



Erasmus+

Cooperation for innovation and the exchange of good practices sub-programme

FINAL REPORT form

Programme	Erasmus+
Sub-Programme	Cooperation for innovation and the exchange of good practices
Action	Capacity Building in higher education
Sub-Action	Joint Projects
Call for Proposal	EAC-A04-2014
Project number	561821-EPP-1-2015-1-RS-EPPKA2-CBHE-JP
Agreement/decision number	20153206
Project Title	Waste management curricula development in partnership with public and private sector
Language used to complete the form	English

Contractual Data

Dates and Beneficiaries

Dates

Project Start: 15/10/2015	Project End: 14/10/2018
Activities Start:	Activities End:
Project Duration(months): 36	

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Co-Beneficiary / Partner	999903646	UNIVERZA V MARIBORU	Slovenia
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Project Summary and Horizontal Issues

Project Description

English - 1	<p>The WaMPPP project wishes to address the slow progress in environment protection (Chapter 27), especially in the field of waste management. Serbia still produces excessive amounts of all kind of waste (mostly dumped in landfills) and manages hazardous waste by inappropriate means. Insufficient efforts have been made to tackle the problem, possibly hindering the Serbian accession to the EU. Low appreciation of environment issues and lack of WM experts are among many contributing factors.</p> <p>The project shall enhance education and training of current and future Serbian workforce in the field of waste management (WM), thus contributing to capacities of both vocational HE stream and the growing WM industry. It will also contribute to raising the awareness in society about the importance of the overall WM process and its possibilities in the development of society and reduction of poverty.</p> <p>Specific objectives include:</p> <ul style="list-style-type: none">- development of modern curricula and syllabi, based on real needs for a competent workforce in the WM sector,- creation of a sustainable model of students' industrial placement through expanded partnerships with business entities,- utilization of ICT technologies for modern training courses, for networking of interested stakeholders and for provision of a plethora of WM-related information,- facilitation of open-access opportunities for continuous professional development of employees in the budding WM sector,- conducting campaigns to inform on growing problems of waste generation and positive opportunities in WM. <p>Project outputs should benefit various groups in society:</p> <ul style="list-style-type: none">- graduates with modern knowledge will fill gaps in the labor market,- staff of project partners will be amongst preachers of environmental awareness,- current and future enterprises will utilize the open access to modern WM knowledge,- informal sector and deprived social groups, through information on possible job creation that will come as WM sector grows.
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Horizontal Issues

Previous recommendations/follow-up

The Agency recommendations for improving the project results, formulated as a result of the monitoring visit and the assessment of the interim report of WamPPP project, were as follows:

To include learning outcomes in the comparative analysis of study programmes in the WM field in programme and partner countries. / The second version of the Report on comparative analysis was produced, which included learning outcomes of available study programs in the WM field.

To define learning outcomes as a precondition of development of new study programmes. / Learning outcomes were defined before the development of new study programs and incorporated in the report of the activity 1.4.

To develop new student internship model that will include inputs and demands from the business sector but also last longer than existing model of student internship/ New internship model is developed with the active involvement of non-HEI partners. The minimal duration of the internship model is doubled the time requested by accreditation standards.

To involve National Council of Higher Education in the discussion on new student internship model to secure appropriate modifications in accreditation standards in this regard/ Two meeting with representatives of National Council for Higher Education of RS were organized, without any result.

To consider the possibility of the creation of joint study programmes of several HEIs/ The accredited study programs are similar to a large extent, which offers the potential for the creation of joint study program in the future. Moreover, some of the professors are engaged in lectures in study programs of other partner institutions.

To start with the procedure of equipment purchase (after approved modifications) as not to endanger the disbursement of the finances/ The procurement and installation of the equipment was successfully finished. The reports are available at <http://www.wamppp.com/2-4-equipment-purchased-installed/>

To develop a sustainability/exploitation plan for project results;/ The sustainability plan is developed and published at <http://www.wamppp.com/outputs/sustainability-plan/>

To consider external certification of LLL courses that are to be delivered to WM professionals;/ Article 111 of the Law on Higher Education allows the HE institutions to issue the official document in the form of certificate, proving that the participants successfully passed the course. Using this legal provision, in the scope of WamPPP project, several trainings/courses related to specific aspects of waste management were organized.

To develop the remaining teaching/training materials and publish them on the project's website/ All planned teaching materials were developed and published at <http://www.wamppp.com/2-3-teachingtraining-materials/>

To approach other CBHE projects to organize planned inter-project training sessions;/ Two inter-project training sessions were held with projects NatRisk (573806-EPP-1-2016-1-RS-EPPKA2-CBHE-JP) and Re@WBC (561586-EPP-1-2015-1-RS-EPPKA2-CBHE-JP).

To consider monetization of the ICT platform and database upon the completion of the project in order to ensure better financial sustainability of the project results;/ The online courses utilizing the ICT platform as well as the database are offered to the individuals, SMEs and other stakeholders that were not involved in the project.

To include the forum section as a part of its platform, as was originally envisaged in the project application;/ Forum section was included in the ICT platform.

To use social media (Facebook, Twitter, YouTube, etc.) actively as means of the project dissemination strategy. / Facebook page was created (<https://www.facebook.com/Wamppp-572892079530147/>) as well as YouTube channel (WamPPP - 14 videos, 2000 views).

Transversal issues

The WamPPP Project cherished gender balance and equal opportunities for female and male staff to access staff positions related to project activities. However, the share of female and male persons among the project members varied according to groups. In the project proposal, 25 out of 50 staff members named to be involved in the project were female. During the project implementation, some additional partner staff members were involved in the project, but this ratio was not changed significantly. Three out of eight members of the national board and 6 out of 13 members of the steering committee were female.

It is expected that the project will affect the level of unemployment until certain extent since the new profession will be introduced to the labor market which will cover the field that was not covered until this moment. It is expected that at the end of the academic year 2018/2019, the first graduates will be introduced to the labor market.

The training of the informal sector aimed to build up the competences this group working in the field of waste collection. In the long term, this will result in the increase of awareness of the health and safety issues of waste collectors, better productivity, and enhance the social inclusion of this group. Furthermore, the talks between the representatives HEI institutions involved in the project and representatives of the Ministry of the Environmental Protection resulted in recognizing the importance of formalizing the status of this group by government officials.

Involvement of people with fewer opportunities

In spring 2018, P2 (The School of Higher Technical Professional Education in Novi Sad - VTSNS) organized two meetings with waste collectors in Novi Sad suburb Shanghai. At the first meeting, training was organized with the topic: „Safety measures for waste collectors“. On that occasion, the prepared brochures and other material were distributed to the people currently working on dumps and to those who were interested to get involved in this field of work. Since the majority of attendants of the training were uneducated, the prepared training material was very clear and simple, adjusted to their level of education. The main idea of the second meeting was the determination of knowledge about safety measures for waste collectors. Considering the low level of education of the participants, the knowledge checking was organized through an interview. The participants mainly confirmed that the previously organized training was clear and simple and that they were aware of hazards on dump sites. However, they indicated that the main factor that limits the implementation of safety measures is a lack of money for buying protective equipment.

On the 26th of September 2018, P5 (Belgrade Polytechnic) organized the training in the field of Waste Management for the people with special needs. Training was designed as a workshop in cooperation with the Association for helping children and youth with disabilities (“Udruženje za pomoć deci i mladima sa smetnjama u razvoju MNRO”), Zvezdara. The Association gathers children and young people with special needs, and their parents, and it encourages social activism and connection with the local community. There were two objectives of the workshop – to present these people some possible ways in reusing waste materials and to enhance the process of their inclusion. Using plastic bottles and other plastic packaging, metal boxes, etc., the different products were made. Ten individuals with special needs participated in the workshop, as well as two of their mentors/educators who helped representative of Belgrade Polytechnic in the organization of the workshop.

Refugees

Least Developed Countries and regions

Innovation

One of the main innovative aspects of the project is the creation of ICT platform for the application in the teaching process. The PID-controller-based ICT platform was created for the example of achieving and maintaining the desired temperature in pipe installation. The advantage of the created platform is a high input and output organization flexibility, and that all parameters of the system, as well as its changes, have a graphical representation so that they can be analyzed and discussed. The software has two possibilities, for lecturer and student. The platform can be connected to lecturer's PC, in order to be presented to students without their involvement. However, another way is that every student from his/her own PC can access to the platform via own account. After connecting to the platform, a student can change parameters of the system (temperature, parameters of the PID controller, etc.) and analyze graphics, but all other activities are available to the lecturer. For security reasons, the student's accounts have limited access.

Other, to a certain extent innovative, aspect is that the first study programs in the field of waste management were created in the scope of WamPPP project. The project supported the purchase of appropriate equipment, so students have the opportunity to perform various measures needed for practical knowledge, which was not available for students in the past. That helps to provide well-educated engineers in this field.

A new model of Vocational Practice for Higher Education Students in all three levels of studies (undergraduate, specialist and master studies) was proposed. It included the recommendations and demands of industry stakeholders in the field of waste management and proposed the longer duration of the student practice compared to the demands of the accreditation standards.

Award Criteria

Typology

Horizontal priorities

Fostering the assessment of transversal skills	<input checked="" type="checkbox"/>
Promoting the take-up of practical entrepreneurial experiences in education, training and youth work	<input type="checkbox"/>
Promoting the professional development of staff and youth workers in ICT methodologies	<input checked="" type="checkbox"/>
Supporting the production and adoption of Open Educational Resources in diverse European languages	<input type="checkbox"/>
Facilitating the validation of non-formal and informal learning and its permeability with formal education pathways	<input checked="" type="checkbox"/>

Linkages

School education	<input type="checkbox"/>
Higher education	<input checked="" type="checkbox"/>
Adult education	<input type="checkbox"/>
Vocational training	<input checked="" type="checkbox"/>
Youth sector	<input type="checkbox"/>
Cross-sector	<input type="checkbox"/>

If cross sector is selected

School education	<input type="checkbox"/>
Higher education	<input type="checkbox"/>
Adult education	<input type="checkbox"/>
Vocational training	<input type="checkbox"/>
Youth sector	<input type="checkbox"/>

CBHE Aims

Support the modernisation, accessibility and internationalisation of the higher education field in the eligible Partner Countries.	<input checked="" type="checkbox"/>
Promote people to people contacts, intercultural awareness and understanding.	<input type="checkbox"/>
Promote voluntary convergence with EU developments in higher education.	<input type="checkbox"/>
Contribute to the cooperation between the EU and the eligible Partner Countries (and amongst the eligible Partner Countries).	<input checked="" type="checkbox"/>
Support eligible Partner Countries to address the challenges facing their higher education institutions and systems, including those of quality, relevance, equity of access, planning, delivery, management, governance.	<input type="checkbox"/>

CBHE Objectives

Improve the quality of higher education and enhance its relevance for the labour market and society.	<input checked="" type="checkbox"/>
Improve the level of competences and skills in HEIs by developing new and innovative education programmes.	<input checked="" type="checkbox"/>
Enhance the management, governance and innovation capacities, as well as the internationalisation of HEIs.	<input type="checkbox"/>
Increase the capacities of national authorities to modernise their higher education systems, by supporting to the definition, implementation and monitoring of reform policies.	<input type="checkbox"/>
Foster regional integration and cooperation across different regions of the world through joint initiatives, sharing of good practices and cooperation	<input type="checkbox"/>

Specific activities

Curriculum development	<input checked="" type="checkbox"/>
Modernisation of governance, management and functioning of HEIs	<input type="checkbox"/>
Strengthening of relations between HEIs and the wider economic and social environment	<input checked="" type="checkbox"/>

Special mobility strand

The project contains a Special Mobility Strand	<input type="checkbox"/>
The project does not contains a Special Mobility Strand	<input checked="" type="checkbox"/>

Involvement of people with fewer opportunities

YES/NO



Assessment Criteria

Relevance of the project

Relevance of the results

One of the main achievements of the project at the institutional level of all partner country HE institutions is the increase of their capacities in educating future engineers in the field of waste management. This was achieved on the multiple levels. New literature was purchased and made available for students. Further, new lectures and textbooks were developed by the staff members of HEI partners, aiming to build up competencies of graduates required by the labor market. The strong cooperation between the industrial and HEI partners in the process of specifying the requirements of the laboratory equipment and defining the competencies required in the waste management field resulted in the establishment of the long-term cooperation by including the staff members of the industrial partners in the teaching process.

Another achievement of the project is the development of the new, and modernization of existing environmental protection laboratories. The state-of-the-art equipment was purchased, installed and the staff members of HEI were trained to work with the equipment. The sustainability of the project results, as well as the further improvement of the laboratories, will be made possible by the commercialization of the services provided with the purchased equipment.

New study programs were developed and successfully accredited. Four study programs of the second level and one study program of the first level of the higher education vocational studies were accredited. All accredited study programs were implemented, and in academic year 2017/2018, the first generation of students was enrolled.

The main project results related to the industrial partners are the fact that the study programs were shaped to the certain extent to their needs and that they are involved in the education process through the involvement of their staff members in the teaching process and implementation of the practical placement. This will result in better starting knowledge of their future employees.

In the Law on Waste Management, it is required that all companies which are obliged to adopt the Waste Management document on the institutional level must have one staff member who is involved in the field of waste management. Until the accreditation of new study programs, this vocation was not available at the labor market. Thus, the results of the project help the companies to meet the required standards.

Also, one of the main achievements of project WamPPP at the national level is participation in a working group about making a list of waste incineration plants or waste co-incineration plants with a nominal capacity of less than 2 tonnes per hour with Government of the Republic of Serbia, Serbian Ministry of Environment.

The tight cooperation with the industry and internationalization are one of the main priorities in the education field in Serbia, especially in the field of vocational studies. The bilateral agreements between the Serbian HEIs and HEIs from the program countries as well as the agreements with the industrial partners are a big step in this direction.

The dissemination activities of the project, i.e., the media appearances, public events, campaigns, etc., resulted in increased awareness of the waste management issues in the Republic of Serbia.

Regional cooperation

One of the main results of the WamPPP project was strengthening cooperation between PA and PR country partners. PR partners were included in improving capacities of Serbian partners by introducing them with the application of different curriculum development methods and delivering training courses to the academic staff and students of all Serbian partners. Furthermore, they were involved in the quality control of the delivered outputs. In some cases, the academic staff members of PR countries were assigned as official revisors of the literature published by the Serbian WamPPP partners. The cooperation within WamPPP project resulted in signing three bilateral agreements between partner P1 and partners P7, P8 and P10. The signed agreement aimed to strengthen the future cooperation between partners by implementing following aspects:

- strengthening the contacts and communication between participants,
- involvement of industry experts into educational process,
- providing student practice in duration of 30 days,
- providing a scholarships for Bachelor and Master Students,
- cooperation in defining the project topics for Bachelor, Master and Doctoral theses according to the industry needs,
- development of flexible study programs according to industry needs,
- cooperation in development of future project proposals, including Erasmus+ programme,
- organizing of workshops, round tables, conferences and sharing the experience,
- organizing a training courses according to the industry needs, and issuing appropriate certificates,
- development of Life Long Learning courses according to industry needs,
- exchange of teachers and researchers.

Quality of the project implementation

Description of the implemented activities

All activities were in line with the work program and focused on the development of the new applied (vocational) curricula in the field of Waste management. Here the results of the activities, planned for the first half of the project duration, are summarized:

WP1

The activities 1.1 and 1.2, i.e., the analysis of the existing study programs and capacity in the WM field, are finished. All HEI PA country partners were involved in the production of these analyses. The comparative analysis of study programs in Serbia and EU (A1.3) was done with the active involvement of both PA and PR HEI partners. Activity 1.4 was implemented with the participation of all partners (P1-P13). The industrial placement model was proposed by P2 (VTSNS), modified in several iterations and finally adopted in 2017. The industrial partner P11 and P12 (EER and PWW) were actively involved in this and proposed the modifications for the student industrial placement.

WP2

Five study visits were organized, as planned within the activity 2.1. Partners P6-P10 hosted the PA country partners. The reports are available at <http://www.wamppp.com/events-2/>. WM network was created. A total number of 69 agreements were signed. A total number of 25 textbooks, manuals and other teaching material were produced and published (<http://www.wamppp.com/2-3-teachingtraining-materials/>). Equipment was purchased and installed with small changes compared to the original proposal (approved by EACEA). Five new curricula were developed with 68 courses proposed in total: two master level, two specialist level, and one bachelor level.

WP3

Within activity 3.1, an integrated teaching model is developed. The emphasis is put on the use of virtual laboratories supported by the implementation of the ICT platform. Within activity 3.2, a functional description of an integrated solution to the teaching process management with respect to the central PID system and laboratory equipment is proposed and adopted. An ICT portal with the database was created with nearly one thousand entries. Five courses utilizing ICT platform were developed and commercially offered.

WP4

All developed study programs were accredited and successfully implemented. They incorporated the developed student internship model. The quality of the implementation is being evaluated continuously through the student evaluation questionnaires.

WP5

The dissemination plan was created and approved. The website was created and permanently maintained during the project. Partners P1-P5 set up the environmental laboratories utilizing purchased equipment. Dissemination of the project was performed through public events, media appearances, training courses to the various stakeholders and distribution of published teaching and promo material. Sixteen different training courses to industry partners and enterprises were implemented. More than 30000 pieces of various promo materials were created. Two training courses to informal and deprived society group were delivered.

WP6

The quality control mechanisms were adopted and are included in the Quality Assurance Plan. Quality control and monitoring of the project was conducted continuously, and the reports were published on the website as the reports of activities 6.2 and 6.4 (<http://www.wamppp.com/outputs/wp-6-quality-assurance-and-monitoring/>). Two inter-project coaching events were organized.

WP7

The project management procedures were developed. All meetings were organized according to the project plan. All minutes of meetings, procedure documents, and reports are available at <http://www.wamppp.com/outputs/wp-7-management-of-the-project/>.

Quality Assurance Measures

• All meetings were well organized and successful in the past. Proofs of success are matching goals and results of meetings, as well as highly estimated questionnaires, filled out by participants.

In the questionnaires, the project participants were able to provide their comments, as valuable feedback on the quality of the meeting, which was taken into account when organizing the following events. Participants were able to mark the question from 1 (poor) to 5 (excellent) and also to put free-form comments on each topic.

The questionnaires covered four main topics:

1. The general organization of the meeting,
2. Quality of the meeting,
3. General cooperation,
4. The overall success of the meeting.

The first topic considers the general organization of the meeting, and it includes four questions about the logistic preparation and organization, the content of the Agenda, arrangements of the meeting (venue, equipment, etc.), hotel quality, ease of booking, the event dinner and subsistence.

The second topic includes the main goal of the meeting. It includes quality of presentations, introduction of all of the partners and overview of project activities, all visits to environmental laboratories, Recycling Centers, waste management centers, etc., for field visits.

General working communication was the third topic and includes duration and timetable of the meeting, quality of project materials, cooperation and communication between the participants and similar, but also, in particular for field visits, a possibility of introducing laboratory equipment and getting information about the state of the equipment.

The opinions of all the partners were taken into consideration in an equal and unbiased manner, as well as cooperation and communication between the participants during the meeting, cooperation's role in project goals achievement so the experience from cooperative activities in previous period were estimated with very high marks, making this topic excellent overall.

Summary of the impressions from the first meeting was contained in the fourth topic, which encompasses: achievement of the meeting and project goals, strengths, and contributions, project discussions, assignment of follow-up tasks. The essence of the whole meeting, and its overall success, was the best ranking topic of all of the meetings.

The average rating of each questionnaire was excellent. Only the tiny differences between the topics, and among the questions, prove that there was nothing to worry about and the meetings were completely well organized. The best ranking was for Topic 4, which refers to the achievement of the meeting and project goals, overall success, therefore being the essence of each meeting.

Finally, the average rating of all of the meetings is 4.87, which proves the excellent organization and realization of the project meetings and also shows a great motivation and willingness of cooperation in the project by project partners and high level of support and professional expertise to the project by the coordinator. A very high rate of the questionnaires showed that their goals and outcomes were successful and implied very efficient implementation of the project.

• <http://www.wamppp.com/6-4-report-of-analyses-about-students-and-company-trainees-evaluation-forms/>

• We will continue the quality assurance of project sustainability by evaluation through questionnaires, examinations, data analysis, and reports analysis. For example, we will use online questionnaires, kahoot quizzes, package Statistica for processing and data analysis and comparative analysis for getting all kinds of results.

Equipment

The procurement of equipment was included in the project proposal for all HEI institutions from PA countries. Some changes of the proposed equipment list were made, according to the approval from the Agency (http://www.wamppp.com/wp-content/uploads/2018/12/CHANGE_OF_EQUIPMENT_CORRESPONDENCE.pdf). The equipment was required for the implementation of the activities within the following working packages WP1, WP2, WP3, and WP5. Herein the breakdown of equipment by HEI partner institutions is given:

P1 (VTSNIS)

The following measuring, diagnostic and ancillary Laboratory instruments (WP2 act. 2.4), were acquired: Geiger counter, aerometer, UV spectrometer, pH meter, turbidity meter, analytical balance, precision balance, drying oven, dissolved oxygen meter kit, conductivity meter, vibratory sieve shaker, muffle furnace. With the approval from the Agency, instead of IR spectrometer, viscosity meter, CO2 and CH4 sensors, GPS navigation, an optical microscope, following equipment was purchased: refrigerator, mortar grinder, desiccator, calorimeter and two comparators with test kits. The changes were made based on the suggestions of HEI partners from PA countries. For the implementation of WP1 4, desktop PCs and A4 multifunctional printer were acquired. For the implementation of WP3, PID controller and 16 desktop PCs were acquired. For the implementation of WP5, a laptop and video projector were acquired. The laboratory equipment is being used in teaching activities and for providing services to companies in the field of WM. It is expected that on yearly bases, about 300 students from various study programs.

P2 (VTSNS)

All the equipment required for implementation of WP1, WP3, and WP5 is the same as acquired by partner P1. The only difference is that partner P2 acquired 2 (not 4) desktop PCs for the implementation of WP1. This was in agreement with the project proposal. The acquired equipment for the implementation of WP2 is as follows: pH meter, precision balance, atomic absorption spectrometer. This equipment is being used in the teaching process on the newly accredited specialist level study program, Waste management, as well as for other study programs. Estimated number of students that will use the equipment is 200 per year.

P3 (CATAR)

The number and the type of equipment required for implementation of WP1, WP3, and WP5 is the same as in the case of P2. The acquired equipment for the implementation of WP2 is as follows: flame photometer, photometer, portable pH-meter, the binocular microscope with camera, digestion unit, distillation unit, controlled Lab Reactor, JAR tester, reagents for photometer. Computer equipment is installed in a newly formed IT classroom. The laboratory equipment is included in the teaching process in the study program Environmental protection, and master level study program Environmental engineering.

P4 (VISER)

This partner requested the permission to change the list of equipment.

The following equipment is acquired: 18-10s Incinerator, Desktop computers x20, Laptop x2, high-power video projector x1, external disk x4, and DL BIO-10 Pilot plant for the production of biodiesel (10 liters/batch). WamPPP equipment is being used for teaching and training purposes.

P5 (POLYBG)

The number and the type of equipment required for implementation of WP1, WP3, and WP5 is the same as in the case of P2. The acquired equipment for the implementation of WP2 is as follows: analytic balance, calorimeter, portable turbidity meter, and potentiometer. The laboratory equipment and desktop PCs are being used in the teaching process, for practical classes.

Curriculum development

Teaching / Training Activities

The training of the academic staff members of partner country HEIs and staff members from the partners from the industry that were related to the goals of the WP2, WP3, and WP4 work packages. It was mainly carried out within 5 study visits to the PR country partners. The participants were selected according to their field of expertise. Study visits were organized according to the experience and specifics of the program partners and competences of the staff members. For example, the partners from Bitola were in charge of the quality of the project, and the partners from Thessaloniki were in charge of laboratory development. The objectives of these visits were fully achieved through adequate trainings and visits to the private and public entities working in the field of waste management, where the Serbian HEI partners have been able to gain insights into the partner country HEI education practice and organization system and methodological approach in the curriculum development process. Furthermore, they were given the opportunity to establish international contacts with the stakeholders from the industry. Each study visit was organized and planned to achieve the specific objectives of the project. Thereby, special attention was paid to development of modern curricula and syllabi based on real needs for a competent workforce in the WM sector; development and implementation of modern laboratories for WM and environmental engineering; utilization of ICT technologies for modern training courses; networking of interested stakeholders and for provision of a plethora of WM-related information.

Staff members of PA HEIs were regularly informed at meetings of management and expert bodies (Collegium, Council, Teaching Expert Council) about all of the activities of the project, and during the project period, all activities of the project were promoted through the media as well, so the information came, not only to the HE partners but also to the wider community, ensuring the multiplier effect of the project results.

Staff members of all Serbian HEIs developed their competencies through the active participation in developing new curricula applying the methodological approach discussed within the project. Also, the developed ICT approach was presented to the academic HEI staff members in order to enhance its implementation in different courses covering the various field of expertise within the WM and environmental engineering.

The HEI academic staff members that took part in this project were trained to work in new laboratories with new equipment in the field of waste management, and thereby upgraded their competences, modernized the teaching process and improved the quality of the study programs.

The students that took part in the training/internship stay in Ostrava improved their WM related knowledge, language and communication skills, as well as the entrepreneurship spirit.

Governance reform

Links with society

The WamPPP project enabled the creation of a qualified workforce capable of responding to the challenges of the labor market in the field of waste management. In the Republic of Serbia there were no graduates in this field on the labor market. In this way, the institutions that were part of this project directly influenced on the increase of the waste management capacity of the entire community. As a direct impact on the labor market, an example is that project partners have proposed, and the Ministry of Environmental Protection accepted that every waste-generating institution has at least one employee who is an engineer, educated in the field of waste management. As far as lifelong learning is concerned, a number of different training courses (informal training, training for safe and healthy in the WM field) were developed and implemented in the scope of WamPPP project. In the future, as a result of the project, the creation short cycles of education in this field is planned as well. This will be achieved as soon as the Ministry of Education, Science and Technological Development adopts the accreditation standards for this type of training. This process is underway. Laboratories have been implemented, and the process of accreditation of individual laboratories is underway (CATAR), which will enable their commercialization and use beyond the teaching process. During the implementation of the WamPPP project, numerous connections with non-academic intuitions have been established, primarily through signing contracts for organizing professional practice (more than 100 contracts were signed). Contracts were signed for an unlimited amount of time, meaning that they will be valid until the signatory institutions perform the activities they are registered for. Also, a total number of 69 contracts were signed within the WM network, linking the companies and HEIs beyond the student practice. During the project implementation, over the 20 fairs were organized, increasing the awareness about the waste management issues and visibility of the HE institutions in this field.

Quality of cooperation

Involvement of partners and stakeholders

All WamPPP partners actively participated in all work packages, but their contribution to Work Packages differ in both volume and specific roles. Efforts were made during application, as well as implementation phase, to optimally match the particular expertise and existing capacity of each partner against their interests and benefits expected from the project outcomes. Each of the HEI partners has been responsible, with the help from one PA country partner, for managing specific working packages. Chairs and co-chairs of the WPs were as follows.

WG1: Chair P1, Co-chair P9.

WP2: Chair P2, Co-chair P8.

WP3: Chair P4, Co-chair P6.

WP4: Chair P3, Co-chair P7.

WP5: Dissemination & Exploitation - Chair P5, Co-chair P10, Steering Chair P11, P13.

WP6: Quality assurance: Chair P2, Co-chair P6, Steering Chair P12.

WP7: Management - Chair P1, who reports to two Steering Chairs (P7, P8).

The responsibilities of the partners were more or less equally distributed, regardless of differences in experience. This was one of the reasons why the supporting partner from PR country was assigned to all PA country leaders of working packages. Only two PA country HEI partners had no experience in EU projects, P3 (CATAR), P5 (POLYBG). This was the reason for introducing the NCB (national consortium board) into the management structure of WamPPP project. It consisted of partners P1-P5 and P11-P13. NCB organized more than 11 national meetings. These meetings have been a good occasion for less experienced partners to clarify their doubts and get answers from more experienced partners and also to submit periodical reports about the progress in the implementation of activities. Future cooperation of WamPPP partners P1-P5, P11-P13, will go in several directions: internationalization, networking of laboratories, mutual development of ICT platform, mobility and exchange of teaching staff between the partners, engagement of industrial lectures from partners P11-P13 in the teaching process.

The public authorities have not been directly involved in the project implementation. However, during the implementation of the project, we have got support in almost all situations where we required help from Public authorities. WamPPP closing conference in Belgrade was attended by State Secretary for environmental protection, representatives of the Agency for environmental protection as well as the representative of the EU office in Serbia.

WamPPP representatives held two meetings with representatives of National Council for Higher Education of RS. The topic of these meetings was the issue of national student industrial placement model and incorporation of the developed model into the Law on higher education. This issue was partly covered during the thematic meeting: "Models of professional practice as a means of increasing employability in Serbia" organized by ERASMUS+ office (Belgrade at 04.07.2018). Participants of that meeting were the representatives of the Ministry of Education, science and technological development, the National Council for higher education and National Accreditation Agency. During this meeting, WamPPP representatives presented the industrial placement model and expressed the expectation that this model will be adopted in the future. The Higher Education Reform Experts Team supported this project on their meeting in Arandjelovac, held on 24.11.2016., concluding that the developed study programs were well thought and that they are in line with Bologna principles reform of higher education in Serbia. Students were involved in the curriculum development procedure, as their representatives are members of the Academic Council, School Board, and Quality Management Team, responsible for adopting and monitoring study programs.

Management of the grant

The Grant Holder was responsible for the general management of the grant. The transfer of the funds was specified by the partnership agreements which were signed at the beginning of the project. The coordinator was responsible for transferring the part of the Erasmus+ grant contribution corresponding to the partnership agreement and project application. All partners were responsible for the efficient financial management of the funds allocated to the project. Project Coordinator organized the project's resources, controlled the project's budget and handled the financial aspects of the project (contracts, payments), in collaboration with a staff member of coordinating partner responsible for finances.

All project partners provided their financial reporting documentation to WamPPP Project Coordinator (project technical secretary) on a quarterly basis. Project Coordinators administrative staff performed the verification of the completeness and correctness of the respective documents and accepted or proposed the changes of the submitted documents or requested additional documents. The administrative management procedures have been monitored by regular financial reporting. The tender procedure was carried out according to the Erasmus and national rules.

We experienced minor difficulties with providing financial documentation to Grant Holder on a quarterly basis; some project partners were not able to provide their documentation in a timely manner. Partially, this was due to internal regulations and procedures at the respective partner institutions. At the same time, the provided documentation was sometimes incomplete and/or incorrect. To facilitate the reporting process and for providing further information and assistance, a WamPPP Workshop on financial reporting was organized during the National Consortium Board meeting in Novi Sad, held in March 2017. During this workshop, administrative staff responsible for financial issues related to the WamPPP Project at the partner institutions received detailed instructions for the on-going reporting process. Final activities about completing the documentation and preparing the final report have been organized according to the Project Management Procedure, and all partners gave their full contribution.

IMPACT AND SUSTAINABILITY

Impact

At the institutional level, all Serbian HE partners enhanced the quality of their educational practice (through developing a new model of curricula based on Bologna principles, equipment modernization, developing non-formal education (training courses), etc.). Also, the teamwork is enhanced; the capacity of project management is improved; the new experience about EU procedures and legislation is gained; the new contacts and collaboration with PA country partners and other stakeholders are made.

At the individual level, staff and students improved their professional knowledge, as well as knowledge about EU legislation and principles of EHEA. Teaching staff learned a lot about modern teaching approach. During the stay in PA country, the students acquired new knowledge and skills through study visits to industry, project tasks, lectures, and they met with different cultures.

At national/regional level all Serbian HE partners made new contacts with industry, which is important for future curricula development and collaboration in other activities. Through dissemination activities, the project strengthened awareness of society about the importance of WM. The developed study programme and training courses in the field of WM are the first in Serbian HE system, that is directly related to demands of Negotiation Chapter 27. Based on established procedures, the project's long-term impact will be monitored by measuring student satisfaction during the studies, and student employment via alumni networks.

A significant impact on the institutional as well as the national level had the involvement of the non-university partners in the process of development of curricula and student placement model. Moreover, the non-university partners took an active role in the education of future workers. In the future, the staff members of the non-university stakeholders (public or private entities connected to the field of WM) will be involved in the teaching process, practical placements and the work on vocational master thesis and master defense. In this way, the links between HEI and non-university partners are strengthened, resulting in improvement of gained knowledge and skills of future graduates. It is very important that the participants of the project realized the importance of the internationalization of their activities. This resulted in the commitment in preparing the documentation for applying for the Erasmus Charter. Three of the WamPPP HEI partners received the Erasmus Charter before the end of the project, P1 (VTSNIS), P3(POLYBG) and P5 (CATAR).

Dissemination

Dissemination activities have been implemented in line with the adopted Dissemination plan and included all the outputs and results of the project. The Dissemination plan is available at <http://www.wamppp.com/5-1-dissemination-plan-for-the-project/>. The visibility of the project on the institutional level is ensured through the presentations at the institutional level meetings.

The project, as well as its results, were disseminated at multiple levels. The dissemination was carried out within the following activities: over 60 media appearances, more than 30 conference presentations, more than 600 dissemination activities within the campaigns on raising awareness about environmental issues and promoting developed study programs, more than 50 reports about project progress on the institutional level. The laboratories were registered on LabExplorer, a web portal for the for offering the laboratory facilities for the practical implementation. Furthermore, 20 training courses were developed for industry stakeholders, within which the results of the project will be promoted.

In dissemination activities most of the tools, channels that are consisted in the dissemination plan were used (Face to face meetings, Mailing, Website, Youtube channel, Android applications, Social networks, Communication with the media, Presentations at Conferences, Presentations on Exhibitions, Presentations at Fairs, Campaigns, Flyers, Brochures, Promotional material and products, Professional conferences, Internal communication channels). The dissemination activities covered all target groups, described in the project proposal (Students, Companies, Employees, HEI, Teaching staff, Social groups, Policymakers, Associations in WM, Project partners).

A large number of material is produced with the aim of promoting the project and its results. More than 17000 leaflets, 1000 brochures, 4 rollups for public events, 700 folders, 280 bags, 1200 pens, 116 posters, 590 T-shirts, 500 sunglasses, 4 flags, 1 mast, 360 name badges, 2680 textbooks and 1200 copies of other publications.

Website www.wamppp.com will continue to exist. It will be linked with the ICT portal and database and will be maintained within the maintenance of the ICT portal.

Sustainability / exploitation of results

The sustainability of the WamPPP project is related to the achievement of the following goals: sustainability of the developed study programs and their improvement, continuous cooperation with the stakeholders from industry, sustainability of laboratories and their commercialization, circular economy.

Considering the fact that Chapter 27 of the EU accession negotiations will be opened soon, growth in demand in the study programs developed within this project is expected. The staff members of HEI partners from Serbia were strongly committed to the development of high-quality study programs as well as to their high-quality implementation.

Successful inclusion of future graduates in the waste management field in the industry will be one of the most important factors for ensuring the sustainability of the developed study programs. Besides the commitment of HEI staff members in this regard, the role of non-university partners and stakeholders is of great importance. The developed internship model will be a strong basis for obtaining practical knowledge and making the first contacts with the stakeholders from the industry. In order to achieve its successful implementation, all Serbian HEI partners were strongly committed to sign as more as possible contracts with the companies in the field of WM and create the WM Network. In these contracts, the implementation of student internships and practical placements is foreseen. The cooperation with the companies from industry and other non-university partners is also reflected in the fact that it is obligatory that one member of the Committee for the master defense comes from industry. Proposed by P1, in Law on Higher Education a provision is made that each higher education institution has so-called Council of Employers, i.e., a body composed of persons from the industry whose role is to participate actively in the improvement of existing and development of new study programs as well as in the realization and development of professional practice.

Formed laboratories represent a good basis for the development of practical skills and knowledge of students. Laboratories are fully functioning in addition to the teaching process, and laboratory accreditation is planned for their commercialization. In this way, through the very process of obtaining a laboratory accreditation certificate, a confirmation of the reliability of the test/calibration will be obtained, and therefore the position of the institution will be significantly improved. By establishing strong links with the economy, a good selection of students, adequate selection of teaching staff, the conditions will be created for laboratories to become addresses to which requests for appropriate technical solutions will be sent by the industrial stakeholders.

The circular economy offers a new model - "product - waste - product." The main source of economic growth is the increased re-use of materials from products that have completed their "life cycle" and minimize the use of new resources. This area represents a further direction of development in terms of sustainability of WamPPP results.

Unexpected outcomes/ spin-off effects

Instead of the waste management module that was planned in the project application, P4 (VISER) has accredited the entire new study program "Environmental Engineering" (three years, 180 ECTS) with 13 entirely new subjects.

As a result of the discussions within WamPPP project on student internship model and links with the industrial stakeholders, Proposed by P1, in Law on Higher Education a provision was made that each higher education institution has to form Council of Employers, i.e., a body composed of persons from the industry whose role is to participate actively in the improvement of existing and development of new study programs as well as in the realization and development of professional practice.

The Law on Higher Education allows the inclusion of experts from the companies in the teaching process as a "Lecturers from industry." Based on this provision, links between some of the HEI partners and non-university partners from WamPPP project were strengthened by the inclusion of staff members of non-university partners in the teaching process.

Statistics and Indicators

Indicators for the Programme

Type of equipment:

- books and pedagogic material
- audio-visual equipment
- Computers and software
- lab material
- Other
- Not Applicable

For Curriculum Development projects

- For Curriculum Development projects

Courses updated (/developed/accredited) in line with Bologna principles.

Within the developed curricula, new courses were proposed, with formulated aims and outcomes. P1, P4, and P5 submitted developed study programs for accreditation. If the agency states that this curriculum satisfies all of the standards, the study program will be accredited and should be implemented as a study program from October 2017.
The following courses were proposed:

P1 - "Waste management" vocational master study program, 120 ECTS (2 years)

Directives and standards in the environmental engineering

Social ecology

Recyclable materials

Waste logistics

Software tools in the environment protection

Business English

Waste testing and characterization

Project management

Waste treatment technology

Ecodesign

Landfill design

Waste energetic potential

Sensor technology

Industrial waste management

Biodegradable waste management

Monitoring of waste treatment facilities

Wastewater treatment technology

Data analysis and processing

Waste management sustainability

P2 – "Waste management", successfully accredited, vocational specialist study program 60 ECTS (1 year)

Risk management and methods for risk assessment

Applied experiment modeling methods

Waste management

Recycling technologies

Renewable energy and micro power plants

Environmental monitoring

Theory and experimental fundamentals for the specialist assignment

P3 – "Environmental Protection Engineering" vocational master study program, 120 ECTS (2 years)

Recycling and energy recovery from waste

Environmental protection engineering

Waste logistics

Pharmaceutical and medical

Ecotourism and nature protection

Waste and hazardous substances management

Remediation of contaminated sites

Renewable energy

Energy efficiency

Environmental risks and accidents

Decision theory

Biodegradable waste

Sustainable use of natural resources

Recycling art

Economic viability of waste management

P4 – "Ecology Engineering" applied study program, 180 ECTS (3 years)

Ecological Regulations

Physical and Chemical Processes in Recycling

Environmental Management

Electronic and Electrical Waste Management

Ionizing and Non-ionizing Radiation Protection

Modern methods of air depuration in industry

Noise and Vibration Protection

Waste-to-energy Production

Recycling Technologies

Waste-water treatment systems

Environmental Protection

Recycling Processes Management

Environmental Monitoring

P5 – "Waste management" applied specialist study program, 60 ECTS (1 year). The study programme is divided into three modules: Hazardous Waste Management, Municipal Waste Management and Waste to Energy.

IT in Waste Management

Basics of management

Legislative Framework in Waste Management

Qualitative and Quantitative Analyses of Waste Materials

Waste Management and Circular Economy

Hazardous Waste Logistics (module 1)

Hazardous and Radioactive Waste (module 1)

Municipal Wastewater Management (module 2)

Municipal Waste Management (module 2)

Waste-to-Energy Technologies (module 3)

Waste-to-Energy Systems and Appliances(module 3)

Solid and Hazardous Waste Management

Prevention in Occupational Health and Safety

Number of new/updated courses
DEVELOPED

68

Number of new/updated courses
RECOGNISED/ACCREDITED

68

Number of new/updated courses
IMPLEMENTED/DELIVERED

54

Level of new/updated courses:

- Short cycle
- 1st Cycle (e.g. Bachelor)
- 2nd Cycle (e.g. Master)
- 3rd Cycle (e.g. Doctoral)
- Vocational Education and Training
- Not Applicable

Type of recognition:

- HEI Degree
- National degree
- Multiple Degree
- Joint Degree
- Not Applicable

Volume (in ECTS) of new/updated courses

60, 120, 180 depending on the accredited study program

The new study programme includes:

- Placements/internships for students
- Career orientation service
- Career development measures
- Not Applicable

Number of learners / trainees enrolled (per intake / course delivery)

16 or 32, depending on the accredited study program

Type of skills/competence developed:

- Transversal/behavioural skills
- Technical /academic /scientific / research skills
- Linguistic competences
- Not Applicable

% of the new curriculum taught in foreign language of the the total of new curriculum developed by the project

0

For Training/Mobility Activities

Number of partner country "HEIs' students" trained

15 trained in PA to PR student mobility and 147 trained in PR to PA academic staff mobilities.

Number of partner country "HEIs' academic staff" trained

130 individual mobilities for training in which 44 staff members were involved

Number of partner country "HEIs' administrative staff" trained

Number of partner country "non-HEI individuals" trained (priv. sector, NGOs, civil servants, etc.)

11 training mobilities within study visits to partners from program countries.

IMPACT AND SUSTAINABILITY

Impact at individual level

Extent of attention given to vulnerable groups

to a high extent

Number of direct beneficiaries in the Partner country(ies) per year: academic staff from HEIs

350 academic staff members in all Serbian HE partners

Number of direct beneficiaries in the PCs (/year): administrative staff from HEIs

120 administrative staff members in all Serbian HE partners

Number of direct beneficiaries in the PCs (/year): HE students

6000 students in all Serbian HE partners

Number of direct beneficiaries in the PCs (/year): non HE individuals

1500 beneficiaries through the trainings (LLL) and within waste management network.

Impact at institutional level

Extent of impact at institutional

to a very high extent

level: for instance new courses / strategies (policies, regulations) / services (units, centres)

Potential of planned project measures to contribute to new national cooperation activities in the Partner countries HEIs as a result of the project (Memorandum of Understanding /research projects / joint publications /participation in networks or associations etc.)

to a very high extent

Potential of project to contribute to new international cooperation activities in the Partner countries HEIs as a result of the project (international agreements / Memorandum of Understanding / research projects / joint publications / participation in networks or associations, etc.)

to a high extent

Impact on the HE Sector

Potential of project to contribute to new (/updated) national or regional policies / laws / regulations in HE

to a small extent

Potential of project to contribute to the establishment (/ further development) of external bodies (/associations /agencies)

to a small extent

Potential of project to contribute to improve the excellence / competitiveness / attractiveness of the Higher Education institutions

to a very high extent

Innovative character of the planned results (i.e. the courses developed; the new tools, services, procedures delivered; the strategies implemented for reaching the target groups; etc.)

totally accomplished

Impact on the society as a whole

Potential of the project to pay particular attention to least developed countries

not applicable

Potential of the project to engage Partner Countries HEIs in new means of cooperation with employers and other stakeholders (e.g. NGOs, associations, etc.)

totally accomplished

Measures contributing to improving lifelong learning approaches in the Partner Country HEIs

to a high extent

Sustainability

Institutional support for Partner Country HEIs to sustain project results

to a very high extent

Measures to collect Sources of financial (/logistic) support for sustaining the project results from:

- Partner HEIs
- Public authorities in Partner countries
- NGOs
- Private sector
- European Union
- Other
- Not Applicable

QUALITY OF PARTNERSHIP & COOPERATION

Involvement of students in the project implementation

to a high extent

Involvement of non-educational stakeholders in the project implementation

to a very high extent

RELEVANCE in relation to project objectives

To what extent the project contributes to the policy objectives of the Partner Countries

to a very high extent

Project potential to promote EU's horizontal policies

- Agriculture, fisheries and foods
- Business
- Climate action
- Cross-cutting policies
- Culture, education and youth
- Economy, finance and tax

Employment and social rights

- Energy and natural resources
- Environment, consumers and health
- External relations and foreign affairs
- Justice, home affairs and citizens' rights
- Regions and local development
- Science and technology
- Transport and travel
- Not Applicable

Training and Mobilities

Training and Mobilities

Training and Mobilities

Event	Purpose	Type of participants	Gender	Number of participants	Country of Origin	Country of destination	Duration (in weeks)	%compared to objectives
1	Training	Academic staff – teaching	Number Male	10	Serbia	Greece	0,6	100
1	Training	Academic staff – teaching	Number Female	12	Serbia	Greece	0,6	100
2	Training	Academic staff – teaching	Number Male	9	Serbia	Slovenia	0,6	100
2	Training	Academic staff – teaching	Number Female	10	Serbia	Slovenia	0,6	100
3	Training	Academic staff – teaching	Number Male	9	Serbia	former Yugoslav Republic of Macedonia	0,6	100
3	Training	Academic staff – teaching	Number Female	9	Serbia	former Yugoslav Republic of Macedonia	0,6	100
4	Training	Academic staff – teaching	Number Male	4	Serbia	Greece	0,7	100
4	Training	Academic staff – teaching	Number Female	8	Serbia	Greece	0,7	100

5	Training	Academic staff – teaching	Number Male	8	Serbia	Czech Republic	0,7	100
5	Training	Academic staff – teaching	Number Female	4	Serbia	Czech Republic	0,7	100
6	Training	Students	Number Male	8	Serbia	Czech Republic	3	100
6	Training	Students	Number Female	7	Serbia	Czech Republic	3	100
6	Training	Academic staff – teaching	Number Male	3	Serbia	Czech Republic	1	100
7	Training	Academic staff – teaching	Number Male	7	Serbia	Serbia	0,2	100
7	Training	Academic staff – teaching	Number Female	2	Serbia	Serbia	0,2	100
8	Teaching	Academic staff – teaching	Number Male	1	Slovenia	Serbia	0,9	100
9	Teaching	Academic staff – teaching	Number Male	2	former Yugoslav Republic of Macedonia	Serbia	0,4	100
9	Teaching	Academic staff – teaching	Number Female	2	former Yugoslav Republic of Macedonia	Serbia	0,4	100

Attachments

Type of File	Name of the File
Table of achieved/planned results	annex_c_table_of_achieved_results_0 WamPPP.docx
Declaration of honour (including Check-list)	Declaration of honour.pdf
SMS report	
CBHE 2015 – Annex VI - Financial Statements (Excel file)	cbhe_2015_-_annex_vi_-_financial_statements KONAČAN-1.xlsm
Final Financial Statement	Annex VI.pdf
Audit Certificate	Wamppp_Report on factual findings.pdf