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| **Questionnaire for the monitoring visit to the project: Soil Erosion and Torrential Flood Prevention: Curriculum Development at the Universities of Western Balkan Countries/SETOF 598403-EPP-1-2018-1-RS-EPPKA2-CBHE-JP** | | | | |
| **IMPLEMENTATION** | | | | |
| **I General aspects** | | | | |
| **Questions** | | | | **Answers** |
| 1.a) Original timetable respected | | | | Yes  No |
| If your answer is no, provide short explanation | | | | |
| 1.b) Responsibilities of the different WPs respected | | | | Yes  No |
| If your answer is no, provide short explanation | | | | |
| 1.c ) Availability of Quality Assurance Plan | | | | Yes  No |
| If your answer is no, provide short explanation | | | | |
| 1.d) Describe the internal QA measures implemented | | According to the Quality Plan Annexes Q, R, and V were prepared and sent to the Partners, the WP Leaders and the Institution Leaders. Annexes V were collected at the end of each meeting.  Annexes Q, R were received by mail by each WP Leader and Institution Leader  Report on the results of Annexes Q  Report on the results of Annexes R.  (<https://www.setof.org/setofprojects/quality-control-according-to-the-adopted-plan-and-measures-for-improving/>) | | |
| 1.e) Explain how the observations from the QA measures are taken into account in the on-going implementation of the project | | Reports on the results of Annexes Q, R and V are analyzed at the Quality Assurance Committee meetings. Based on the conclusions from the meetings, recommendations for improving the progress in the realization of the project sent to all project participants. | | |
| 1.f) If applicable, on which criteria has the independent external evaluator been selected? | |  | | |
| 1.g) Percentage of deliverables completed (as compared to the planned work programme until the monitoring visit) | | | | Figure (%): 53%  (but 24% of the all activities last throughout the project) |
| 1.h) Indicate the activities implemented and outputs achieved   |  |  |  | | --- | --- | --- | | WPs | Activity implemented | Outputs achieved | | WP 1 | 1.1. Analysis state of soil degradation/soil erosion in WBC | A total five reports produced by WBC partner countries and are published on the project website (https://www.setof.org/). | |  | 1.2. Analysis of torrential floods in WBC | Three reports produced by WBC partner countries and are published on the project website | |  | 1.3. Report of prevention measures for soil and torrent control in EU countries | EU countries’ partners (BOKU, UNIRC) have prepared a report and are published on the project website | |  | 1.4. Analysis and elaboration of bachelor and master curricula in field of soil and torrent control in EU countries | The partners from the EU (BOKU, UNIRC, FRI-BAS) have prepared the Reports (https://www.setof.org) | |  | 1.5. Workshop on bachelor and master curricula best practicis in EU | Workshops were held at the University Mediterranea of Reggio Calabria, Italy and Ss. Cyril and Methodius University in Skopje, Faculty of Forestry, North Macedonia. | | WP 2 | 2.1. Defined study requirements with Bologna standards | In this activity participated universities from Serbia (UB, UNS, and UNS) Bosnia and Herzegovina (UBL, UNSA) and universities EU countries and North Macedonia. Reports were composed for each country and published on website | |  | 2.2. Defined goals, competences and learning outcomes of bachelor and new master curricula | All universities from Serbia and Bosnia and Herzegovina participated in the preparation of reports | |  | 2.3. Established new and improved existing subjects of bachelor program | Universities were prepared reports on new and improved existing subjects of bachelor and master program.  Decision on adoption of modernized bachelor curriculum have all universities. | |  | 2.4. Established new master program | Decision on adoption of new master curriculum at universities: UB, UNS and UNI  Decision on adoption of joint master program of NEAQA | |  | 2.6. Harmonization of the proposed changes | Report of the harmonization of the proposed changes published on website. | | WP 3 | 3.1. New bachelor subjects implemented | Decisions on adoption of modernized bachelor and master curriculum at the universities published on website (https://www.setof.org/dissemination/project-documents/). | | WP 4 | 4.1. Quality plan established | Final form of the Quality Plan was adopted at 2ndQAC meeting, Banja Luka November 19, 2019 (https://www.setof.org/setofprojects/reports-on-quality-plan/) | | WP 5 | 5.1. Project website created and maintenance | The project website finalized in June 2019 and made functional ([www.setof.org](http://www.setof.org)). | |  | 5.2. Establish dissemination plan | Dissemination plan adopted at the 1stSteering Committee Meeting (May 17, 2019). (<https://www.setof.org/setofprojects/dissemination-plan/>) | |  | 5.3. Promotion material created | (<https://www.setof.org/dissemination/presentations-publications/>) | |  | 5.4. Trainings plan defined and adopted | The Training plan adopted by the PMU in January 2021. (https://www.setof.org/setofprojects/trainings-plan-defined-and-adopted/) | | WP 6 | 6.1. Sustainability plan created | Sustainability plan adopted by PMU and SC in September 2020. (<https://www.setof.org/setofprojects/report-on-sustainability-plan/>) | |  | 6.2. Accreditation of master curricula | Decision of accreditation of the joint master curricula by the National Accreditation Body of Serbia on May 31, 2021. | | WP 7 | 7.3. Guidelines on the reporting and correspodence | This document has been adopted at the 1st Steering Committee Meeting on May 17, 2019. (https://www.setof.org/setofprojects/guidelines-for-reporting-and-correspondence/) | |  | 7.5. Interim and finale report | The interim report submitted by the project coordinator on August 4th 2020. | | | | | |
| 1.i) Website created and maintained to be up-to-date? | | | | Yes  No |
| If your answer is no, provide short explanation | | | | |
| 1.j) Link of the web page | | | | [www.setof.org](http://www.setof.org) |
| 1.k) Quantitative statistics on the level of use of the project website (e.g. number of visits) | | | | Figure (%): |
| 1.l) EU Logo present and clearly visible on the project website and on the project outputs? | | | | Yes  No |
| 1.m) Disclaimer included in the publications | | | | Yes  No |
| 1.n) Percentage of total budget used until the monitoring visit | | | | Figure (%): 36% |
| 1.o) The work programme, timetable and contractual requirements for equipment purchase/usage is respected | | | | Yes  No |
| If your answer is no, provide short explanation | | | | |
| 1.p) Type of equipment acquired: a) books and pedagogic material; b) audio-visual equipment; c) Computers and software; d) lab material; e) others | | | | a)  b)  c)  d)  e) |
| **II For Training/Mobility Activities** | | | | |
| 2.a) List staff/teacher training (student mobility) and upskilling activities that have taken place |  | | | |
| 2.b) List staff/teacher training (student mobility) and upskilling activities that are planned for future |  | | | |
| 2.c) Number of partner country "HEIs' students" trained | | | | Trained (n°): |
|  |
| 2.d) Number of partner country "HEIs' academic staff" trained training | | | | Trained (n°): |
|  |
| 2.e) Number of partner country "HEIs' administrative staff" trained | | | | Trained (n°): |
|  |
| 2.f) Number of partner country "non-HEI individuals" trained (priv. sector, NGOs, servants) | | | | Trained (n°): |
|  |
| 2.g) How have the participants in the teaching/training activities been identified? What measures have been taken to ensure balance in terms of gender, age, experience, profile, etc.? |  | | | |
| **III Only for curriculum development projects** | | | | |
| 3.a) Explain shortly to what extent are the courses developed/updated/accredited in line with the Bologna Principles | | | All modernized bachelor programs et the universities in Serbia and University in Banja Luka (BIH) are with 240 European Credit Transfer and Accumulations System (ECTS) credits. The modernized study program of master’s degree studies lasts for one year (2 terms) and the students obtain 60 ECTS upon graduation. First and second cycle of higher education amount 300 ECTS. Modernized bachelor program et the University in Sarajevo has 180 ECTS and modernized master program et this university is with 120 ECTS. The changes that are made in the bachelor and master study programs are within the so-called small changes (up to 20% ECTS) and do not require accreditation. Upon completion of each of the study programs, a diploma with a diploma supplement was obtained. New joint master program lasts for one year and the students obtain 60 ECTS. This program is accredited by the National Entity for Accreditation and Quality Assurance in Higher Education of Serbia. | |
| 3.b) Explain shortly piloting/testing activities planned/implemented (relevance of target groups involved - profile and n°; satisfaction surveys in place; etc.) | | | Graduate forestry engineers and employees in local communities are marked as target groups in the project. Trainings with these groups are planned within the WP6 Dissemination. So far, two trainings with engineers have been held, in the water management company in Pozarevac (Serbia) and at the Faculty of Forestry in Banja Luka (RS, BIH). One training of employees in the local community of Gradiška was held | |
| 3.c) New/updated courses DEVELOPED as a % of the number of expected courses in the proposal | | | | Figure (%): 100 |
| 3.d) New/updated courses RECOGNISED/ACCREDITED as a % of the number of expected courses in the proposal | | | | Figure (%): 50 |
| 3.e) New/updated courses IMPLEMENTED/DELIVERED as a % of the number of expected courses in the proposal | | | | Figure (%): 90 |
| 3.f) Level of new(/updated) courses : a) short cycle, b) BSc, c) MSc/MA, d) PhD e) vocational training | | | | a) short cycle  b) BSc  c) MSc/MA  d) PhD  e) VET |
| 3.g) Type of recognition : a) HEI degree, b) national degree, c) multiple degree, d) joint degree | | | | a)  b)  c)  d)  e) |
| 3.h) Volume (in ECTS) or new/updated courses | | | | 267 ECTS in total |
| 3.i) The new study programme includes : a) placements/internships for students; b) career orientation services; c) career development measures | | | | a)  b)  c)  d) |
| 3.j) Number of learners / trainees enrolled (per intake / course delivery) | | | | Figure (n°): 230 |
| 3.k) Type of skills/competence developed : a) transversal/behavioral skills; b) technical /academic /scientific / research skills; c) linguistic competences; | | | | a)  b)  c) |
| 3.l ) % of the new curriculum taught in foreign language of the total of new curriculum developed by the project | | | | Figure (%): |
| **IMPACT** | | | | |
| **I General aspects** | | | | |
| 1.a) Availability of the Dissemination Plan | | | | Yes  No |
| 1.b) If your answer is no, provide short explanation | | | | |
| 1.c) How is the dissemination plan implemented? (By whom?) | The University of Nis is the leader of WP5 Dissemination and together with the project coordinator the University of Belgrade implements the dissemination plan. All project partners are involved in dissemination plan activities such as: project promotion et the scientific conference, education fair, training with engineers and training in local communities. | | | |
| 1.d) Which tools are used for dissemination (e.g. newsletters, traditional media (print/television), social media, academic articles, publicity materials, events et.al)? With what frequency? | SETOF website is the key medium and first address that will be used by stakeholders, target groups and other interested audience to be informed continuously. The website is updated regularly. News, events and updated information will be provided by the partners to nourish the website, and collated, filtered and published by the WP5 leader. In order to easier spread information about the project, disseminate results and maintain a professional and up-to-date SETOF profile, LinkedIn and Twitter as most appropriate social media channels were chosen. The link to the Twitter is: @SETOFProject. Publicity material (leaflets and posters) is prepared and distributed electronically and in printed version.  Two leaflets (project promotion and joint master program promotion) are done.  Newsletters (two are finished) are electronically distributed to subscribers via email, made available on the project website, and posted on social media profiles of the project.  Presentations at events and conferences are included in the template designed and created for the dissemination purposes of the project results. | | | |
| 1.e) How is the dissemination data collected, measured and documented to make known the actual impact of the dissemination measures? | A main tool that has been designed to facilitate dissemination monitoring is Dissemination Activity Report form. It is a brief document where each dissemination activity intended as an outcome is going to be reported in terms of its description, target audience, and achieved contacts. Each partner is requested to complete the Dissemination Activity Report form for any type of dissemination activity carried on. They are going to be summarized in the periodic project dissemination reports. The final dissemination report will be produced by the WP leader with the support of all partners involved and on the basis of their reports. The final report will compile all dissemination activities carried out during the project lifetime. | | | |
| 1.f) Availability of the Sustainability and Exploitation Plan | | | | Yes  No |
| If your answer is no, provide short explanation | | | | |
| 1.g) Describe the measures to guarantee the sustainability of the project outcomes beyond the project lifetime? | The central objective of the sustainability plan is to maintain the main project outputs (master program and educational trainings) and intangible outputs (gained knowledge, experience and skills by students, teaching staff and participants, improved awareness, networks established) about soil erosion and torrential floods prevention and control after the end of the SETOF project funding. The priority work domains and main challenges related to academic sustainability are: students’ recruitment and communication, study program quality, evaluation and adaptation, consortium cohesion and organizational capacity and funding stability. For each of these priorities Sustainability plan included action steps, responsibility, timeframe, resources needed and progress monitoring-key indicators. | | | |
| **II Impact at individual level** | | | | |
| 2.a) Explain how the project impacts beneficiaries' enrolment rate and/or career development | Students positively assessed the changes in the existing curricula through questionnaires. We expect greater interest of students in enrolling in a joint master's program that begins in the school year 2021/2022. | | | |
| 2.b) If applicable, have any career guidance/orientation mechanisms for students/ trainees been established? | | | | Yes  No |
| 2.c) Is the participation at the workshops/trainings recognised as career enhancement at the home institutions? | | | | Yes  No |
| 2.d) Attention given to vulnerable groups (disadvantaged, with special needs, refugees, etc.) | | | | Yes  No |
| 2.e) Number of direct beneficiaries: academic staff from HEI | | | | Figure (n°): 33 |
| 2.f) Number of direct beneficiaries: administrative staff from HEIs | | | | Figure (n°): 4 |
| 2.g) Number of direct beneficiaries: students | | | | Figure (n°): 450 |
| 2.h) Number of direct beneficiaries: non HE individuals | | | | Figure (n°): 12 |
| **III Impact at institutional level** | | | | |
| 3.a) What are the follow up measures of the staff trainings of colleagues in home university after the EU trainings? | The knowledge acquired at the EU trainings was introduced into the modernization of the existing curricula and the development of a new curriculum. Trainings teaching staff with professors from EU universities not performed due to pandemic COVID19. | | | |
| 3.b) New courses / strategies (policies, regulations, etc.) / services (units, centers, etc.) have (/had) an impact beyond the project teams | | | | Yes  No |
| 3.c) New national cooperation activities (MoUs /research projects / joint publications /participation in networks or associations) have been launched in the Partner Country (PC) HEIs as a result of the project | | | | Yes  No |
| 3.d) New international cooperation activities (/ international agreements / MoUs /research projects / joint publications /participation in networks or associations) have been launched in the Partner Country (PC) HEIs as a result of the project | | | | Yes  No |
| 3.e) Is the participation in Tempus/CBHE actions part of the wider internationalisation strategy of each of the partners? | | | | Yes  No |
| **IV Impact on the HE sector** | | | | |
| 4.a) The project contributes to new (/updated) national or regional policies /laws /regulations in HE | | | | Yes  No |
| If your answer is yes, provide short explanation | | | | |
| 4.b) The project contributes to the establishment (/ further development) of external bodies (/associations /agencies) | | | | Yes  No |
| If your answer is yes, provide short explanation | | | | |
| 4.c) The project has improved the excellence/ competitiveness/attractiveness of the Higher Education institutions | | | | Yes  No |
| 4.d) What innovative elements (for the departments/faculties, the HEIs, the society at large) can be identified | An important innovative element is the joint master's program developed within the project. For the first time, such a study program is being formed in the field of soil erosion and flood prevention. In addition to the program, each subject is formed as a joint subject with teachers from two or more universities. | | | |
| **V Impact on the society as a whole** | | | | |
| 5.a) The project contributes to engaging Partner Country (PC) HEIs in new cooperation modalities with employers and other stakeholders (e.g. NGOs, associations etc.) | | | | Yes  No |
| If your answer is yes, provide short explanation  The project strengthens cooperation with forestry and water management companies and professional associations such as the Chamber of Engineers, the Association of Forestry Engineers and others. | | | | |
| 5.b) The project contributes to improving lifelong learning approaches in the Partner Country HEIs | | | | Yes  No |
| If your answer is yes, provide short explanation  Trainings for engineers and employees of the local community are as the basis for future "long live learning". | | | | |
| **VI Sustainability** | | | | |
| 6.a) Adequacy of the Partner Country (PC) HEIs institutional support for maintaining the project results | | | | Scale (1-weak, 2-fair, 3-good, 4-very good): 4 |
| 6.b) Adequacy of the external support provided for sustaining the project results | | | | Scale (1-weak, 2-fair, 3-good, 4-very good): 3 |
| 6.c) Have the project encountered any specific factors /constraints/obstacles/problems that have affected the sustainability of the project results? If so, what exactly and remedial actions have been taken? | | | | Yes  No |
| If your answer is yes, provide short explanation  In the second year of the project, the CHOVID 9 pandemic happened and many activities could be carried out. As in other projects, meetings were held online and some study visits were postponed. | | | | |
| 6.e) Sources of financial (/logistic) support for sustaining the project results from: a) partner HEIs, b) public authorities in PCs, c) NGOs, d) private sector, e) the EU, f) others | | | | a)  b)  c)  d)  e)  f) |
| **QUALITY OF PARTNERSHIP AND COOPERATION** | | | | |
| **I Organization of the project teams** | | | | |
| 1.a) Number of project management meeting held | | | | Figure (n°): 8 |
| 1.b) Regular communication is done via: a) e-mail, b) Skype, c) phone, d) e-platform, e) Dropbox, f) other | | | | a)  b)  c)  d)  e)  f) |
| 1.c) How decision making process is conducted? | Decisions at the meetings will be made by consensus. All members are obliged to attend meetings. If consensus cannot be reached in the decision-making, the decision is made by a majority of votes, i.e. it is necessary to vote for more than 50% of the members for the decision. | | | |
| 1.d) How is the project data collected, monitored and shared? | The project coordinator is responsible for collecting, monitoring and sharing all data. The work package leaders are responsible for collecting and processing data of work package activities and forwarding them to the project coordinator. The all data are posted on project websites and are thus available to everyone. | | | |
| 1.e) Shortly explain/justify the share of responsibilities between partners and in particular the role given to Partner country partners | When forming the consortium of the project, Serbia and Bosnia and Herzegovina were partner countries. Each of the universities from the partner country (3 universities from Serbia and 2 universities from BIH) is the leader of one work package, which shares the responsibility for the project among the members of the consortium from the partner countries. | | | |
| 1.f) Partners are aware of the global progress of the project? | | | | Scale (1-weak, 2-fair, 3-good, 4-very good): 4 |
| 1.h ) Involvement of students in the project implementation | | | | Yes  No |
| **II Partnership Agreement** | | | | |
| 2.b) Partnership Agreement signed | | | | Yes  No |
| If your answer is no, provide short explanation | | | | |
| 2.a) Partnership Agreement prepared in line with EACEA template | | | | Yes  No |
| 2.c) Type of Partnership Agreement a) bilateral, b)multilateral | | | | a)  b) |
| **III Financial Management** | | | | |
| 3.a) Partners have been familiarized with the rules for managing the grant | | | | Yes  No |
| 3.b) Has the project been given an own identification number/account for the financial management? | | | | Yes  No |
| 3.c) How is the financial management/accounting organised by the Coordinator? | Project partners send documentation with costs for verification to project administrators identified by the coordinator. The coordinator checks and prepares documentation for external financial control. | | | |
| 3.d) Who is authorised to accept expenses to the project? | Project coordinator | | | |
| 3.e) How is done the follow-up of expenses? By excel sheets? | by excel sheets | | | |
| 3.f) Regular financial monitoring in place | | | | Yes  No |
| 3.g) How often do the co-beneficiaries report their expenses? | every three months according to PA | | | |
| 3.h) How and when are payments/reimbursements done to the co-beneficiaries? | Payments to each co-beneficiaries are regulated in the partnership agreement | | | |
| 3.i) Are copies of receipts/invoices of co-beneficiaries kept? | Yes | | | |
| 3.j) Who keeps justifications, how and when are justifications transmitted to the Coordinator? | Project manager of beneficiary | | | |
| 3.k) On which basis funds are transferred to co-beneficiaries? Claim from co-beneficiaries? | Claim from co-beneficiaries | | | |
| 3.l) Are the costs incurred so far in line with the estimated budget? | | | | Yes  No |
| 3.m) Rules for tendering respected (if applicable) | | | | Yes  No |
| **RELEVANCE** | | | | |
| 1.a) Is the project implemented in line with the initial proposal? | | | | Yes  No |
| If no, please describe the changes (if any) that have occurred | | | | |
| 1.b) How is the project related to the transparency and convergence tools developed in the context of the Bologna Process policies (e.g. ECTS, DS, study cycles, EQF, QA, etc.) | The improved and new developed curricula are in the context of the policies of the Bologna Process through the application of ECTS credits. The higher education at the universities of the partner countries is organized through three cycles (bachelor, master and doctoral study). The new joint master program is accredited by National Entity for Accreditation and Quality Assurance in Higher Education in Serbia. | | | |
| 1.c) To what extent does the project contribute to EU Cooperation & Development policies? | The project consortium includes universities and scientific institutes from EU countries and the countries of the former Yugoslav republics. Cooperation between the universities existed but was strengthened through the project. | | | |
| 1.d) What level of synergies exists between this project and other existing cooperation activities between Partner Country (PC) and EU HEIs | The aim of the project is to educate engineers for flood prevention. At some universities in the partner countries, this area is insufficiently taught, so the experience of EU universities is very important for development study programs. The previous cooperation of the university on joint projects of national ministries and other funds or exchange of teachers has been improved through this project. | | | |
| 1.e) Extent to which the recommendations given by the evaluation experts have been taken into account | The recommendations by the evaluation experts are accepted. | | | |