge on intercultural dialogue and international dimension of study programmes. • Learning experiences: this course will help integrate good practises and know-how into our study programmes and consequently, learning outcomes in a way that students will be more opened towards changing their perspective and embrace the new way of living and understanding of their environment. It will boost their self-confidence and build their self-esteem. They will feel empowered to start new things and challenge themselves by feeling safe to cross the border of average.
<p>7. Online Collaboration Tools (ISCED DESCRIPTION DETAIL: Education - Teacher training with subject specialization)</p>	<p>University of Prishtina</p>	<p><u>University of Tirana</u></p> <ul style="list-style-type: none"> • Policy/Operations: possibilities to include online collaboration tools in any existing curricula in the university with specialisation in education field. • Curricula: a need for different and enriched curricular opportunities in the university. • Learning experiences: encouraging students to work together on a creative challenge, and allowing them to reflect on the learnings they take from the exercise, will help them better understand what it means to be a part of an increasingly collaborative and connected world. <p><u>European University of Tirana (UET)</u></p> <ul style="list-style-type: none"> • Policy/Operations • Curricula • Learning experiences <p><u>Universum College</u></p> <ul style="list-style-type: none"> • Policy/Operations: would facilitate the process of exchanging teaching materials and information related to the progress of the teaching process in the institution. • Curricula: would make it easier to deliver the curriculum by offering the parties involved



		<p>various opportunities to create, distribute and accept learning content through technological means.</p> <ul style="list-style-type: none"> • Learning experiences: participation in the learning process will be easier and more flexible for students by eliminating the spatial and temporal constraints that are caused when teaching is provided only in physical form. <p><u>University of Prishtina</u></p> <ul style="list-style-type: none"> • Policy/Operations • Curricula • Learning experiences <p><u>University of Tuzla</u></p> <ul style="list-style-type: none"> • Policy/Operations: changes are possible regarding the curriculum update at institutional level. • Curricula: Considering opportunities to introduce a new or update some similar courses or delivery workshops and trainings about online collaboration tools. • Learning experiences: students can increase their knowledge and skills which can be beneficial for their further professional development. <p><u>Dzemal Bijedic University of Mostar</u></p> <ul style="list-style-type: none"> • Policy/Operations: on an institutional level, we can introduce new ways of online collaboration. • Curricula: it can help us create new courses and improve existing; it can lead towards creation of new DL study programmes. • Learning experiences: Students and staff can adopt new knowledge and skills. For students, it can prepare them for the labour market by increasing their employability opportunities.
<p>8. Methodologies of Scientific Research (ISCED DESCRIPTION)</p>	<p>University of Prishtina</p>	<p><u>University of Tirana</u></p>



<p>DETAIL: Inter-disciplinary programs and qualifications involving Information and Communication Technologies)</p>	<ul style="list-style-type: none"> • Policy/Operations: strengthening research methods skills in the organisation by using ICT technology in interdisciplinary programs. • Curricula: looking beyond the existing courses, we hope that if we continue the trend of teaching together successfully, then we will build shared ground in teaching research methods and theory, which in turn will provide one way to lead us to shared research activities involving ICT. • Learning experiences: practical work to motivate students, stimulate their interest in methodologies of scientific research, enhance the learning of scientific knowledge, give them experience in using scientific knowledge and widen their way of thinking. <p><u>European University of Tirana (UET)</u></p> <ul style="list-style-type: none"> • Policy/Operations • Curricula • Learning experiences <p><u>Universum College</u></p> <ul style="list-style-type: none"> • Policy/Operations: similar to the training provided by the UT, Universum College is focused on applied research and currently is in the process of updating its Research strategy and guidelines for its staff. • Curricula: The curricula of several multidisciplinary courses such as Research Methodology, Statistics or Academic Writing can be updated. • Learning experiences: students will benefit in several ways: initially they will have the opportunity to engage in discussions about the importance of proper research in education; to see more diversity in the research presented to them within their classes; and be directly involved in research. <p><u>University of Prishtina</u></p> <ul style="list-style-type: none"> • Policy/Operations • Curricula • Learning experiences <p><u>University of Tuzla</u></p>
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		<ul style="list-style-type: none"> • Policy/Operations: pPossible update of policies at institutional level with strong focus on the importance of scientific research and the excellence in research. • Curricula: plan to organise similar courses, trainings and workshops and involve students. • Learning experiences: students at different levels will increase their theoretical and practical knowledge about methodologies of scientific research which can be beneficial for their further work. <p><u>Dzemat Bijedic University of Mostar</u></p> <ul style="list-style-type: none"> • Policy/Operations: this course can lead to update of existing policies at institutional level while focusing on the importance of scientific research and the excellence in research. • Curricula: improve existing curricula that are already part of every study programme. • Learning experiences: students will improve their existing knowledge on research methodologies.
<p>9. Combined Water and Energy integration in the Process Industries</p>	<p>University of Tuzla</p>	<p><u>University of Tirana</u></p> <ul style="list-style-type: none"> • Policy/Operations: knowledge and experience gain from this training might be used to update some existing course in the university in the field of water and energy. • Curricula: considering opportunities to introduce a new or update some similar courses or delivery workshops and trainings about water and energy integration in the process industries. • Learning experiences: students are given an in depth understanding of the process integration of water and energy. <p><u>European University of Tirana (UET)</u></p> <ul style="list-style-type: none"> • Policy/Operations • Curricula • Learning experiences <p><u>Universum College</u></p>



- Policy/Operations: can ignite the institution's efforts to orient towards the use of more efficient and sustainable energy sources.
- Curricula: can enrich the curriculum of the Master study program in Sustainable Food Production Systems
- Learning experiences: students of our Master in Sustainable Food Production System will get to see new and updated approaches to combined water and energy integration in the process industries and understand concepts of systematic methods applied for water and energy integration.

University of Prishtina

- Policy/Operations
- Curricula
- Learning experiences

University of Tuzla

- Policy/Operations: the proposed course can influence on potential changes at the institutional level to update the curriculum of some courses in the thematic fields considering water and/or energy integration.
- Curricula: the curricula of some courses in chemical engineering can be updated to include up to date combined water and energy integration topics. The main point is to demonstrate the advantages of considering simultaneous optimization of water and energy in manufacturing processes from the environmental and economic aspects.
- Learning experiences: the students will have the opportunity to get up to date knowledge in combined water and energy integration in the process industries and understand concepts of systematic methods applied for water and energy integration.

Dzemail Bijedic University of Mostar

- Policy/Operations: this course can influence the way university can connect with industry sector





		<p>and contribute to their efforts of smart and eco usage of water and energy resources.</p> <ul style="list-style-type: none"> • Curricula: we will try to introduce new and improve existing courses that will deal with smart and eco usage of water and energy resources. • Learning experiences: the students will gain new knowledge on of smart and eco usage of water and energy resources.
<p>10. The Impact of COVID-19 on Students with Disabilities</p>	<p>University of Tuzla</p>	<p><u>University of Tirana</u></p> <ul style="list-style-type: none"> • Policy/Operations: strategies and good practices to help disadvantaged and underrepresented students access and go on to complete higher education are a promising way of achieving their objectives. • Curricula: revisions or changes to the curriculum as a response to COVID-19, ensuring that disability considerations are included, to ensure that the curriculum design is accessible for all students and that teachers are employing inclusive student-centred pedagogy in order to ensure flexible access. • Learning experiences: developed specific and sometimes innovative policy initiatives such as providing equitable and inclusive access to digital learning resources and good learning tools, ensuring that socio-emotional needs are being met, offering equitable and inclusive access to extra services for vulnerable students. <p><u>European University of Tirana (UET)</u></p> <ul style="list-style-type: none"> • Policy/Operations • Curricula • Learning experiences <p><u>Universum College</u></p> <ul style="list-style-type: none"> • Policy/Operations: will help in developing policies to ensure inclusion and equal benefits from participation in education for all individuals regardless of their abilities. Policies that also encourage the adaptation of teaching forms and tools in order to ensure the achievement of learning objectives for all students without differences.



- Curricula: include the issue of people with disabilities in relevant courses such as science, politics and law that address the issue of human rights, then in computer science, where the skills of different users should be taken into account, etc.
- Learning experiences: taking into account the different needs of students with disabilities in curriculum planning, and in adapting teaching forms and teaching tool to address the needs of students will only increase their satisfaction and boost learning

University of Prishtina

- Policy/Operations
- Curricula
- Learning experiences

University of Tuzla

- Policy/Operations: development of specific and innovative policies for providing equitable and inclusive access to higher education for vulnerable students.
- Curricula: change and innovation of syllabi. Providing online teacher training resources related to digital teaching and learning skills. Creating online collaborative platforms that allow them to share their resources and give and receive peer feedback. Support teacher resilience. Development of free online learning resources to reach all learners.
- Learning experiences: creating and providing digital learning resources and good learning conditions, ensuring that socio-emotional needs are being met, offering equitable and inclusive access to extra services for vulnerable students, and ensuring support by teachers.

Dzemail Bijedic University of Mostar

- Policy/Operations: the existing rules and procedures at the institutional level will be amended having in mind the current situation regarding COVID – 19.
- Curricula: this course can lead to change and innovation of curricula through improvement of online delivery of courses, organisation of



		<p>exams, improvement of communication and access to literature.</p> <ul style="list-style-type: none"> • Learning experiences: this training will enable the university to improve teaching methods in a way for students to focus only studies.
<p>11. Research Methodology, Scientific Writing and Result Presentation: Humanities and Social Sciences</p>	<p>Dzemat Bijedic University of Mostar</p>	<p><u>University of Tirana</u></p> <ul style="list-style-type: none"> • Policy/Operations: existing institutional experience and knowledge at the university and faculty levels related to the research methodology of humanities and social sciences will be enhanced. • Curricula: managing time lag between today's curriculum and future needs in the institution; adopting an ecosystem approach to curriculum redesign and implementation in Humanities and Social Sciences. • Learning experiences: we build capacity so that the state-of-the-art research methodologies in humanities social sciences to be implemented by knowledgeable people in these areas <p><u>European University of Tirana (UET)</u></p> <ul style="list-style-type: none"> • Policy/Operations • Curricula • Learning experiences <p><u>Universum College</u></p> <ul style="list-style-type: none"> • Policy/Operations: similar to the training provided by the UT, Universum College is focused on applied research and currently is in the process of updating its Research strategy and guidelines for its staff. • Curricula: the curricula of several multidisciplinary courses such as Research Methodology, Statistics or Academic Writing can be updated. • Learning experiences: students will benefit in several ways: initially they will have the opportunity to engage in discussions about the importance of proper research in education; to see more diversity in the research presented to them within their classes; and be directly involved in research. <p><u>University of Prishtina</u></p>



		<ul style="list-style-type: none"> • Policy/Operations • Curricula • Learning experiences <p><u>University of Tuzla</u></p> <ul style="list-style-type: none"> • Policy/Operations: possible changes are expected regarding the improvement of pedagogical education at the institutional level. • Curricula: introducing similar lifelong learning programmes can be done at the institutional level. • Learning experiences: the academic staff can strengthen the competencies which are extremely important for their further work at the university. <p><u>Dzemat Bijedic University of Mostar</u></p> <ul style="list-style-type: none"> • Policy/Operations: the proposed course can influence potential changes at the institutional level in a way that the course can be introduced as a mandatory step in tenure tracks, it could be a systematically designed concept of permanent professional training of academic staff at universities at PCI. • Curricula: introduction of different teaching research methods into different scientific areas and courses through the changes in syllabuses (A practical approach to research methods; A critical approach to research methods; A practice-based approach to research methods). • Learning experiences: participants, through an offer the Research Methodology, Scientific Writing, and Result Presentation: Humanities and Social Sciences module, supplement knowledge and skills in the area of methodological competencies that are extremely important for lifelong learning and training of academic staff.
<p>12. Didactics, curriculum development and curriculum planning</p>	<p>Dzemat Bijedic University of Mostar</p>	<p><u>University of Tirana</u></p> <ul style="list-style-type: none"> • Policy/Operations: new Programme-oriented and institutional-oriented approaches for development of new curriculum products or updating if necessary.



- Curricula: curriculum update or development for different courses in bachelor and master level as a source of relevant, timely and comprehensive knowledge management in institution.
- Learning experiences: form a curriculum development team responsible to draft, develop, test and evaluate and redesign if necessary, the curriculum products.

European University of Tirana (UET)

- Policy/Operations
- Curricula
- Learning experiences

Universum College

- Policy/Operations: may aid the process of preparing for future process of accreditation and re-accreditation of study programs, for which it is necessary to review and update curriculum.
- Curricula: lessons from training can be incorporated especially in the integration of learning outcome of subjects in learning outcome of study programs.
- Learning experiences: students will benefit from learning with updated curriculum that takes into account and adjusts to their needs.

University of Prishtina

- Policy/Operations
- Curricula
- Learning experiences

University of Tuzla

- Policy/Operations: possible changes at the institutional level are expected to be implemented regarding the delivery of teaching content of some courses.
- Curricula: based on the knowledge obtained from this course, the improvement of the existing curriculum is expected to be achieved.
- Learning experiences: the staff will have opportunities to increase knowledge related to



		<p>curriculum planning, development and evaluation.</p> <p><u>Dzemat Bijedic University of Mostar</u></p> <ul style="list-style-type: none"> • Policy/operations: at the university level, improve internal procedures for curriculum development and evaluation can be improved. • Curricula: attending this course will help the academic staff to improve existing and create new curricula and use proper methods and procedures. • Learning experiences: the academic staff will have the opportunity to understand how to structure the curriculum and create a learning experience for students. They will be able to critically examine issues in curriculum development and evaluation, including the roles of various stakeholders in the creation of curriculum.
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