



Application Form

Selection: 2018

KA2 – Cooperation for innovation and the exchange of good practices – Capacity Building in the field of Higher Education

Call for Proposals 2018 - EAC/A05/2017

**Student-run Multidisciplinary Allied Health Practice Center /
SMAHPC**

DETAILED DESCRIPTION OF THE PROJECT

(To be attached to the eForm)

PART D - Quality of the project team and the cooperation arrangements

D.1. Organisations and activities

This part must be completed separately by each organisation participating in the project (applicant and partners with its affiliated entities (if any)).

Partner number		P1
Organisation name & acronym	Kolegji Heimerer - KH	
D.1.1 - Aims and activities of the organisation		
<i>Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters).</i>		
<p>The KH was established in 2010 with the aim of providing missing and innovative educational programs in health and social sciences in Kosovo. More specifically, it has emerged from a successful cooperation between the South-Eastern Europe Institute for Health and Nursing Advancements (SEIAHN) and the German Educational Institution – Heimerer GmbH – with a 30-year experience in Vocational Education. The KH seeks to act as a liaison organization between the European Union and Kosovo/region for transferring as well as co-generating of knowledge, practices and research.</p> <p>The staff of KH is rather diverse and rich on expertise in the area of health and social sciences; their majority has completed certain levels of education at leading higher education institutions in Europe. They also have solid experience in terms of research and project development mainly funded by international donors. They educate around 1,400 students in four undergraduate three-year programs in Nursing, Occupational Therapy, Speech Therapy, Laboratory Technician, and a graduate (master) two-year program in Management of Health Institutions and Services.</p> <p>The KH has adopted a research and practice-based and client-centred teaching philosophy, enabling the students to gain relevant theoretical as well as necessary skills, needed to provide patient/organization-tailored services. Indeed, students are given the opportunity to conduct their entire practical work at specialized institutions in Germany and other health providers in other EU countries. The modular structure of the study program enables flexibility and creates suitable conditions student mobility. Students are monitored by a professional mentor.</p> <p>Besides, the KH is very active in terms of developing/harmonizing national standards and competence profiles of new professional qualification within the health and social areas, with those of the EU. It is highly engaged into co-generating and re-designing new and existing curricula and training module, respectively, while it remains alert on identifying opportunities and partners for implementing new joint programs. In fact, it represents the pioneering institution in Kosovo in terms of introducing the approach of multidisciplinary and co-generation within its educational and health service offer.</p> <p>Having built a relatively wide network, comprising of local and international relevant government and non-governmental organizations, has contributed significantly to the sustainable growth of KH. Certainly, international cooperation with various leading European universities in terms of implementing various capacity building and mobility projects, primarily in the area of nursing, management of health institutions and services, and social rehabilitation, mainly funded by the European Commission through TEMPUS and ERASMUS+ Program. It has successfully implemented a Joint Master in Management of Health Services and Institutions through TEMPUS Program, and currently is implementing a Key Action 2, Capacity Building of Higher Education in Social Rehabilitation through education, as the leading Kosovo project partner.</p>		

Consequently, the KH has turned into a rather reliable as well as flexible partner to local as well as international partners, resulting with an increase of the number and degree of complexity of international cooperation projects. Since 2014, KH offers master studies in the field of “Management in Health Services and Health Institutions (MSc)”. This was a TEMPUS project in partnership with the University of Pristina, Ministry of Health, Kosovo; Ministry of Education, Science and Technology, Kosovo; University of Maribor; Institute of Southeast Europe for Advancement in Health and Nursing; The Health and Life Sciences University Hall/Tyrol and University of Applied Sciences Muenster, Slovenia.

Currently, the KH is part of relatively large international Consortium that was rewarded with the grant from the ERASMUS+ Programme to implement a KA2 CBHE project titled “Social Rehabilitation through education”. The KH is assigned as the leading partner for Kosovo. Members of this consortium are some of the best universities in Europe in the area of health sciences, including the Metropolia (Finland), Artevelde University College Ghent (Belgium), Groningen University (Netherlands), ESSA School (Portugal), Northern State Medical University and Perm State Medical University named after E.A.Wagner (Russia)

Please describe also the role of your organisation in the project (limit 1000 characters).

KH will be responsible for the overall project management and the coordination of the project activities and for financial affairs. Project management group meetings will facilitate shared decision-making. Reciprocal communication between meetings will continue by using e-mail and other tools e.g. skype-meetings, video conferences and a common digital platform. KH will manage financial payments and interactions between the project and funding body. It will manage travel and other administrative tasks within the project. The KH will lead WP 6 and WP7 while utilizing its wide national and regional network in particular, to disseminate and enhance the sustainability of the Project. It is a member of internal evaluation and has a coordinator role in quality control. Besides, it monitors project activities and dissemination of project outcomes. The grant applicant is in charge to provide timely reports to the funding body.

During the Project, the KH ensures the physical space for the establishment of the SMAHPC, and provides its expertise in health/rehabilitation science and life-long learning.

D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project

Please add lines as necessary.

Name of staff member	<i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i>
Naime Brajshori	<p>PhD Naime Brajshori is specialized in the nursing sciences and has an extensive academic and professional background in different health related sciences and managerial positions, respectively. Mrs. Brajshori completed her PhD studies in Nursing, at the Martin Luther University, Germany. Prior to that, she has obtained her master and bachelor degrees in nursing at the University of Pristina.</p> <p>Mrs. Brajshori has proven records leadership while engaged at senior management levels at the KH, Board for registering and licensing Nursing and Midwives in Kosovo, Nursing Chamber in Kosovo, and professional groups responsible for development of guidelines and protocols for geriatric, palliative care and pain management.</p> <p>Besides, Mrs. Brajshori has also coordinated the organization of numerous international scientific conferences, symposiums and seminars in Southeast Europe. She has also (co)lead various EU funded projects focusing on social rehabilitation, nursing, patient’s participation in the decision making process, etc.</p> <p>At the KH, Mrs. Brajshori acts as the Vice-Director, Dean and lecturer of the</p>

	Nursing Program
Dianna Ullrich	<p>Mrs. Dianna Ullrich is PhD candidate and MA graduate in Occupational Therapy (OT). She has a broad academic and professional experience in teaching as well as providing OT related services at various international and Kosovar institutions.</p> <p>The impact of PTSD on occupational performance and implemented occupational interventions for civilians who have experienced combat-related trauma represent the main theme of her studies.</p> <p>For the last 30 years, Mrs. Ullrich has been engaged as an OT practitioner in paediatric, young adults with learning disabilities, CVA, cardio and COPD patients. In Kosovo, she is the owner and occupational therapist at “Ergoterapia-AGAPE,” an occupational therapy training clinic. She is also Member of the British health professions council, World Federation of Occupational Therapists, and American Association of Occupational Therapists.</p> <p>At the KH, Mrs. Ullrich is engaged as the Academic Coordinator of the Occupational Therapy program at KH.</p>
Florim Gallopeni	<p>Mr. Florim Gallopeni is a PhD Candidate at the Autonomous University of Barcelona, Spain. He completed his master degree in psychology at the University of Pristina. He is a clinical psychologist with great expertise in clinical psychology and Co-Founder of the Institute for Research, Education & Social Development (IREDS).</p> <p>Mr. Gallopeni’s main area of expertise is gifted people; he has an extensive experience of working with autistic children and adolescents, especially.</p> <p>Further, Mr. Gallopeni has completed four years of training in Family Therapy, and is specialized in systemic approach dealing with geriatric population.</p> <p>At the KH, Mr. Gallopeni acts as a Vice-rector for Teaching, as well as Lecturer and Researcher.</p>
Muljaim Kacka	<p>PhD Muljaim Kacka completed his first PhD doctorate in speech and language therapy, focusing on dyslexia and dysgraphia, at the University of Tuzla, Bosnia and Herzegovina. Now, he is on the last phase of completing his second PhD in linguistics science at the University of Osijek, Republic of Croatia. His main research interests are dyslexia and language adoption.</p> <p>Besides, since 2012, Mr. Kacka has been serving as an external expert at the Ministry of Education, Science and Technology of Kosovo regarding the national high school graduate exam.</p> <p>In addition, he has participated in more than twenty scientific conferences in the country and abroad. He has published over 15 scientific and expert papers in the country and abroad. Consequently, he has a relatively large network of speech therapists in the region and beyond.</p> <p>Also, he regularly publishes relatively short articles/analyses at various newspapers in Bosnia and Herzegovina.</p> <p>At the KH, Mr. Kacka is engaged as the Dean of the Speech Therapy Program, and lecturer of various courses related to dyslexia; he is also part of the internal Project Development Team.</p>
Adnan Hoxha	<p>Mr. Adnan Hoxha has finished his MSc. degree in Business and Economics, at the SKEMA Business School, France. Previously, he received his BSc. degree in Economics, Management with minor in Public Policy Degree from the Rochester Institute of Technology, in NY, USA.</p> <p>Mr. Hoxha has been engaged into various research projects in the area of</p>

	<p>social empowerment through development, public policy, health economics, international trade and economic development for government and non-governmental organizations. His trade related research article was published at the Venice International Conference in Management Sciences; besides, his social and economics related research work was published at international e-newsletters and local journals.</p> <p>Further, Mr. Hoxha has six years of work experience with governmental as well as international institutions as developer/coordinator of projects for enhancing the industrial development and SME competitiveness. As a professional staff, he showed significant potential of leadership while (co)leading and facilitating various inter-governmental working groups, responsible for drafting development strategies.</p> <p>Previously, Mr. Hoxha was hired as Senior Researcher at different NGO's, in conducting research and analysis pertaining to issues such as political patronage, war implication on economic and social terms, energy efficiency and empowerment of vulnerable groups (relatively financially poor and disabled community members).</p> <p>At the KH, he is engaged as the Vice-Rector for International Cooperation and Projects, and lecturer of International Projects Course; also, he leads the internal Project Development team, responsible for strategic planning and development of international projects.</p>
<p>Mrs. Margarita van Dijk</p>	<p>Mrs. Margarita van Dijk is PhD candidate and MSc graduate in Human Movement Sciences physiotherapist, specialized in Manual therapy. She has work experience in her work field as a physio/ manual therapist in both Holland and Kosovo for many years. She provides continuous education for physiotherapists in Kosovo. She has also been teaching for the last 3 years courses related to physiotherapy and occupational therapy at undergraduate level.</p> <p>The theme of her research is the physiotherapy education in Kosovo.</p> <p>Currently, at the KH, Margarita van Dijk is teaching at the Occupational Therapy program and involved in the accreditation process of the Physiotherapy program.</p>

Partner number		P2
Organisation name & acronym	University of Gjakova Fehmi Agani - UGJFA	
D.1.1 - Aims and activities of the organisation		
<i>Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters).</i>		
<p>UGJFA is the successor of High Pedagogical School of Gjakova (HPSGJ). With the foundation of the Faculty of Education of the University of Pristina (UP), from the academic year 2002-2003 HPSGJ became part of UP. In the academic year 2011/2012 Faculty of Medicine (FM) in Pristina opened its branches of Nursing and Midwifery programs in Gjakova. In 2013 the Kosovo's Government founded the "University of Gjakova Fehmi Agani" (UGJFA) upon the roots and basics of the HPSGJ.</p> <p>Nowadays, FM plays an important role within the University and it's continuously increasing in popularity, attracting both quality students and well educated staff. A number of 527 students are currently studying in the Nursing and Midwifery departments, with the ever growing interest amongst youngster. While the Midwifery program is studied by Females only, nursing program is attracting both genders with a tendency of balancing the Male: Female ratio from 85% that dominated in the first two years to 75%.</p> <p>The importance of the FM in particular and UGJFA in general derives from the fact that it has an approach in a wide range of healthcare institutions offering healthcare services of all the three levels. In fact, from the region in the middle of which our university is located (Dukagjini Valley) there are three regional hospital centres offering healthcare services of secondary level, two of each in a distance not more than 30km away, while the other one lays within the same city together with the Institute of Occupational Health which offers healthcare services of Tertiary level. Meanwhile, Family Medicine centres are spread all along the region. This offers a great opportunity to our students to do the clinical practice in different levels of health care provide institutions.</p> <p>In the past (for 5 years, up to last year) Faculty of Education (FE) of UGJFA in cooperation with the MEST organised a project called "AKM – Programme for Advancement and Qualification of Teachers" which was concentrated in the CPD of primary and secondary school teachers.</p> <p>Currently, UGJFA is participating in two other Erasmus+ Key Action 2 projects:</p> <ol style="list-style-type: none"> 1. Cooperation for innovation and the exchange of good practices 2. Developing Social rehabilitation through education. 		
<i>Please describe also the role of your organisation in the project (limit 1000 characters).</i>		
<p>Faculty of Medicine (FM) of UGJFA participate in every work package. It leads WP 5 - Quality Plan. It brings its extensive experience with regard to monitoring the quality of processes and outcomes of the project. It plays a significant role also as a member of the Steering Committee in providing overall guidance and ensuring the relevance of the project's outcomes with the society's needs.</p> <p>It plays an active role establishing the SMAHP, and promoting the CPD courses amongst healthcare professionals in Kosovo, with a particular interest toward the fields of nursing and midwifery (since being the institution with the highest number of students in these two fields in Kosovo). It will pilot and then integrate the new CPD content into its Midwifery educational program.</p> <p>Regular activities are organized by the FM in the "Week of Nursing" (in May) from both students and staff (academic and managerial), where different workshops are held, topping with an</p>		

annual student's Conference in Nursing Sciences.
The UGJFA commits to offer all the help needed to develop and deliver the education regarding the rehabilitation and delivering of rehabilitation services amongst academic staff, students, as well as professionals (ex-students) working in clinical practice.

D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project

Please add lines as necessary.

Name of staff member	<i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i>
Shaban Buza	<p>Professor Dr. Shaban Buza became Rector of University of Gjakova "Fehmi Agani" in October 2015 with over thirty years of academic experience at University of Pristina. As president, he is responsible for all facets of college life for faculty, staff, and a student population of nearly 3,300.</p> <p>Prof. Buza is active member of many national and international commissions, associations, committees and working groups, such as: Kosovo National Contact Point - HORIZON 2020 EU funded projects, for Secure, clean and efficient energy and Smart, green and integrated transport, member of the steering committees for Erasmus + projects, member of scientific committees in journals and conferences, member of several working groups for development of education in the university system, whether at the university or at MEST, visiting professor and lecturer at regional, EU and Indian universities, coordinator on several EU funded projects (Tempus, ASO, WUS...).</p> <p>Prof. Buza became Full Professor in 2009 at University of Pristina (UP), graduated in Mechanical Engineering in UP in 1982, got Master degree at University of Mostar in Bosnia and Herzegovina in 1988 and a Doctorate of Technical Sciences in Mechanical Engineering at UP in 1998. While training and specializing in Brighton University, UK, in Koncar Institute in Zagreb, Croatia, and in over 50 mobility in different EU and non EU countries.</p>
Arben Boshnjaku	<p>Mr. Arben Boshnjaku BSc, MSc, MA.Is involved in teaching process at the Faculty of Medicine, University of GjakovaFehmiAgani, within the field of Nursing Geriarty and Rehabilitation, as well as other related fields. Has completed both a BSc and MSc in the field of Physiotherapy, a MA in the Field of Sport Sciences (majored in Exercise Physiology) and is currently doing his PhD in the Field of Exercise Physiology at the Faculty of Life Sciences, University of Vienna, Austria. Boshnjaku is involved in different international research projects, having received two appreciation awards ("Young Investigator Award" in the second MSc and a "Certificate of Excellence for best oral presentation" in an international congress of Biomedical Sciences in Albania) and is the first author as well as co-author of many local international peer reviewed publications.</p>
Kushtrim Grezda	<p>Mr. Kushtrim Grezda MD.Is involved in teaching process at the Faculty of Medicine, University of GjakovaFehmiAgani, within the field of "Pharmacology and Diagnostic Programme". Has completed his basic Medical studies with outstanding performance and is currently doing his PhD at the Field of Experimental Biomedicine, Faculty of Medicine, and University of Zagreb, Croatia. Has a valuable experience in civil society by being the project manager and director of local NGO in Kosovo. Grezda is</p>

	co-author of many local and international peer reviewed publications
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Partner number		P3
Organisation name & acronym	Metropolia University of Applied Sciences, Metropolia	
D.1.1 - Aims and activities of the organisation		
<i>Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters).</i>		
<p>Metropolia is the largest university of applied sciences in Finland with 16,500 students and 1000 staff members. In Metropolia there are in total 68 degree programs carried out and 11 of them in English. It offers Bachelor and Master's level programs in culture, business, technology, and health care and social services (Biomedical Laboratory Science, Elderly Care, Emergency Care, Nursing, Midwifery, Occupational Therapy, Optometry, Oral Hygiene, Osteopathy, Physiotherapy, Podiatry, Prosthetics and Orthotics, Public Health Nursing, Social Radiography and Radiotherapy Services). Masters programmes in Health and social sciences are: Clinical Specialist in Health Care and Social Services, Elderly Care, Emergency and Critical Care Nursing (Erasmus Mundus), Health Business Management, Leadership in Health Care and Social Services, Rehabilitation, Social Services. Tailor made courses are designed for further education. There has been over 20 years multiprofessional student-run clinic for social and health services, called Positia.</p> <p>Metropolia specializes in developing new practical innovations in co-creation with companies, industries and other social and cultural communities. Our strengths in RDI work are diversity, notable expertise on different fields of study and practical innovation activities in developing new products, working models, processes and services. RDI activities are phenomenon focused to the society's key challenges.</p> <p>We build and actively utilise national and international networks. Metropolia is a reliable partner and reformer of the higher education. It offers students an international and stimulating environment for learning with close connection with labour market partners. We have a long experience of project management and partnerships within EU and its partner countries.</p>		
<i>Please describe also the role of your organisation in the project (limit 1000 characters).</i>		
<p>Metropolia will offer its competences and experience for the lead of WP 2, concerned to the establishment of the student-run-clinic. Metropolia will coordinate the study visits and offer a co-creative program for the visitors. Metropolia will do close collaboration with Jamk by co-configuring new knowledge based on their experiences of student-run-services, clinic environments and in tutoring development work packages. Metropolia brings its experience in international teacher training and multi-disciplinary curriculum development both in Bachelor and Master's level. Metropolia has a role in teacher training and in curriculum development. It will give its expertise for the WP 1, 5, 6, and 7. Metropolia brings expertise in development of student-run activities, innovation, evidence-informed practice, teacher training, and co-construction method.</p>		
D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project		
<i>Please add lines as necessary.</i>		
Name of staff member	<i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i>	
Toini Harra	<p>PhD Toini Harra is PhD in Social Sciences (Lapland University), Phil.Lic in Philosophy (Tampere University), and Principal Lecturer in Occupational Therapy in Metropolia. She is also graduated in vocational education and has wide experience in higher education. She has been lecturer and special researcher 2001-2007 at University of Jyväskylä (academic higher education) and principal lecturer at university of applied sciences (Metropolia). She has</p>	

	<p>got understanding of international higher education system and especially in Kosovo. Her expertise is in partnership between higher education and work life, multi-disciplinary collaboration, user-involvement and therapeutic relationship. She is very experienced in co-creation and multi-disciplinary collaboration method utilizing it in further education of teachers and in various development projects. She has been the project manager in many projects e.g. Collaborative Intensity funded by European Social Fund. She is experienced both in national and international RDI (eg. Erasmus+, and other EU fundings) and international collaboration. She is a member of Nomination Committee of Coehre (Consortium of Higher Education within Health and Rehabilitation) and since 2003 she has been a board member of the Foundation of Disabled Children and Young People in Finland. From 2018 she was invited to a new position as a member of expert board of TOIMIA Functioning measure database network. The Finnish TOIMIA network of experts aims to create uniform national practices for the measuring and evaluation of functioning. Guidelines concerning the measuring of functioning and evaluations of measures are published in the TOIMIA database (https://www.thl.fi/en/web/functioning/toimia-functioning-measures-database). Previously she has been as an expert in Social Insurance Institution during 2007-2011. She has accreditation in work guidance and coaching and since 1994 she has been active in this area. She has several publications both in Finnish and English e.g.</p> <p>References/Publications:</p> <p>Harra T, Salminen A-L, 2015. Using reciprocal relationships to avoid the Inclusion trap. WFOT Bulletin 2015; 71: 2: 96-100.</p> <p>Harra T, 2014. Therapeutic Collaboration. Enabling client participation in occupational therapy (In Finnish, the abstract is available in English). Dissertation. Rovaniemi: University of Lapland.</p> <p>Karhula M, Harra T, Kanelisto K, Heiskanen T, Häggblom-Kronlöf, 2011. An overview of the current status of evidence-informed occupational therapy in Finland. WFOT Bulletin 2011; 64: 24-28.</p> <p>Salminen A-L, Harra T, Lautamo T. Conducting case study research in occupational therapy. Australian Occupational Therapy Journal 2006; 53: 3-8.</p>
Pekka Paalasmaa	<p>PhD Pekka Paalasmaa is Principal lecturer and he has experience both Erasmus+ and on Tempus project as a member of consortium (Developing Capability in Orthotic and Prosthetic Education for the Russian federation, JEP_27097_2006). He has long experience in professional education both MA and BA degree programs as well as CPD courses. He is active in FIRST (St. Petersburg) and ERASMUS motility programs, he has co-operation with MA degree program "Bioengineering Systems and Technologies for Prosthetics and Rehabilitation" in Saint Petersburg Electrotechnical University "LETI". He has publications in Finnish and English covering the following topics: co-operation between higher education and work life, and applications of co-configuration method in education.</p> <p>Kanto-Ronkainen A, Paalasmaa P, Saarni L. 2015. Developing User-Centered</p>

	<p>Continuous Professional Education for ATD Service Personnel. Stud Health Technol Inform 217; 792-5.</p> <p>Ketola J, Paalasmaa P, Rinne S 2013. Bachelor's thesis as a research oriented development task. Handspring Publishing Teaching Osteopathic Research - Proceedings of the OsEAN Open Forum 2012.</p> <p>Holvikivi J, Noronen L, Paalasmaa P, Sipari S 2013. Enriching project activities promote internationalisation competence. Journal of Finnish Universities of Applied Sciences, No 4 (2013). http://www.uasjournal.fi/index.php/uasi/article/view/1527</p>
Pekka Anttila	<p>Mr Pekka Anttila has MSc in Health Sciences (Exercise Medicine) and BSc in podiatry. He has also completed vocational teacher education. Currently he is PhD student at University of Malaga. In Metropolia University of Applied Sciences his current position is Head of Degree Program in Podiatry (from 2013) which includes responsibilities regarding to degree program coordination, curriculum development and design, acting in multidisciplinary projects and teaching. From 2013 Anttila is experienced in coaching students at Metropolia's student-run-clinic, called Positia. At the moment he is working in national project which aim is to advance and foster rehabilitation education in higher education sector. His expertise in teaching is biomechanics of lower extremity, motion analysis and orthotic designing and manufacturing. He has been involved in setting up Metropolia's motion analysis laboratory and is active member in motion laboratory team. He has experience in international higher educational by participating as a head of degree program to international meetings, negotiations and conferences.</p>
Sanna Garam	<p>Mrs Sanna Garam has MSc in Health Sciences including health care teacher education. Currently she is a PhD student at University of Jyväskylä. she is working as senior lecturer at physiotherapy education Her current position In Metropolia is Senior lecturer of Physiotherapy education. She is teaching, participating in curriculum development and design, acting in multidisciplinary development projects, eg currently tutoring Multi-professional home care reablement in further education. She is also a tutor teacher for international students, and she is also experienced in participating international educational negotiations, collaboration and congresses Garam is experienced in coaching students at Metropolia's student-run-clinic, called Positia. Her expertise is musculoskeletal physiotherapy.</p>
Panu Karhinen	<p>Mr Panu Karhinen is MHS, OT, Product developer specialized in innovation leadership, Innovation coordinator in Metropolia UAS, project manager in Erasmus+ funded Socre project. Expertise in social and healthcare innovation and innovation leadership. Long experience in elderly care, rehabilitation and gerontechnology. Head of the elderly care program in Metropolia UAS 2011-2016.</p>
Hannes Jesar	<p>Mr Hannes Jesar, BBA, is an adviser at Turbiini Accelerator operated by Metropolia University of Applied Sciences and also a project manager at Electria, the RDI department of Metropolia UAS. Hannes comes from the commercial background where he has been a founding member at HUB13, productising the first privately independent co-working and space services in Finland. Furthermore, practising the Lean Start-up methods from Business</p>

	<p>Model Canvases to Customer Development and Agile Development within the company has resulted in educating the learning to customers such as large companies, entrepreneurs, wannapreneurs, students and academia. Lastly, prior to HUB13, he has been part of bringing the international start-up competition, the Business Model Competition, to Finland, founded by Brigham Young, Harvard and Stanford universities. Now the focus is on how to commercialise technology with scientific method and approach.</p>
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Partner number		P4
Organisation name & acronym	JAMK University - JAMK	
D.1.1 - Aims and activities of the organisation		
<i>Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters).</i>		
<p>JAMK University of Applied Sciences (JAMK), established in 1994, is an internationally oriented higher education institution offering expertise in eight fields of study. The Schools of JAMK include Health and Social Studies, Business, Technology and Teacher Education. Education of JAMK focuses on first and second cycle degree education together with open-university studies, continued education and training. The strategic focus areas of JAMK include Education Expertise and Business, Bioeconomy, Automation and Robotics, Tourism, Applied Cybersecurity and Multidisciplinary Rehabilitation.</p> <p>At JAMK, international cooperation is highly valued and internationalisation is actively supported in all of the institution's operations. International cooperation includes cross-border education and RDI-work between higher education institutions and business life, a wide range of joint research projects, networks, joint degree programmes, foreign students and staff, active student and staff mobility and an international operational environment. In addition to education, JAMK offers research and development services for business life and industry, helping to create an international Central Finland. The European Commission has awarded JAMK for various quality recognitions, which include the Erasmus Golden Award for Excellence 2013 (excellent quality in implementing Erasmus staff mobility).</p> <p>The School of Health and Social Studies of JAMK offers seven Bachelor's Degree Programmes and five Master's Degree Programmes, where the degree programme in nursing is taught in Finnish and in English. Education offered is future-orientated and designed to meet the needs of the working life. School's strategic focus area, Multidisciplinary Rehabilitation, supports the development of customer-centred, multidisciplinary rehabilitation in all fields of study, and the growth of business through renewing education and producing new innovative solutions and digital services.</p> <p>The School of Health and Social Studies is an active participant of international research, development and innovation projects, many of which run by the European Commission, such as the Erasmus+ strategic partnership and Erasmus+ Capacity building – projects. The latest KA2, Capacity building - ProInCa project (2017) focuses on "Promoting the Innovation Capacity of Higher Education in Nursing during Health Services' Transition", with the aims of solving the defined problems in Kazakhstan nursing higher education institutions and nursing practice.</p>		
<i>Please describe also the role of your organisation in the project (limit 1000 characters).</i>		
<p>JAMK is responsible for developing and carrying out the WP 4. This includes the development of new modules at EQF level 5, 6 and 7, focusing in the areas of expertise of JAMK: Multidisciplinary user-involved innovation and entrepreneurship, Person-centred multidisciplinary collaboration in student-run allied health practice centre and Evidence-informed practice. Work is carried out through actions of curriculum review, study circles, reflective workshops and online coaching together with piloting of courses during the project life cycle. Piloted courses will be assessed through student and teacher reflection and feedback followed by readjustment and possible amendments in teaching methodologies.</p>		
D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project		
<i>Please add lines as necessary.</i>		
Name of staff member	<i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i>	
Kaisa Maaria Lällä	Mrs. Kaisa Maaria Lällä is an MSc (Cognitive science) and MSc	

	<p>(Physiotherapy). Mrs Lällä works as a Senior lecturer and project designer at the School of Health and Social Studies of JAMK. Her professional areas of expertise include rehabilitation, technology and entrepreneurship. In addition, Mrs Lällä has obtained several years' work experience within the fields of physiotherapy, research and entrepreneurship.</p> <p>For three years Mrs Lällä worked at the Jyväskylä University in Agora Centre as a project researcher and as a project manager. She was a member of the multidisciplinary research team with the responsibility of gathering and analysing qualitative and quantitative data. She has diverse methodological research knowledge with expertise in health science, psychology, education, cognitive science and social sciences.</p>
<p>Teppo Pertti Juhani Karapalo</p>	<p>Mr. Teppo Pertti Juhani Karapalo is a PT and MSc (Physiotherapy). Mr. Karapalo has been working as a physiotherapist for more than 20 years in various hospitals and rehabilitation centres. Mr Karapalo has gained a diverse professional experience from neurological, geriatric and musculoskeletal rehabilitation. He has also been a member and a coordinator of various multiprofessional rehabilitation teams and worked as a research and development coordinator for four years in a project by the University of Jyväskylä and Rehabilitation Centre Peurunka.</p> <p>Since 2011, Mr. Karapalo has been working as a Senior lecturer at the School of Health and Social Studies of JAMK. Mr. Karapalo works as a Programme coordinator in the Degree Programme in Rehabilitation Counselling. His areas of expertise include rehabilitation services and processes, evidence-based rehabilitation activities and counselling methods in case management. He has also been working as a thesis supervisor and a coach for multiprofessional student groups. In 2018, Mr. Karapalo is also responsible for the curriculum development work of the rehabilitation education at JAMK.</p>
<p>Armi Inkeri Hirvonen</p>	<p>Ms Armi Inkeri Hirvonen (MBA, VET Teacher), works as a Coordinator at the School of Health and Social Studies of JAMK. Ms Hirvonen has obtained a 10 years' of study and professional experience from a number of countries with key expertise in internationalization, business, management and entrepreneurship.</p> <p>Ms Hirvonen worked as an International Coordinator of the School of Health and Social Studies during 2010-2017. She was responsible for the development of and coordination of internationalization, including international mobility programmes, Summer Schools and Double degree programmes. The key focus areas of her current role since 2018 include research and development work, education exports and pedagogical responsibilities in management and entrepreneurship.</p>

Partner number		P5
Organisation name & acronym	Manisa Celal Bayar University - MCBU	
D.1.1 - Aims and activities of the organisation		
<i>Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters).</i>		
<p>Manisa Celal Bayar University is a Turkish public institution of higher education currently having about 2.300 teaching staff and 1.300 administrative staff and more than 55.000 students and modern facilities and equipment. There are in total 60 degree programs carried out and 8 of them in English. There are 14 faculties, 4 collages, 15 vocational schools, 3 institutions, 23 totally 56 academic units. It offers Bachelor and Master's and Doctoral level programs in social sciences, business, technology and engineering and health care and services. There are two basic faculties, Faculty of Medicine and Faculty of Health Sciences are running the health services education in cooperate with Hafsa Sultan University Hospital. The University Hospital offers a chance to practice to nearly 5.000 students from Faculty of Medicine and Faculty of Health Sciences annual. The investment in health will be smart for the Universities and MCBU is investing its Hospital since it was established in 1994.</p> <p>The students of the Faculties Medicine and Health Sciences have the chance to practice from their first year to graduation. The units of the hospital which serve the students of the Faculty of Medicine can give the practice opportunity categorized as in here ; Cardiology, Chest Diseases, Internal Medicine, Internal Medicine, Medical Genetics, Medical Pharmacology, Nuclear Medicine, Paediatrics, Public Health, Radiation Oncology, Dermatology, Physical Medicine and Rehabilitation, Emergency Medicine, Psychiatry, Child and Adolescent Psychiatry, Anaesthesiology and Reanimation, Paediatric Surgery, General Surgery, Cardiovascular Surgery, Thoracic Surgery, Ophthalmology, Ophthalmology, Obstetrics and Gynaecology, Otorhinolaryngology, Neurosurgery, Orthopaedics and Traumatology, Medical Pathology, Plastic Reconstructive and Aesthetic Surgery, Urology. The Faculty of Health Sciences has the departments of Nursing, Midwifery, Physiotherapy and Rehabilitation, and Social Work.</p>		
<i>Please describe also the role of your organisation in the project (limit 1000 characters).</i>		
<p>Manisa will lead WP3. It will participate in every WP. It is a member of the Steering and Project Management group. It supports PA partners the development of the centre based on its experience as well as development of CPD courses, through organizing study-visits, tutor's visit, online coaching, especially during the piloting phase. During the project MCBU will provide expertise in rehabilitation education, lifelong learning, RDI, and co-configuration method in close cooperation with work life.</p>		
D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project		
<i>Please add lines as necessary.</i>		
Name of staff member	<i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i>	
Assoc. Prof. Dilek Ergin	<p>Ms. Assoc. Prof. Dilek Ergin graduated from Ege University from BSc, MSc and PhD. She has been working at MCBU since 2005. She is the head of department child health and medicine nursing. She gives the lecture in English and Turkish since 2010. She has the cooperation with Denmark in the field of Nursing and Health Sciences Education. The free mover student mobility between Denmark (University of Absolon and University College Lillebaelt) has started by her support in the field of Nursing. She is responsible of Erasmus Programme in the Nursing department at Health Sciences Faculty. She coordinates the mobilities for incoming for the Nursing Department.</p>	
Prof. Turan Gündüz	<p>Prof. Turan Gündüz graduated from Medicine Faculty in Ege University. He is involved in teaching process at the Faculty of Medicine, MCBU, within the field of "INTERNAL DISEASES (ELDERLY HEALTH)". He has been giving the courses in the field of Microbiology, Laboratory Safety, Elderly Health</p>	

	Principles and Practices, is co-author of many local and international organizations such as Turkish Microbiology Council since 2015.
Prof. Cüneyt BALCIOĞLU	Mr. Prof. Cüneyt Balcıoğlu has finished his BSc in Ege University at the Medicine Faculty and did PhD in Manisa Celal Bayar University and has been working since 1995 at MCBU. His PhD thesis is on the Investigation of antigenic features of amastigote and promastigote forms of Leishmania obtained from macrophage culture and the effectiveness of some antibiotic against these forms and his current works and areas of interest in the field of Parasitology, Epidemiology of leishmaniasis. He has participated many international and national projects from the beginning his academic life. Between 2011-2015 the project, titled “ Biology and control of vector-borne infections in Europe (EDENext)” and supported by European Union 7th Framework Programme – Collaborative with the project number 261504, is run by him as a Turkey researcher. There are many administrative missions completed by him at the same time. He was deputy head of doctor at the university hospital from 2011 to 2014.
Expert İpek Yeniay	Ms. İpek Yeniay graduated from English Language Teaching department in Dokuz Eylül University in Turkey and currently doing Master Degree in Management and Organization Department at MCBU. After her graduation from BSc, she participated in some projects in the frame of Life-Long Learning Program Projects and Erasmus Projects. She has been working at MCBU International Office as a project expert since 2013, responsible of coordinating Erasmus Programme from December 2016 to November 2017. She participated and managed many international projects as a professional staff. The international office has the big amount of grant for Erasmus+ Programme Projects in the Mobility Key Action 1 (KA103-KA107-KA108) and Key Action 3 (KA 357)and she is currently managing the budget and organization of the mobilities.

Partner number		P6
Organisation name & acronym	NGO Autizmi	
D.1.1 - Aims and activities of the organisation		
<i>Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters).</i>		
<p>The non-profit organization "Autizmi" was founded in 2011 in Pristina, with the initiative of a large number of parents who have children with autism. Noticing the lack of awareness of the society towards dealing with this epidemic disease in the world, NGO "Autizmi" has been organized with a symbolic support to both; children and their family members directly, with the aim to influence in the society because it has been assessed that there should be a change in the attitude toward Autism and Autistic people.</p> <p>Over the years, NGO "Autizmi" has been expanded and now it numbers: the board of directors, including the Chairman and the Advisory Professional Board, as a staff including: Association Director, Project Coordinator, Therapist Coordinator, Association Branch Officer, eleven (11) Functional Therapists, and some external assistants trained and licensed in the relevant fields. There are about 30 children registered in this institution and they receive therapeutic services directly in the centre and in the meantime there are about 10 other cases that receive therapy indirectly from the centre.</p> <p>The mission of the organization "Autizmi" is to develop the abilities and potentials of children with autism, to help them get integrated into the society and to raise public awareness on issues related to autism, services and the needs these children have. Obviously, the primary beneficiaries of this association are children identified as autistic and their parents / families. In the absence of donations and other resources to function, children in our association are obliged to pay for the treatments they receive, as the association functions with these payments that parents make in exchange for treating their children. However, the "Autizmi" association since the beginning has attempted to offer free treatment to children living with social assistance.</p> <p>In "Autizmi", the centre-based therapeutic services are implemented in accordance with the ABA (Applied Behavioural Analysis) program. Therapies are realized in the format 1: 1 which means a therapist works with a child individually. Through its individual program, the association provides an opportunity for care, development, rehabilitation, stimulation and better education of children with autism in different areas, such as physical, psychological, social and cultural aspects, with the main goal to reach inclusion and social integration.</p> <p>Apart from the main focus on the adequate and professional treatment of children, our association has given a special importance to raising awareness of autism in society so these children enjoy the rights guaranteed by laws, like any other child. The activities undertaken to achieve this goal are different awareness events such as humanitarian concerts, children's autism marches for the international autism day, children's concert, etc.</p> <p>Currently the Autism Association in Pristina has 6 functional branches in: Prizren, Suhareka, Lipjan Peja, Ferizaj, Podujeva while aims at opening other branches in: Gjilan, Mitrovica, Presevo, Gjakova.</p>		
<i>Please describe also the role of your organisation in the project (limit 1000 characters).</i>		
<p>The NGO takes part in all activities in the project. It will be involve the staff in the development work of the post basic courses and send staff to participate the courses. The centre will also be active applier of new forms of medical and social rehabilitation. In particular it will bring inputs based on the long experience of working with clients/patients with disabilities, especially. Their role is further empowered through inclusion in the Steering Committee.</p>		
D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project		
<i>Please add lines as necessary.</i>		
Name of staff member	<i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i>	
Sunita Kurti	Mrs. Sunita Kurti , has finished her Master lectures of Science in Clinical and	

	<p>Health Psychology, and it is expected that she graduates in the mid of this year.</p> <p>Mrs. Kurti has been certified many times by BCBA (Board Certified Behaviour Analyst) what makes an advanced ABA Therapist. In 2017, she has followed the Portage Training, a home based treating program, with main focus in training parents to treat their children. The program was provided from Save the Children in Kosovo. Since 2015, Mrs. Kurti has been engaged as vice-director and ABA supervisor at NGO AUTIZMI in Pristina, where she is mainly engaged on the preparation of the individual plans for children with Autism and supervision of their outcomes.</p> <p>As a supervisor at “Autizmi”, she has had the opportunity to visit centres and schools outside Kosovo, where she had the chance to work with different children.</p>
<p>Samire Shkodra Azizi</p>	<p>Mrs.Samire Shkodra Azizi has finished her Bachelor studies in Psychology at FAMA College in Pristina.</p> <p>She has been certified on advanced ABA from Beyond Autism which is a UK Organization and DIR Floortime Approach.</p> <p>Mrs. Shkodra-Azizi has participated in an International- National Portage Association Workshop in United Kingdom.</p> <p>She has had her internship at Down Syndrome Kosovo and currently she is engaged as an ABA/VB therapy supervisor at “Autizmi” NGO.</p>
<p>Rrezarta Musliu</p>	<p>Mrs. Rrezarta Musliu has finished her bachelor studies in University of Pristina “Hasan Pristina” Faculty of Philosophy, Department of Psychology.</p> <p>Mrs. Musliu has attended in many trainings and conferences all related to autism and children with disabilities, as such as “Increasing the Capacities”, “Initial level for ABA/ VB”, “Community's awareness empowering of the inclusion of children with disabilities in regular education”, “Autism and the principles of behaviour therapy”, “Behavioural analysis applicable to the children with autism”, “Kosovo state of mind - a psychosocial field assessment”, “Development of sexual health in people with autism, social skills and inappropriate behaviour management”, “DIR 101: An Introduction to DIR” and “DIR Floor time – 12 Professional contact hours”.</p> <p>She has also participated in the psychological research study on: “The Health and Wellbeing of Kosovo Albanians, 16 years after the Kosovo war” organized by ZURICH LAB organization led by psychoanalyst Evangelos Tsempelis in collaboration with the clinical psychologist / psychoanalyst / psychiatrist for adolescent Stephen Setterberg.</p> <p>Currently, Mrs. Musliu is working as a psychologist/therapist of children with Autism, in “AUTIZMI” association.</p>

Partner number		P7
Organisation name & acronym	Ministry of Education, Science and Technology – MEST	
D.1.1 - Aims and activities of the organisation		
<i>Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters).</i>		
<p>The Higher Education Department's scope of the work at the national level is also:</p> <p>a. Establishing the Agencies and Centres, as well as other educational advices in the country level for better implementation of the legislation and policies in higher education;</p> <p>b. Developing and harmonizing new policies for accomplishing the obligations which comes out of the Bologna Process and integration of Kosovo Higher Education into European Higher Education Area as well as international standards;</p> <p>c. Initiating and developing cooperation programs in higher education with other countries;</p> <p>Ensuring a regular coordination and harmonization of contributions of partners and donors towards synergies and harmonization with national strategies and country needs in higher education.</p>		
<i>Please describe also the role of your organisation in the project (limit 1000 characters).</i>		
<p>The Ministry of Education, Science and Technology will have a facilitating role in this project, in order to guide the beneficiary institutions maintain a coherent development of occupations and training programs which ensure their transferability and equivalence dimensions. Ministry will greatly contribute to this project by being active in different meetings, visits, and development processes of different parts of the project.</p> <p>It is a member of the Steering Committee.</p>		
D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project		
<i>Please add lines as necessary.</i>		
Name of staff member	<i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i>	
Drita Kadriu	<p>Ms. Kadriu has an extensive work experience in diverse governmental and non-governmental organizations, particularly with focus on education development.</p> <ul style="list-style-type: none"> - For four year was adviser to the minister on higher education and pre-university education; - Member of parliament in one four-year mandate (2007-2010); <p>Long experience in education development and management, civil society organizations, and so on;</p>	
Shpresa Mehmeti	<p>Mobility and Scholarships Officer at Higher Education Department</p> <p>Experienced in higher education sector, in the programmes regarding international activities in higher education, academic and student mobility and exchange.</p>	

Partner number		P8
Organisation name & acronym	Institute of South-east Europe for Advancement of Health and Social Policies - SEIHSP	
D.1.1 - Aims and activities of the organisation		
<i>Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters).</i>		
<p>The Institute of South East Europe for Advancement in Health Science and Nursing is a scientific, independent and non-profit organization with the experience in supporting development and strengthening health and nursing sciences in the area of South East Europe by cooperating, coordinating and supporting its activities with other university institutions operating in this field. It is also jointly responsible to support Practical Development and Evaluation (IPE) for project management. The Institute of South East Europe for Advancement in Health Science and Nursing intends to achieve its mission through the following principles:</p> <ul style="list-style-type: none"> - Consultancy and scientific cooperation to public or private organizations according to already identified needs and agreements, - Promoting research activities and facilitating collaboration between researchers of Health and Nursing Sciences within SEE, - Organizing trainings with the various thematic scientific character or qualification, - Helping clients to improve the outcomes, quality, efficiency and effectiveness of their healthcare organizations and systems, - Developing capability within healthcare and educational organizations that enables sustainable and continuous improvements in healthcare. <p>The aim of Institute of South East Europe for Advancement in Health Science and Nursing it to transfer improvement 'know-how' and change management knowledge and skills, thus growing the skills and capability of individuals and organizations that use our services. The work of ISEE-AHSN is directed to achieve demonstrable, sustainable improvements, whether through one-off interventions or through more fundamental long-term changes. The improvement and development work is based on the fundamental belief that ISEE-AHSN and clients want to make better services for medical students, nurses and also for the patients in health institution.</p>		
<i>Please describe also the role of your organisation in the project (limit 1000 characters).</i>		
The Institute takes part in all activities in the project. In particular, it will be involved in the development and dissemination related activities. It will support the KH in terms of developing and delivering the training modules at the SMDAHC. It has a relatively wide network of Kosovar and regional partners; it will also be an active promoter/disseminator of the running model of health centres, the work of SMDAHC and CPD courses and LLL training.		
D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project		
<i>Please add lines as necessary.</i>		
Name of staff member	<i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i>	
Petrit Beqiri	<p>Mr. Petrit Beqiri is a PhD. Candidate at the Martin Luther University, Germany. Mr. Beqiri has a wide professional potential of knowledge in various fields of health and management, and he has had a number of responsibilities during his career. He has been engaged as a lecturer and researcher at two prominent universities in Germany: Technical University of Munich and Martin Luther University.</p> <p>Currently, he is lecturing at the Higher School of Applied Sciences, in Munich, Germany. Building on an extensive work experience in advancing higher education in Kosovo and South East Europe through international cooperation, he founded the "Network of South East Europe for development of health and nursing", whereas in 2007 he founded the</p>	

	<p>“South East Europe Institute for Advancement in Health and Nursing”.</p> <p>Mr. Beqiri has led dozens of national and international research projects, and is author of many papers and scientific articles. Under his responsibility many symposiums and international scientific conferences have been realized. He has a long experience in healthcare consulting and he gives training and seminars in this area. Mr. Beqiri has used his advisory activities and his managerial skills for the establishment of a German- Albanian magazine and he founded some associations with educational character. Mr. Beqiri studied medicine, health and Nursing Sciences and currently is finishing his doctorate. He has attended many of advanced training for management, communication, creativity and leadership of companies and offers seminars and courses in these areas.</p>
Michael Sauer	<p>Mr. Michael Sauer received his PhD and master degree from the University of Köln focusing on public/social policy. He has an extensive academic as well as professional experience in working with various projects dealing with issues pertaining to the emigration in the Central and Eastern Europe. He has been engaged as an international expert in various consulting projects assisting the relevant public authorities, responsible for labour and social policies.</p> <p>Besides, as a researcher, he has prepared and conducted courses in the field of social policy and methods of qualitative social research. For his PhD dissertation, Mr. Sauer focused on the Welfare Regimes in South-Eastern Europe, by comparing labour market and long-term care policies in Serbia and Croatia.</p>
Ilir Hoxha	<p>Ilir Hoxha MD is a Specialist in Public Health. He holds a Master of Science in Health Systems Management awarded by London School of Hygiene and Tropical Medicine and PhD in Public Health awarded by University of Bern. He is Fulbright Fellowship recipient for research work at The Dartmouth Institute for Health Policy and Clinical Practice, New Hampshire, United States.</p> <p>Since 2002, Ilir is involved in advisory and research work that support health policy processes in Kosovo and beyond. In 2006, he established DI Consulting, which specializes in provision advisory services and solutions in health care. As of 2011, he serves as Project Adviser, for Solidar Suisse, in a long-term project that facilitates participation of civil society actors in policy processes related national health reform in Kosovo. Between years 2010 to 2014 he has served as external adviser, in matters related to implementation of health insurance reform, for Ministers of Health of Republic of Kosovo, Dr. Bujar Bukoshi, and Dr. Ferid Agani.</p> <p>Ilir is Assistant Professor, at Department of Community and Family Medicine, Geisel School of Medicine at Dartmouth, and Professor, at Department of Health Management of Kolegji Heimerer in Pristina. His professional and academic interests lie in: medical practice variation and health services research; health economics and financing; and, regulation of health care service delivery.</p> <p>In addition, he has served as board member for American University in Kosovo, Centre for Research, Documentation and Publication, Institute for Advanced Studies GAP, Balkan Investigative and Reporting Network and Pristina Institute for Political Studies. Currently he serves as board member for Foundation Kosovo Luxembourg and TOKA.</p>
Bujar Gallopeni	<p>Mr. Bujar Gallopeni is a PhD candidate in Behaviour sciences at the</p>

	<p>University of Sheffield, UK. Previously, he had finished his master studies in Psychology, Work and Organizational Psychology at the Maastricht University, Netherlands.</p> <p>His experience aligns from higher education institutions in both governmental and non-governmental sectors where he has gained a broad expertise on research development and reform, and international cooperation in Kosovo, region and beyond by working for five years in the capacity of the Head of International Cooperation Office at the Ministry of Education, Science and Technology in Kosovo.</p> <p>Besides, Mr. Gallopeni is also engaged in the National Coordination of Horizon 2020 Research and Innovation Program. He has acquired expertise in different project developments, management and coordination of TEMPUS projects, mobility programs (Erasmus Mundus, CEEPUS) projects from international agencies (USAID, UNICEF, ILO, DANIDA), as well as other initiatives with higher education institutions, governmental agencies and private sector.</p> <p>He is also engaged as lecturer of modules related to Management of Health institutions, behavioural science, focusing on organization and development psychology, especially</p>
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Partner number		P9
Organisation name & acronym	University Kadri Zeka – UKZ	
D.1.1 - Aims and activities of the organisation		
<i>Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters).</i>		
<p>The Public University “Kadri Zeka” in Gjilan (UKZ) was established by the decision of the Government of Republic Kosovo in 2013 with the idea of promotion and development of higher university education, research, and artistic creativity for staff qualification up to doctoral degree. The establishment of UKZ enabled the inclusion of the greatest number of students in the region of Gjilan, Presevo Valley and other areas in higher university education. By Founding Council held on 31.10.2013 it was proposed that the Public University of Gjilan to be named University “Kadri Zeka” in Gjilan. MEST of Kosovo has approved the proposal and decided on 11.13.2013.</p> <p>UKZ continues the tradition of three Faculties that have so far functioned as branches of the Faculties of the University of Pristina in Gjilan. As a part of the University offered programs have existed up to now as branches of the Faculty of Education, Faculty of Economics and the Faculty of Law of the University of Pristina. Existing programs have already passed the accreditation process. To these programs we added two new programs, one for each of the new faculties: one program in Computer Science and one program Political Science.</p> <p>All study programs at the University “Kadri Zeka” were approved in the meeting of the University Senate II held on 12.26.2013, in Gjilan.</p> <p>Therefore, the University has the following structure of programs: Faculty of Education, Faculty of Law, Faculty of Economics and Faculty of Computer Sciences.</p> <p>UKZ is implementing a Joint Master Degree between three public universities in Kosovo with the program “Local Governance and Democratic Society”.</p>		
<i>Please describe also the role of your organisation in the project (limit 1000 characters).</i>		
<p>University of Gjilan “Kadri Zeka” is going to have the leading role in WP1 on preparing the kick off seminar and participates in every other work package. It support the KH in establishing the online platform. It takes part in all activities in the project.</p> <p>It is actively developing the CPD courses primarily focusing on entrepreneurship and innovation processes by workshops, study visits, study circles, reflective seminar, piloting, and round table seminar. It integrates parts of the developed courses to the content of the degree programs and delivers the CPD courses also in the future.</p> <p>UKZ is a member of the project management group and Steering Committee.</p>		
D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project		
<i>Please add lines as necessary.</i>		
Name of staff member	<i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i>	
Dukagjin Leka	<p>Mr. Dukagjin Leka is a PhD on European Legislation and Institutions graduated from University of Tirana, Institute of European Studies. He has finished his Master’s and Bachelor studies in the University of Pristina on Political Sciences and Law. In the previous he has been working with international organizations as such as UNMIK and EULEX. Currently he is engaged as a Vice – Rector for International Affairs at the University “Kadri Zeka”, Gjilan. He is also a professor assistant of European Law and Legislation, Public International Law, Private International Law, International Organizations and International Human Rights Law.</p> <p>He has attended in many trainings from British Council for Active Citizens – Exchange Programme between Kosovo and U.K, OSCE in Kosovo/Pristina in cooperation with Law Faculty in Pristina – Introductory course in International Human Rights Law in English Language, Council of Europe,</p>	

	<p>Study Session in the Council of Europe in Strasbourg, about the role of CoE in protection of the Human Rights, Council of Europe, Attending the “Global Forum for Democracy”, organized by Council of Europe, Republic of Albania “Ministry of Foreign Affairs” – Certificate of Successful practice at Albanian Diplomatic Academy “Ministry of Foreign Affairs” etc.</p>
Bajram Kosumi	<p>Mr. Bajram Kosumi was graduated in Philology and has a Master’s Degree in Albanian Literature from the University of Pristina. In 2008 he became a Doctor of Philology from the University of Pristina.</p> <p>During the years 2005-2006, he served as Prime Minister of Kosovo. Mr. Kosumi has been a member of Assembly of Kosovo in four legislatures and Minister of the Ministry of Public Information in Interim Government of Kosovo and Minister of the Ministry of Environment and Spatial Planning, Government of Kosovo. Bajram Kosumi has written hundreds of journalistic and scientific articles as well as a large number of books in the field of politics, literature, media, journalism and culture.</p> <p>Recently, he is mainly engaged in academia, meaning that he lectures at the University of Pristina and he has lectured in the University of Tetova for five years.</p> <p>At the University “Kadri Zeka”, Mr.Kosumi is engaged as a Rector from 2015.</p>
Nexhat Shkodra	<p>Mr. Shkodra is a PhD candidate at the University of Pristina, Faculty of Economics Department. He has finished Masters and Bachelors at the same faculty as well. He has followed the training of Statistical Office Kosovo (SOK) on National GDP Account, Price Index. Mr. Nexhat Shkodra has been part of the 5th International Conference on Social Sciences in Pristina, with his presentation on “Investments as a factor of the economic development in Kosovo”.</p> <p>Now, he is a member of the Forum for development policy but he is mostly engaged on academia, being a lecturer at the University “Illyria” and an assistant at the University of Gjilan “Kadri Zeka”. The subjects he mainly lectures are related to Microeconomics, Macroeconomics, Public Finance, Monetary policy, Tax and Corporation.</p>

Please copy and paste tables as necessary

List of Associated Partners

(Where applicable)

Capacity-building projects can involve associated partners who contribute to the implementation of specific project tasks/activities or support the dissemination and sustainability of the project. Associated Partners cannot be responsible for core activities of the project (e.g. management, coordination, monitoring, leader of a work group etc.). **No financial contribution from the project grant will be allocated to these organisations.**

Name of organisation	Type of institution	Website	City	Country	Role in the project	Activities and related Work Packages
HC	HEI	https://kolegji-heimerer.eu/en/home-page-heimerer/	Pristina	Kosovo	Applicant	Responsible for the overall project management. Leads WP 6 and 7.
UGJFA	HEI	http://www.uni-gjk.org/	Gjakova	Kosovo	Partner	Participates in every WP. Lead WP 5.
Metropolia	HEI	http://www.metropolia.fi/en/	Helsinki	Finland	Partner	Participates in every WP. Leads WP 2.
JAMK	HEI	https://www.jamk.fi/en/Home/	Jyväskylä	Finland	Partner	Participates in every WP. Leads WP 4.
MCBU	HEI	http://en.cb.u.edu.tr/	Manisa	Turkey	Partner	Participates in every WP. Leads WP 3.
NGO Autizmi	NGO	http://www.autizmi-ks.net/	Pristina	Kosovo	Partner	Participates in every WP.
MEST	Governmental entity	http://mashtr.rks-gov.net/en	Pristina	Kosovo	Partner	Participates in every WP and Steering Committee. Ensures the developed CPD courses are in line with national and Bologna's respective legislative framework
SEIHSP	NGO	http://www.nsh-see.net/web/site/	Pristina	Kosovo	Partner	Participate in every WP
UKZ	HEI	https://www.uni-gjilan.net/	Gjilan	Kosovo	Partner	Participates in every WP. Leads WP 1

Please insert rows as necessary

D.2. Cooperation arrangements, management and communication

This part must only be completed once by the applicant.

D.2.1 - Project management

Please define the organisation of the implementation of the project and the division of tasks between the partners. Please explain the allocation of resources for each activity. Explain also how the tasks are distributed amongst the partners and how project "ownership" is ensured (limit 3000 characters).

The assignment of tasks and responsibilities to each partner is based on their respective expertise, resulting with the out-most level of efficacy and efficiency.

WP1, lead UKZ. Responsibilities: Task 1.1 "UKZ" with Kolegji Heimerer; Task 1.2 Kolegji Heimerer (digital platform); Task 1.3 Metropolia and JAMK. All the HEIs have a shared responsibility for producing the booklet of common concepts in this project.

WP2, lead Metropolia. Responsibilities: Task 2.1 Leads Metropolia. Task 2.2 Metropolia and KH. Tasks 2.3. Metropolia and KH. Metropolia and MCBU organize study visits for Kosovo partners, whereas tutors from the Programme partners will guide the Kosovo partners through tutor's visits and virtual-online meeting; Metropolia organizes the first reflective workshop, whereas KH the second/last one regarding WP 2 and WP3. Task 2.2 All partners support its implementation; 2.3 All partners. Piloting will be done at the premises of the Kolegji Heimerer in collaboration with Kosovo partners and under the guidance of the Programme partners; Task 2.4 All partners.

WP3, lead MCBU. Responsibilities: Task 3.1 MCBU and Metropolia. 3.2. EU partners will train staff of the Kosovo partners; the training will take place at the SMAHPC in Kosovo.

WP4, lead JAMK. Responsibilities: all partners participate in all of the respective tasks. In order to optimize resources and to ensure the implementation of the centre and respective courses and training modules within three years.

The development of the Handbook of WP3 and all courses of WP4, has four main categories of activities: workshop, study visits, regional study circles and reflective seminars. All of the newly co-developed and co-reviewed courses will be piloted. Experiences and results will be shared and reflected in round table seminar. The co-construction method is used to ensure early "ownership" of partners by involving them from the beginning. The resources of study visits to programme countries are shared evenly between Programme country partners. All of the partners are responsible for the development work; they will establish 4 sub-study circles comprising of representatives from different professional fields, whom will focus on development of specific CPD courses. EU partners support this work on the net and with study visits.

WP5, lead UGJFA. Responsibilities: Task 5.3. JAMK. The internal evaluation team consists of representatives from KH, UGJFA, UKZ, Metropolia, JAMK, and MCBU. All partners participate in regular monitoring of the activities. The HEIs have the main responsibility of the evaluation. External evaluation is used to ensure the quality of the CPD courses. The KH coordinates the visits of the external evaluator and disseminates it's reports.

WP6, lead KH. All partners take part in regional, national and international networks to strengthen the early ownership of the courses. A national network is established and its activity is supported by the EU partners. The Kosovar partners are responsible for organizing the dissemination seminar in Kosovo. All partners are responsible for the content of the dissemination seminar and for sharing their experiences and results of the project.

WP7: lead KH. The project management group consists of 5 members; project manager and administrative officer from KH, one representative from Metropolia, JAMK, MCBU and UKZ. The Steering group has one representative from KH, MEST, Metropolia, MCBU, JAMK, NGO Autizmi, and SEIHSP. The management group participates in the meetings of the steering group. The KH is responsible for the financial administration of the project.

D.2.2 - Cooperation and communication arrangements of the consortium

Please explain the overall project and partnership management making specific reference to the management plan and how decisions will be taken. Please describe how permanent and effective communication and reporting will be ensured as well as the measures put in place for conflict resolution (limit 2000 characters).

All project activities will be managed and coordinated, including financial administration, monitoring and organizing partner meetings according to commonly agreed aims. The detailed project work plan will be discussed and agreed upon. It will be monitored and updated to ensure that the project proceeds in the planned time frame. The plan will be produced in the first project meeting in conjunction with the Kick off seminar.

Necessary documentation related to project management and administration will be produced and shared regularly. The minutes of the meetings of internal quality group, management group, and steering group and all materials produced during the project are open for all partners on digital platform. Effective communication between partners throughout the project keeps all the parties well informed and enables partners to take equally part in decision making.

The steering group will follow the progress of the project and it will give guidance and advice to the project management team.

The project is managed on the basis of continuous communication and monitoring of progress and outputs. Email, SKYPE and web conferencing will be used. Consortium will make decisions of major issues. These include planning of the quality control, dissemination and sustainability strategies and check-up -plans in close collaboration with all partners.

Minor decisions over changes involving budgets and planning will be taken by the grant applicant in consultation with the partner(s) concerned. In case divergent opinions within consortium a vote will decide the outcome.

PART E - Project characteristics and relevance

E.1. Why does the consortium wish to undertake this project?

Please outline the motivation behind your project, clearly identifying the specific needs or problem/s which it intends to solve in each Partner Country organisation. Explain how the project proposal fits within the development strategies of the Partner Countries involved and how it addresses the priorities defined at national / regional level for Capacity Building in Higher Education projects. Also explain why this/these problem/s were selected instead of others. In particular, explain how the area of intervention has been explored to guarantee that the project is offering something new compared to the existing situation. Where applicable, explain any synergy with other EU initiatives should be highlighted (limit 6000 characters).

All partners provide multidisciplinary programs. It is on their strategic interest to engage into multidisciplinary and international and innovative projects which address certain needs of the community.

This project addresses the great need for qualified health/rehabilitation in Kosovo. The relatively poor level of quality and efficiency of health services in general in Kosovo represents an issue that is insufficiently and inadequately addressed by the current national programs, strategies and macro-policies. The latter only partially reflect to the needs of the Kosovar society, especially to the vulnerable groups. Besides, the relatively high cost of health services represents a significant challenge endangering the overall survival of the patients and their families; this is particularly concerning, while having in mind the lack of health insurance for at least 80% of the people. Around 200 mill. EUR were spent during 2017 by the Kosovar people in imports of health services. Such figure is considered as a very urgent alarm for the policy-makers especially to reform the health sector, especially if one were to consider that in 2017, the GDP was around 6.31 billion Euro, population of 1.7 million with 55% being younger than 30 years old, a poverty rate of 24%, a long-term unemployment rate of 30.5%, and a public budget of 1.725 billion EUR out of which only 55.9 mill. EUR were allocated to the Ministry of Health (Kosovo Statistical Office).

Also, the relatively high number (around 150,000) of people with disabilities who suffer in one way or another from exclusion, followed stigmatization, discrimination, and lack of knowledge of different disability types puts a lot of pressure on their families. The situation worsens even more due to the lack of home-care service.

4 out of 9 partners of this Consortium are already collaborating under another KA2 CBHE ERASMUS+ SOCRE Project focusing on developing social rehabilitation through education. While implementing such project, they identified the need to complement their novice work in terms of developing definitions of key concepts and competencies of social rehabilitation. More specially, they agreed to undertake this initiative for establishing a platform that would enable the respective students, teachers and professionals to implement such competences based in an environment constructed based on the multidisciplinary work and conducive to innovation, similar to the one at Metropolia. During the implementation of such project, Kosovar partners (HC, UGJFA and MEST) have had the chance to participate in a few workshops, reflective seminars, and study visits at Metropolia and other EU partners where they observed and understood the importance of similar student-run platforms for collaborating with professionals of different disciplines as they serve clients.

Consecutively, they have encountered with the impassable challenge of developing relevant teacher and student's competences, unless they were to establish a new work environments conducive to multidisciplinary collaboration, where students are coached by the respective academic staff and professionals of HEIs and health providers, respectively. At the same time, in order for such centre to be functionalized successfully, the project partners have identified the need for reforming the pedagogical

approaches and existing curricula, aiming to develop student's competences in the area of Multidisciplinary collaboration, client-based service, innovation processes and entrepreneurship, smart technology and health, and evidence-informed practice, especially.

The four SOCRE partners invited additional relevant partners from Kosovo and Turkey. Their respective expertise and experience contributes significantly to the quality and sustainability of the project.

Based on the discussions and previous research conducted by the staff of Kosovar partners, along with their professional engagement into the health industry, they agreed that there is a need for lifelong-learning in terms of building practical skills in the area of multidisciplinary collaboration, client's participation, and attitudes towards clients, collaboration between education, work life, authorities and other institutions, utilization of existing tools and good practices (e.g. clinical reasoning models, the WHO, ICF and GAS), evidence-informed practice, innovation and entrepreneurship in health sector, utilization of smart technology in health services, rehabilitation management and development (e.g. job descriptions and quality assurance in achieving comprehensive responsibility for the client and quality services).

Moreover, the available educational offers in the health sector in Kosovo are still based on the foundations and models which were applied during the socialist-communist period. There is rather deficient research based teaching, and educational programmes that apply modern pedagogical approaches focusing on development of students' competences that would enable them to advance the quality of health services that they provide.

In partner countries the health services are characterized by the following challenges:

- Lack of SMART technology is used in health services
- Lack of innovation and entrepreneurship-oriented mind-set
- Poor management among rehabilitation service providers
- Lack of pedagogical approaches focusing on multidisciplinary collaboration in the health services
- Lack of reciprocal client professional relationships
- Poor level of rehabilitation services
- Inadequate organization of rehabilitation services
- Every professional has specific tasks and no one takes comprehensive responsibility for the client. Management skills in rehabilitation units are insufficient, quality assurance and development of services are not included in work practice and there are no job descriptions.

The skills development concerning rehabilitation services in Kosovo needs:

- Re-designation of existing pedagogical approaches
- Practice-oriented platform for enabling the multidisciplinary collaboration, introduction of smart technology in health services, engaging students as leaders of health centres and stimulating a new mind-set among them focusing on innovation and entrepreneurship
- Collaboration between education, work life, authorities and other institutions
- Understanding and competences in rehabilitation management and development
- New operating models of health clinics based on the multidisciplinary approach
- Introduction to the latest technology utilized in health services

Please describe briefly how your project proposal was prepared (e.g., capitalising on previous experiences, based on achieved outcomes in former projects, following previous cooperation amongst the consortium members, etc.). If the application is based on a previous or on-going project, please demonstrate the significant added value. (limit 1000 characters).

This initiative is mainly based on the previous and ongoing collaboration between KH with Metropolia, UGJFA and MEST an ongoing KA2 CBHE ERASMUS+ project dealing with the social rehabilitation through education. Metropolia has been a partner of KH with social and health care programs since 2014.

While the former project establishes the theoretical and conceptual foundations of social rehabilitation in Kosovo, the latter enables the development of practical skills among respective teachers, students and professionals by providing a practice oriented space (health clinic).
 We will utilize the experiences and good practices of project partners (Metropolia, MCBU and JAMK, especially) in the respective field, to design a student-run health clinic conducive for achieving the aims of this and the respective ongoing project.
 All the partners have contributed to the specification of this Proposal through emails, SKYPE meetings, and face-to-face meetings (Study visit at Metropolia, Workshop in Pristina in January 2018, at the KH premises).

If your proposal is based on the results of one or more previous projects / networks, please provide precise references to this / these project(s) / network(s) in the table below.

Reference number	573733-EPP-1-2016-1-FI-EPPKA2-CBHE-JP		
Project dates <i>(year started and completed)</i>	15.10.2016	Programme or initiative	ERASMUS+
Title of the project	Developing Social Rehabilitation through Education		
Coordinating organisation	Metropolia University of Applied Sciences		
Website	https://www.erasmusocre.eu/		
Password / login if necessary for website			
<i>Please summarise the project outcomes and describe (a) how the new proposal seeks to build on them and, (b) how ownership / copyright issues are to be dealt with (limit 1000 characters).</i>			
<p>The main outcomes of the project are improved teachers and students competences in the area of rehabilitation. As the first project in this area in Kosovo, it sets the foundations in terms of co-created shared concepts and understanding about the rehabilitation, multidisciplinary, user-involvement and rehabilitation management.</p> <p>This project seeks builds on the previous project in terms of:</p> <ul style="list-style-type: none"> - Strategic partnerships between the four SOCRE project partners (MEST, KH, Metropolia and UGJFA) - Commonly agreed definitions about key concepts and principles in rehabilitation - Experience of working with networks comprising of relevant stakeholders at local, regional national and international level – familiarity with their mind-set, working culture and philosophy - Competences related to the development of Continuous Professional Courses in line with Bologna process - Co-created vision about the role of the a student-run multidiplinary allied health centre as a platform for enhancing HEI's research and innovation capacities, based on the latter's experiences and best practices. 			

Please copy and paste tables as necessary.

E.2. Rationale for the setting-up of the consortium

Please explain why the selected partners are best suited to participate in this European project. Describe innovative and or complementary skills, expertise and competences within the consortium directly relating to the planned project activities. If associated partners are involved, please explain their role in the project and the added value to the consortium (limit 3000 characters).

The consortium of this Project proposal comprises of 9 partners; 6 Kosovar partners, and 3 EU partners. There are 6 higher education institutions, 2 NGOs, and 1 ministry involved. This composition is essential for effectively implementing this project as well as sustaining the newly established functionalization of allied health centre, developed/reviewed CPD courses and new models of operating health-clinics.

The KH and Metropolia were the one who initiated the discussion about this proposal, which was very welcomed by the rest of the project partners. Certainly, all the partners have shown great interest and commitment to co-develop and learn from and with each other, as they seek to co-develop the basis for evolvement of practical multidisciplinary collaboration in the health sciences in Kosovo. Together they specified the proposal through face to face meetings, emails and Skype -meetings.

Although collaborating with previous partners, whom you know and trust helps to avoid up to a certain degree the risk of failure, mixing them with new ones enables the transfer of tacit knowledge and experience which is one of the benefits of this project.

JAMK and Metropolia have a long history of collaboration in the area of multi-professional co-creation in the field of innovation and entrepreneurship. One example of this is the project called Digitalization of sheltered housing. In addition, in 2017 JAMK and Metropolia established the Centre of Excellence in Rehabilitation, funded by the Ministry of Education and Culture. The Centre functions as a cooperation network for institutes of higher education that provide education in rehabilitation, also ensuring sufficient availability of competence in the field on a national level. The centre of excellence also serves as a research and development centre for the rehabilitation field.

Metropolia has already established a similar centre, which is called Positia. Its strength in client service lies in multi-professional student teams for the client's best. In this project we will utilize its experiences and good practices.

JAMK has previous experience in the setting up and running of rehabilitative on-campus services through the Well-being and Rehabilitation Centre HYVI (HYVI-piste). Currently, cooperation with local working life partners, such as the Research Institute for Olympic Sports, has risen to the centre of development in rehabilitation together with international cooperation. JAMK and KH initiated cooperation in 2017 through mutual interests in multidisciplinary rehabilitation and shared international partner network. JAMK and KH also embarked into credit mobility cooperation for student and staff mobility in rehabilitation through the Erasmus+ Global Framework.

The MCBU is one of the main international strategic partners of KH, whose collaboration has started in 2016 in terms of staff and student mobility in the area of nursing; they have engaged into exchanging good practices and experiences with their university health/rehabilitation centre in Turkey.

The UKZ has an extensive experience in the area of promotion of entrepreneurship and innovation processes and applied computer sciences through its economics and computer science programs. It applies a community-based education and has participated in various international projects.

The main target groups are: 1) the HEIs delivering health/rehabilitation education and 2) the staff, professionals, and students delivering health/rehabilitation services.

E.3. European added value

Please describe the benefits of and need for European cooperation. Please describe also why the results cannot be achieved through national, regional or local funding (limit 1000 characters).

Partners from Finland and Turkey have specialized in student-run activities (SRA):

In Metropolia there has been over 20 years multiprofessional student-run clinic for health services, called Positia. Metropolia brings expertise in development of SRA, innovation, teacher training and co-construction method. It has long experience of project management and good relationships with PA countries.

JAMK brings their expertise in multidisciplinary rehabilitation and pedagogical knowledge through person-centred multidisciplinary collaboration that combines evidence informed practice and skills of innovation and entrepreneurship.

MCBU brings its expertise in enabling their health students to monitor their patients with a bio-psycho-social integration following the medical ethics rules and patient human rights and their professions, administering the laboratories and clinics.

Through this Project, partner country institutions get acquainted with definitions and actual development of respective competences at different levels of EQF, needed to run a rehabilitation Centre, contributing to the modernization of rehabilitation education in partner countries.

E.4. Innovative character

Indicate what the project is offering that is new and what are the main innovating elements (limit 2000 characters).

The innovative character of this project comprises of the following main elements:

1. The nature of the Project
2. Methodology of implementation

Regarding the first element, this project aims at promoting innovation within the health services through enhancing the collaboration between professionals of different health sciences, industry and governmental agencies responsible for designing health and educational policies. Through this project it will be possible to establish an innovation conducive and practice-oriented multidisciplinary student-run allied health platform based on modern working models that stimulate innovative and critical thinking, and entrepreneurial-oriented mind-set. Also, this project will bring paradigm shifts in epistemological terms as well as educational principles, highlighting the user-involvement, systematic evidence-informed administration of integrated care.

Concerning the second element, this Project will be implemented through establishing a new and first student-run multidisciplinary allied health practice centre based on a non-paternalistic and client/person centred way, where students work directly with clients under the supervision of respective professionals, while utilizing the latest technologies and modern practices of delivering health/rehabilitation services. Besides, innovation character of this project derives also from its specific objectives of development of research and innovation capacities through development of pedagogical approaches and CPD courses (EQF 5, 6 and 7 level and LLL training modules) for development of teacher and student's competences in multi-disciplinary collaboration, evidence-informed practice, patient-centred and entrepreneurship.

Indeed, the innovation dimension of this Project is enhanced by some of its outcomes presented below:

1. advanced student's competence on running a multidisciplinary allied health centre
2. new working environment conducive for multidisciplinary collaboration

3. new pedagogical approaches with regard to teaching health/rehabilitation services developed and integrated in the academic programs of HEIs
4. new technologies of health/rehabilitation available at Centre
5. strengthened results-oriented collaboration between industry, government and education sector (working triangle)
6. changed mind-set from paternalistic into collaborative one among the teachers and professionals of health/rehabilitation sciences
7. empowerment of the clients through their involvement and receiving higher quality health/rehabilitation services

PART F - Quality of the project design and implementation

F.1. Aims and objectives

Please define the concrete aims and objectives of the project and describe the ways in which the situation set out under the previous section (Part E) will be changed (limit 3000 characters).

The aim of this Project is to enhance the practice-oriented education in rehabilitation/health sciences through lifelong-learning (LLL), in line with Bologna process and collaboration with rehabilitation/health providers, ministries and industry..

The specific objectives are:

1. To establish and functionalize a student-run multidisciplinary allied health practice centre by month 24
2. To develop 1 CPD and Handbook on teaching competence: teaching competence of PA HEIs teachers and clinical supervisors by implementing a top-up LLL training by month 13
3. To investigate and share best practice of multidisciplinary collaboration, client-based, innovation and entrepreneurship, and evidence-informed practice by month 31
4. To develop 7 CPD courses: Competence in multidisciplinary collaboration, client-based, innovation and entrepreneurship, and evidence-informed practice in months 7-18 for piloting in month 21
5. To establish the triangle (Advisory industry board) in health sciences comprising of representative from industry, academia and government in Kosovo by month 24
6. To establish EU and Kosovo network for collaboration and mobility of staff for developing LLL in rehabilitation/health services supporting each other in developing and implementation of the LLL and CPD courses.

This project meets the challenges by establishing a multidisciplinary, innovation and entrepreneurship conducive student-run allied health practice centre, 8 CPD professional courses, new pedagogical approaches, and triangle of cooperation between relevant stakeholders.

The implementation of this project will be conducted through networks, workshops, study visits, regional study circles, reflective seminars and pilots, where the context-bound, knowledge sharing and practice-based learning will occur. The main target groups are the HEIs delivering rehabilitation/health education and the staff and students delivering rehabilitation/health services.

F.2. Project activities and Methodology

Please provide a sufficiently detailed description of the contents to be developed (including educational and training courses, adequately scheduled activities, concrete outcomes and the pedagogical approach) and the working methodology to be used for achieving the objectives (including major milestones, measurable indicators, etc.). For "curriculum development" projects, make a clear-cut distinction between "new" courses and the existing courses to be revised. (limit 6000 characters).

The aims and objectives of the project are based on the needs identified during the implementation of the SOCRE project as well as joint analyses conducted by Project partners in Kosovo and Metropolia.

In renewing the educational principles in the rehabilitation field in the PA HEIs, the competence levels of EQF will be replicated. A group of students, teachers, clinical specialists, and managers (32) will be equipped with the ability to participate in collaborative development work and to apply new educational approaches and update the content of relevant education on different levels.

More specifically, the following Continuous Professional Development (CPD) courses will be developed in

collaboration between education and work life in WP3 and WP4: Developing 1) teaching competences in PAHEIs, 2) multidisciplinary collaboration (EQF levels 6 and 7; 2 courses, one in each level), 3) person-centred multidisciplinary collaboration in student-run health centre (EQF levels 5,6 and 7; 3 courses, one in each level), and 4) evidence-informed practice (EQF levels 6 and 7; 2 courses).

The main objective is to enhance the LLL and CPD courses for current and prospective (students) staff working in rehabilitation/health clinics. All of the courses developed through this project may be involved in the curricula and teach in degree programmes in social and health care. Previous experience of learning, especially gained during the implementation of the SOCRE project such as co-configuration, launched by Victor and Boynton (1998), will be very extensively used. Actually that represents the method of this Project, primarily because it generates the most promising developments while it understates the interdependency between multiple players of relatively no veto power forming different partnerships.

One of the challenges of such method is the need for learning in collaborative manner; as such it requires working face-to-face by the groups of students, teachers and specialists whom will be searching for understanding, meaning or solutions for creating the CPD courses and learning materials. Consecutively, certain mobility activities are needed.

In WP1 representatives of every partner organization are present in order to gain a common understanding and to participate in decision making. Approx. 45 persons will participate in the Kick-Off seminar in Pristina. Potential additional partners will be welcomed and specific space shall be offered to play an active role throughout the event.

The business model in WP2 will be the result of co-configuration. This WP comprises of 3 workshops, 2 reflective seminars, 2 study visits, 1 tutor's visit of EU partners, piloting followed by the reassessment. All of the workshops will be held in Pristina, at the premises of the KH. All the partners participate in every workshop: 2 participants from each EU partner, 8 (4 staff and 4 students) participants from each of the Kosovar HEIs, and 2 participants from other Kosovar partners.

Regarding the study visits at Metropolia and MCBU, and the reflective seminar at Metropolia, there are 10 participants in each of them: 4 participants from each Kosovar HEIs, 2 from ministries, and 2 from NGOs. Both study visits are organized at the same time, meaning that there will be two different groups of participants in study visits. One study visit will be organized at the multidisciplinary rehabilitation/health centre at Metropolia and the other at a similar centre at MCBU, at the same time period.

Tutors are staff members of EU partner - one from each of them.

In order to ensure the complementarity of the content-development and cost efficiency the agenda of the respective workshops, reflective seminar and study visits is oriented to the achievement of the objectives of WP2 and WP3 simultaneously.

Related to this WP in particular, participants explore and identify key successful practices and knowledge pertinent to working model, infrastructure and utilization of technology in provision of rehabilitation/health services. Respective participants will be responsible for providing context-based inputs for the designation of the working model of the centre planned to be established at the KH premises, transferring the new knowledge and information to the rest of study circle members, especially and involving them in the Project activities. The assignments for the study circles will be developed and agreed upon in the workshop and the results will be shared in the reflective seminar – both events will take place in Pristina. This development process is supported by the EU partners on the web and with one visit during the study circle. The PA networks are also actively supportive of one another on the platform where exchange of ideas and good practices of running a multidisciplinary rehabilitation/health centre will continue in the future.

The work development in WP3 starts simultaneously with that in WP2 with the Workshop in Pristina. All project partners will engage into the development of the Teacher's Handbook on Multidisciplinary

collaboration, client-based, innovation processes, entrepreneurship, and evidence-informed practice. There are overlapping activities with WP (workshops, reflective seminars, study visits and tutor's visit); however, this WP also includes teachers training and online coaching of the EU' tutors during the piloting phase. Participants in the these activities will be responsible for the development of the handbook supported by the PR partners. Afterwards the PA HEIs will support each other through both virtual and face-to-face meetings in implementing the new pedagogical approaches ensure continuity according to agreements made in the first Workshop. The content generated in this WP will precede that of WP4, by first identifying the main pedagogical approaches that needed to be reviewed, and teacher's competences that are needed to implement such new approaches. The teacher's handbook will also serves as a reference document for facilitating the implementation of the respective newly co-created content. Additionally, the teacher's training will followed up by piloting during which time regular online coaching (every two weeks) is provided by the EU tutors.

The teacher's training will be provided by 4 relevant staff of EU partners (2 from JAMK, 1 from Metropolia and 1 from MCBU). The Kosovar HEI partners will participate with 5 staff members and 2 (last year or recent graduates), whereas other Kosovo project partners with 3 participants each.

The process of developing 7 CPD courses under WP4 commences with investigation and sharing of best practices and reviewing the existing curriculum. Representatives of the PA HEIs and work-life partners co-generate: 1) Competence descriptions for different EQF levels and 2) Learning outcomes, teaching methods and teaching and learning material. The courses on EQF-levels 5, 6 and 7 will be piloted by the PA institutions according to a common agreement. Each PA institution will offer at least one course to rehabilitation/health professionals and students. The participants in each region will be students of organising institutions or staff from partner NGOs and public/private health clinics with whom PA HEIs have close collaboration with (their students conduct their practical work-internships at those health clinics). The group participating in the workshop will be responsible for the development of the courses supported by the PR partners. Afterwards the PA HEIs will support each other mainly virtually in implementing the courses to ensure continuity according to agreements made in first Workshop.

There will be 2 study visits, 2 reflective workshops, 2 tutor's visits and 1 virtual workshop organized. Regarding the study visits at JAMK and MCBU, and the reflective seminar at Pristina. In the study visits there are 6 participants in each of them: 2 staff member from each Kosovar HEIs. Both study visits are organized at the same time, meaning that there will be two different groups of participants in study visits. Both reflective workshops is 2 participants from each EU partner, 4 staff participants from each of the Kosovar HEIs, and 2 participants from other Kosovar partners. The curriculum development will be provided by 3 relevant staff of EU partners (1 from JAMK, 1 from Metropolia and 1 from MCBU). The Kosovar HEI partners will participate with 4 staff members for each organization.

Approximately 450-850 people in KV will be beneficiaries (staff, students, and teachers in partner HEIs). In addition to the 26 teachers, there will be 32 students and 14 specialists involved in the development work in WP 2, 3 and 4. who, through their learning assignments, will involve regional rehabilitation professionals in their workplaces in collaborative development. At least 10 pilots will be carried out in 3 HEIs with a minimum of 100 participants. Each of them will involve 5-10 persons in their workplaces in their assignments.

The respective PA HEIs staff, students and professionals whom will enable them to observe them to observe and participate in teaching and implementation of rehabilitation with staff. There will be two rounds of study visits occurring at the EU partners, with two groups of Kosovar partners in each. Since WP2 and 3 will be developed in parallel, the first study visits in May 2019 will take place in Metropolia and MCBU, focusing on tasks pertinent to those WPs. The second study visit will take place in September 2020, focusing on the tasks of WP4, primarily. Developmental learning takes place in local settings.

F.3. Budget and cost effectiveness

Please describe the strategy adopted to ensure that the proposed results and objectives will be achieved in the most economical way and on time. Explain the principles of budget allocation amongst partners. Indicate the arrangements adopted for financial management and what co-financing modalities are planned (limit 3000 characters).

This issue will be the main topic of the first joint meeting between the partners, facilitated by the Project manager. Partners will agree on tasks and their respective delivery times. A detailed agreement addressing issues related to management and monitoring procedures and processes for recording the Project's outputs and information on financial issues will be written and agreed upon.

The KH is responsible for continuous management of the Project, ensuring that the achievement of the planned tasks within the respective timelines and budgetary limits. All of the activities pertaining to procurement of equipment and organizing meetings, quality control and dissemination are under the responsibility of the KH to be organised and over sought in accordance with the respective rules and guidelines of the ERASMUS+ Programme. All equipment will be purchased by sending an invitation for tenders to ensure cost effectiveness.

The resources allocated for each partner will be transferred in the accounts of each partner. There will be a specific officer at each partner organisation that will deal with administrative and financial matters, including taking care of invoicing and reporting to the respective officer at the KH.

The Kick-off meeting will take place in Kosovo, in addition to the reflective seminars. In order to ensure the most economically efficiency level of travel expenditures, one of the two workshops which is planned to be take place in Metropolia and one at the KH, in Kosovo. Despite that one may consider that there look as relatively large amount of mobility, the applied method of work (co-configuration) is extensively based on the face-to-face interaction; besides, due to the fact that this is the first time when such a concept of a student-run multidisciplinary allied health centre is implemented in Kosovo, it is of critical importance for the respective students, teachers and professionals to gain hands-on experience on managing and operating in a multidisciplinary health centre.

In order to maximize the "value-for-money" spent in traveling, some activities have been combined to reduce the costs.

F.4. Quality control and Monitoring

Please explain what mechanisms have been put in place for ensuring the quality of the project and how the evaluation will be carried out. Please define the specific quality measures established, as well as the benchmarks and indicators foreseen to verify the outcome of the action. Make sure that the information in this section is consistent with the project Logical Framework Matrix (limit 3000 characters).

The internal project evaluation team will control and monitor the quality of every activity, outcome and process of the Project. The internal evaluation team consists of one representative from KH, UGJFA, UKZ, Metropolia, JAMK, and MCBU. Being established under the guidance of the Steering Committee, it will submit regular semi-annual monitoring reports to it; such reports will also be published on the online platform.

All the partners will be included from the initial phases of planning pre-conditions in order to ensure empowered evaluation takes place. Further, each partner will act as a peer-review of another partner' performance in terms of quality of deliverables in each work package. Evaluation of outcomes in relation and reflection to Bologna process and EQF-levels is also included in the project activities.

We have set clear descriptions of intermediate products, processes, actors and deadlines for each

outcome in order to make monitoring as effective as possible, even online! Such mechanism will enable the capture of early signals of deviations from the plan, in which cases support from all the partners will be made available to tackle them. The method of collaboration adopted in this Project, will enable successful implementation of the CPD courses, as it utilizes the built network for practicing and sharing the results of project through online platforms or seminars.

Further, specific checklists are planned jointly by all project partners for all project activities and outputs before the respective WP starts. To make sure that needed amendments are incorporated as early as possible, feedback from all project partners is collected systematically after the implementation of each workshop, reflective seminar, pilots and seminars in order.

Another instrument of ensuring the quality of this project is the external quality control, which will be provided by an external party, whom has relevant qualification, experience and interest in the field that this Project contributes.

The project management which consists of the project manager and administrative officer from KH, one representative from Metropolia, JAMK, MCBU, and UKZ will cooperate with the Steering Committee for managing the project.

Every partner country partners will have access to key project documents and project guides in English and translated versions in their native languages.

PART G - Impact, dissemination and exploitation, sustainability

G.1. Expected impact of the project

Please explain who will use these project outputs / products / results and how the consortium will reach them. Describe how the target groups (including participating institutions, stakeholders) will be reached and involved during the life of the project and how the project will benefit the target group at local, regional, national and or European level. Please structure your description according to the different levels of impact and stakeholders (limit 3000 characters).

This project addresses the need for better health/rehabilitation services through development of new operating models and competences for multidisciplinary health centres. The Consortium consists of relevant key actors capable of delivering and disseminating the project outcomes. The Kosovar partners are greatly familiar with the context and have the capacity to overcome potential hindrance.

The foreseen Centre represents and CPD courses are the first and only ones of their kind, and represent the main developments in health/education sector in Kosovo for the next three years. The enhanced competence which will be gained via CPD courses will lead to better and renewed educational and health/rehabilitation services. The involvement of all the target groups in the implementation of the project, will contribute to achieving greater impact and effective dissemination, too! Each of them is active on their respective networks within/outside Kosovo.

The clients and their families as well as the society will get informed during their contact with relevant health/social professionals and news. The HEIs' alumni will get information of the courses mainly via HEIs web site and the specialist will be informed via regional information channels to regional service providers, and their employees. Consecutively, the demand for its improved educational and rehabilitation/health services will be increasing.

The involvement of MEST, which is integrated into the regional, national and international networks will further the acceptance of the developed models of running multidisciplinary allied health practice centres, and courses in Partner country HEIs and supports the regional organizations to encourage their staff to acquire the idea of LLL and participate the courses. Besides, it should be noted that relevant city authorities will have the opportunity to provide feedback, influence the progress of the project, and follow the achievements.

At the regional level, all the Kosovar HEIs have their own networks through which they will further disseminate the results and experiences of this project on one hand, and gain certain feedback on the other. The results of this project will be disseminated nation-wide through national conferences by publications in Kosovo languages (Albanian and potentially Bosnian/Serbian). At the international level, all the partners will be participate in preparing publications in English language at international health/rehabilitation and management conferences in Europe.

The implementation of the Centre and CPD courses and their ongoing developing processes are designed to last after the end of the EU funding. The project will be sustained as the HEIs will integrate the new pedagogical approaches and CPD courses into the university programs and furthermore, funding will occur unchanged. Also, relevant students of health and rehabilitation sciences (HC and UGJFA), along with those of computer sciences and economics/entrepreneurship (UKZ) will utilize the centre for offering their student to develop relevant practice-oriented competences. The maintenance of the developed outputs will be strengthened by Kosovo partner's support in the implementation process of the courses and advocating the replication of similar concepts of health/rehabilitation centres among university and health/rehabilitation institutions – public and private ones.

Please describe how the target groups (including participating institutions, stakeholders) will be reached after the project is finished (limit 3000 characters).

The aims and objectives are to establish PA-PR, and regional and sustainable networks, and apply the principles of network models in communication between partners. It is envisaged that these networks will become self-sustainable. The KH who is responsible for maintenance of the digital platform in their own country, will update the content and communicate with the other partners. During the three project years, the consortium has formed strong relationships, which are going to continue by sharing information about publications and further projects.

The project outcome information are updated regularly at PA HEIs on websites. In addition to these activities all other publications will be published by the network. The outcome of this task is a well-functioning collaboration between work life, PA institutions and social and health authorities regionally. The national networks will support virtually the implementation of the project outcomes during and after the life of the project.

The network activities start in Kick-off seminar where the main idea is to gather the partners for detailing terms of collaboration. The aim is that PA-EU network supports the PA HEIs in planning and execution of project outcomes focusing on functionalizing the Centre, fine-tuning the competences, and in monitoring the activities via virtual meetings on the digital platform.

The Kosovar network use the same platform to share experiences, in addition to their face-to-face meetings to forge and benefit from collaboration between education, work life, and local authorities. Besides, all other publications will be published by the network. The outcome of this task is a well-functioning collaboration between work life, PA institutions and social and health authorities regionally. The national networks will provide (virtually) support for functionalization of the centre, and implementation of the CPD courses and pedagogical approaches during and after the life of the project.

Overview of short and long term impact indicators

Please add rows as necessary according to indicators

Short term impact	Target groups/potential beneficiaries	Quantitative indicators	Qualitative indicators
Use of agreed terminology, common key concepts of multidisciplinary collaboration, client-based service, evidence-informed practice, adult learning, and social rehabilitation.	The participating teachers and students in Partner HEIs, staff in partner NGOs, participants in partner ministries, other professionals participating in study circle	Developed descriptions, common key concepts multidisciplinary collaboration, client-based service, evidence-informed practice, adult learning, and social rehabilitation.	The descriptions of terminology and common key concepts are clear and understandable.
Utilization of a student-run multidisciplinary allied health practice centre	The participating teachers and students in Partner HEIs, staff in partner NGOs, health/rehabilitation centres	Number of students and supervisors assigned to work in the centre. Number of students/trainees utilizing the centre Number of courses being delivered at the centre	The description of the new model of running a multidisciplinary allied health practice centre by the students New environments equipped with latest technology for conducting practice-oriented courses and training

		Number of competence-oriented trainings offered to the students/trainees	Roles and responsibility of each work-position at the Centre are clear and understandable The relevant protocols are clear and understandable
Digital platform is usable for communication for all partners.	The participating students and teachers in Partner HEIs, staff in participating NGOs, participants in partner ministries, other professionals participating in study circle	Number of users from each target group on the established digital platform.	Partner's capability and willingness to utilize the platform.
Learning/ study material is available in the web.	The participating students and teachers in Partner HEIs, staff in participating NGOs, participants in partner ministries, other professionals participating in study circle	The number of study material and the number of users.	The developed material is well structured and understandable.
Enhanced teaching competence.	The participating students and teachers in Partner HEIs, staff in participating NGOs, participants in partner ministries, other professionals participating in study circle	The number of teachers participating the courses. The number of existing courses reviewed The number of new courses developed	Improved ability in course execution. The new pedagogical approaches integrated in the existing and new courses are clear and understandable
Regional, national and international networks established	The participating students and teachers in Partner HEIs, staff in participating NGOs, participants in partner ministries, other professionals participating in study circle	Number of regional, national and international networks in use.	Well-functioning collaboration in networks.

Long term impact	Target groups/potential beneficiaries	Quantitative indicators	Qualitative indicators
The newly established student-run multidisciplinary allied health practice centre is available to interested parties	Students/professionals of health/rehabilitation sciences in Kosovo, primarily	Number of students/professionals of health/rehabilitation sciences from Kosovo utilizing the centre	Level of performance of students/professionals of health/rehabilitation sciences in Kosovo before and after the training at the Feedback of trainees/students on the quality of education/training provided at the centre
Course syllabuses and study material available for all interested.	Institutions/ organisations and professionals offering health/rehabilitation/innovation/entrepreneurship education and participants	Number of the material piloted and approved by the project partners.	The developed material is well structured, understandable, and Kosovo context-tailored.

	in this education.		
The PA universities are promoting lifelong learning in multidisciplinary collaboration, client-based service, evidence-informed practice, adult learning, and social rehabilitation through different forms of collaboration and partnerships.	Institutions/ organisations and professionals offering health/rehabilitation/innovation/entrepreneurship education and participants in this education, representatives of the local social and health care authorities	Number of CPD courses accepted and implemented by five PA institutions.	Systematic evaluation, quality control and monitoring; and feedback system established for further development of the courses.
Enhanced competence of multidisciplinary collaboration, client-based service, evidence-informed practice, adult learning, and social rehabilitation, innovation and entrepreneurship skills through lifelong learning.	Students/professionals of rehabilitation services Health/Rehabilitation professionals and staff of partner NGOs, and PA rehabilitation centres. Representatives of the local social and health care authorities. Clients receiving social health/rehabilitation services.	The number of participants participating in the courses.	Satisfaction of clients. Wellbeing and productivity at work.
Multi-professional cooperation between Higher Education and Society at large and between PR and PA countries.	The teachers and students in PA HEIs, staff in partner NGOs, professionals from participation centres, and participants in partner ministries.	Number of established links between Higher Education and wider economic and social environment.	The cooperation matches the development needs. Establishment of the Advisory Industry Board

G.2. Dissemination and exploitation strategy

Please explain how the dissemination will be organised and how exploitation activities will ensure optimal use of the results within the project's lifetime and after. Explain the roles, responsibilities and target groups (limit 3000 characters).

The dimensions of dissemination and exploitation of this Project are highly correlated with that of sustainability. The consortium will discuss and plan a specific strategy for sustainability. The national network of Kosovo will be established, in order to ensure that they will have early ownership of the project outcomes and get acquainted with their meanings and implications. That is essential also for ensuring their commitments to continue further development of courses beyond the project. The PR partners will support virtually.

The first joint meeting with Project partners will serve as the time for agreeing on the dissemination plan. The collaborative project networks are regarded as the most effective to impact HEIs, service providers, city councils, the larger audience, and to produce a multiplier effect.

The digital platform established in WP1, will be utilized extensively and throughout the project for the dissemination and exploitation purposes by the networks of this Project

The intermediate outputs are descriptions of key concepts, establishment of the respective centre and its protocol of operation, health/rehabilitation and innovation/entrepreneurship competences on different EQF levels, new pedagogical approaches with guidelines and study materials on collaborative

methods.

The final outputs are: 8 CPD courses, 26 trained teachers and students how to run the newly established and functionalized student-run multidisciplinary allied health practice centre .

The main audience of this Project's outputs are PA and PR HEIs and societies which are aiming at ethical, cultural, and societal wider perspectives in curriculum development and multidisciplinary work environment. These include Community Based Health/Rehabilitation centres, NGOs working with clients who need rehabilitation services, LLL and collaborative curriculum development. Other target audiences are national and international conferences.

Another important dimension of dissemination comprises of participation in national and international professional and health/rehabilitation conferences throughout the life-span of the project. Relevant ones are organized by ENPHE (European Network for Physical Therapy Education), ENOTHE (European Network for Occupational Therapy in Higher Education), and COHEHRE (Consortium of Higher Education Within Healthcare and Rehabilitation). They aim at disseminate updated solutions in working disabled people, and advancing the quality of services and organisations aspects of health systems.

The final dissemination seminar will be held in Kosovo in 2021 with approx. 200 participants.

G.3. Sustainability

Explain how the impact of this project will be sustained beyond its lifetime. Please list the outcomes that you consider sustainable and describe the strategy to ensure their long lasting use beyond the project's life - financially, institutionally and policy level. Also explain how the results will be mainstreamed and multiplied in the sector of activity and in the participating institutions. Describe the strategy foreseen to attract co-funding and other forms of support for the project. For "curriculum development" projects, provide a detailed description of the necessary steps to be undertaken to ensure the official accreditation of the new study programmes by the national authorities before the end of the project time life (limit 2000 characters).

The sustainability of this project derives from the actual great need for (better) multidisciplinary educational and health/rehabilitation services, composition of consortium and implementation methodology.

Indeed, the enhanced competences in respective areas will be gained via CPD courses will lead to better and renewed educational and health/rehabilitation services. Consortium comprises of key actors who are

capable of delivering and disseminating successfully the project outcomes, and have the potential to overcome possible hindrance. The MEST is integrated into the regional, national and international networks. It will be able to follow the development of the project, what will improve the acceptance rate of he developed models of running multidisciplinary allied health practice centres, and CPD courses in Partner country HEIs, and support regional organizations to encourage their staff to acquire the idea of LLL and participate in the courses.

The allocation of tasks and responsibility is based on the partners' expertise and availability of resources. The national network will maintain the following activities and outcomes: ongoing development of the CPD courses by updating teaching material, pedagogical approaches, and working model of the new Centre. The early involvement will mitigate potential resistance to change of mind-set, culture of work, concepts and attitude. The empowerment evaluations are also used for this purpose. The prospects after the end of this project are great starting with the development of new and missing programs and trainings in line with Bologna process in respective area, furthering international collaboration within

education through Erasmus+ KA1 mobility program or other EU projects, and applying national funding for further development of the courses, and collecting fees from course participants. Also, successful implementation of the multidisciplinary based working model for our centre is expected to generate lots of interest from the existing regional public health centres, especially. Many of the Kosovo HEIs staffs involved in this Project are already working for those centres, promoting the working model of the SMAHPC as a viable solution to them, which could be replicated under the supervision of Consortium partners.

LOGICAL FRAMEWORK MATRIX – LFM

<p>Wider Objective: What is the overall broader objective, to which the project will contribute?</p> <ul style="list-style-type: none"> ● The aim of this Project is to enhance the development the PA HEIs' multidisciplinary research and innovation capacities in the area of allied health through education and LLL training 	<p>Indicators of progress: What are the key indicators related to the wider objective?</p> <ul style="list-style-type: none"> ● The PA HE are promoting innovation in the area of allied health through different forms of collaboration and partnerships. 	<p>How indicators will be measured: What are the sources of information on these indicators?</p> <ul style="list-style-type: none"> ● New services and products developed in allied health area ● CPD courses accepted, implemented, and accredited by PA HEIs; ● Systematic evaluation; feedback system; internal project evaluation team ● Centre of multi-disciplinary collaboration in the area of allied health established and functionalized 	
<p>Specific Project Objective/s: <i>What are the specific objectives, which the project shall achieve?</i></p> <ul style="list-style-type: none"> ● Establish and functionalize a student-run multidisciplinary allied health practice centre ● Develop teaching competences and courses ● Define the competences on EQF levels 5,6 and 7 in multi-disciplinary collaboration, client/person-centred service, evidence-informed practice, and innovation and entrepreneurship ● Develop 8 CPD courses in multi-disciplinary collaboration, client/person-centred service, 	<p>Indicators of progress: <i>What are the quantitative and qualitative indicators showing whether and to what extent the project's specific objectives are achieved?</i></p> <ul style="list-style-type: none"> ● Implementation of modern educational and training methods; ● The student-run multidisciplinary allied health practice centre is established and functional ● The Joint Venture Group and Industry Advisory Board are established and maintain regular work ● Descriptions of competences in relevant areas are produced; 	<p>How indicators will be measured: <i>What are the sources of information that exist and can be collected? What are the methods required to get this information?</i></p> <ul style="list-style-type: none"> ● Descriptions and number of course implementations, course evaluation; ● Reports on the level of capacity utilization of the centre ● Number of competence descriptions, minutes of the roundtable meeting, and steering group; ● Number of piloted courses, course evaluations, project documents; ● Minutes of the meetings; amount 	<p>Assumptions & risks: <i>What are the factors and conditions not under the direct control of the project, which are necessary to achieve these objectives? What risks have to be considered?</i></p> <ul style="list-style-type: none"> ● The descriptions must be clear and easily understandable and attainable in order to avoid ambivalence, loss of interest, and inability to utilize competences for development; Project participation demands commitment, motivating actions to avoid; Resistance and scepticism towards paradigm shifts and changes from the

<p>evidence-informed practice, innovation processes and entrepreneurship</p> <ul style="list-style-type: none"> ● Establish national and international networks for developing LLL 	<ul style="list-style-type: none"> ● CPD courses with relevant study material are developed; ● Activity in international and national collaboration and networking. 	<p>of participants in meetings; activity in digital platform.</p> <ul style="list-style-type: none"> ● Reports on the number of new services developed/start-ups supported from the centre, new jobs created 	<p>institution and staff.</p>
<p>Outputs (tangible) and Outcomes (intangible):</p> <ul style="list-style-type: none"> ● Please provide the list of concrete DELIVERABLES - outputs/outcomes (grouped in Workpackages), leading to the specific objective/s.: <p>WP 1: Descriptions of basic concepts and principles, digital platform and study material. Common understanding of terminology.</p> <p>WP 2: Functional student-run multidisciplinary allied health practice centre, based on protocol of processes and SOP aligned with relevant international standards; Joint venture Group; Industry advisory board; Operating model of the student-run multidisciplinary allied health practice centre</p> <p>Wp3: Teacher competence definition, new pedagogical approaches integrated in the existing programs; trained teachers; 1 CPD course and handbook on teaching competence; 24 teachers trained</p> <p>WP4: CPD courses, competence definitions and study materials.</p>	<p>Indicators of progress: <i>What are the indicators to measure whether and to what extent the project achieves the envisaged results and effects?</i></p> <ul style="list-style-type: none"> ● WP1) The use of the rehabilitation terminology and monitoring work on the digital platform ● WP2) Operating the student-run multidisciplinary allied health practice centre based on the Protocol and international SOP; operating triangle comprising of reps. from industry, government and academia; pilots / implementation of the centre ● WP3) Utilisation of the handbook on new pedagogical approaches in the existing programs; pilots / implementation of the new pedagogical approaches ● WP4) pilots / implementation of the courses ● WP5) Implementation of the quality plan. ● WP6) Planned networks are in active use, contacts between 	<p>How indicators will be measured: <i>What are the sources of information on these indicators?</i></p> <ul style="list-style-type: none"> ● WP1) Number of written assignments, presentations indicating new terminology, activity on the platform, including monitoring the usage of new concepts. ● WP2) Number of students, patients, staff, professionals and other users involved in the Centre and their levels of satisfaction from the educational;/training/health services provided with ● WP3) reports on the number of courses reviewed; number of teachers trained, number of relevant stakeholders involved in the development process, assessment of the feedback from participants. ● WP 4) reports on the number of participants in the courses; assessment of the feedback from participants. ● WP5) reports on the number of 	<p>Assumptions & risks: <i>What external factors and conditions must be realised to obtain the expected outcomes and results on schedule?</i></p> <ul style="list-style-type: none"> ● The new centre, pedagogical approaches and CPD-courses must be seen valuable; Common interest to formulate the description is needed without competition; The proper reports to ensure common language and shared understanding; Utilisation of the material must be produced in good collaboration; Willingness to participate on pilot courses is needed; The contacts in the networks are scheduled and partners are committed to actively participate in collaboration; Prevention of uneven participation or neglecting the networks; Quality control seen an integral part of the project; ● Sustainability is valued and integrated in the development

<p>WP 5: Quality control through the project. Acceptance of CPDs.</p> <p>WP 6: Networks established, sustainability actions through the project, dissemination plan, report of results. Collaboration in networks, CPDs established in the HEIs improved rehabilitation practice.</p> <ul style="list-style-type: none"> ● WP 7: Management tools in use, conducted mobility plan. Fluent cooperation 	<p>partners, topics of discussion on the digital platform, plan of maintenance and development of outputs after the project, executed dissemination plan, Interviews of professionals.</p> <ul style="list-style-type: none"> ● WP7) Planned activities are pursued during the project. 	<p>participants and number of actions executed.</p> <ul style="list-style-type: none"> ● WP 5) Reports on network activities, discussions in relation to the project objectives, the number of accepted courses, resources (euros) for post project development, the number of visitors in the www site of HEIs, and in marketing and distribution events. ● WP6) Financial auditing and external evaluation. 	<p>activities.</p> <ul style="list-style-type: none"> ● Avoidance of loss of institutional memory and competition is valued
<p>Activities: <i>What are the key activities to be carried out (grouped in Workpackages) and in what sequence in order to produce the expected results?</i></p> <ul style="list-style-type: none"> ● WP1) Producing common description of key concepts, organizing Kick-off seminar and developing the digital platform. ● WP2) Establishing/Functionalizing the SMAHPC and designing the Protocol and SOP through workshops, study-visits, piloting, and round table seminar ● WP3) Developing teaching competences, 1 CPD course and Handbook on teaching competence, and teacher' training ● WP4) Developing 7 CPD courses 	<p>Inputs: <i>What inputs are required to implement these activities, e.g. staff time, equipment, mobilities, publications etc.?</i></p> <ul style="list-style-type: none"> ● WP1 staff time 221 days; 15 mobilities; publications; translation of material; interpretations. ● WP2, WP 3, and WP4 staff time 1,230 days; 136 mobilities; publications; translations; interpretations, equipment ● WP5 staff time 180 days; external evaluator, publications, equipment ● WP 6 staff time 207 days; 31 mobilities: printing, publishing, handouts, translation of material, 		<p>Assumptions, risks and pre-conditions: <i>What pre-conditions are required before the project starts? What conditions outside the project's direct control have to be present for the implementation of the planned activities?</i></p> <ul style="list-style-type: none"> ● Partner's activity is required; ● Multidisciplinary collaboration is perceived important ● New pedagogical approaches are adopted ● Collaboration between HEIs in utilizing the centre is maintained ● The digital platform is available; ● Common understanding of the project objectives and content; ● Support from administrative authorities in HEIs and ministry;

<p>through workshops, study visits, study circles, reflective seminars, piloting, and round table seminar.</p> <ul style="list-style-type: none"> ● WP5) Quality control and multi-method evaluation: internal, regular and external. ● WP6) Sustainability through continuing dissemination and exploitation: networking and dissemination seminars. ● WP 7) Launching and managing of the project: management and steering group meetings 	<p>interpretations.</p> <ul style="list-style-type: none"> ● WP 7 staff time 783 days; 22 mobilities; publications, financial auditing 		<ul style="list-style-type: none"> ● Engagements in regional studies; ● Recruitment of pilot courses; ● The empowerment evaluation in Kick off seminar; ● QC plan is shared and actively used; ● QC evaluations are informative in managing the project; ● Sustainability and dissemination plans are comprehensive and practical ● Management of the project is seen important by all participants.
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WORKPLAN

Please use the model provided. Applicants are expected to complete a one-page work plan for each project year.

For each year of your project proposal, please complete a work plan indicating the deadlines for each outcome and the period and location in which your activities will take place. Please create additional work plan tables if further space is needed.

The same reference and sub-reference numbers as used in the logical framework matrix must be assigned to each outcome and related activities.

Activity carried out in the Programme Country: = (E.g. activity in France for two weeks in the first month of the project 2= under M1)

Activity carried out in the Partner Country (ies): X (E.g., activity in Tunisia for three weeks in the second month of the project: 3X under M2)

WORKPLAN for project year 1

Activities		Total duration (number of weeks)	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12
Ref.nr/ Sub-ref nr	Title													
WP. 1	Shared understanding of the key concept													
1.1	Kick-off seminar and reaching common understanding	3			1=	1x	1x							
1.2	Establishing and maintaining the digital platform	6		1x, 1=			1x, 1=		1x, 1=					
1.3	Description and agreement of key concepts	6				1x, 1=	1x, 1=	1x, 1=						
WP. 2	Establishment and functionalization of the SMAHPC													
2.1	Working model of an Interdisciplinary Allied Health Practice Centre	14				1x	2=	1=,1x	1x, 1=	1x,	2=,1x	1x	1x	1x
2.2	Establishing a joint-venture group and advisory industry board	11							1x, 1=	1x,	1x, 1=	1x, 1=	1x, 1=	1x, 1=
2.3	Piloting and assessment													
WP.3	Developing teaching competence in partner HEIs													

3.1	Development of competence in Multidisciplinary collaboration, client-based, innovation and entrepreneurship and evidence-informed practice	15				1x		1=,1 x	1=,1 x	1=,1 x	1=,1 x	1=,1 x	1=,1 x	1=,1 x
3.2	Developing teaching competences in modern pedagogical approaches	5							1x, 1=		2=,1 x			
3.3	Conducting teacher training on multidisciplinary, co-creative, user-involved, and person-centred approaches and methods, innovation and entrepreneurship	2												2=
WP.4	Development of curricula for student's competence													
4.1	Investigating and share best practices													
4.2	Developing competence on multidisciplinary collaboration in student-run health centre (EQF 6 and 7)													
4.3	Developing competence on evidence-informed practice (EQF 6 and 7)													
4.4	Developing competence on innovation processes and entrepreneurship (EQF 5, 6 and 7)													
4.5	Developing competence on client-centred approach (EQF 5, 6 and 7)													
WP. 5	Mixed-method evaluation and quality control													
5.1	Establishment of internal evaluation team	2			1=	1x								
5.2	Co-construction of the quality plan	5			1=	1=, 1x	1=, 1x							
5.3	Regular evaluations	8				1=	1x		1=	1x	1=	1x	1=	1x
5.4	External evaluation													
WP. 6	Sustainable and continuing dissemination and exploitation													
6.1	Continuous networking	13	1=,1	1=,1	1=,1	1=,1	1=,1	1=,1	1=	1x		1=		1x

			x	x	x	x	x							
6.2	Sustainability	6				1=,1 x		1=	1x		1=			1x
6.3	Dissemination	15	1=,1 x	2x, 1=	2x, 1=	2x, 1=		1=,1 x				1=,1 x		
WP. 7	Managing of the project													
7.1	Launching of the project and managing	13	1=,1 x	1=,1 x	1=,1 x	1=,1 x	1=,1 x	1=	1x		1=			1x
7.2	Project management group meetings	6				1=,1 x		1=	1x		1=			1x
7.3	Steering group meetings	15	1=,1 x	2x, 1=	2x, 1=	2x, 1=		1=,1 x				1=,1 x		

WORKPLAN for project year 2

Activities		Total duration (number of weeks)	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12
Ref.nr/ Sub-ref nr	Title													
WP. 1	Shared understanding of the key concept													
1.1	Kick-off seminar and reaching common understanding													
1.2	Establishing and maintaining the digital platform	6		1x, 1=		1x, 1=								1x, 1=
1.3	Description and agreement of key concepts													
WP. 2	Establishment and functionalization of the SMAHPC													
2.1	Working model of an Interdisciplinary Allied Health Practice Centre	3	2x	1x										
2.2	Establishing a joint-venture group for operative purposes and supporting innovative ideas in multidisciplinary area.	2	1x, 1=											
2.3	Piloting and assessment	3		1x				1x	1x					
WP.3	Developing teaching competence in partner HEIs													
3.1	Development of competence in Multidisciplinary collaboration, client-based, innovation and entrepreneurship and evidence-informed practice													
3.2	Developing teaching competences in modern pedagogical approaches													
3.3	Conducting teacher training on multidisciplinary, co-creative, user-involved, and person-centred approaches and methods, innovation and entrepreneurship	2	2x											
WP.4	Development of curricula for student's													

	Competence													
4.1	Investigating and share best practices	12							1=, 1x	1=, 1x	1=, 1x	2=, 1x	2=, 1x	
4.2	Developing competence on multidisciplinary collaboration in student-run health centre (EQF 6 and 7)	12							1=, 1x	1=, 1x	1=, 1x	2=, 1x	2=, 1x	
4.3	Developing competence on evidence-informed practice (EQF 6 and 7)	12							1=, 1x	1=, 1x	1=, 1x	2=, 1x	2=, 1x	
4.4	Developing competence on innovation processes and entrepreneurship (EQF 5, 6 and 7)	12							1=, 1x	1=, 1x	1=, 1x	2=, 1x	2=, 1x	
4.5	Developing competence on client-centred approach (EQF 5, 6 and 7)	12							1=, 1x	1=, 1x	1=, 1x	2=, 1x	2=, 1x	
WP. 5	Mixed-method evaluation and quality control													
5.1	Establishment of internal evaluation team													
5.2	Co-construction of the quality plan													
5.3	Regular evaluations	10			1=	1x	1=	1x	1=	1x	1=	1x	1=	1x
5.4	External evaluation	2		1=	1x									
WP. 6	Sustainable and continuing dissemination and exploitation													
6.1	Continuous networking	10	1x,1 =		1x			1x, 1=	1x	1x		1=,1 x	1x	
6.2	Sustainability	8	1x,1 =		1x			1x, 1=	1x			1=	1x	
6.3	Dissemination	10		1x,1 =		1x,1 =		2x,1 =						2x,1 =
WP. 7	Managing of the project	12	1=,1 x	1=,1 x		1=,1 x		1=,1 x				1=,1 x		1=,1 x
7.1	Launching of the project and managing	12	1x	1x	1=,1 x	1x	1x	1=,1 x	1x		1x	1=	1x	

7.2	Project management group meetings	5	1x						1x		1x	1=	1x	
7.3	Steering group meetings	2	1x									1=		

WORKPLAN for project year 3

Activities		Total duration (number of weeks)	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12
Ref.nr/ Sub-ref nr	Title													
WP. 1	Shared understanding of the key concept													
1.1	Kick-off seminar and reaching common understanding													
1.2	Establishing and maintaining the digital platform	6		1x, 1=					1x, 1=		1x, 1=			
1.3	Description and agreement of key concepts													
WP. 2	Establishment and functionalization of the SMAHPC													
2.1	Working model of an Interdisciplinary Allied Health Practice Centre													
2.2	Establishing a joint-venture group													
2.3	Piloting and assessment January-June in 2020													
WP.3	Developing teaching competence in partner HEIs													
3.1	Development of competence in Multidisciplinary collaboration, client-based, innovation and entrepreneurship and evidence-informed practice													
3.2	Developing teaching competences in modern pedagogical approaches													
3.3	Conducting teacher training on multidisciplinary, co-creative, user-involved, and person-centred approaches and methods, innovation and entrepreneurship													
WP.4	Development of curricula for student's competence													
4.1	Investigating and share best practices													

4.2	Developing competence on multidisciplinary collaboration in student-run health centre (EQF 6 and 7)	7	1x		1x	1x	1x		2=,1x					
4.3	Developing competence on evidence-informed practice (EQF 6 and 7)	7	1x		1x	1x	1x		2=,1x					
4.4	Developing competence on innovation processes and entrepreneurship (EQF 5, 6 and 7)	7	1x		1x	1x	1x		2=,1x					
4.5	Developing competence on client-centred approach (EQF 5, 6 and 7)	7	1x		1x	1x	1x		2=,1x					
WP. 5	Mixed-method evaluation and quality control													
5.1	Establishment of internal evaluation team													
5.2	Co-construction of the quality plan													
5.3	Regular evaluations	8					1=	1x	1=	1x	1=	1x	1=	1x
5.4	External evaluation	2		1=	1x									
WP. 6	Sustainable and continuing dissemination and exploitation													
6.1	Continuous networking	10			1x,1=	1x		1x,1=	1x			1x,1=	1x	1x
6.2	Sustainability	11			1=	1x		1x,1=				1x,1=	1x,1=	2x,1=
6.3	Dissemination	15		1x,1=		1x,1=		1x,1=		1x,1=	1x,1=		2x,1=	1x,1=
WP. 7	Managing of the project	21		1=,1x	1=,1x	1=,1x	1=,1x	1=,1x		1=,1x	1=,1x	1=,1x	1=,1x	1=,2x
7.1	Launching of the project and managing	9	1x		1x		1=,1x	1x	1x		1x		1x	1x
7.2	Project management group meetings	11	1x		1x			1x,1=	1x		1x	1x	1x,1=	2x
7.3	Steering group meetings	2				1x								1x

PART H - Work packages

Please enter the different project activities you intend to carry out in your project. Make sure that the information in this section is consistent with the project Logical Framework Matrix.

H.1. Description of work packages, outcomes and activities

Work package type and ref.nr	PREPARATION	1
Title	Shared understanding of the key concept within partnership	
Related assumptions and risks	<p>The underlying assumptions for the successful implementation of this WP are the prevailing close collaboration between partners, clients' associations, and work-life partners (providers of health rehabilitation related services), and their continuing commitment and motivation.</p> <p>Those assumptions are essential for avoiding lack of interest in defining common description and models of work-operation due to institutional competition, and lack of authorities and NGOs to take part in the network.</p>	
Description	<p>The aim of this WP is to reach common understanding of the concepts and content as a basis for the adoption of new pedagogical and working model of a multidisciplinary allied health centre models of educational and new approaches of multidisciplinary health service provision.</p> <p>Reaching common understanding of concept and content of key concepts, getting acquainted with the EQF and different levels competences with regard to rehabilitation services, and lifelong learning and principles in adult education, multidisciplinary, co-creation, person-centred approaches, and user-involvement concepts within partnership, student-run centre.</p> <p>32 students and 38 staff and 4 professionals will be able to collaborate based on the multidisciplinary approach while providing educational and health services.</p> <p>This WP will begin with the Kick-off meeting, following by online platform and Kosovar network. The Kick off seminar is the first meeting of the project and therefore during the meeting principles and procedures of the project management will be introduced.</p> <p>The lead organization is UGJFA. The Kolegji Heimerer will establish the online platform. The content of the Kick-Off-seminar is entrusted to Programme partners. All the HEIs have a shared responsibility for producing the hand out of common concepts in this project and Metropolia coordinates the task.</p> <p>The outcome of the work package will be a shared common understanding of adult education and rehabilitation terminology and competences on different educational levels through lifelong learning. The results of this work package will be utilized in Development related WPs, especially.</p>	
Tasks	<p>1.1 Kick-off seminar and reaching common understanding</p> <p>1.2 Establishing and maintaining the digital platform</p> <p>1.3 Description and agreement of key concepts</p>	

Estimated Start Date (dd-mm-yyyy)	15.11.2019	Estimated End Date (dd-mm-yyyy)	15.06.2019
Lead Organisation	UGJFA		
Participating Organisation	All		

Deliverables/results/outcomes

Expected Deliverable/Results/Outcomes	Work Package and Outcome ref.nr	1.1.	
	Title	Kick-off seminar and reaching common understanding	
	Type	<input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material	<input checked="" type="checkbox"/> Event <input type="checkbox"/> Report <input type="checkbox"/> Service/Product
	Description	Conferences and seminars	
	Due date	15.03.2019	
	Languages	English, Albanian	
Target groups	<input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other		
	<i>Staff of professional partner and authorities (ministries – labour + education + health)</i>		
Dissemination level	<input type="checkbox"/> Department / Faculty <input type="checkbox"/> Institution	<input type="checkbox"/> Local <input type="checkbox"/> Regional	<input type="checkbox"/> National <input checked="" type="checkbox"/> International

Expected Deliverable/Results/Outcomes	Work Package and Outcome ref.nr	1.2.	
	Title	Establishing and maintaining the digital platform	
	Type	<input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material	<input type="checkbox"/> Event <input type="checkbox"/> Report <input checked="" type="checkbox"/> Service/Product
	Description	The digital platform for different purposes of the project	
	Due date	15.12.2018	
	Languages	English, Albanian	
Target groups	<input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other		

	MEST and specialists from partner NGO		
Dissemination level	<input type="checkbox"/> Department / Faculty <input type="checkbox"/> Institution	<input type="checkbox"/> Local <input type="checkbox"/> Regional	<input type="checkbox"/> National <input checked="" type="checkbox"/> International

Expected Deliverable/Results/Outcomes	Work Package and Outcome ref.nr	1.3.	
	Title	Co-creating common understanding of key concepts	
	Type	<input checked="" type="checkbox"/> Teaching material <input checked="" type="checkbox"/> Learning material <input type="checkbox"/> Training material	<input type="checkbox"/> Event <input type="checkbox"/> Report <input type="checkbox"/> Service/Product
	Description	Description and agreement of key concepts will be co-constructed in collaboration with all partners and published on the digital platform. Get acquainted with lifelong learning and principles in adult education	
	Due date	15.02.2019	
	Languages	English, Albanian	
Target groups	<input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other		
	Partner ministries and specialists from partner organisations		
Dissemination level	<input type="checkbox"/> Department / Faculty <input type="checkbox"/> Institution	<input type="checkbox"/> Local <input type="checkbox"/> Regional	<input type="checkbox"/> National <input checked="" type="checkbox"/> International

Work package type and ref.nr	DEVELOPMENT	2
Title	Establish and functionalize the Student-Run-Multidisciplinary-Centre	
Related assumptions and risks	<p>Commitment to the new models of providing health services and concepts of cooperation between professionals of different fields.</p> <p>Resistance against collaborative work vs. single-disciplinary one.</p> <p>All the actors need to get involved and have the will and competence to work on this new paradigm.</p> <p>Co-generation of the design of the multidisciplinary centre enables acceptance of definitions of common purposes.</p>	
Description	<p>The aim of this WP2 is to provide a frame and new kind of innovative learning environment in Kosovo for developing multidisciplinary research and innovation capacities in the area of allied health and in line with the Bologna process.</p> <p>The centre has double-bind role 1) by providing a learning and co-creating environment for students and business, and 2) by developing and testing new products and services with clients, business, professionals and industry.</p> <p>The establishment of the centre is based on idea of joint venture of different organizations: higher education organizations, business, client associations, and public organizations.</p> <p>Besides of allied health professionals multi-disciplinary collaboration includes participants from the field of economy, engineering, technology, and culture.</p> <p>In the centre students, clients, entrepreneurs, researchers, and professionals attain better and deeper competences through multidisciplinary collaboration in the field of entrepreneurship, innovation, evidence-informed practice, and user-involvement.</p> <p>Within WP2 the joint venture group co-creates the philosophy, and the strategic, action, and business plans for the centre. The strategic and action plan are needed for meeting the objectives in effective and sustainable way. The business plan is needed to cover the costs of functions and services, although the centre will be non-profit service producer. The joint venture group nominates the advisory board for the centre.</p>	
Tasks	<p>2.1 Working model of an Interdisciplinary Allied Health Practice Centre</p> <p>2.1.1 Workshop 1 (Pristina, March 2019): Set up Study circles:</p> <ul style="list-style-type: none"> - Designation of the working model, including the definition of philosophy, activities, and resources needed. - Development of Protocol and SOP based on the international relevant standards (ISO), ethical codes – take into account national legislation. - Functionalization of the centre including aspects related to infrastructure, clinic and innovation space with equipment, staffing (selection), and clients. <p>2.1.2. Study visits (May 2019): Benchmarking of existing student-run clinics and innovation space in Finland (8 persons, 5 days) and in Turkey (8 persons, 5 days).</p> <p>2.1.3. Reflective workshop in Pristina, June 2019 concerning benchmarking experiences, models and understanding.</p>	

	<p>2.1.4. Developing and implementing of platform for health service digitalization – including patients’ data management.</p> <p>2.2 Establishing a joint-venture group and advisory industry board</p> <p>2.2.1 Setting up 3 study circles for preparing</p> <ul style="list-style-type: none"> - Piloting - Evaluation of piloting - Milieu and physical environment of the centre <p>2.2.2 Tutoring workshop (5 days) in Helsinki, August 2019: 6 participants from each PAHEIs (24), 2 from each NGOs, and 2 from Ministry, totally 28 participants from PA.</p> <p>2.2.3 Two virtual tutoring meetings: September 2019 and March 2020</p> <p>2.2.4 Tutoring workshop in Pristina, December 2019: 4 days with two tutors from Program countries.</p> <p>2.3.3 Establishment of the advisory industry board (Pristina, June 2020)</p> <p>2.3 Piloting January-June in 2020 and assessment</p> <p>2.3.1 Reflective workshop concerning piloting with tutors in Pristina, June 2020)</p> <p>2.3.2 Readjustments of the centre</p>		
Estimated Start Date (dd-mm-yyyy)	15.03.2019	Estimated End Date (dd-mm-yyyy)	15.06.2020
Lead Organisation	Metropolia		
Participating Organisation	All		

Deliverables/results/outcomes

Expected Deliverable/Results/Outcomes	Work Package and Outcome ref.nr	2.1.	
	Title	Working model of a Multidisciplinary Allied Health Practice Centre	
	Type	<input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material	<input checked="" type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input checked="" type="checkbox"/> Service/Product
	Description	Designation of the working model, including definitions and plans for the centre.	
	Due date	15.06.2019	
	Languages	English, Albanian	
Target groups	<input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other		

	<i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i>		
Dissemination level	<input checked="" type="checkbox"/> Department / Faculty <input checked="" type="checkbox"/> Institution	<input checked="" type="checkbox"/> Local <input checked="" type="checkbox"/> Regional	<input checked="" type="checkbox"/> National <input checked="" type="checkbox"/> International

Expected Deliverable/Results/Outcomes	Work Package and Outcome ref.nr	2.2.	
	Title	Establishing the Joint Venture Group and Industry Advisory Board	
	Type	<input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material	<input checked="" type="checkbox"/> Event <input type="checkbox"/> Report <input checked="" type="checkbox"/> Service/Product
	Description	Establishing the Joint Venture Group and Industry Advisory Board with local and potentially international participants from health industry, mainly.	
	Due date	31.12.2020	
	Languages	English, Albanian	
Target groups	<input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other		
	<i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i>		
Dissemination level	<input checked="" type="checkbox"/> Department / Faculty <input checked="" type="checkbox"/> Institution	<input checked="" type="checkbox"/> Local <input checked="" type="checkbox"/> Regional	<input checked="" type="checkbox"/> National <input checked="" type="checkbox"/> International

Expected Deliverable/Results/Outcomes	Work Package and Outcome ref.nr	2.3.	
	Title	Piloting and assessment	
	Type	<input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material	<input checked="" type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product
	Description	The pilot centre will take place in venues of Heimerer. The environment, equipment and the milieu will be evaluated as well as the realization of the plans. Advisory board will be established. Based on reflections and feedback the readjustments will be done.	
	Due date	15.11.2020	
	Languages	English, Albanian	
Target groups	<input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Students <input type="checkbox"/> Trainees		

	<input checked="" type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other
	<i>Participants from the business sector</i> <i>Professionals from health providers</i> <i>Clients</i>
Dissemination level	<input checked="" type="checkbox"/> Department / Faculty <input checked="" type="checkbox"/> Local <input checked="" type="checkbox"/> National <input checked="" type="checkbox"/> Institution <input checked="" type="checkbox"/> Regional <input checked="" type="checkbox"/> International

Work package type and ref.nr	DEVELOPMENT		3
Title	Developing teaching competences in partner HEIs		
Related assumptions and risks	<p>Commitment to the new models of providing health services and concepts of cooperation between professionals of different fields.</p> <p>Resistance against collaborative work vs. single-disciplinary one. All the actors need to get involved and have the will and competence to work on this new paradigm.</p> <p>Co-generation of the design of the multidisciplinary centre enables acceptance of definitions of common purposes.</p>		
Description	<p>The aim is to develop the teaching competence of Kosovar HEI's teachers and professionals in terms of modern pedagogical approaches with emphasis on multidisciplinary collaboration, client-centred approach, evidence-informed practice, and innovation processes and entrepreneurship.</p> <p>The main pedagogical approaches are based on the constructivist learning theory, blended learning, and the collaborative learning method. These methods are suitable for developing social rehabilitation competence especially when rehabilitation is based on collaboration between clients and professionals in complex contexts. Similar methods are used for developing teaching and study materials. EU partners virtually and face-to-face will provide virtual and face-to-face learning support to the Kosovar partners.</p> <p>The PA HEIs will select 6, whereas NGOs 2 participants each to participate in the teacher's training. They are the key persons guiding the development work locally and recruiting participants in the development project.</p> <p>Metropolia is an expert in adult/teacher education and constructivist development method. The partners in three study circles from Kosovo are responsible for the most part of the development work. EU partners support this work virtually and with tutoring visits.</p>		
Tasks	<p>3.1. Developing Teacher's Handbook for course planning and producing teaching material</p> <p>3.2. Developing teaching competences in modern pedagogical approaches</p> <p>3.3. Conducting teacher training on multidisciplinary, co-creative, user-involved, and person-centred approaches and methods, innovation and entrepreneurship</p>		
Estimated Start Date (dd-mm-yyyy)	15.03.2019	Estimated End Date (dd-mm-yyyy)	31.01.2020
Lead Organisation	MCBU		
Participating Organisation	All		
Expected Deliverable/Results/ Outcomes	Work Package and Outcome ref.nr	3.1.	
	Title	Developing Teacher's Handbook for course planning and	

		producing teaching material	
	Type	<input checked="" type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input checked="" type="checkbox"/> Training material	<input checked="" type="checkbox"/> Event <input type="checkbox"/> Report <input type="checkbox"/> Service/Product
	Description	The aim is to enhance competencies in course planning and in producing relevant study material. The development approaches are largely based on the constructivist theory and collaborative working method in regional study circles. The teacher's handbook in PA languages and teaching material will be prepared in study circles. These will be presented and shared among partners.	
	Due date	15.11.2019	
	Languages	English, Albanian	
Target groups	<input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other		
	<i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i>		
Dissemination level	<input checked="" type="checkbox"/> Department / Faculty <input checked="" type="checkbox"/> Institution	<input checked="" type="checkbox"/> Local <input checked="" type="checkbox"/> Regional	<input checked="" type="checkbox"/> National <input checked="" type="checkbox"/> International

Expected Deliverable/Results/Outcomes	Work Package and Outcome ref.nr	3.2	
	Title	Developing teaching competences in modern pedagogical approaches	
	Type	<input checked="" type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input checked="" type="checkbox"/> Training material	<input checked="" type="checkbox"/> Event <input type="checkbox"/> Report <input type="checkbox"/> Service/Product
	Description	<p>The aim is to develop teaching competence of PA university teachers and professionals on mastering new pedagogical aspects of multidisciplinary collaboration and person-centred approaches, evidence-informed practice, innovation processes and entrepreneurship.</p> <p>The milestones are:</p> <p>Regional study circles - working on assignments in relation to rehabilitation education according to regional needs. This will involve partners outside the formal networks. 1 CPD course Written and visual teaching and learning resources in Albanian as well as wider professional literature, will be prepared in study circles.</p>	

		<p>Curriculum review - identifying the key courses and areas of their revision.</p> <p>Study visits by PA professionals to MCBU and Metropolia. The latter will allow the PA professionals to observe and participate in teaching of health sciences/rehabilitation. The visit will support the planning of lifelong learning, teaching methods and use of resources.</p> <p>Reflective Workshop in Pristina - results will be presented to all. The workshop in the next WP will follow this seminar and the competence gained in this WP will be utilized in WP 4</p> <p>Tutoring Workshop in Helsinki consisting of learning modern educational methods and development of the course plan and teaching and learning material</p> <p>Post-pilot Reflective Seminar in Pristina - results will be presented to all.</p>
	Due date	15.11.2019
	Languages	English, Albanian
Target groups	<input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input checked="" type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other	
	<i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i>	
Dissemination level	<input type="checkbox"/> Department / Faculty <input checked="" type="checkbox"/> Local <input checked="" type="checkbox"/> National <input type="checkbox"/> Institution <input checked="" type="checkbox"/> Regional <input checked="" type="checkbox"/> International	

Expected Deliverable/Results/ Outcomes	Work Package and Outcome ref.nr	3.3.	
	Title	Training the teacher, health/rehabilitation professional supervisors	
	Type	<input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material	<input type="checkbox"/> Event <input type="checkbox"/> Report <input type="checkbox"/> Service/Product
	Description	<p>The aim is to enhance competencies in course planning and in producing relevant study material.</p> <p>One Trainers from the Programme countries will provide the training for the PA HEI's staff and professionals from the work life.</p>	

	Due date	15.01.2020	
	Languages	English, Albanian	
Target groups	<input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other		
	Health/rehabilitation professional supervisors		
Dissemination level	<input checked="" type="checkbox"/> Department / Faculty <input checked="" type="checkbox"/> Institution	<input checked="" type="checkbox"/> Local <input checked="" type="checkbox"/> Regional	<input checked="" type="checkbox"/> National <input checked="" type="checkbox"/> International

Work package type and ref.nr	DEVELOPMENT	4
Title	Development of curricula for student's competence	
Related assumptions and risks	<p>Commitment to the new models of providing health services and concepts of cooperation between professionals of different fields.</p> <p>Resistance against collaborative work vs. single-disciplinary one.</p> <p>All the actors need to get involved and have the will and competence to work on this new paradigm.</p> <p>Co-generation of the design of the multidisciplinary centre enables acceptance of definitions of common purposes.</p>	
Description	<p>The aim of this WP is to develop 7 CPD courses for students of different levels of EQF, regarding multidisciplinary collaboration, innovation processes and entrepreneurship, person-centred services, and evidence-informed practice</p> <p>The milestones of this WP are:</p> <ol style="list-style-type: none"> 1. Reviewing the existing curricula 2. Study visits 3. Reflective Workshop in Pristina 4. Study circles 5. Piloting and tutoring 6. Reflective workshop 7. Reassessing and adjusting <p>This WP will begin with the curriculum review. Then, study visit at JAMK will take place. During the study visit, the PA partners will have the opportunity to become acquainted with the teaching and implementation of rehabilitation in PR countries. The experiences are shared with colleagues and utilised in study circles</p> <p>After study visit and in the end of curriculum review the reflective workshop will be organized in the Kosovo. After reflective workshop, different study circles will start working on CPDs for innovation and entrepreneurship and other for evidence-informed practices. Study circles will be supported by the PR partners through online coaching.</p> <p>The outcome of study circles is 7 new courses, which will be piloted. During the phase of piloting, one face-to-face tutoring visit and continuous online tutoring will be provided by the PR partner tutors. Piloted courses will be assessed from the clients, students and teachers point of view, mainly. The learning outcomes will be evaluated as well.</p> <p>After piloting, the reflective workshop will take place in Pristina. Based on the assessment, needed readjustment of courses and teaching methodologies will be executed.</p> <p>The lead organization is JAMK University of applied science.</p> <p>The outcome of this work package is 7 new courses on multidisciplinary user-involved innovation and entrepreneurship (EQF 6 and 7), about person-centred multidisciplinary collaboration in student-run allied health practice centre (EQF 5, 6 and 7) and about evidence-informed practice (EQF 6 and 7).</p>	

The key milestones are:

Review of existing curricula and identifying needed to be adjusted

In the beginning of this WP one day reflective workshop will be organized in Pristina. In the reflective workshop the staff member from Kosovar HEIs and tutors from partner countries will construct a common understand about the competence needed for students who work for established student-run multidisciplinary health allied centre. In the first reflective WP existing curriculums will be shortly presented from each Kosovar HEIs and concrete plan for curriculum review will be made. Curriculum review will complete in the multidisciplinary groups of the Kosovar HEI teacher.

The aim of curriculum review is to research what kind of courses in Kosovar HEIs already exist about multidisciplinary user-involved innovation and entrepreneurship, person-centred multidisciplinary collaboration and evidence-informed practice for EQF level 5, 6 and 7.

Study visit at JAMK and Metropolia

Study visit at JAMK and Metropolia will take place after the first reflective workshop. Study visit will organize in the two groups in which is one participant from each Kosovar HEIs. The study visits will organize in simultaneous to JAMK and Metropolia so that other group will visit in JAMK and other group will visit in Metropolia.

The aim of study visits is get familiar with different kind of solution for teaching multidisciplinary user-involved innovation and entrepreneurship, person-centred multidisciplinary collaboration and evidence- informed practice in EQF levels 5, 6 and 7.

Reflective Workshop in Pristina

Second reflective workshop in Pristina will take place after curriculum review and study visits. In this two-day workshop, the aim is to make synthesis about the curriculum review and reflection of study visits. The outcome of this workshop is based on curriculum review and study visits to formulate a common understand what kind of revision are needed for existing curriculums and what kind of new courses are needed for students' competence. In the workshop, the two or three study circles for planning the revised and new courses will establish. Number of needed study circle will be decided in the workshop.

Study circles and tutoring

The aim of study circles is to prepare the CPD courses about the multidisciplinary user-involved innovation and entrepreneurship, person-centred multidisciplinary collaboration and evidence- informed practice. CPD courses about multidisciplinary collaboration in student-run allied health centre and evidence-informed practice will design for EQF levels 6 and 7. CPD course on client-centred approach will design for EQF levels 5, 6 and 7.

In the study circles, the multidisciplinary group of Kosovar HEI teachers will prepare the new curriculum including the learning outcomes, tasks and

	<p>evaluation for each level in case of multidisciplinary user-involved innovation and entrepreneurship, person-centred multidisciplinary collaboration in student-run allied health practice centre and evidence-informed practice. The multidisciplinary study circles will also design the needed pedagogical methods for achieve the competence of the students who will work for established student-run allied health centre.</p> <p>During the study circles online tutoring will organize. In addition to online tutoring, one two-day tutor visit will organize. The aim of the tutoring is to support the work in study circles and give the guidance needed in the case of content of new courses and especially in the case of new kind of pedagogical methods.</p> <p>Piloting and tutoring</p> <p>All the new courses will be piloting in the established multidisciplinary student-run allied health centre. Constant tutoring is needed for implementation of new pedagogical methods. There for there will be both online tutoring and two-day tutor-visit during the piloting. Tutor visit will take place in the beginning of piloting for supporting the beginning of piloting.</p> <p>During the piloting, the feedback is gathered from both students/trainees and teachers. Based on the evaluation, courses will developed forward in the next phase.</p> <p>Post-pilot Reflective workshop in Pristina</p> <p>Based on the feedback gathered during the piloting and evaluation of piloting, courses will developed forward during the two-day reflective seminar in Pristina.</p> <p>Aim of this reflective seminar is to have a concrete plan how the new courses is need to revised in the case of best learning outcomes possible. In this seminar also the used pedagogical methods will be evaluated and the needed readjustments will be done.</p> <p>Reassessing and adjusting the new courses and pedagogical methods</p> <p>After the third reflective workshops the needed readjustment will execute for the new courses in every EQF level. Also pedagogical methods will be updated if needed. The outcome is revised curriculum of multidisciplinary user-involved innovation and entrepreneurship, person-centred multidisciplinary collaboration in student-run allied health practice centre and evidence-informed practice. In the end of this WP there are validate courses, which are conducted by suitable pedagogical methods for support the learning in the clinic setting in the best possible way.</p>		
Tasks	<p>4.1. Investigating and share best practices</p> <p>4.2. Developing competence on multidisciplinary collaboration in student-run health centre (EQF 6 and 7)</p> <p>4.3. Developing competence on evidence-informed practice (EQF 6 and 7)</p> <p>4.4. Developing competence on innovation processes and entrepreneurship (EQF 5, 6 and 7)</p> <p>4.5. Developing competence on client-centred approach (EQF 5, 6 and 7)</p>		
Estimated Start Date (dd-mm-yyyy)	15.06.2020	Estimated End Date (dd-mm-yyyy)	15.08.2021

Lead Organisation	JAMK
Participating Organisation	All

Expected Deliverable/Results/Outcomes	Work Package and Outcome ref.nr	4.1.	
	Title	Investigating, identifying and sharing best practices	
	Type	<input checked="" type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input checked="" type="checkbox"/> Training material	<input type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product
	Description	The aim is to identify the best relevant practices to be consulted during the development process of the content of CPD courses.	
	Due date	15.10.2020	
	Languages	English, Albanian	
Target groups	<input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other		
	<i>Ministry and experts from the NGOs</i>		
Dissemination level	<input type="checkbox"/> Department / Faculty <input type="checkbox"/> Institution	<input checked="" type="checkbox"/> Local <input checked="" type="checkbox"/> Regional	<input type="checkbox"/> National <input checked="" type="checkbox"/> International

Expected Deliverable/Results/Outcomes	Work Package and Outcome ref.nr	4.2.	
	Title	Competence in multidisciplinary collaboration in student-run health centre (EQF 6 and 7)	
	Type	<input checked="" type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input checked="" type="checkbox"/> Training material	<input type="checkbox"/> Event <input type="checkbox"/> Report <input type="checkbox"/> Service/Product
	Description	<p>The objective is to develop 2 CDP courses on EQF levels 6 and 7, with the theme multidisciplinary collaboration in student-run health centres</p> <p>There are two parallel educational objectives. The first is to promote user-involvement and multi-professional collaboration among partners. The second is learning different strategies to develop CPD-courses and study material on different educational levels. Specifying the competence according to EQF is an important part. The framework of the ICF-classification (International</p>	

		Classification of Functioning, Disability and Health) is an approach to good rehabilitation practice.
	Due date	15.01.2021
	Languages	English, Albanian
Target groups	<input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other	
	<i>Ministry and experts from the NGOs</i>	
Dissemination level	<input type="checkbox"/> Department / Faculty <input checked="" type="checkbox"/> Local <input type="checkbox"/> National <input type="checkbox"/> Institution <input checked="" type="checkbox"/> Regional <input checked="" type="checkbox"/> International	

Expected Deliverable/Results/ Outcomes	Work Package and Outcome ref.nr	4.3.	
	Title	Competence in evidence-informed practice (EQF 6 and 7)	
	Type	<input checked="" type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input checked="" type="checkbox"/> Training material	<input type="checkbox"/> Event Report <input type="checkbox"/> Service/Product
	Description	<p>The aim is to advance the competences of current and future health/rehabilitation professionals in working on evidence-informed approach, especially when working in a multidisciplinary setting.</p> <p>PA university teachers and professionals in the area of social rehabilitation will apply a collaborative development method. Modern pedagogical approaches will be learned in the development and piloting of CPDs.</p>	
	Due date	15.01.2021	
	Languages	Albanian, English	
Target groups	<input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Trainees <input type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other		
	<i>Ministry and experts from the NGOs and health clinics</i>		
Dissemination level	<input type="checkbox"/> Department / Faculty <input checked="" type="checkbox"/> Local <input checked="" type="checkbox"/> National <input type="checkbox"/> Institution <input checked="" type="checkbox"/> Regional <input checked="" type="checkbox"/> International		

Expected	Work Package and	4.4.
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Deliverable/Results/Outcomes	Outcome ref.nr		
	Title	Competence in innovation processes and entrepreneurship	
	Type	<input checked="" type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input checked="" type="checkbox"/> Training material	<input type="checkbox"/> Event <input type="checkbox"/> Report <input type="checkbox"/> Service/Product
	Description	<p>The aim is to enable the shift of paradigms within the health sector when thinking about innovation processes and entrepreneurship. It seeks to stimulate students to come up with innovative solutions and enable them to execute those ideas resulting with successful start-ups. This goes in parallel with WP2, with the establishment of the Joint Venture, who will remain alert to new initiatives on this regard.</p>	
	Due date	15.01.2021	
	Languages	Albanian, English	
Target groups	<input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Students <input type="checkbox"/> Trainees <input type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other		
	<i>Ministry and experts from the NGOs</i>		
Dissemination level	<input type="checkbox"/> Department / Faculty <input type="checkbox"/> Institution	<input checked="" type="checkbox"/> Local <input checked="" type="checkbox"/> Regional	<input checked="" type="checkbox"/> National <input checked="" type="checkbox"/> International

Expected Deliverable/Results/Outcomes	Work Package and Outcome ref.nr	4.5.	
	Title	Competence in client-centred approach	
	Type	<input checked="" type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input checked="" type="checkbox"/> Training material	<input type="checkbox"/> Event <input type="checkbox"/> Report <input type="checkbox"/> Service/Product
	Description	<p>The aim is to advance the competences of current and future health/rehabilitation professionals in working by using client-centred approach in multidisciplinary setting.</p> <p>PA university teachers and professionals in the area of social rehabilitation will apply a collaborative development method. Modern pedagogical approaches will be learned in the development and piloting of CPDs.</p>	
	Due date	15.01.2021	
	Languages	Albanian, English	
Target groups	<input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Students <input type="checkbox"/> Trainees <input type="checkbox"/> Administrative staff		

	<input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other
	<i>Ministry and experts from the NGOs and health clinics</i>
Dissemination level	<input type="checkbox"/> Department / Faculty <input checked="" type="checkbox"/> Local <input type="checkbox"/> National <input type="checkbox"/> Institution <input checked="" type="checkbox"/> Regional <input checked="" type="checkbox"/> International

Work package type and ref.nr	QUALITY PLAN		5
Title	Mixed-method evaluation and quality control		
Related assumptions and risks	<p>Competent in monitoring and evaluation methods. The quality control as a very important and comprehensive aspect of evaluation is shared by all the partners. Availability of actors and project materials for the external evaluator. Unpredictable changes left unaddressed by the consortium through specific and timely measures. Lack of interest among partners to monitor and evaluate.</p>		
Description	<p>The aim of this WP is to ensure that the Project is implemented as it is planned in terms of time, quality and cost. The empowerment method is applied from the beginning, which triggers a relatively higher level of active participation by the partners, and is associated with great potential of remedial.</p> <p>The internal evaluation team which will be led by the UGJFA, consists of representatives from KH, UKZ, Metropolia, JAMK, and MCBU. The HEIs have the main responsibility of the evaluation and are also provided resources for that. All partners participate in regular monitoring of the activities. External evaluation is used to ensure the quality of the CPD courses. KH coordinates the visits and reports of the external evaluator. Its work methods include checklists, peer-reviews, empowerment evaluations and meeting minutes. It closely coordinates the quality control procedures and needed modifications with the Steering Committee.</p> <p>The regular monitoring contributes to three dimensions: 1. Ensure that the processes and outputs are being implemented at the adequate level of quality, 2. Stimulate collaboration between partners, and 3. Develops relevant competences to be used in the post-project development of CPD courses.</p> <p>The digital platform will be extensively utilized for ensuring the proper flow of information; meetings minutes, checklist and short report based on the empowerment evaluations for each WP will be published on it. The leader of each WP is responsible to update the respective checklist. Other forms of ensuring the accuracy of information are emails and phone calls. Whenever any deviation occurs, remedial actions will be undertaken by the consortium members.</p> <p>The quality of the CPD courses and performance of the Centre will be monitored by the steering committee, too. In particular it will monitor their value and relevance to the Kosovar society and partners' needs.</p> <p>Lastly, reports to the Erasmus+ office and to the project actors will be delivered twice a year.</p>		
Tasks	5.1 Establishment of internal evaluation team 5.2 Co-construction of the quality plan 5.3 Regular evaluations 5.4 External evaluation		
Estimated Start Date (dd-mm-yyyy)	15.11.2018	Estimated End Date (dd-mm-yyyy)	14.11.2021
Lead Organisation	UGJFA		
Participating Organisation	All		

Expected Deliverable/Results/ Outcomes	Work Package and Outcome ref.nr	5.1.	
	Title	Establishment of internal evaluation team	
	Type	<input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material	<input checked="" type="checkbox"/> Event <input type="checkbox"/> Report <input type="checkbox"/> Service/Product
	Description	The internal evaluation will be established in the first joint meeting (month 5 of the Project). Its responsibility is to ensure that the Project's outputs and processes are implemented as it is planned in terms of time, quality and cost. It meets regularly twice per year, whereas KH will organize the visits of external evaluator.	
	Due date	15.03.2019	
	Languages	English, Albanian	
Target groups	<input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other		
	<i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i>		
Dissemination level	<input type="checkbox"/> Department / Faculty <input type="checkbox"/> Institution	<input type="checkbox"/> Local <input type="checkbox"/> Regional	<input type="checkbox"/> National <input checked="" type="checkbox"/> International

Expected Deliverable/Results/ Outcomes	Work Package and Outcome ref.nr	5.2.	
	Title	5.5 Co-construction of the quality plan	
	Type	<input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material	<input type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product
	Description	The monitoring processes and tasks of each WP represent the core of the quality plan. They comprise of information in terms of responsible actors, content, time, methodology, source of information, output, way of delivery of outputs, and measures of remedial. Such plan is conducted in close coordination with the Steering committee.	
	Due date	30.04.2019	
	Languages	English, Albanian	
Target groups	<input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff		

	<input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other
	<i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i>
Dissemination level	<input type="checkbox"/> Department / Faculty <input type="checkbox"/> Local <input type="checkbox"/> National <input type="checkbox"/> Institution <input type="checkbox"/> Regional <input checked="" type="checkbox"/> International

Expected Deliverable/Results/Outcomes	Work Package and Outcome ref.nr	5.3.	
	Title	Regular evaluations	
	Type	<input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material	<input type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product
	Description	The aim of regular evaluations is to monitor the timed progress of the project and to foresee possible obstacles. The quality control plan is operationalized to follow-up measures (e.g. check lists, meeting minutes, peer-reviews, empowerment evaluations) and publish results on the digital platform in the 5th month. During the project predictive empowerment evaluations are made in the project meetings and in regional meetings. These evaluations will be published on the digital platform.	
	Due date	14.11.2021	
	Languages	English, Albanian	
Target groups	<input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other		
	<i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i>		
Dissemination level	<input type="checkbox"/> Department / Faculty <input type="checkbox"/> Local <input type="checkbox"/> National <input type="checkbox"/> Institution <input type="checkbox"/> Regional <input checked="" type="checkbox"/> International		

Expected Deliverable/Results/Outcomes	Work Package and Outcome ref.nr	5.4.	
	Title	External evaluation	
	Type	<input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material	<input type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input checked="" type="checkbox"/> Service/Product
	Description	The external expert is used to gain knowledge about how the project objectives are met and to address any	

		<p>problems as soon as they arise. The main focus is on the quality of the CPD courses and performance of the Centre, the quality of regional cooperation and development and the quality of the management, implementation, and dissemination of the CPD courses and Centre.</p> <p>The external evaluation is based on interim evaluation reports, other produced documents, and visits to both PA countries during the second and last year of the project.</p>
	Due date	14.11.2021
	Languages	English, Albanian
Target groups	<input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other	
	<i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i>	
Dissemination level	<input type="checkbox"/> Department / Faculty <input type="checkbox"/> Local <input type="checkbox"/> National <input type="checkbox"/> Institution <input type="checkbox"/> Regional <input checked="" type="checkbox"/> International	

Work package type and ref.nr	DISSEMINATION & EXPLOITATION	6
Title	Sustainable and continuing dissemination and exploitation	
Related assumptions and risks	<p>The newly generated content is perceived as relevant and of interest to the PA HEIs and professional organisations, in particular. The latter support the former in designing the SMAHPC as well as CPD courses throughout the project. CPD courses are also marketed by the NGOs along with the respective concepts in their networks.</p> <p>The ministry and local authorities are aware about the value of the project and support dissemination of the results of the Project, adding to their credibility, resulting with a higher demand for respective outcomes.</p> <p>Continuous regular flow of information to all the partners and early involvement avoids potential loss of interest and ambivalences about certain processes and outcomes.</p> <p>Risks are: the stakeholder interest is not aroused and the information does not reach the audience.</p>	
Description	<p>The project partner will plan sustainability strategy. The dissemination plan will be agreed in the first joint meeting. The multiplier effect for dissemination purpose is thought to be achieved through the planned collaborative work between project partners and larger audiences.</p> <p>The dimension of dissemination is highly linked with that of sustainability, thus there are many overlapping processes. The international, national and local networks will act as one of the main channels of dissemination of the project results. The EU partners provide continuous support to them throughout the Project, while they make sure that PA partners gain ownership of the results, so that they continue their development work beyond the project.</p> <p>Extensive use on this regard will be made of the digital platform established in WP1. Besides, information on the project for the wider public will be delivered via media and regional newspapers, national and international conferences, paper and electronic publications, websites of participating HEIs, and social media.</p> <p>Upon the functionalization of the SMAHPC centre, project partners will organize an open-house event. All the relevant stakeholders at the national and local level will be invited. Extensive media coverage is expected to evolve followed by the existing strong word of mouth. In addition, the SMAHPC will apply an open-door policy for any interested parties to visit and experience the modern environment, culture, philosophy and technology.</p> <p>The descriptions of key concepts, working model of the SMAHPC, and respective competences on different EQF levels, study materials and guidelines on collaborative methods represent the intermediate outputs, whereas the 8 CPD courses, handbook and SMAHPC represent the final outputs.</p> <p>The final seminar in Pristina will be used to disseminate project results, along with national and international conferences. All the Kosovar partners are</p>	

	<p>responsible for organising such event.</p> <p>Typically, the HEIs and other organisations that are engaged into curriculum development and provision of training and health/rehabilitation services are most interested to the project outcomes.</p> <p>The lead organization is KH, however, all partners are responsible for the content of the dissemination seminar and for sharing their experiences and results of the project. They maintain their regular communication and coordination also through the digital platform and by emails and Skype-meetings.</p>		
Tasks	6.1. Continuous networking 6.2. Sustainability 6.3. Dissemination		
Estimated Start Date (dd-mm-yyyy)	15.11.2018	Estimated End Date (dd-mm-yyyy)	14.11.2021
Lead Organisation	HC		
Participating Organisation	All		

Expected Deliverable/Results/Outcomes	Work Package and Outcome ref.nr	6.1.	
	Title	Continuous networking	
	Type	<input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material	<input checked="" type="checkbox"/> Event <input type="checkbox"/> Report <input checked="" type="checkbox"/> Service/Product
	Description	<p>The aim of this task is to establish PR-PA and national and local networks based on the principles of networking models, as the prerequisites for the development work to occur. The role of these networks is essential to the success of every WP – greater details about that are provided at the descriptions of respective WPs.</p> <p>The first joint meeting (Kick-off) marks the beginning the networks activities in terms of support the planning, development and monitoring the project outcomes.</p> <p>Networking activities rely heavily on the communication through the digital platform. They use such platform to support each other by sharing experiences where all the partners are involved.</p> <p>The main outcome of this task is the establishment of well-functioning collaboration between the project partners and health and social authorities at different levels.</p> <p>Information on the project for the wider public will be delivered via media and regional newspapers, national and international conferences, paper and electronic publications, websites of participating HEIs, and social media.</p> <p>The SMAHPC will serve as a knot and reference partner for all of the relevant stakeholders during and after the end of the</p>	

		project, aiming to further the development work and advocating for greater and significant reforms in Kosovo.
	Due date	14.11.2021
	Languages	Albanian, English
Target groups	<input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other	
	<i>Clinical supervisors from rehabilitation centres in Kosovo. Partner ministries and specialists from partner NGO. Representatives of the local social and health care authorities and clinical specialists from partner rehabilitation centres</i>	
Dissemination level	<input checked="" type="checkbox"/> Department / Faculty <input checked="" type="checkbox"/> Institution	<input checked="" type="checkbox"/> Local <input checked="" type="checkbox"/> Regional <input checked="" type="checkbox"/> National <input checked="" type="checkbox"/> International

Expected Deliverable/Results/ Outcomes	Work Package and Outcome ref.nr	6.2.	
	Title	Sustainability	
	Type	<input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material	<input checked="" type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input checked="" type="checkbox"/> Service/Product
	Description	<p>The aim of this task is to contribute to the appropriate dissemination as a precondition for effective sustainability. Some activities are overlapping between these two WPs of this Project.</p> <p>The sustainability is mostly achieved via tasks in work packages 2, 3 ad 4 and by work in regional networks. The sustainability plan will be discussed in the second meeting of the project partners, where ideas are shared and agreed upon based on a democratic-majority rule. As such it is planned to provide all the necessary information to all the project partners as early as possible so that they acquire stable ownership on the developed work during the project and after is completion.</p> <p>Kosovo partners will pay particular attention to gaining mutual support from PR HEIs, NGO and service providers. They will try to do so by disseminating information about the project to them and motivating them to be part of the wider network, initially.</p> <p>The empowerment evaluations are to be used also to motivate the project partners, too! They are expected to provide information about the context that might affect significantly the overall success of the Project.</p>	

		<p>The key activities of sustainability are: evaluating the strategy and plan of sustainability, and informing Kosovo HEIs and NGOs in continuous terms, and supporting the work of Kosovar networks.</p> <p>The outputs of this task are the development and implementation of the plan of sustainability.</p>
	Due date	14.11.2021
	Languages	English, Albanian
Target groups	<input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other	
	<i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i>	
Dissemination level	<input checked="" type="checkbox"/> Department / Faculty <input checked="" type="checkbox"/> Local <input checked="" type="checkbox"/> National <input checked="" type="checkbox"/> Institution <input checked="" type="checkbox"/> Regional <input checked="" type="checkbox"/> International	

Expected Deliverable/Results/Outcomes	Work Package and Outcome ref.nr	6.3.	
	Title	Dissemination	
	Type	<input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material	<input checked="" type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input checked="" type="checkbox"/> Service/Product
	Description	<p>The main channels of the dissemination are: online platform, networks, social media, and the SMAHCP itself. They will be utilized to implement the dissemination plan; its main objectives are:</p> <ul style="list-style-type: none"> - inform and deliver the intermediate and final outputs to the target groups, in order to get their support for the project objectives - inform and recruit new participants for the CPDs - motivate the HEIs in Kosovo to accept and fund new CPDs - motivate the networks to promote the courses and the Centre <p>Project partners need to reach to the main relevant target groups such as HEIs, city councils, service providers and potential clients are the main target groups.</p> <p>Students and teacher represent the key actors on the multiplier effect, in terms of replicating the CPDs and renewal of the courses upon the completion of the project.</p> <p>The activities included in development work in WP2, WP3 and WP4 enable the dissemination during the progress of</p>	

		<p>the project by keeping the events open for other participants in addition to partners.</p> <p>The functionalized SMAHP Centre, as a proven concept, will contribute significantly to the dissemination component of this Project, too.</p> <p>Outputs of this Project will be published via open access media. Articles will be published in national and international professional journals by partners.</p>
	Due date	14.11.2021
	Languages	English, Albanian
Target groups	<input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Students <input checked="" type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other	
	<i>Clinical supervisors from rehabilitation centres in Kosovo. Partner ministries and specialists from partner NGO. Representatives of the local social and health care authorities and clinical specialists from partner rehabilitation centres</i>	
Dissemination level	<input checked="" type="checkbox"/> Department / Faculty <input checked="" type="checkbox"/> Institution	<input checked="" type="checkbox"/> Local <input checked="" type="checkbox"/> Regional <input checked="" type="checkbox"/> National <input checked="" type="checkbox"/> International

Work package type and ref.nr	MANAGEMENT	7
Title	Managing the project	
Related assumptions and risks	<p>The KH has been involved in many international projects, collaborating with different European partners. Consecutively, the staff of KH has the necessary competences to manage all aspects of the project. The cooperation with Finish partners has been going on for the last five years now, whereas with the Kosovar partners it has strong cooperation since their establishment. The preparation and communication about the respective initiative has begun around one and a half years ago.</p> <p>Effective communication prevails through the project timespan. The Consortium is flexible and not in large quantity, but rich in expertise.</p> <p>Risks: difference of practice and understanding of certain concepts; technical difficulties.</p>	
Description	<p>The aim is to properly manage the project, including administrative, finance, monitoring, and coordinating aspects.</p> <p>The main purpose is to draft a commonly agreed work plan based on the SMART principles, ensuring the effective monitoring of the implementation of planned processes and outputs. This will be produced in the first project meeting in conjunction with the Kick-off seminar. It is also important to produce necessary documentation relating to project management and administration and to ensure effective communication. Also a consolidated mobility plan will be produced.</p> <p>Besides, project partners will jointly plan the sustainability, quality control and dissemination strategies.</p> <p>The decision making process is based on the democratic principle, where the majority “wins”. However, such instrument is used only in cases when divergent standings are held between the grant applicant and the respective partner. Otherwise, the grant applicant will make minor adjustments regarding the budgets and timing of certain processes and outcomes.</p> <p>The grant applicant will serve as bridge between the consortium and the external evaluator, the ERASMUS+ Office and European Commission on every matter concerning the project. At the same time the grant applicant leads the regular meetings of the project management group.</p> <p>The monitoring progress and strategic guidance are the responsibilities of the Steering Committee. It comprises of one representative from KH, MEST, Metropolia, MCBU, JAMK, NGO Autizmi, and SEIHSP. It holds its regular meetings every six months. Continuous communication and monitoring through email, skype and webinar will be utilized to manage the Project.</p> <p>The project management group consists of 5 members; project manager and administrative officer from KH, one representative from Metropolia, JAMK, MCBU and UKZ. The management group participates in the meetings of the steering group. The highest number of workdays of this WP has been allocated</p>	

	for the KH, as the leading organisation. It is responsible for the financial administration of the project.		
Tasks	7.1. Launching of the project and managing 7.2. Project management group meetings 7.3. Steering group meetings		
Estimated Start Date (dd-mm-yyyy)	15.11.2018	Estimated End Date (dd-mm-yyyy)	14.11.2021
Lead Organisation	Kolegji Heimerer		
Participating Organisation	All		

Expected Deliverable/Results/Outcomes	Work Package and Outcome ref.nr	7.1.	
	Title	Launching of the project and managing	
	Type	<input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material	<input checked="" type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input checked="" type="checkbox"/> Service/Product
	Description	<p>The project management team group will design the work plan based on the SMART principles, including clear activities with respective indicators. That plan will contain all the necessary inputs regarding monitoring as well as financial administration. The activities are planned in a logical and cost-efficient way.</p> <p>A specific output of this task is also the consolidated mobility plan.</p>	
	Due date	15.02.2019	
	Languages	Albanian, English	
Target groups	<input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other		
	<i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i>		
Dissemination level	<input type="checkbox"/> Department / Faculty <input type="checkbox"/> Institution	<input type="checkbox"/> Local <input type="checkbox"/> Regional	<input type="checkbox"/> National <input checked="" type="checkbox"/> International

Expected Deliverable/Results/Outcomes	Work Package and Outcome ref.nr	7.2.	
	Title	Project management group meetings	
	Type	<input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material	<input checked="" type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input checked="" type="checkbox"/> Service/Product
	Description	The project management groups hold regular monthly meetings. It has an essential role in terms of ensuring the	

		effective and efficient operation. It prepares the progress report twice a year, and publishes it on the online platform.
	Due date	14.11.2021
	Languages	Albanian, English
Target groups	<input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other	
	<i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i>	
Dissemination level	<input type="checkbox"/> Department / Faculty <input type="checkbox"/> Local <input type="checkbox"/> National <input type="checkbox"/> Institution <input type="checkbox"/> Regional <input checked="" type="checkbox"/> International	

Expected Deliverable/Results/Outcomes	Work Package and Outcome ref.nr	7.3.	
	Title	Steering group meetings	
	Type	<input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material	<input type="checkbox"/> Event <input type="checkbox"/> Report <input type="checkbox"/> Service/Product
	Description	The steering committee comprises of 8 participants, including project and administrative coordinator. Its main duty is to monitor the quality of management and relevance of the main outcomes to the needs of the society as well as partners. In total, it will meet six times, unless there is a need for additional ones.	
	Due date	14.11.2021	
	Languages	Albanian, English	
Target groups	<input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other		
	<i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i>		
Dissemination level	<input type="checkbox"/> Department / Faculty <input type="checkbox"/> Local <input type="checkbox"/> National <input type="checkbox"/> Institution <input type="checkbox"/> Regional <input checked="" type="checkbox"/> International		

H.2. Explanation of work package expenditures

Please explain what costs will be associated to each work package and covered by lump sums, flat rates, unit costs, and real costs. Provide information on the travels necessary to complete the workpackage. Detailed information on each travel must be indicated in the Budget Excel table. If purchase of equipment is required, explain how the respective equipment addresses the needs identified in the project. Remember that the specification of each item, including the partner country university/ies at which equipment will be installed, must be detailed in the Budget Excel table. If any subcontracting is considered necessary for the implementation of the project, please explain why the task cannot be performed by the consortium members themselves (limit 3000 characters).

WP1

TOTAL COST 55,324.00€

STAFF COST 423,599.00€

MOBILITY (TRAVEL AND COST OF STAY) 16,725.00€

Kick off seminar face to face is a prerequisite for co-creation of key concepts and collaboration in digital platform to ensure early ownership of the CPD courses for regional network.

EQUIPMENT 4,800.00€

PA HEIs need rehabilitation books and periodicals for defining the key concepts.

SUBCONTRACTING COSTS 10,200.00€

Translations for produced materials and interpretation are needed for full participation and understanding of all participants. Producing handbooks of key concepts are needed in WP2, WP3 and WP4. A Server for the digital platform will be rented to and located at KH.

WP2 +WP3+WP4

TOTAL COST 548,971.48€

STAFF COST 165,480.00€

MOBILITY (TRAVEL AND COST OF STAY) 145,930.00€

The prerequisite for co-construction method is face to face meetings in workshops, study circles, reflective seminar, piloting the courses and round table seminar. The study circles and pilots require one visit of PR -partner. The study visits are important learning experiences as a basis for development work in Kosovo.

EQUIPMENT. 194,211.48€.

HC needs equipment to functionalize the SMAHPC. Each PA HEI IT needs handbook and periodicals in WP3 concerning LLL, pedagogical approaches and course planning, and in WP4 concerning multidisciplinary collaboration, innovation processes and entrepreneurship, evidence-informed practice and client-centred approach as course materials for workshops, study circles, and pilots in these three WPs.

Simulation rooms are needed for educational purposes. Appropriate audio-visual equipment (e.g. tablets) is needed to conduct blended learning in WP4. Sufficiently equipped simulation rooms for is needed also for training e.g. communication with disabled clients and utilization of assistive devices in WP4.

SUBCONTRACTING COSTS 43,350.00€

Adjustment of the physical space at the KH premises are needed in WP2. Translations for produced materials and interpretation are needed for full participation and understanding of all participants in these three WPs.

WP5

TOTAL COST 32,060.00€

MOBILITY (TRAVEL AND COST OF STAY) 22,260.00€

STAFF COST 22,260.00€

SUBCONTRACTING COSTS 9,800.00€

Translation of the quality plan to the platform is needed for full partnership and commitment concerning quality of the project. External evaluation is needed to ensure compliance. External evaluation services cost covers also travel and stay costs.

WP6

TOTAL COST 50,123.00€

STAFF COST 25,468.00€

MOBILITY (TRAVEL AND COST OF STAY) 23,405.00€

The face to face seminar is needed for sharing the results and to ensure the continuity and further development beyond the project. Dissemination seminar in Pristina enables wider participation of Kosovar partners.

SUBCONTR. 1,250.00€

Translations and interpretation are needed for full participation and understanding of all participants.

WP7

TOTAL COST 100,424.00€

STAFF COST 75,814.00€

MOBILITY (TRAVEL AND COST OF STAY) 16,610.00€

Face to face meetings within steering, managing and quality groups are needed to co-create, agree, and commit the plans for the project besides of email and webinars.

SUBCONTR. 8,000.00€

Interpretation and translations are needed for full participation and understanding of all participants, because the consortium members are not capable for that.

Financial auditing by an accounting company is needed to ensure compliance.

If your project involves any "exceptional costs" related to travels, please justify (limit 1000 characters).

H.3 Consortium partners involved and resources required to complete the work package

Indicative input of consortium staff - The total number of days per staff category should correspond with the information provided in the budget tables.

Work Package Ref.nr	Partner nr	Partner acronym	Country	Number of staff days ¹					Role and tasks in the work package
				Category 1 Manager	Category 2 Teacher/Researcher	Category 3 Technician	Category 4 Administrative	Total	
PREPARATION	1	HC	Kosovo		35	25		60	HC starts the cooperation with partners, coordinates the organization of the Kick-Off seminar, digital platform, publishing of the report and agreements on practical tasks. It is responsible Task 1.2 for the development of online platform; it gives a keynote presentation on working in the net.
	2	UGJFA	Kosovo		20			20	UGJFA is supporting UKZ to organise the Kick-off-seminar and recruits the KV participants together with other KV partners. It

¹ Please see Programme Guide, Part B for your action, Table A – Project Implementation (amounts in Euro per day) Programme Countries and Table B - Project Implementation (amounts in Euro per day) Partner Countries.

									is responsible for the work on the platform in Kosovo and actively involved in the development work for publishing the common concepts.
	3	Metropolia	Finland		27			27	Metropolia and JAMK lead Task 1.3. It is responsible for descriptions of key concepts and gives a Keynote presentation of the method of collaborative development.
	4	JAMK	Finland		27			27	JAMK takes part in the planning of the Kick-off-seminar and implementation of the programme and gives a keynote presentation on EQF and non-formal, informal and formal learning. It is involved in collaborative group work.
	5	MCBU	Turkey		27			27	MCBU takes part in the planning of the Kick-off-seminar and implementation of the programme and gives a keynote presentation on

									LLL and is involved in collaborative group work.
	9	UKZ	Kosovo		40	10	10	60	UKZ is leading WP1 and is responsible for organising the Kick-off-seminar and recruiting the KV participants together with other KV partners. It is actively involved in the development work for publishing the common concepts. It supports the KH in establishing the online platform.
SUBTOTAL				0	176	35	10	221	
DEVELOPMENT WP 2	1	HC	Kosovo		230			230	WP2) KH is responsible Task 2.2 and 2.3. It also organizes workshops and coordinates with Metropolia and other Kosovo partners for establishing the SMAHCP.
	2	UGJFA	Kosovo		140			140	UKZ takes part in workshops, study visits, regional study circles, reflective seminars, piloting the courses and round table seminar and coordinates the

									development work in Kosovo. It contributes to the development of study and training materials and establishing the SMAHCP
	3	Metropoli a	Finland		255			255	Metropolia is responsible for WP2. Leads Task 2.1 and 2.4. It participates in workshop, reflective seminar, tutor's visit. It contributes to the development of study and training materials and establishing the SMAHCP. It organizes the study visit for WP 2 and WP3. It supports the work of regional networks on the net and with visits.
	4	JAMK	Finland		255			255	JAMK is responsible for WP 4. It participates in workshop, reflective seminar, tutor's visit. It contributes to the development of study and training materials and establishing the SMAHCP. It organizes study visit for the WP4. It supports the work of

									regional networks on the net and with visits.
	5	MCBU	Turkey				210		<p>WP3) MCBU is responsible for WP3. In coordination with Metropolia leads Task 3.1. In coordination with Metropolia and JAMK leads Task 3.2. Participates in workshop, reflective seminar, tutor's visit. It participates in workshop, reflective seminar, tutor's visit. It contributes to the development of study and training materials and establishing the SMAHPC. It organizes study visit during the WP2 and WP3. It supports the work of regional networks on the net and with visits.</p>

	9	UKZ	Kosovo		140			140	UKZ takes part in workshops, study visits, regional study circles, reflective seminars, piloting the courses and round table seminar and coordinates the development work in Kosovo. It contributes to the development of study and training materials and establishing the SMAHCP. It is responsible for recruiting clinicians to participate in the pilot courses
SUBTOTAL				0	1230	0	0	1230	
QUALITY PLAN	1	HC	Kosovo		25			25	HC is a member of the internal evaluation team. It coordinates the visits and reports of the external evaluator. It participates in the evaluation activities as planned together.
	2	UGJFA	Kosovo		35			35	UGJFA is responsible for the WP5. It is a member of Internal evaluation team. Coordinates the evaluation activities. It participates in the evaluation activities as

									planned together.
	3	Metropoli a	Finland		30			30	Metropolia is a member of the internal evaluation team.
	4	JAMK	Finland		30			30	JAMK is a member of the internal evaluation team. It has a particular interest in Task 5.3. It participates in the evaluation activities as planned together.
	5	MCBU	Turkey		30			30	MCBU is a member of the internal evaluation team. It participates in the evaluation activities as planned together.
	9	UKZ	Kosovo		30			30	UKZ is a member of the internal evaluation team. It participates in regular monitoring of the activities
SUBTOTAL				0	180	0	0	180	

DISSEMINATION & EXPLOITATION	1	HC	Kosovo		37		<p>37</p> <p>HC is leading WP 5. It is also taking part in regional, national and international networks on the platform and by e-mails and Skype-meetings and coordinates network activities in close collaboration with consortium. KH is leader of the sustainability activities during and after the project and coordinates the execution of sustainability plan in the regional networks to strengthen the early ownership of the courses. Together with UKZ, UGJFA, SEIHSP and NGO Autizmi is responsible for the content and organising the dissemination seminar with EU partners and for sharing their experiences and results of the project. The dissemination plan will be published on the digital platform.</p>
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	2	UGJFA	Kosovo			34		34	UGJFA takes part in regional, national and international networks on the platform and by e-mails and Skype-meetings and coordinates network activities in close collaboration with consortium. It takes part in the regional sustainability activities during and after the project and in the regional networks to strengthen the early ownership of the courses
	3	Metropoli a	Finland			34		34	Metropolia takes part in regional, national and international networks on the platform and by e-mails and Skype-meetings and supports the ongoing activity of regional networks. It takes part in regional, national and international networks on the platform and by e-mails and Skype-meetings and supports the ongoing activity of regional networks.

	4	JAMK	Finland		34			34	JAMK takes part in regional, national and international networks on the platform and by e-mails and Skype-meetings and supports the ongoing activity of regional networks. It takes part in regional, national and international networks on the platform and by e-mails and Skype-meetings and supports the ongoing activity of regional networks.
	5	MCBU	Turkey		34			34	MCBU takes part in regional, national and international networks on the platform and by e-mails and Skype-meetings and supports the ongoing activity of regional networks. It takes part in regional, national and international networks on the platform and by e-mails and Skype-meetings and supports the ongoing activity of regional networks.

	9	UKZ	Kosovo		34			34	UKZ takes part in regional, national and international networks on the platform and by e-mails and Skype-meetings and coordinates network activities in close collaboration with consortium. It takes part in the regional sustainability activities during and after the project and in the regional networks to strengthen the early ownership of the courses
SUBTOTAL				0	207	0	0	207	
MANAGEMENT	1	HC	Kosovo	8	220		100	328	The KH is the project coordinator and is leading WP. The project manager and administrative manager in the project management group are from KH. The Steering group has one representative from KH. The role of the project management team is to provide project management leadership and support, which ensures the project's ability to deliver its

									required quality outcomes. It is responsible for organizing meetings, quality control, dissemination and sustainability activities. The project management group participates in the meetings of the steering group. KH is responsible for the financial administration of the project.
	2	UGJFA	Kosovo		60		30	90	UGJFA contributes in the launching of the project and its management, organizing meetings, quality control, dissemination and sustainability activities and participates in the meetings of the steering group. Another member of it is member of Steering Committee, too.
	3	Metropoli a	Finland	5	60		30	90	Metropolia contributes in the launching of the project and its management. One representative is a member in the project management group and

									responsible for organizing meetings, quality control, dissemination and sustainability activities and participates in the meetings of the steering group. Another member of it is member of Steering Committee, too.
	4	JAMK	Finland		60		30	90	JAMK contributes in the launching of the project and its management. One representative is a member in the project management group and responsible for organizing meetings, quality control, dissemination and sustainability activities and participates in the meetings of the steering group. Another member of it is member of Steering Committee, too.
	5	MCBU	Turkey		60		30	90	MCBU contributes in the launching of the project and its management. One representative is a member in the project management group and responsible for organizing

									meetings, quality control, dissemination and sustainability activities and participates in the meetings of the steering group. Another member of it is member of Steering Committee, too.
	9	UKZ	Kosovo		60		30	90	UKZ is a member in the project management group and responsible for organizing meetings, quality control, dissemination and sustainability activities and participates in the meetings of the steering group.
SUBTOTAL				13	520	0	250	778	
TOTAL				13	2313	35	260	2621	

Please insert rows as necessary

Subcontracting of tasks to external bodies should be very occasional. The specific competences and particular expertise needed to reach the project objectives should be found in the consortium and should determine its composition. Subcontracting is intended for specific, time-bound, project-related tasks which cannot be performed by the Consortium members themselves.

Tasks that will be subcontracted:

Work Package Ref.nr	Partner responsible for sub-contracting (Acronym)	Country	Number of days (where appropriate)	Brief description of task
1	UKZ	Kosovo		Materials for Kick-off Seminar
1	Metropolia			Handbook of key concepts and methods for the development work in the project 50*10EUR
1	UKZ	Kosovo	5	Interpretation days x5 during Kick-off in Gjilan
1	UKZ			Translations of kick-off seminar materials on USB in Albanian
1	MCBU			Students handbook Task 4.2
1	MCBU			Students handbook Task 4.2
1	HC	Kosovo		Establishment of digital-platform
1	HC	Kosovo		Server rent costs for digital-platform
2	HC	Kosovo		Adjustment of the existing infrastructure into a multidisciplinary student run health allied clinical centre
2,3	HC	Kosovo	5	Interpretation 5 days during the 1st Workshop in Pristina - WP2 and WP3
3	MCBU			Teachers handbook
2	Metropolia			Translation of the Student-run multidisciplinary allied health practice centre business model
4	MCBU			Students handbook Task 4.1
2,3	HC	Kosovo	5	Interpretation 5 days during the 2nd Workshop in Pristina - WP2 and WP3
4	HC	Kosovo	5	Interpretation 5 days during the 3rd Workshop in Pristina - WP 4

4	HC	Kosovo	5	Interpretation 5 days during the 4th Workshop in Pristina - WP 4
2	Metropolia	Finland		Translations of work shop materials on USB flash memorys for the Workshop in Helsinki - WP 2
2	MCBU	Turkey		Translations of work shop materials on USB flash memorys for the Reflective Workshop in Pristina - WP 2
2	NGO Autizmi	Kosovo		Translations of work shop materials on USB flash memorys for the Workshop in Pristina - WP 2
5	UGJFA	Kosovo		Translation of the quality plan to the platform
5	HC	Kosovo		External evaluation services, including travel costs and costs of stay
6	HC	Kosovo	4	Interpretation 4 days during the Seminar in Pristina
7	HC	Kosovo		Financial auditing by an accounting company

Please insert rows as necessary.

PART I - OTHER EU GRANTS

Please list the **projects** for which the organisations involved in this application have received financial support from EU programmes.

Programme or initiative	Reference number	Beneficiary Organisation	Title of the Project
TEMPUS Programme	530752	Kolegji Heimerer/ SEAIHNN/ MEST	Interdisciplinary structure reformation and innovative higher education for new professions
ERASMUS+ Program	Project No. 573733-EPP-1- 2016-1-FI- EPPKA2-CBHE-JP	Kolegji Heimerer/ Metropolia/ MEST/ UGJFA/	Developing Social Rehabilitation through Education/SOCRE
ERASMUS+ Program	Project No. 561695-EPP-1-2- 2015-1-UK- EPPKA2-CBHE-JP	UGJFA	EUFORIA
KA203 - Strategic Partnerships for higher education during 1.9.2017-31.8.2020 Focus: mental health	KA203	JAMK	Strengthening multi-professional competencies in mental health in an international context, through co-production with academics, students, service users and professionals. (STRENCO)
KA203 - Strategic Partnerships for higher education during 1.9.2016-31.8.2019 Focus: Simulation pedagogy in nursing	2016-1-MT01- KA203-015210	JAMK (Partner, Coordinator for the project is University of Malta)	Innovative - Simulation Pedagogy for Academic Development (I-SPAD)
KA2 - Capacity building Structural Project: Strengthening of relations between higher education systems and the wider economic and	585811-EPP-1- 2017-1-FI-EPPKA2- CBHE-SP	JAMK as the Coordinator	ProInCa project, Promoting the Innovation Capacity of Higher Education in Nursing during Health Services' Transition (ProInca)

social environment Duration: 15.10.2017 – 15.9.2020			
Interreg Central Baltic	CB409	Metropolia	HPP - Health Promotion Programme (2016 - 2019)
Erasmus+ Capacity Building	573733	Metropolia	SOCRE - Developing Social Rehabilitation through Education (2016 - 2019)
H2020	753994	Metropolia	BIMEET - BIM-based EU -wide Standardized Qualification Framework for achieving Energy Efficiency Training (2017 - 2019)
H2020	731297	Metropolia	mySMARTLife - Smart Transition of EU cities towards a new concept of smart Life and Economy (2017 - 2019)
Erasmus+	FF8C48AE04A95F92	Metropolia	QAEMarketPlace4HEI, Quality Assurance and Enhancement Marketplace for Higher Education Institutions (2014-2016)
Erasmus+	2014-1-EE01- KA201-00525	Metropolia	Creative classroom (2014-16)
Erasmus+	2014-1-DE01- KA203-000695	Metropolia	DeCAMP (2014-16)

Please insert rows as necessary.

Please list **other grant applications** submitted by your organisation, or by any partner organisation in this project proposal. For each grant application, please mention the EU Programme concerned and the amount requested.

Programme concerned	Beneficiary Organisation	Amount requested

Please insert rows as necessary.

CHECK LIST

Please make sure that you fully completed each part of this application form, as follows:

- PART D - Quality of the project team and the cooperation arrangements
- PART E - Project characteristics and relevance
- PART F - Quality of the project design and implementation
- PART G - Impact, dissemination and exploitation, sustainability
 - Logical Framework Matrix
 - Workplan
- PART H - Work packages
- PART I - Other EU Grants