



Erasmus+

Application Form

Selection: 2020

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

Call for Proposals 2020 - EAC/A02/2019

**governAnce, quality, accountability: a Piloting Reform PRrocess
in kurdistan region of Iraq/APPRAIS**

DETAILED DESCRIPTION OF THE PROJECT

STRUCTURAL PROJECTS

(To be attached to the e-Form)

Please note that, in accordance with Article 193 of the “Financial Regulation Applicable to the General Budget of the Union”, grants cannot be awarded retroactively. This means that activities covered by the grant can only be implemented as from the date on which the last party has signed the grant agreement.

As it might not in all cases be possible to sign the grant agreement for a selected proposal before the start date indicated in the application, the project planning should ideally cater for this possibility.

If your work plan does not allow for the necessary flexibility to adapt to such an event and/or if you have scheduled activities that must start on a particular date in the very early phase of the proposed action, you should provide a justification. The justification should explain the reasons why the activities in question cannot be postponed if the contract is not signed by 15 November 2020 or 15 January 2021) and need to take place on the foreseen date.

If this is the case for your project, you should specify below the following (**max 3000 characters**):

- **the date on which the consortium would need to start its project** activities covered by the grant. Only from this date on costs covered by the EU grant can be incurred;
- **a detailed justification.** The justification should explain why the activities foreseen (and their corresponding costs) cannot be delayed and why such a delay would jeopardise the project’s implementation.

Start date of project activity(ies): 15/01/2021

Activity(ies) and Justification:

PART D – Relevance of the Project

D.1 Why does the consortium undertake this project?

- Which problem(s) will the project address in the participating Partner Countries? Why are these problems pressing?
- Please explain the result of the need analysis carried out for each Partner Country and provide qualitative and quantitative evidence for your results. Please refer also to studies carried out and feasibility analyses undertaken.
(limit 10.000 characters).

A contemplation to implement the Bologna Process in the region started somewhere in 2015 with a prime objective of internationalization of universities in the Kurdistan Region. Aiming at changing and developing education curriculum and to bring them up according to the modern and contemporary standards. Dr. Yusuf Goran, the KRG Minister of Higher Education and Scientific Research, the Research and Development Directorate of the KRG Ministry of Higher Education and Scientific Research constantly met with heads of legal departments of all universities in the Kurdistan Region during the years, searching to define a reform strategy of the local system.

In 2017, an EU-funded project called “TIGRIS (Transfer of Good Practices & Reinforcement of Internationalization Strategies in Kurdistan)” began in collaboration with four European partners, 10 Kurdish universities, and the MHESR-KRG to build capacity in higher education. The TIGRIS project aimed to work at three different levels – institutional, national, and international – to support the modernization, accessibility, and internationalization of higher education in Kurdistan.

Subsequently, to enhance capacity building exercise, the MHESR-KRG sent its 33 faculty members selected from 17 public and private universities to attend a pedagogical training course in HAMK University of applied sciences, Hemeenlinna, Finland. The KRG’s education ministry then introduced a new pedagogical training program, which began on April 16, 2019, at four training centers in Erbil, Duhok, Garmian, and Sulaimani.

The Bologna processes implementation in the Iraqi KRG region, has been implemented thanks to a bottom-up approach seeking changes of curriculums of all faculties and departments of all Kurdistan region of Iraq universities, according to a continuous consultation among stakeholders. The definition of a clear strategy and mechanism represented the first step in 2015, then followed by regular meetings with the universities in order to increase their autonomy. As example we can surely mention “the reform process for the curriculum of the colleges of law, where the lawyers syndicate, the general attorney, and the courts have been involved in the reform process and consulted as stakeholders.

Each public university is directly connected to the ministry of higher education and scientific research in Erbil. Each university has president and governance body: the university board, that consists of all deans of different colleges and three president Vices. Universities have vice president for scientific affairs and post graduate studies. Deans are responsible for their colleges academically and administratively. They govern their colleges through college council, which consist of head of departments and dean assistance. There is department council in each department of the different colleges as well, the department council consists of senior academic staff. Each university has different directorates connected directly to one of the presidents of university vices. They are: international relation office, quality assurance, post graduate studies, website, IT, library, health and safety, personnel office, finance directorate. registrar office dormitory, student center, Journals and maintenance directorate.

Each one of these units’ needs will be addressed by the APPRAIS Capacity Building activity. In particular and in line with UNESCO, several weaknesses do exist. These are manifested particularly with regard to the performance of the policy and planning function, institutional autonomy, composition of institutional

councils and the distribution of powers between individual actors and collegial bodies, management of scientific research, human resources management, and monitoring, quality assurance, and accountability mechanisms. Policy, Planning, and Monitoring function appears to be poorly performed and will need to be boosted. Structural units concerned with these functions may have to be restructured with a new scope for their responsibilities. With regard to functions pertaining to implementation of approved plans, there appears to be a strong need to revisit the division of labor concerning students' affairs with view to instituting a sound functional structure, ensuring greater harmony in the discharging the responsibilities of concerned departments/units. Quality assurance of Higher Education institutions and their programs appears to rely excessively upon external agencies of quality assurance, which may understandably skirt around local conditions and salient national priorities, and hence produce limited impact.

The KRG Minister of Higher Education and Scientific Research has performed this reform activity independently, but in line with the policy of the central Ministry of Baghdad thanks to the autonomy decision granted by the Iraqi Constitution. The KRG Minister of Higher Education and Scientific Research is part of the central Ministry of Baghdad but has the autonomy reform processes autonomously: the implementation of Bologna process is one of this and this is the reason why APPRAIS project can be considered a structural measure having a structural impact on a specific region of Iraq. As recognized by UNESCO, the ministries of Higher Education and Scientific Research, both in Baghdad and the Kurdistan Region, as well as the Ministry of Science and Technology in Baghdad, are currently the main government institutions charged with determining policy frameworks as well overseeing activities undertaken by the country's universities and research institutions. In this sense APPRAIS is a political structural action that will be transferred to the rest of the country after its ends and for sustainability purposes.

This Ministry attitude shows very clearly the huge commitment of the local Higher Education system and that the Bologna process implementation process is a de facto reality in which APPRAIS is framed and contextualized.

The reform of local HE system, it has been recognized as a clear need by the local Ministry in consideration of the rapid growth of the tertiary education sector and the consequent needs to harmonize it. In 1991 the Kurdistan region of Iraq has only one university, while nowadays it is possible to count tens of universities, nearly 575 scientific departments, 10.6000 students, and 7.258 lecturers. In the ministry words: "The higher education in this age requires us to do more. We are obliged to be up to the international standards as well as to create scientific relations with foreign countries, to compare ourselves with the good, the better, and the best, just then we make progress". In order to reach their objectives, the KRG Minister of Higher Education and Scientific Research considered the implementation of Bologna process as a crucial step towards it.

According to UNIMED consultation with local Universities, several problems are affecting the HE system in this region: difficulties in equalizing certificates, transferring professors to the European universities, implementing ECTS system, scientific and administrative standards. Understandably, the quality of education witnessed sharp deterioration and scientific output came to a practical standstill. It may be remarked that institutions of higher education in the Kurdistan Region, although suffering the effects of past neglect, is reported as having largely escaped many of the invasion's negative effects as well as ensuing conflict. This is the reason why UNIMED selected this region for implementing a piloting feasible reform project that, in the near future after the end APPRAIS, can be easily transferred to other Iraqi Universities in other regions such as Baghdad or Basrah. The Ministry in Erbil has a liaison unit connected to the Ministry of higher education in Baghdad. At the very moment of the proposal writing (end of 2019, beginning of 2020) process, KRI area appears to be a safe area where to experiment reform processes can be implemented, tested and later transferred to other institutions for the benefit of the rest of the country. Other Iraqi provinces and areas are nowadays experiencing a huge and deep turmoil, with extremely low security conditions that are not allowing any travel and either any activity in areas/region such as Baghdad and Basrah. This does not mean that these areas will be excluded, but rather Universities from other part of the country will be constantly informed and involved in the APPRAIS activities and APPRAIS results will be transferred to the rest of Iraq in a later stage.

(Please add Partner Countries as appropriate)

Please identify the target groups and their needs in each Partner Country. (limit 8.000 characters)

The APPRAIS project main target groups in all the universities from Kurdistan region are divided into direct and indirect groups as follows:

Direct groups:

Top managers, university leaders and decision-makers from HEIs in Kurdistan region of Iraq: they need to be upskilled on university management, strategic planning, quality assurance and credits recognition in order to properly manage the governance and strategic planning of each involved University. Skills and knowledge on innovative governance practices and strategic planning topics will be developed in a perspective of durable further improvement. The CBHE action will strengthening of innovative governance practices at the level of the overall institutions, making HEIs in Kurdistan region of Iraq more attractive for international students. The final aim is to improve (in the framework of Bologna process) innovative governance practices (reform of the management structure of the ministry and HEIs) and introduce dynamic, democratic and accountable systems.

University top managers in charge of international relations (deans, heads of IROs, vice-rector in charge of mobility and international cooperation); need to be upskilled on credits recognition, learning and teaching mobility, on the overall management of Bologna process: more than 80% of the training activities will be performed on this topic for them. They need in particular to reinforce their skills and tools to introduce on how to manage internships and on how to prepare the students for their internships, mobility, how to ease bureaucratic procedures, deal with enterprises in order to find proper internship opportunities for master students. Additionally, the CBHE will allow the Increase of relationships with international institution and a specific training will be dedicated to cope with their lack in the field of international project management, project life cycle, EU fuds, etc. APPRAIS, will develop specific tools and techniques to improve and strengthen the internationalisation process.

Administrative and academic staff from HEIs in Kurdistan region of Iraq: they need to be upskilled on university management, strategic planning, quality assurance. Due to their rare international exposure, study visits in EU will represent an added value for their career and will expose them to different system. They need a stronger practical training and to develop soft skills like problem solving, entrepreneurship attitude, etc, critical thinking, etc... The culture itself of the teaching body to accompany the students beyond the mere teaching activity, is something to be stressed and developed in general, and in a transversal way, through the project activities.

Administrative and academic staff (in particular QA directorate responsible) from HEIs in Kurdistan region of Iraq need to be trained on quality assurance and administrative management. Due to their rare international exposure, study visits in EU will represent an added value for their career and will expose them to different system. They need in particular to reinforce their skills and tools to introduce quality management tools, quality indicators, ease bureaucratic procedures. QA directorate responsible needs to adopt and follow the indicators and quality measures that APPRAIS will build up in order to provide a quality assurance coherent system to ensure the quality of administrative and academic performance. In particular APPRAIS will introduce a Teaching Quality Assurance, based on student and staff evaluation; audit mechanisms to ensure quality, equality, accountability and human rights; review the system of research funding and administration; introduce mechanisms of monitoring performance and linking them to pay and promotion).

Indirect groups:

Society in general (political decision-makers, national and local institutions) are supposed to actively participate in project activities and are expected to fully appropriate the project after its lifecycle to guarantee a long-term impact. Society at large will benefit from more competent and efficient managers, professors, and academic staff, and future graduates will be able to benefit from better training at the

qualitative level;

International stakeholder will benefit from the increased governance capacities of the HEIs in Kurdistan region of Iraq by setting up new partnership and by fostering international cooperation;

Students, will benefit from the presence of a more reliable governance at institutional level, from new opportunities in terms of mutual recognition of experiences and credits. APPRAIS will impact on their mobility opportunities, scholarships accessibility, E+ Erasmus scheme, new partnership with international HEIs. :

(Please add partner countries as appropriate)

Please explain in each Partner Country why you have chosen these institutions to participate in this structural project. (limit 6.000 characters)

The Ministry of Higher Education and Scientific Research KRG is the crucial partner for implementing a structural project through a piloting reform process in the Kurdistan Region of Iraq, having the autonomy to implement such a reform in line with Ministry of Higher Education and Scientific Research in Baghdad policies and with the Kurdistan region of Iraq federal autonomy. With an official letter (protocol number 22936) issued on 19/12/2019, the Ministry of Higher Education and Scientific Research KRG created a special committee consists of nine members by the precedency of Dr. Muhammad Hussain, the director apparatus of supervision and quality assurance. The purpose of forming this committee is to write policies and instructions of implementing Bologna process. APPRAIS must be considered the first practical action and concrete decision of this committee. Universities have been chosen in order to geographically cover the Kurdistan region of Iraq and assure a wide, deep and distribute impact in the region, on the basis of their experience in EU projects, on the basis of their commitment to the project activities and generally speaking on the basis of their leadership willingness to implement Bologna process reform despite the fact that this process is already implemented or not. APPRAIS project is then composed by a non-homogeneous mix of Universities with different experiences, with a different sizes (in terms of students capacity), from different regions, with different experiences in terms of EU funded projects, but having the same objective: harmonize their capacities and their implementation strategy of Bologna Process. APPRAIS Universities will then act as leaders for other Universities in the country by lately transferring to them the acquired capacities. APPRAIS will homogenize their capacities and harmonize their action for the benefit of themselves as direct beneficiaries as well as for all the other indirect beneficiaries that will benefit from this. Salahaddin University-Erbil (SUE), is the oldest and largest public comprehensive university in Kurdistan region and was founded in 1968. SUE is already fully part of the Bologna process efforts in line with the Ministry of Higher Education and Scientific Research KRG as confirmed by an official letter (protocol number 12740) sent on 1/9/2019 to Salahaddin University. In that letter, the Ministry of Higher Education and Scientific Research KRG fully supported the implementation of Bologna process in the all SUE departments of college of engineering. It has been part of TIGRIS Project.

University of Sulaimani, in line with SUE was first established in 1968, the main campus is located in the city of Sulaimani and can be considered among the oldest in the region. has been in direct contact with the Ministry of Higher Education and Scientific Research KRG for implementing Bologna process in Kurdistan region and received a specific letter in this regard (protocol 12064) on 18/9/2018 regarding to opening new scientific departments (programs). It has been part of TIGRIS Project.

University of Duhok has been in direct contact with the Ministry of Higher Education and Scientific Research KRG for implementing Bologna process in Kurdistan region and received a specific letter in this regard (protocol 12064) on 18/9/2018 regarding to opening new scientific departments (programs). Following this letter, UoD leadership decided to concretely follow up and contacted UNIMED (together with DPU and under the leadership of the Ministry of Higher Education and Scientific Research KRG) for starting a proper discussion on how to obtain the support from EU partners in this issue. We have historical cooperation in other previous capacity building (RESCUE) and DPU is an active member of UNIMED network.

University of Halabja has been in direct contact with the Ministry of Higher Education and Scientific

Research KRG for implementing Bologna process in Kurdistan region and received a specific letter in this regard (protocol 15286) sent on 1/11/2018 to deal with the ministry recommendation to implement Bologna system in the all colleges. For this purpose, University of Halabja has been encouraged to participate in seminars and workshops for applying this process. Their participation in APPRAIS project is part of this strategy. It has been part of TIGRIS Project.

Duhok Polytechnic University has been in direct contact with the Ministry of Higher Education and Scientific Research KRG for implementing Bologna process in Kurdistan region and received a specific letter in this regard (protocol 12064) on 18/9/2018 regarding to opening new scientific departments (programs). Following this letter, DPU leadership (in particular the president Dr. Adnan Moshin) decided to concretely follow up and contacted UNIMED (together with UoD and under the leadership of the Ministry of Higher Education and Scientific Research KRG) for starting a proper discussion on how to obtain the support from EU partners in this issue. It has been part of TIGRIS Project. We have historical cooperation in other previous capacity building (RESCUE) and DPU is an active member of UNIMED network. Garmian University, has been in direct contact with the Ministry of Higher Education and Scientific Research KRG for implementing Bologna process in Kurdistan region and received a specific letter in this regard (protocol 12064) on 18/9/2018 regarding to opening new scientific departments (programs). University of Zakho, has been in direct contact with the MHESR KRG for implementing Bologna process in Kurdistan region. With an official letter (protocol 1262) sent on 27/9/2017, the MHESR KRG decided to authorize regarding University of Zakho leadership to follow Bologna process in all its departments (programs) from this date onward. Charmo University, has been in direct contact with the Ministry of Higher Education and Scientific Research KRG for implementing Bologna process in Kurdistan region. With an official letter (protocol 17920) sent on 6/12/2018, the MHESR KRG informed that, in cooperation with Charmo university, a workshop about Bologna Process would have taken place for all universities and institutes on 10/12/2018 in Erbil. Previously, another letter protocol number 7 sent on 7/1/2019 to Charmo university confirmed that Charmo university started to implement Bologna process and that Ministry of Higher Education and Scientific Research KRG was given totally support for implementing this process. It has been part of TIGRIS Project.

How will the project address the relevant thematic national/regional priorities (see https://eacea.ec.europa.eu/erasmus-plus/funding/capacity-building-higher-education-2019_en) set by the Programme for its target country (ies)/region(s)? (limit 8.000 characters)

APPRAIS addresses governance, strategic planning and management of higher education institutions, with a particular focus on enhancing the capacities of human resources and proposing a reform for the local Higher Education system through the implementation of Bologna process.

The introduction of Bologna process related themes and schemes, is an action based on the vision of the Ministry of Higher Education and Scientific Research (MHESR KRG) for improving and developing education and research in Kurdistan. In the past years, the MHESR KRG has encouraged several Iraqi Universities to adopt the European education system.

Reforming University governance towards an improvement of quality is also a clear priority for the regional government of Kurdistan as recognized by the Kurdistan regional government Agenda (<https://gov.krd/english/government/agenda/>) at the twelfth point: “we will enhance higher education and scientific research by developing this sector. [...] enhance the capacity of the universities and institutes of the Kurdistan region in terms of quality, and help expand scientific research and study opportunities”.

The project is also consistent with the European strategy for Iraq (Joint Communication to the European Parliament and the Council of 8.01.2018 and Iraqi national development plans), which provides the support for higher education policy and governance, by virtue of the role played by education as a catalyst for development.

This priority of reforming Iraqi governance system with particular reference to KRI federal area has been recognized in the past years also by international stakeholders such as UNESCO

(<https://en.unesco.org/news/kurdistan-regional-government-kr-g-ministry-higher-education-and-scientific-research-mohesr>).

Therefore APPRAIS project will go hand in hand with these already existing activities promoting a complementary pathway in working for this priority.

APPRAIS is also in line with a recent study of the European Parliament

([http://www.europarl.europa.eu/RegData/etudes/STUD/2017/603859/EXPO_STU\(2017\)603859_EN.pdf](http://www.europarl.europa.eu/RegData/etudes/STUD/2017/603859/EXPO_STU(2017)603859_EN.pdf)) where it is concluded that “Iraq can only escape from this cycle if short-term solutions aimed at stabilisation are coupled with longer-term solutions that focus on governance”. APPRAIS aims to reform the governance of the HE system in KRI area implementing pilot reform process to be lately transferred to the rest of the country for the benefit of Iraqi higher education system as a whole.

This project seeks also to support the implementation of SDGs and in particular: GOAL 4

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, with reference to the target 4.3 “By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university”, as well as GOAL 16

Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels, with reference to the target 16.6

“Develop effective, accountable and transparent institutions at all levels and target” 16.7 “Ensure responsive, inclusive, participatory and representative decision-making at all levels”. APPRAIS would also contribute to GOAL 17 Strengthen the means of implementation and revitalize the global partnership for sustainable development, with reference to the target 17.9 “Enhance international support for implementing effective and targeted capacity-building in developing countries to support national plans to implement all the sustainable development goals, including through North-South, South-South and triangular cooperation”.

(Please add Partner Countries/regions as appropriate)

D.2 Aims and objectives

- *What does the proposal aim at in general? What are the project’s specific objectives?*
- *Explain how the specific objectives of the project address the problems mentioned in Part D1 and the needs of each target group in each Partner Country. Demonstrate also that the set objectives are realistic and feasible in the national context(s).*
(limit 8.000 characters)

The overarching goal of APPRAIS is to support, through the cooperation of European institutions, the rebuilding and modernisation of the governance system of higher education institutions (HEIs) in Kurdistan region of Iraq with a specific focus on strategic planning, quality assurance and Bologna process implementation. Due to the recent crisis and political economic situation, the current higher education system requires a strong intervention to face the weakness of the existing governance system by benefiting from the European expertise.

To institutionalize good governance practices in Iraqi HEIs, which also means enforcing institutional values such as autonomy, accountability, quality assurance, and internationalization, as well as implementing well-structured management systems, will contribute to the development of HEIs in Kurdistan region of Iraq helping them to meet the international standards.

Therefore, the overall aim of the project is to support HEIs in Kurdistan region of Iraq in order to make them capable of establishing a modern governance framework through the adoption and implementation of Bologna process.

More specifically, it seeks to:

- Enhancing good governance, by strengthening the definition and development of HEIs roadmap;
- Improving HEIs capacities on quality assurance mechanisms, strategic planning, management and accountability practices;
- Supporting the implementation of Bologna Process within HEIs in Kurdistan region of Iraq by improving knowledge on recognition of credits and learning mobility;

-Adopting the university reform on good governance and Bologna process at each HEIs, through the definition and validation of institutional action plans

Like any governance dimension, all the above-mentioned objectives require a strong strategic orientation and capacity to be accomplished but, at the same time, they are also preconditioning for an effective strategic planning. Consequently, the project aims at supporting each HEIs to develop their own strategies and specific action plans in order to make the governance changes possible. Obviously, the implementation of a prior and careful self-evaluation and needs assessment aimed at identifying current weakness of the present governance system is a necessary step in order to finalise priorities.

The APPRAIS specific objectives will address the main problems and difficulties such as the need to adopt and implement the Bologna process and quality assurance mechanism within the HEIs in particular the problems of equalizing certificates, transferring professors to the European universities, implementing ECTS system, the adoption of scientific and administrative standards, supporting students mobility by recognition of credits, ease the access to IDPs by focusing on recognition of prior learning. In particular the project objectives will tackle the specific target groups: from one side university leaders such as rectors and vice-rectors, deans, head of the different directorates (international relation office, post graduate studies, finance directorate, registrar office) and from the other side will tackle the administrative staff of these directorate. Another specific target group, which includes the quality assurance responsables at each university, will be surely tackled by the project specific objective of improving the implementation of Bologna process as specific activities as will be shown later, will address them directly. Their specific needs such as knowing quality assurance policies adopted by the University, with particular reference to their consistency with the national, European and international guidelines and standards and their compatibility with the available resources; the adequacy and effectiveness of the organisation of the University in terms of education and research; the adequacy and effectiveness of the Quality Assurance system adopted by the Degree Programmes and the Departments, will be definitively addressed by the project APPRAIS.

According to the feasibility assessment of the project, we should consider that:

a) the contribution of APPRAIS to the objective of enhancing the capacities on quality assurance mechanisms, strategic planning, management and accountability practices in Partner country HEIs will be achieved by improving the capacities of the HEIs administrative and academic staff through the cascade effect thanks to the training of trainers that will be performed during the harmonised phase where the trained university staff of APPRAIS after completing their piloting will transfer the knowledge, the know-how, the tools and techniques to their colleagues internally at externally, reaching other universities of the country;

b) The “political” feasibility of the intervention is guaranteed by the commitment of the partners, first of all, the real, concrete, tangible and evident commitment and willingness of the Ministry of higher education and scientific research of Kurdistan region in Iraq. This latter has already started to make reforms into its study system to make more response to the market needs and to prepare the graduates for the market and has explicitly asked UNIMED to create a network of EU universities to support this action. As previously mentioned, some training and workshop have been organised in this direction towards university staff from Kurdistan region of Iraq and this shows the engagement of the Ministry. As a structural measure, the Ministry is a pivotal player to guarantee that universities will be fully engaged in this reform process already initiated and assimilate Ministry reform to make more closed to international and in particular EU standards and guidelines. In this regard, APPRAIS will provide additional support through its intervention, for example by organising all the training sessions and capacity building actions not only addressed to administrative staff, but also to teaching staff and university leaders who will get sound knowledge on the specific objectives and will politically support the project activities implementation, mainly the Bologna process implementation.

c) The “technical” part of APPRAIS will be mainly composed by the provided training both in EU and in the Partner country. The training offered would enhance the capabilities of the university staff in Kurdistan region of Iraq.

d) The project budget has been accurately calculated in order to assign the right amount of resources to each partner through a shared process.

Thus, the project will reinforce institutional capacity of HEIs in strategical planning, as a prerequisite for them to compete in a global setting. Moreover, the project aims to enhance the relevance and quality of

the higher education system through the revitalization of academic life and scientific research. In this respect, European partners could provide methodological techniques and best practices to support the development on HEIs strategic plan. Acknowledging the specifics of the local context, the European partners' support will help the Iraqi institutions to define their own priorities.

(Please add Partner Countries as appropriate)

Please explain how the planned activities and the expected results meet the needs of the identified target groups in the Partner Countries. (limit 6.000 characters)

The main project results are:

1. State of the art on governance and quality assurance in the universities of Kurdistan region of Iraq
2. University roadmap for better university governance and implementation of Bologna process in the HEIs of Kurdistan region of Iraq
3. 56 university leaders (presidents, vice-presidents, heads of IROs and QA responsables) upskilled on strategic planning, quality assurance and credits recognition
4. 80 administrative staff upskilled on university administrative management, quality assurance and internationalisation strategies
5. Further 160 university staff (20 people from each HEI) benefit from the institutional ToTs during the harmonisation phase
6. 8 shared strategic institutional plans validated by the KRI Ministry and adopted by the HEIs in Kurdistan

All these outcomes target mainly the two direct target group of the project, namely, the university leaders and the administrative staff. They will produce an updated needs analysis of their university system thanks to self-evaluation and benchmarking (WP1), that will allow to define functions, tools and strategies of HEIs of Kurdistan region of Iraq, at institutional, national and international (EU) levels and will define their roadmap (WP2) that will lead to the shared strategic institution action plan (WP5). Moreover, the same target groups will be directly involved in the cycle of capacity building activities that will provide them with new tools, methodologies, techniques and learning approaches to better improve their quality assurance system, their university governance and to smoothly then implement the Bologna Process (WP3 and WP4).

The project will also contribute to the cooperation between the EU and Kurdistan region of Iraq by setting up a committed and professional partners team that will engage the university leadership at Partner Countries level and that will work together for three years with a strong sustainable commitment. This will, in turn, promote reciprocal learning and exchange of good models/practices (including voluntary convergence with EU developments in higher education) by increasing the knowledge of HE leaders and university staff in the HE development's in Europe and also having an impact on the intercultural awareness and understanding between the HE communities.

How will the project and its results contribute effectively to the objectives of the action Capacity Building in the Field of Higher Education in each targeted Partner Country? Please explain how the project will produce an impact on the higher education systems and promote reforms at national and/or regional level in the Partner Country(ies). (limit 6.000 characters)

Partner Country [Iraq]:

APPRAIS is framed in the CBHE priority: Governance, strategic planning and management of higher education institutions. The aim of the project is to produce a structural reform of the HE system in the Kurdistan region of Iraq by introducing pillars of Bologna processes with the aim of raising the quality of the whole system.

This objective will be reached thanks to a deep and detailed and accurate CB action (with both training in loco and study visits in EU), in line with already ongoing efforts of both Universities and Ministry. Each institution will be empowered thanks to an intensive training of administrative and academic staff and

will be supported along all the project life for the implementation of Bologna process and related pillars.

Impact will be monitored by a periodical impact assessment and refinement of decisions will be performed, based on the outcomes achieved and lessons learned during the implementation. Impact sustainability will be guaranteed by institutional commitment of the Universities leaders that will fully appropriate the project results after its lifecycle to guarantee a long-term impact.

In details the CB action will contribute in the following way:

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.

Quality: reforming quality indicators, introduce audit mechanisms to ensure quality, equality, accountability and human rights, introduce mechanisms of monitoring performance and linking them to pay and promotion, increasing reliability of the institutions.

Equity of access: Guarantee access to vulnerable groups by receiving training on Recognition of prior qualification schemes, recognition of prior learning, credit system for learning mobility.

Planning: definition of road that will include the national strategy of the HE system related to Bologna process and University governance

Management: enhancement of administrative and financial management human resources management and regarding also academic empowerment for the definition of University mission and vision. A focus will be dedicated on student's participation to University life and non-university actors.

Governance: Increased comprehension and implementation skills towards governance key elements and development of action plans, international relationships and stakeholders' engagement.

Contribute to the cooperation between the EU and the eligible Partner Countries (and amongst the eligible Partner Countries).

The strengthening of Bologna process dimension of Universities located in the Kurdistan region of Iraq will increase their competitiveness and attractiveness. This will allow more cooperation for being engaged in cooperation to reach a shared objective for the benefit of the Iraqi country.

The enhancement to credit recognition will allow the increasing of academic/administrative staff as well as students mobility on the basis of adopted international standards. In other words, the adoption of Bologna process pillars will also allow to better develop the cooperation with the EU institutions and Universities for mutual benefit.

As indirect beneficiaries of APPRAIS action, students and graduates would be able to move easily from one country to another with a recognition of qualifications and periods of study, and access to a wider labor market.

How do the project's objectives fit in with the modernisation and internationalisation agenda of the higher education system in the Partner Countries and with the development strategy for higher education in each Partner Country involved in the project? (limit 6.000 characters)

The APPRAIS project's objectives fit in with the development strategy for higher education of the Kurdistan Regional Government (KRG) which is focused on the development of the quality assurance process at the higher education institutions that is considered one of the most important strategies for the Ministry of Higher Education and Scientific Research KRG. This strategy on "Vision to the Future of Higher Education and Scientific Research in Kurdistan Region of Iraq: Quality is our Top priority", has been presented by professor Dlawer A.A. Ala'Aldeen, from the Ministry of Higher Education and Scientific Research KRG on 8/11/2009 and adopted by the KRG Cabinet on 7/12/2009.

The process, which is considered as a pioneering practice, not only in Kurdistan Region of Iraq, but throughout the whole country, seeks to match the higher education system in Iraq and the standards followed by developed international universities. The national development strategy for the higher

education reiterates the importance of the role of higher education institutions (HEI) in the process of raising standards in these institutions.

As recognized by the Ministry of Higher Education and Scientific Research KRG's officials interviewed during the APPRAIS project preparation, the current system of higher education is dated and largely dysfunctional, because of its pyramid-style management structure that concentrates decision-making authority at its summit, because of little transparency, democracy and accountability in the system, and because of the negligible role of staff and students in management. Internal audit, performance monitoring and quality assurance are virtually non-existing. In short, the existing system is a major barrier for progress, incapable of healthy evolution or modernization. Whereas student numbers are increasing exponentially, standards within HEIs remain below those of the rest of Iraq. In the Ministry officials words: "The key question: is whether this stagnant system can be reformed, and the future of generations of students rescued". Therefore, within this context, the process of reform launched by the Ministry of HE in KRG, with its vision, followed by a well-designed strategy and a clear road-map, will be definitively corroborated and supported by APPRAIS project, thanks to a cycle of training and learning moments addressed to the identified target groups.

Alongside with supporting the implementation of the reform process by the HEIs, the APPRAIS project would also contribute indirectly to review the interaction of HEIs with the Ministry, as well the roles, structure of the Ministry itself when addressing the dimension of autonomy and accountability. In this regard, the Ministry's priorities and their strategy for higher education, certainly fit in the project's objectives, in other words, the regional governmental strategy in this regard aims at reforming the management structure of Universities by introduce a modern democratic system where the staff's ownership of their institution and students rights of quality education are protected, by introducing teaching and research quality assessment systems to monitor performance and link key performance indicators to promotion, by implementing audit mechanisms to ensure the rule of law, control of corruption, safe environment, gender equality and protecting the rights of minorities, disabled individuals etc. All of the strategic priorities will be supported by the APPRAIS project's specific objectives.

To be more precise, the regional development strategy for higher education, framed in the national development strategy for higher education, (<https://www.mhe-kr.org/node/33251>) declares among many priorities for the next 4 years the following ones:

- to reform of the management structure of the ministry and HEIs, and introduce dynamic, democratic and accountable systems;
- to introduce a Teaching Quality Assurance, based on student and staff evaluation;
- to introduce mechanisms of monitoring performance and linking them to pay and promotion;
- to introduce audit mechanisms to ensure quality, equality, accountability and human rights.

The implementation of the quality assurance process safeguards the designation of the students' rights and responsibilities within the higher education institutions. Besides, a greater role is given to faculty members, and through the accurate implementation of this process, academic coordination between teachers and the students will be guaranteed. In general, the process of quality assurance in higher education helps identifying the strengths and weaknesses within the higher education institutions (universities and institutes), on which later work and planning could be carried out to enhance higher education.

(Please add Partner Countries as appropriate)

Please explain how the proposal will pay attention to the issues of inclusion, diversity and socio-economically disadvantaged participants and/or organisations in the Partner Countries. (limit 2.000 characters)

By implementing audit mechanisms to ensure the rule of law, control of corruption, safe environment, gender equality and protecting the rights of minorities, disabled individuals, APPRAIS project will contribute in enhancing the quality of services for disadvantaged communities. This is particularly true in the case of refugees/IDPs and due to the limited experience in dealing with incoming waves of refugees, and it has become increasingly difficult to bear the burden of providing services. APPRAIS will fill the

administrative gaps for easing access to a more reliable and quality Higher education for local refugees/IDPs. This is particularly true for what concerns the recognition of prior qualification and recognition of Certificates and Academic Qualifications to Transfer students between Universities in Syria and the Kurdistan region of Iraq. In WP5, APPRAIS will also tackle this issue in line with the public authorities' policies. The Ministry of Higher Education and Scientific Research KRG is seeking to facilitate the procedures for Syrian refugees to validate their academic credentials that are obtained from Syria. In particular this specific dimension will be tackled during the training activities of WP3 and WP4 where also the HEIs staff from Kurdistan region of Iraq will have the opportunity to exchange their experiences with the EU universities dealing with refugees especially with Oslo University. APPRAIS will work in this direction supporting already existing efforts at Ministry level, as well as Universities level (have a look at R-SOS services at UoD <http://web.uod.ac/int-relations/erasmusplus/rescue-project/> and DPU <https://www.dpu.edu.krd/web/page/en/1519/>)

D.3 Innovative character

Demonstrate why the proposal is innovative.

If it is complementary to previous/existing funded projects nationally or internationally please explain how the new proposal builds on it/them and demonstrate its added value and why it is not a simple continuation thereof. (limit 2.000 characters)

The mission and vision of the Ministry of Higher education and Scientific research of Kurdistan region in Iraq give great emphasis to the improvement of governance practices in particular to the Bologna Process implementation (reform of the management structure of the ministry and HEIs, and introduce dynamic, democratic and accountable systems; help HEIs to become increasingly independent; introduce a Teaching Quality Assurance, based on student and staff evaluation; introduce audit mechanisms to ensure quality, equality, accountability and human rights; introduce mechanisms of monitoring performance; as well recognition of credits and learning mobility).

Despite the importance of implementing good practices across HEIs, few initiatives have been introduced to address this topic, mainly because of the political economic context of the last years.

The innovative character of this project mainly relies on the following points:

1. Implementation of a need's analysis based on a combination between the HEIs self-evaluation, field visits in the country and benchmarking of good practices with the EU partners, will allow to identify gaps and priorities to address;
2. Empowerment of HEIs actors, by supporting the Kurdistan universities in the development of their own strategy through specific action plans;
3. Creation of a training system for administrative and teaching staff as well as university leaders and quality assurance responsables with the development of a comprehensive system for training of trainers;
4. Transferring and sharing useful tools and techniques related to improved internationalization process of KRI institutions by fostering academic and research collaboration, strengthening strategic cooperation, partnerships and networking, with particular focus to improve the recognition of credits and learning mobility;
5. Validation of Strategic Plan for University reform among the involved stakeholders for each university that will include the university strategy on quality assurance, recognition of credits, and in general on management of the governance system of university.

If the proposal builds on any previous or existing EU-funded/non-EU funded national or international activities/projects in this field, please fill the following table for each of these projects.

Reference number			
Project dates (year started and completed)		Programme or initiative	
Funded by			

Title of the project	
Coordinating organisation	
Partner Countries /institutions targeted by this project	
Website	http://
Password / login if necessary for website	
<i>(a) Summarise the project outcomes (b) Explain how ownership/copyright issues are to be dealt with (limit 2000 characters).</i>	

Please copy and paste tables as necessary

D.4 European added value

Why is there a need for cooperation with the Programme Countries in this area of activity and a funding via the Erasmus+ Programme? Why can the intended results not be achieved through national, regional or local funding in the Partner Country/ies? (limit 2.000 characters)

<p>Establishing partnerships with EU HEIs allow sharing knowledge and good practices in good governance and Bologna process implementation among the institutions involved in the project. The main idea is that through network and cooperation, the Partner country's HEIs will receive a support for developing and implementing their own specific strategic planning and quality assurance systems as well as their knowledge on credits recognition to enhance learning mobility. As many scholars and some practitioners have been observing for decades, there is no 'one best way'. The whole exercise of reform should begin with a careful diagnosis of the local situation, not with the proclamation of a model (or technique) which is to be applied, top down. In this perspective, the expertise of European partners is of fundamental importance. The comparison with European HEIs strategies enables sharing modern methodologies and techniques, with the aim to find the most appropriate strategy for the universities involved. Finally, EU partners will share the project outcomes and outputs and will create/facilitate new networking opportunities with other European HEIs.</p>
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D.5 Cross-regional cooperation

If your proposal is cross-regional, demonstrate the need for this cooperation between institutions from different regions. Please also explain the added value of this cross-regional cooperation for the targeted Partner Country(ies). (limit 2.000 characters)

Not applicable to this project.

PART E – Quality of the Project Design and Implementation

E.1 Project activities and methodology

Please identify which of the following activities the proposal will carry out

- Strengthening of internationalisation of higher education systems;
- Introduction of Bologna-type reforms (three-level cycle system, quality assurance, evaluation, etc.);
- Implementation of transparency tools such as credit systems, accreditation procedures, guidelines for the recognition of prior and non-formal learning etc.;
- Establishment of National Qualification Frameworks;
- Development and implementation of internal and external quality assurance systems/guidelines;
- Development and implementation of new approaches and tools for policy making and monitoring, including the establishment of representative bodies, organisations or associations;
- Strengthening the integration of education, research and innovation;
- Other

If you selected "Other", please specify below. (limit 1.000 characters)

Not applicable

Please provide a detailed description of the activities and the working methodology to be used for achieving the objectives (including major milestones, measurable indicators, etc.). (limit 6.000 characters)

The project aims to provide the leaders and academic and administrative staff of the participating partner country HEIs with the methodological operational knowledge, tools and strategies in order to strengthen the governance framework and to promote the implementation of the Bologna process. The project consists of 8 WPs. Each one is made up of a specific set of activities and their contents and key features and methodological approach can be summed up as follows:

1. Further analysing- WP1: Updated needs assessment and benchmarking. The first step of the project requires the development of an update needs assessment of the HEIs from Kurdistan region of Iraq on governance practices and the state of the art on quality assurance and Bologna process implementation. The analysis will be based on the HEIs' self-evaluation following the items and parameters indicated by all the partners (programme and partner countries institutions) in the templates to be provided to perform the study. This study aims at identifying the current situation of the universities involved in the project and will enable the identification of specific topics to address. A comprehensive report with self-evaluation and field visit study will serve HEIs from Kurdistan region of Iraq to further identify their gaps and to better define the priorities to address when preparing their future strategy (WP2). The methodology that will be followed on this WP will be based on D1.1 and will be developed on internal and external desk-research activities through national and international surveys, HEIs self-evaluations, online desk-research and by making use of official published data and reports (Ministries, EU, national and international organisations).

2. Defining strategies- WP2: University roadmap. The second step will be to allow HEI to decide and agree individually on their priorities and goals and to elaborate their own strategy. Like in WP1, European partners will provide counselling and technical assistance to the partner countries HEIs for the preparation of the roadmap, in particular for ensuring the inclusion of an international perspective. A consultative workshop will be organised in Pisa in M14 in order to finalise the roadmap prior to the final validation to be done by the University management of each HEI. The methodology of this WP will be elaborated taking into account the key topics and results obtained under WP1, as well as the consultative workshop.

3. Capacity building- WP3: Training. Once settled the needs, goals and directions that the HEIs from Kurdistan region of Iraq would like to follow, the project will undertake an intensive capacity building

programme addressed to the university leaders, IROs and QA responsables and their staff, and to other key university departments or services identified in the HEIs roadmaps. The training programme will consist of 5 sessions that will combine an on-site training at EU universities, training in Kurdistan region of Iraq, field visits and on-line methodology. Each of these training sessions will be organised as follows: a) the training week in Oslo University, the three local training workshops performed in the three provinces of Kurdistan region of Iraq and a final harmonization training; two field visit in Pisa and Evora universities to share expertise and perspectives (WP3), the capacity building will continue focusing at this stage to learn and enhance capacities in recognition and Bologna process principles thanks to 2 field visits to the WP4 leader venue: Murcia University and the second one in Rome at UNIMED. The upgrades skills of university staff is still ongoing thanks to the online training platform and the training handbook (WP4) which will be also open to general public and further HEIs in the country,

4. Piloting and recommending- Under WP5, the harmonisation phase will serve to put into real practice the knowledge, skills and tools acquired by the “trained university staff”, to enhance the skills of the other staff internally or at external level. Following the implementation of the pilot activities, the project partners will prepare recommendations addressed to university management, local, regional and national authorities based on the project’s results. The online training platform will be used as a training tool in the institutional ToT that as cascade effect will be organised in all the HEIs of the Kurdistan region of Iraq (WP5). All these training and capacity building action (face-to face, e-learning, field visits ect) would have allow the university leaders to define their own strategic action plan that will present the strategy on Bologna process implementation and the related work plan to achieve the projects’ goals (WP5).

Three cross-cutting aspects of the project are: A) Quality control (WP6), aiming at guaranteeing that the different activities (and their deliverables and outputs) are implemented within the assigned budget and timeframe, while assuring that the overall goal and specific objectives are achieved. B) The project dissemination and sustainability (WP7), that will start from the earlier stages (preparation and inception). Vision and mission will be prepared, and web channels will be used to distribute related information and to make partners and direct/indirect beneficiaries aware of the APPRAIS objectives. C) The Project Management (WP8), which ensure the follow-up of the operational and financial aspects.

These activities will be addressed to the universities leaders and academic staff and must cover all the aspects related to: 1) the continuous analysis of the ever-changing external and internal scenarios, in order to develop a consistent strategy (strategic elasticity); 2) the development of plans in which the objectives to be achieved are determined; 3) the definition of the means and the ways through which to achieve the objectives. As a matter of fact, these are the main facets the strategic planning is made up for, as well as the basis for an effective governance (in its most important dimensions) enhancement. The cooperation among all partners will make possible the adoption and adaptation, in a proper way, of international managerial techniques to the local context, to guarantee a successful implementation of changes. Periodical impact assessment and refinement of decisions will be performed, based on the outcomes achieved and lessons learned during the implementation. These activities will be the basis for the realization of a guideline handbook for strategic planning and governance for HEIs.

Please demonstrate that the activities and the methodology mentioned are the most appropriate to achieve the envisaged results and that they are feasible at national level. (limit 3.000 characters)

The working methodology used to design the project is based on a participatory approach where all decisions, especially those regarding the design of activities, are the result of a process of close collaboration among all partners. The WPs and the activities to be carried out are established on the basis of a systematic review of institutions' needs in partner countries, as well as of an intensive consultation with partners in programme countries. The overall approach is based on the idea that “one size does not fit all”, proposed by recent literature and practice. It means that the capacity building project is not based on the adoption of managerial models and techniques (e.g., benchmarking, business process re-engineering, lean) in a standard, and often unproductive, way. Rather, it is built on the following assumptions:

- Pursuing an accurate diagnosis: the whole exercise of cooperation between European and partners countries begins with a need analysis to identify gaps and needs in the local situation;

-Setting priorities: HEIs management and decision-makers support to specific activities has many dimensions, with different degrees of priority, thus there is a need to determine specific and individual strategies;

-Focusing on implementing change, maintaining flexibility to pursue it: European partners support the implementation of the strategic planning, monitoring and assessing progresses, and adjusting paths to evolving conditions.

The activities proposed by the project will require the full commitment of the partners for their achievement in terms of staff, resources and time, as well as the support of the University management and decision-makers. However, activities and their pace of implementation have been designed in order to allow a progressive learning and transformation process within the HEIs from Kurdistan region of Iraq towards a better university governance and implementation of Bologna process.

The outputs of the project, and in particular the resititution and harmonization phase towards a Shared Strategic Plan for University Reform is ambitious, taking into account the short time for their implementation, but still feasible and realistic and will provide with a hands-on experience and at the same time the full commitment of the HE Ministry would surely ensure the smooth process of the elaboration of the strategic plan adopted by each university.

What concrete, tangible results are expected to be achieved at the end of the project's activities in each of the target Partner Countries? (limit 6.000 characters)

The activities of APPRAIS project will be mostly implemented in Kurdistan region of Iraq or have been designed to reinforce the capacities and benefit directly the participating HEIs from Kurdistan region of Iraq. The European partners will provide their strategical and technical knowledge and support to allow the Iraqi HEIs to achieve the expected objectives and results. The concrete tangible results of the project's activities in the targeted partner country are the following:

WP1:

State of the art on governance and quality assurance in the universities of Kurdistan region of Iraq

WP2:

University roadmap for better university governance and implementation of Bologna process in the HEIs of Kurdistan region of Iraq. Roadmap is defined and approved and validated at the Validation workshop at M24 in Pisa in concomitance with the second partners meeting.

WP3:

56 university leaders (presidents, vice-presidents, heads of IROs and QA responsible) upskilled on strategic planning, quality assurance and credits recognition and 7 representatives of the Ministry involved for harmonization and training purposes

80 administrative staff upskilled on university administrative management, quality assurance and internationalisation strategies

WP4:

24 university staff (QA responsible) are trained on credits recognition and learning mobility

Creation of the online training platform accessible to all and the general public with training modules delivered by all the EU partners

Creation of the training guidelines/handbook

WP5:

Further 160 university staff (20 people from each HEI) benefit from the institutional ToTs during the harmonisation phase

8 shared strategic institutional plans validated by the Ministry and adopted by the HEIs in Kurdistan region of Iraq. An Institutional needs analysis report of each participating HEI (and its annual updates).

Five institutional needs analysis reports

WP7:

Besides the common communication and sustainability activities produced by all the partners of the project to ensure proper international project's visibility and reach the foreseen results, some activities will be developed only in Iraq in order to encourage the involvement of specific target groups.

Report, presentations and list of participants of the final conference that will be organised on M36 and to which decision makers will be invited in order to promote their active involvement in the project

sustainability after the project ends. Around 100 participants are expected to attend this event. Presentation of APPRAIS to the UNIMED General Assemblies and UNIMED Week in Brussels.
 WP6 and WP8:
 Deliverables of WP6 and WP8 target all partner institutions of the project and their results will be mainly applicable at project level.

E.2 Quality control and monitoring

Please explain what mechanisms will be put in place for ensuring the quality of the project and how the evaluation will be carried out. If an external evaluation is foreseen, provide information on the purpose and expected outcomes of this evaluation. 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 3.000 characters)

Evaluation and quality activities will be carried out in order to:

- ensure efficiency of the project (respect of deadlines, control of expenditures): to this respect, a planning matrix will be used as a reference document for monitoring (summative evaluation);
- ensure quality of processes, both in consortium's members cooperation (formative evaluation) and in processes leading to deliverables, including involvement of target groups when foreseen (quality assurance);
- ensure quality of the outputs (quality control);
- ensure project impact.

Activities related to summative evaluation will be jointly carried out by the lead partner and the project manager in order to ensure project progresses according to the following criteria:

- Effectiveness, in quantitative terms;
- Efficiency, both in financial spending and deliverables' production terms (time to achieve results).

Tools for summative evaluation will be shared with project management, and will include the logical framework matrix, the project log (to monitor ongoing activities), and others for specific work packages (e.g. dissemination records matrix)

Quality assurance activities will be coordinated by the lead partner and will involve all partners, following main criteria as: transparency; inclusiveness; shared decision making; meeting stakeholders' needs.

Tools used to this aim will be questionnaires, and semi-structured interviews.

-Internal questionnaires, collected on six-monthly basis, to promote self-reflection of the members of the working group on adopted methods, procedures, achievements, and processes within the partnership and with the project manager group;

- Feedback questionnaires from external audiences in relation to processes toward the outputs;
- Documents history, for written documents, recording contribution of partners and/or external experts to the deliverable achievement.

Quality control will be based mostly on peer review, as the consortium already includes professionals in the field and representatives of final beneficiaries: however, the process of feedback collection from the target groups in relation to the perceived quality of outputs will be continuous, both structured (in the frame of events and development activities), and unstructured (by collecting feedback from meetings organised by partners not belonging to the consortium, by talking with target groups, etc.).

Impact evaluation will be embedded into all project activities of evaluation and quality, as key criterion driving the project development. For impact evaluation, an external expert will be subcontracted. The expert will deal with the lead partner, as representative of the consortium, to define, design, develop and implement methods and tools suitable to collect at least:

- Short term impact on the participants to the project (members of the consortium)
- Short term impact in the project field
- Prospective impact on the programme field, as contribution to achieve overall goals.

Activities related to evaluation and quality will be managed by the Quality and Evaluation Working Team: this will be a group composed by one representative for each partner, in charge of

- Designing and developing the Quality and Evaluation Plan

- Coordinating activities of data collection
- Dealing with the external evaluator.

E.3 Budget and cost effectiveness

Please describe the strategy adopted to ensure that the envisaged 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. What sources of co-funding will be used? (limit 3.000 characters)

Cost efficiency will be sought in all phases of project implementation. The budget has been conceived to follow a cost efficiency and equity criteria in line with the activities to be performed by the project partners. The budget of the APPRAIS project has been prepared calculating the minimum staff costs allocation necessary to carry out the project tasks described in the work plan. In order to ensure that the ambitious objectives and results of the project are achieved, the distribution of tasks and staff costs have been made in order to fully use of the skills and capacities of each partner to minimise the efforts required. The coordinator will fully exploit the experience gained in the management of international projects. Human resources allocation for the partners from Kurdistan region of Iraq had been calculated taking into account that the participation of their staff in the CB activities should be maximised in order to ensure a full ownership of the project results.

The workflow is designed to optimise travel and logistics costs and minimize the cost of travel, meetings and event organisation. When possible, several events of the project will take place simultaneously or back to back, in order to save costs and time. For instance, the consultative workshop (WP2) will be held in Italy at Pisa University in correspondence with the 2nd management meeting, the 3rd management meeting foreseen in Murcia University will organised in concomitance with the field visit of WP4, the restitution event at the Ministry premises of WP5 will be jointly organised with the 4th management meeting in Erbil at Ministry premises, finally the final conference of the project (WP7) has been planned at the same time than the final project meeting (WP8) in Rome and several virtual meetings will be organised in order to reduce cost of travel and stay.

In order to ensure the financial management, a contractual agreement will be signed at the beginning of the project, establishing the rules for the distribution of funds; any advance from the coordinator to the partners will be released in instalments and, except for the first one, the other ones will be released after the proper administrative documentation has been submitted to the coordinator itself.

For an efficient logistical organisation and in order to ensure the participation of all the partners to all the project meetings, the travel costs and cost of stay for all the partners will be centrally managed directly by the project coordinator, UNIMED, on behalf of the partners.

Project co-financing will be ensured through:

- a) Individual staff costs, which are usually higher than the unit costs defined by the programme (this is certainly the case for EU partners); therefore, the EU partners are co-financing the project by default;
- b) A flat rate of 7% of total direct costs, representing the indirect costs that all partners have to bear to participate in the project.

If your project involves any "exceptional costs" related to travel, please justify them here. (limit 2.000 characters)

Based on the experience of previous CBHE projects, the air tickets to travel from Europe to Northern Iraq (Erbil airport in the Kurdistan region of Iraq) and vice versa are on average 20% to 40% more expensive than the unit costs foreseen by the Accounting system of the Erasmus+ programme. The unit costs for the cost of stay in Kurdistan region of Iraq could allow the partnership to do some savings and it could be possible to partly compensate the higher cost of the air tickets. However, the unit cost of 120 euro/day for the stay in EU countries (especially in Norway which reflects 160 EUR more as exceptional cost per each travel) is not enough to cover hotels, meals, and local transport and therefore it will not possible to

compensate with the costs of stay when traveling in EU countries. The criteria adopted for the exceptional costs is that they have been calculated only for more expensive tickets overcoming the unit cost, (in particular referring to the flights from and to Evora, Oslo, Pisa, Murcia and the Kurdish cities). Moreover, it has been decided to increase only the budget from and to the Kurdistan region of Iraq cities as well as from and to Evora, Pisa, Oslo and Murcia and only in the development phase, included all the training weeks as well included all the field visits.

In most cases, the partners would need to co-finance the travel costs through their own resources or through other cost items. In order to avoid this situation, we have evaluated the real travel cost to take advantage of the “exceptional costs” option.

Please justify the equipment costs for each Partner Country institution:

- *why the Partner Country institutions need them for the implementation of the project,*
- *their relations with the content to be developed and the specific activities to be implemented and*
- *the estimated timeframe for their purchase as well as the estimated place where they will be located (limit 3.000 characters)*

In each HEIs in Kurdistan region of Iraq , a “quality assurance directorate” is set up and the project equipment will serve to well equip it and make it more functioning and operational. The equipment will therefore set up at university level. Although the HEIs from Kurdistan region of Iraq will take care directly of the staff costs related to the possible hiring of additional human resources, a basic equipment will be purchased to equip the place that is meant to be easily accessible by all the staff leading the centre will work.

The “quality assurance directorate” are conceived as more dynamic, operational and responsive places where to apply quality assurance. All the 8 HEIs from Kurdistan have their own QA directorate.

The Equipment will be purchased as part of the task 4.2 which is due to be completed by the end of the second year and by the purchase of a specific quality assurance and management software that will allow an accurate and professional management of the services delivered by the QA directorate.

On the basis of the partners requestes and after a first preliminary needs analysis, the basic QA directorate equipment will be composed of: 3 desktop computers; 1 laptop, 2 multiprinting machine; 1 scanner, and 1 video conference kit, per each university. Part of this material will be also used in order to achieve other the tasks of other WPs, namely the online training activities of WP4 (laptops and video conference kit). Besides the basic equipment, each QA directorate will purchase also a software for quality assurance management (the overall budget per each university from Kurdistan, is 6000 EUR).

Please complete the following Logical Framework Matrix:

E.4 Logical Framework Matrix – LFM				
<p>Wider Objective: <i>What is the general objective, to which the project will contribute?</i></p> <p>The project will contribute to modernization of the governance system of HEIs in Kurdistan region in Iraq and to the implementation of the Bologna process</p>	<p>Indicators of progress: <i>What are the key indicators related to the wider objective?</i></p> <ul style="list-style-type: none"> Improved HEIs governance and developed institutional management systems in Kurdistan region of Iraq. Enhanced a system of quality assurance by strengthening quality and relevance of learning and teaching 	<p>How indicators will be measured: <i>What are the sources of information on these indicators?</i></p> <ul style="list-style-type: none"> Self and external institutional assessment before and after project implementation Good governance guidelines handbook Quality Assurance Directorates in each HEIs are functioning and operational Number of changes, modifications occurred in the management structure, policies, procedures as a response for the recommendations of experts at each partner university from Kurdistan region 		
<p>Specific Project Objective/s: <i>What are the specific objectives, which the project shall achieve?</i></p> <ul style="list-style-type: none"> Enhancing good governance, by strengthening the definition and 	<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"> Increased awareness of university leadership toward university good 	<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"> Internal institutional surveys conducted at the Kurdish HEIs to evaluate the 	<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"> Assumptions: Readiness, awareness and commitment from the top 	<p>How the risks will be mitigated:</p> <ul style="list-style-type: none"> Establishment of a good channel of communication between the partners and HEIs' decision-makers to ensure the necessary commitment on their part Activities are organised well in

<p>development of HEIs roadmap</p> <ul style="list-style-type: none"> Improving HEIs capacities on quality assurance mechanisms, strategic planning, management and accountability practices Supporting the implementation of Bologna Process within HEIs in Kurdistan region of Iraq by improving knowledge on recognition of credits and learning mobility Adopting the university reform on good governance and Bologna process at each HEIs, through the definition and validation of institutional action plans 	<p>governance practices</p> <ul style="list-style-type: none"> Number and quality of documented, approved and developed procedures, policies and manuals explaining the decision-making process among the institutions thanks to the institutional action plans Increased institutional awareness of the importance to have a good governance roadmap for the development and implementation of the Bologna process by >20% above baseline by the end of the project; All the 8 HEIs in Kurdistan will agree on a university roadmap that is validated in M15 32 top managers and university leaders from HEIs in Kurdistan upskilled on university management, strategic planning, quality assurance and credits recognition after the first 	<p>awareness at the beginning and at the end of the project;</p> <ul style="list-style-type: none"> 8 Strategic Institutional Plans available and ready for consultation Records and reports on the trainings; List of university staff (academic and administrative) trained Records and feedback (evaluation questionnaire) on the training cycle provided List of participants in several activities and workshops organized during the project, especially those from higher administrative positions. Events questionnaires to assess the impact of capacity building and dissemination impact Training material, training agenda for the training activities of WP3 and WP4 	<p>management and decision-makers within the governance structure of the partner country HEIs to accept institutional changes and to adopt the institutional roadmap and/or to integrate them into their existing strategy</p> <ul style="list-style-type: none"> Availability of top management of the HEIs from Kurdistan region of Iraq to support and participate in the project activities High level of motivation and commitment from the partner Universities' staff; Risks: <ul style="list-style-type: none"> Resistance and scepticism towards changes; Lack of support from the management of local HEIs, due to limited time and additional priorities Social and political instability in the target country Lack of support from national and regional stakeholders (political and civil 	<p>advance</p> <ul style="list-style-type: none"> Clear instructions, guidelines and deadlines from the coordinators of this WP Planning field visits in EU well in advance Ensuring regular communication with and among partners to encourage their participation and commitment Conducting a good communication campaign to inform the local and national stakeholders Communication and early contact with target groups of dissemination and exploitation of results
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	<p>basic training week in Norway >90% training activities are performed by M17</p> <ul style="list-style-type: none"> • 80 administrative and academic staff from HEIs in Kurdistan upskilled on university management, strategic planning, quality assurance after the three local training workshop in Kurdistan >90% training activities are performed by M19 • 24 administrative and academic staff (in particular QA directorate responsables) from HEIs in Kurdistan upskilled on quality assurance and administrative management after the field visit sin Europe > 80 % training activities are performed by M22 • 24 university top managers in charge of international relations (deans, heads of IROs, vice-rector in charge of mobility and international cooperation) upskilled on 	<ul style="list-style-type: none"> • Summing up the number of institutional decisions taken as a response to improve the governance framework at each partner institution 	<p>authorities) at institutional level</p>	
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	<p>credits recognition, learning and teaching mobility, on the overall management of Bologna process >80% training activities are performed by M25</p> <ul style="list-style-type: none"> • Online training platform visited by 80% of university staff of each HEIs in Kurdistan region in Iraq and by 50% of university staff of external university partner of the project, from other HEIs of the country, by M36 • 160 university internal staff (20 people from each HEI) benefit from local ToT by M32 • 8 shared strategic institutional plans validated by the KRI Mi 			
<p>Outputs (tangible) and Outcomes (intangible): Please provide the list of concrete DELIVERABLES - outputs/outcomes (grouped in Work packages), leading to the specific objective/s.:</p> <ul style="list-style-type: none"> • WP1: Updated needs assessment D1.1 Report on state of the 	<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"> • Literature and methodology available and shared among 	<p>How indicators will be measured: <i>What are the sources of information on these indicators?</i></p> <ul style="list-style-type: none"> • State of the art report on governance of HEIs in Kurdistan, published on 	<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"> • WP1 Assumptions: • - Significant data for the search is updated and 	<p>How the risks will be mitigated:</p> <ul style="list-style-type: none"> • WP1 Risks will be mitigated by: • An adequate profile of the researchers of the partners • The design of well-structured

<p>art on governance framework including glossary</p> <ul style="list-style-type: none"> • D1.2 Report on the field visits in KRI provinces • D1.3 Final report of the update needs analysis (included desk research, HEIs self-evaluation and field visits reports) • WP2 Definition of a roadmap for a better university governance and implementation of bologna process at KRI HEIs • D2.1 Roadmap for better university governance designed • D2.2 Consultative workshop report • WP3 Strategic Planning, Management, Quality Assurance and recognition: Capacity Building action • D3.1 Report on the training week in Oslo 	<p>partners from M2</p> <ul style="list-style-type: none"> • All the Partner country HEIs will gather at M6 for the field visits of the WP leaders to assess the self-evaluation on the governance framework • At least 4 different governance models at the four EU universities were reviewed in order to build a collective and comprehensive understanding about EU governance practices • At least 8 research papers/ case studies have been reviewed in order to design the self-evaluation tool • All KRI partners have participated in the gap analysis process provided all needed information and evidences to correctly assess their needs and draft reliable roadmap • At least 26 people participated to the consultative workshop in 	<p>APPRAIS website in M9</p> <ul style="list-style-type: none"> • A document providing the national roadmap (D2.2) to be implemented at local-institutional level is • subscribed by university managers and project coordinators and the Ministry involved in M15; • The agenda, programme, list of participants, pictures and the report of the basic training week is published on line on the APPRAIS website (D 3.1); • List of participants, agenda, pictures and reports of the three local training workshops are published online (D3.2) • List of participants, agenda, pictures and reports of the field visits are published online (D3.3) • Training material used all the training sessions are published in the website of 	<p>accessible</p> <ul style="list-style-type: none"> • - Partners provide quality contributions • Risks: <ul style="list-style-type: none"> • - Not enough information available on the relevant themes • - Poor quality of the data collected • WP2: Assumptions: <ul style="list-style-type: none"> • - All partners collaborate in defining the templates and guidelines for the preparation of the roadmap. • - WP2 activities allocated with the necessary time to achieve the tasks. • - Supports the drafting process by decision-makers. • Risks: <ul style="list-style-type: none"> • - Not enough participation in the discussions to define the roadmaps • - Not enough engagement of 	<p>methodological tools</p> <ul style="list-style-type: none"> • - Internal / external quality assessment • WP2 Risks will be mitigated by: <ul style="list-style-type: none"> • - Establishment of a good channel of communication between the partners and HEIs' decision-makers to ensure the necessary commitment on their part • - Activities are organised well in advance • - Clear instructions, guidelines and deadlines from the coordinators of this WP • WP3 and WP4 Risks will be mitigated by: <ul style="list-style-type: none"> • - Planning field visits in EU well in advance • - Choosing a proper and reliable online communication tool to be used by the partners for the training online platform • - Ensuring regular communication with and among partners to encourage their
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<p>University</p> <ul style="list-style-type: none"> • D3.2 Report on the three local training workshops in Kurdistan performed • D3.3. Report on study visits in Pisa and Evora performed • WP4 Bologna process implementation at KRI universities: Recognition of credits and learning mobility • D4.1 Field visit for university staff to Italy and Spain performed • D4.2 Online training platform & handbook • WP5 Restitution and harmonization phase towards a Shared Strategic Plan for University Reform • D5.1 Report on the restitution event • D5.2 Report on ToT activities performed at institutional and 	<p>Pisa in M14 in concurrence with the 2nd mid-term meeting of the project</p> <ul style="list-style-type: none"> • Institutional plans are prepared and validated • 6 monitoring reports (delivered each six months throughout the project lifetime) • Two evaluation reports conducted by the External Evaluator (M19-M36) • APPRAIS brochure and leaflets for all 14 partners of the consortium; • At least 100 participants at the final conference of the project • Kick-off meeting report • Minutes and reports of the 4 mid-term meetings • Final meeting report • List of attendees to the 	<p>the project</p> <ul style="list-style-type: none"> • Training online modules (MOOC) are recorded and available on the project's website for further consultation, besides to the UNIMED e-learning platform • Programme, list of participants, pictures and minutes of the consultation workshop of WP1 (D1.2), the restitution event of WP5 (D5.1) are online on the APPRAIDSE website • Strategic institutional action plans available • Project recommendations are published in the project website and widely disseminated • Internal and external quality monitoring reports • Publication and distribution of the project's visual and communication material (leaflets, 	<p>HEIs' decision-makers</p> <ul style="list-style-type: none"> • WP3: Assumptions: <ul style="list-style-type: none"> • - All partners actively participate in all the training activities • - Sharing of knowledge among the staff concerned. • - HEIs management support in training • Risks: <ul style="list-style-type: none"> • - Not enough participation in the training activities • - HEIs staff not able to attend the training activities • - Visa restriction • - Difficulties for the transmission of knowledge • WP4 - Assumptions: <ul style="list-style-type: none"> • - All concerned partners actively participate in field visits • - Internet connection to run smoothly for online training 	<p>participation and commitment</p> <ul style="list-style-type: none"> • WP5 Risks will be mitigated by: <ul style="list-style-type: none"> • - Planning activities well in advance • - Ensuring regular communication with and among partners to encourage their participation and commitment • - Supporting partner countries HEIs in the preparation and implementation of local ToT - Conducting a good communication campaign to inform the other Iraqi universities to participating in the ToT WP6-7 and 8 Risks will be mitigated by: <ul style="list-style-type: none"> • - Appropriate communication among the project partners regarding the tasks to be developed and deadlines - Communication and early contact with target groups of dissemination and exploitation of results
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<p>national level</p> <ul style="list-style-type: none"> • D5.3 Strategic Plan approved and adopted by the Ministry • WP6 Quality Control • D6.1 Quality and evaluation plan • D6.2 Intermediate internal evaluation reports • D6.3 Mid-term evaluation report (internal and external) • D6.4 Final evaluation report (internal and external) • WP7 Dissemination and exploitation • D7.1 Dissemination and sustainability plan • D7.2 APPRAIS Website • D7.3 Project's visual identity and dissemination material • D7.4 APPRAIS Final 	<p>all partners meeting</p>	<p>postcards...)</p> <ul style="list-style-type: none"> • • • Programme, list of participants and reports of the dissemination events (WP7) • • • Evaluation reports (mid term and final) • Agenda, list of participants, pictures of all the management meetings (6 meeting in total) 	<ul style="list-style-type: none"> • - All the EU partners will contribute to the online training • - Sharing of knowledge among the staff concerned. • - HEIs management support is guaranteed, Main risks: • - Visa restriction • - Difficulties in the transmission of knowledge • WP5: Assumptions: • - staff to actively participate in planned activities. • - Partner country HEI's internal coordination will ensure the follow-up • Main risks: • - Difficulties for KRI universities to organise the ToT due to political and security reasons • WP6-WP7-WP8: • Assumptions: • - Institutional and academic 	
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<p>conference</p> <ul style="list-style-type: none"> • WP8 Management • D8.1 Project Management Handbook • D8.2 Reports of plenary meetings (KoM, intermediate meetings, mid-term meeting and final meeting) <p>D8.3 Virtual meetings</p>			<p>support in mainstreaming</p> <ul style="list-style-type: none"> • - Transparent and constructive dialogue among the partners • - Clear definition of roles and responsibilities • - Stakeholders' availability • Main risks: <ul style="list-style-type: none"> • - Low involvement of stakeholders • - Political and security conditions 	
<p>Activities: <i>What are the key activities to be carried out (grouped in Work packages) and in what sequence in order to produce the expected results?</i></p> <ul style="list-style-type: none"> • WP1 • T1.1 Preliminary desk research, collection of relevant data and definition of glossary • T1.2 Identification of existing governance frameworks and best practices through self- 	<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 cost: 222 person/day • • Travel & Cost of stay: 11.280 EUR • Sub-contracting: no cost 		<p>Assumptions & risks <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"> • WP1: • - Accessibility to updated and usable data for implementing the research; timely response; it is assumed that partners provide quality contributions (this is applicable to all the other WPs) • WP2: 	<p>How the risks will be mitigated:</p> <ul style="list-style-type: none"> • WP1 Risks will be mitigated by: <ul style="list-style-type: none"> • An adequate profile of the researchers of the partners • The design of well-structured methodological tools • - Internal / external quality assessment • WP2 Risks will be mitigated by: <ul style="list-style-type: none"> • - Establishment of a good

<p>evaluation</p> <ul style="list-style-type: none"> • T1.3 Field visits in KRI provinces for the final assessment • • WP2 T2.1 Designing of roadmap: aims, mission, workplan • T2.2 Consultative workshop (in concomitance with the 2nd partners meeting in Pisa) • • WP3 • T3.1 Organisation of training week for university leaders in Oslo on strategic planning, QA management + recognition • T3.2 Organisation of 3 Training workshop in KRI for administrative and academic staff • T.3.3 2 Study visit in Pisa (Italy) & Evora (Portugal) for RAQ 	<ul style="list-style-type: none"> • Equipment: no cost • • WP2: • Staff cost: 299 person/day • Travel & Cost of stay: no cost • Sub-contracting: no cost • Equipment: no cost • • WP3: • Staff cost: 712 person/day: • Travel & Cost of stay: 179.465 EUR • Sub-contracting: 3.000 EUR. • Equipment: no cost • 		<ul style="list-style-type: none"> • Ensured multilevel support inside (HEIs management level) and outside (policymakers or, in general, institutional context) • • WP3: • - Involvement of expert researchers, implement the staff training programmes; adequate internet and technological infrastructures; possibility of using technologies already available in the universities in addition to the ones provided by the project • Availability in travelling to the EU HEIs for the field visits; survey the activities carried out by participants over the course; Social and political situation in the target country could worsen and prevent the implementation of the training weeks and workshop in KRI – visa follow up. • • WP4: • - tecnohlogical requirements for the creation of the the online platform are met; contributions from all 	<p>channel of communication between the partners and HEIs' decision-makers to ensure the necessary commitment on their part</p> <ul style="list-style-type: none"> • • - Activities are organised well in advance • • - Clear instructions, guidelines and deadlines from the coordinators of this WP • • WP3 and WP4 Risks will be mitigated by: • • - Planning field visits in EU well in advance • • - Choosing a proper and reliable online communication tool to be used by the partners for the training online platform • • - Ensuring regular communication with and among partners to encourage their participation and commitment • • WP5 Risks will be mitigated by: • • - Planning activities well in advance • • - Ensuring regular
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<ul style="list-style-type: none"> • • WP4 • T4.1 Field visit: Roma (UNIMED) + Murcia (Spain) • T4.2 Online training platform & handbook • • WP5 • T5.1 Restitution event preparation at the Ministry in Kurdistan (Erbil) • T5.2 Internal ToT activities per each institution for the benefit of internal staff and from other HEIs of the country • T5.3 Definition of Institutional Strategic Plan for University reform • • WP6 • T6.1 Setting up of the Quality Committee • T6.2 Preparation of the 	<ul style="list-style-type: none"> • WP4: • Staff cost: 413 person/day: • Travel & Cost of stay: 44.930 EUR • Sub-contracting: 31.000 EUR • Equipment: no cost • • WP5: • Staff cost: 286 person/day: the KRI HEIs • Travel & Cost of stay: 18.130 EUR • Sub-contracting: 15000 EUR • Equipment: In the strategic plan it is foreseen also the purchase of equipment to better equip the already existing QA centres: TOT 48.000 EUR • 		<p>the partners of the project – visa follow up WP5: collaboration among partners is ensured to guarantee the signature of the agreements for the internship</p> <ul style="list-style-type: none"> • • WP6: -Partners' agreement on quality indicators; consensus among partners on quality indicators proposed by the WP leader and the Project Quality Team; • • - WP7: Dissemination strategy tailored to HEIs needs, user and stakeholder participation; availability of stable contact networks; partners' engaged in disseminating project's results; institutional and academic support in mainstreaming projects' results; ongoing involvement of the target groups; stakeholders availability to arrange meetings and to participate at the final conference. 	<p>communication with and among partners to encourage their participation and commitment</p> <ul style="list-style-type: none"> • • - Supporting partner countries HEIs in the preparation and implementation of local ToT • - Conducting a good communication campaign to inform the other Iraqi universities to participating in the ToT • • WP6-7 and 8 Risks will be mitigated by: • • - Appropriate communication among the project partners regarding the tasks to be developed and deadlines - Communication and early contact with target groups of dissemination and exploitation of results
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<p>Quality Plan</p> <ul style="list-style-type: none"> • T6.3 Internal evaluation: evaluation of the quality of each WP deliverable and suggested improvements • T6.4 External evaluation: Preparation of quality report (mid-term and final reports) • • WP7 • T7.1 Design of the dissemination and sustainability strategy • T7.2 Creation and management of the project website • T7.3 Preparation of dissemination materials • T7.4 Deployment of dissemination and sustainability campaign • T7.5 Organisation of the final conference • WP8 	<ul style="list-style-type: none"> • WP6: • Staff cost: 357 day/person • Sub-contracting: 12.000 EUR External evaluator • • WP7: • Staff cost: 552 ay/person • Website: 12000 • Travel: no costs • • WP8 : • Staff cost: 995 person/month • Sub-contracting: 18.000 external auditor Travel & cost of stay: 4 mid-term meetings, KoM and final conference 		<ul style="list-style-type: none"> • • • WP8: - Partners' previous experience on international projects managing and cooperation; institutional support to the Steering Committee strategy; meetings attendance, partners willingness to travel 	
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<ul style="list-style-type: none">• T8.1 Operative and financial management of the project• T8.2 Management of the project's logistics <p>T8.3 Performing of plenary and virtual meetings</p>				
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Please complete the following work plan.

E.5 Work Plan

Please be aware that, by default, the project activities and the eligibility of costs can only start after the signature of the grant agreement.

As it might not in all cases be possible to sign the grant agreement for a selected proposal before the start date indicated in the application, the project planning should ideally cater for this possibility.

For this reason,

- if your work plan does not allow for the necessary flexibility to adapt to a later start than originally planned and/or
- if you have scheduled activities that must start on a particular date in the very early phase of the proposed project,

then please provide below a brief justification explaining the reasons why the activities in question cannot be postponed and need to take place on the foreseen dates (max 3000 characters):

N/A

On the following pages, please provide your work plan for each year of the proposed project

- *Please use the model provided below.*
- *Please complete a one-page work plan for each project year.*
- *For each year of your proposal, please complete a work plan indicating the deadlines for each outcome and the period and location in which your activities will take place.*
- *If needed, please insert additional rows into the work plan tables.*
- *The same reference and sub-reference numbers as used in the logical framework matrix must be assigned to each outcome and related activities.*

Examples:

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													
WP1	Update of Need Assessment	36												
T1.1	Preliminary desk research, collection of relevant data and definition of glossary	8	2= 2X	2= 2X	2= 2X	2= 2X								
T1.2	Identification of existing governance frameworks and best practices through self-evaluation	6		2= 2X	2= 2X	2= 2X								
T1.3	Field visits in KRI provinces for the final assessment	12			2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X			
WP2	Definition of a roadmap for a better university governance and implementation of bologna process at KRI HEIs	12												
T2.1	Designing of roadmap: aims, mission, workplan	6										2= 2X	2= 2X	2= 2X
T2.2	Consultative workshop (in corresponsance of the 2nd partners meeting in Pisa)	2												2= 2X
WP6	Project Quality and Evaluation	48												
T6.1	Creation of Quality and Evaluation Working Team and nomination of the External Evaluator	12	4= 4X	4= 4X	4= 4X									
T6.2	Drawing up of Quality and Evaluation Plan (product & process evaluation)	12	4= 4X	4= 4X	4= 4X									
T6.3	Regular Monitoring and feedback collection by Partners	24	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X
WP7	Dissemination & Exploitation	48												
T7.1	Design of the dissemination and exploitation strategy	8	2= 2X	2= 2X	2= 2X	2= 2X								
T7.2	Creation and management of the Project website	24	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X
T7.3	Preparation of dissemination Materials	24	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X
WP8	Management	48												

T8.1	Management of the PM Structure	24	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X
T8.2	Operational Project Management	24	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X
	Kick off meeting in Rome (UNIMED)		1=											
	1st mid-term meeting in Duhok (UoD)										1X			

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													
WP2	Definition of a roadmap for a better university governance and implementation of bologna process at KRI HEIs	12												
T2.2	Consultative workshop (in corresponsance of the 2nd partners meeting in Pisa)	6	2= 2X	2= 2X	2= 2X									
WP3	Strategic Planning, Management, Quality Assurance and recognition: Capacity Building action	36												
T3.1	Organisation of training week for university leaders in Oslo (Rector, 2 VR, 1 head IRO) on strategic planning, QA management + recognition	6			2= 2X	2= 2X	2= 2X							
T3.2	Organisation of 3 Training workshop in KRI (Evora to Salaheddine University with Charmo and Ministry, Erbil 10 beneficiaries per university; Murcia to Duhok University, with DPU and Zakho, Duhok; Pisa to Sulaymania, with Halabja & Garmian + Harmonization training in Sulaymani (Suleymania) with 3 persons per university - Topic on strategic planning, quality assurance, management (financial management) - Enhancement of competences of the responsables and staff of quality assurance directorates	8				2= 2X	2= 2X	2= 2X	2= 2X					
T.3.3	2 Study visit in Pisa (Italy) & Evora (Portugal) for RAQ (QA responsables + administrative staff) - 3 people per university	8							2= 2X	2= 2X	2= 2X	2= 2X		
WP4	Bologna process implementation at Kurdistan region of Iraq univesities: Recognition of credits and learning mobility	12												
T4.1	Circular field visit: Rome (UNIMED) + Murcia (Spain) (Deans, VR and head - IRO)	6										2= 2X	2= 2X	2= 2X

T4.2	Online training platform & handbook	4												4= 4X
WP6	Project Quality and Evaluation	48												
T6.3	Regular Monitoring and feedback collection by Partners	24	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X
T6.4	Drawing up of evaluation reports (Mid-term and Final)	24	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X
WP7	Dissemination & Exploitation	48												
T7.2	Creation and management of the Project website	24	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X
T7.3	Preparation of dissemination Materials	24	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X
WP8	Management	48												
T8.1	Management of the PM Structure	24	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X
T8.2	Operational Project Management	24	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X
	2nd mid-term meeting in Pisa (UNIFI)			1=										
	3rd mid-term meeting in Murcia (Spain) with the circular visit of Italy-Spain											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													
WP4	Bologna process implementation at KRI univesities: Recognition of credits and learning mobility	4												
T4.1	Circular field visit: Rome (UNIMED) + Murcia (Spain) (Deans, VR and head - IRO)	2	2= 2X											
T4.2	Online training platform & handbook	8	4= 4X	4= 4X										
WP5	Restitution and harmonization phase towards a Shared Strategic Plan for University Reform	36												
T5.1	Restitution event preparation at the Ministry in Kurdistan (Erbil)	12			4X	4X	4X							
T5.2	Internal ToT activities per each institution for the benefit of internal staff and for other HEIs of the country	12						4X	4X	4X				
T5.3	Definition of Institutional Strategic Plan for University reform	18			2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X
WP6	Project Quality and Evaluation	48												
T6.3	Regular Monitoring and feedback collection by Partners	24	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X
T6.4	Drawing up of evaluation reports (Mid-term and Final)	24	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X
WP7	Dissemination & Exploitation	48												
T7.2	Creation and management of the Project website	24	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X
T7.3	Preparation of dissemination Materials	24	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X
T7.4	Organisation of the final Conference	8									2= 2X	2= 2X	2= 2X	2= 2X
WP8	Management	48												

T8.1	Management of the PM Structure	24	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X
T8.2	Operational Project Management	24	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X	2= 2X
	4rd mid-term meeting in Erbil (Ministry premises)						1X							
	Final meeting + Conference in Rome (UNIMED)													1=

Please complete the information on each work package for your project

E.6 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.

Work package type and ref.nr	PREPARATION	1
Title	Update Needs assessment	
Related assumptions and risks	<p>Assumptions:</p> <ul style="list-style-type: none"> - Relevant literature is available and easily accessible - Contributions of project partners are valuable and positive <p>Main expected risks:</p> <ul style="list-style-type: none"> - difficulties in collecting data and relevant documents which may not be enough for preparing and designing a general governance framework - partners are not fully cooperating <p>These risks will be mitigated by:</p> <ul style="list-style-type: none"> - ensuring the involvement of knowledgeable researchers, as well as the close collaboration between all the members of the consortium; - resorting to proper technical tools for enhancing the easiness and the reliability of collaboration and information sharing; - Internal and external quality assessment - Security conditions to perform field visits in Kurdistan provinces 	
Description	<p>The aim of the first work package is to realize an updated needs analysis able to identify gaps and priorities in governance, quality assurance practices and credits recognition for learning mobility that have to be addressed in the WP3 and WP4. This WP is led by the University of Duhok (P8) with the collaboration of the project coordinator (UNIMED).</p> <p>Based on recent literature on the issue of HEIs reforms and governance model, the study enables the identification of specific topics to be strategically addressed and tackled in WP3. The study covers the main important elements related to improving governance, quality and recognition and need to help both the identification of gaps and the identification of priorities to address in the capacity building action (WP3 and WP4). The analysis will be based on a combination of desk research, HEIs self- evaluation and field visits performed in the Kurdistan region by UNIMED.</p> <p>First of all, the team of this work package will conduct a comprehensive desk research, consisting in reviewing relevant literature and collecting previous expertise (T1.1) in order to develop a baseline for building the following tasks (T1.2 and T1.2) It will be also important to standardize the concepts and terminologies of governance, quality assurance and Bologna process among consortium institutions.</p> <p>UNIMED will suggest and approve a self-evaluation tool which will be used indeed for the self-evaluation of each HEI, while the University of Duhok as main WP leader will guide the implementation itself of the self- evaluation among HEIs in Kurdistan region of Iraq. Results will be elaborated through a close collaboration between the leader and the co-leader. All the other partners should support this key step, in that it is of fundamental importance for the following tasks. This self-evaluation will allow to better identify needs, weakness and constraints but also to be aware of priorities and strengths of each HEI</p>	

	<p>involved in the project.</p> <p>Therefore, following this preliminary desk research, collection of relevant data and definition of glossary (T1.1) and thanks to HEIs self-evaluation, these existing governance frameworks and best practices identified (T1.2) will be further discussed and finalised during three field visits conducted by UNIMED staff to the three Kurdistan provinces (in Erbil at Salaheddine University, in Sulaymania and in Duhok).</p> <p>During these field visits the results of T1.1 and T1.2 will be further discussed and finalised.</p> <p>A final preparation report will sum up all the work performed in this work package, thus representing a reference for all consortium members to understand the general and specific terminology of governance, as well as the baseline for training (WP3 and WP4) and actions plans (WP5) in each HEIs.</p>		
Tasks	<p>T1.1 Preliminary desk research, collection of relevant data and definition of glossary</p> <p>T1.2 Identification of existing governance frameworks and best practices through HEIs self-evaluation</p> <p>T1.3 Field visits in KRI provinces for the final assessment</p>		
Estimated Start Date (dd-mm-yyyy)	14/01/2021	Estimated End Date (dd-mm-yyyy)	30/09/2021
Lead Organisation	P8 University of Duhok (co-leader P1 UNIMED)		
Participating Organisation	P3, P4, P5, P6, P7, P9, P10, P11, P13, P14		
Costs <i>Please explain the necessary costs for this WP: What travels are necessary? If equipment is requested, explain why it is required. If subcontracting is necessary, explain why the task cannot be performed by the partner.</i>	<p><u>Staff costs:</u> 222 person/day</p> <p><u>Travel & Cost of stay:</u> 11.280 EUR</p> <p>Three field visits in Kurdistan provinces (Erbil, Sulaymania and in Duhok) will be performed by UNIMED staff (2 people) together with the University of Duhok. The KRI universities that will gather to Erbil at Salaheddine University are the only Charmo University (2 people) and the Ministry which is already located in Erbil, travel and cost of stay are only for Charmo University; the same thing for Sulaymania (where the universities which will need travel and cost of stay budget are Halabja and Garmian Universities; finally the third visit is in Duhok at Duhok University, with only Zakho university travelling.</p> <p><u>Sub-contracting:</u> no cost</p> <p><u>Equipment:</u> no cost</p>		

Deliverables/results/outcomes

Expected Deliverable/Results/Outcomes	Work Package and Outcome ref.nr	1.1.	
	Title	Report Stock taking of governance framework including glossary	
	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	First draft of the report which will include the governance framework based on the comprehensive desk research, in reviewing relevant literature and collecting previous expertise. It includes also a Governance Glossary which will standardize the concepts and terminologies of governance, quality assurance and Bologna process among consortium institutions.	

	Due date	31/05/2020
	Languages	English
Target groups	<input type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input 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 words)</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	1.2.	
	Title	Report on the field visits in KRI provinces (Erbil Sulaymania & Duhok)	
	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	<p>During the three field visits the already performed self - evaluation carried out by HEIs will be analysed and revised by programme partners experts through focus groups organisation with KRI HEIs. The results discussion will enable the realisation of this evaluation at the level of the major governance dimensions. The study will cover the most important elements related to the improvement of governance and needs, to help the identification of both current gaps and of the priorities to address. This will lead to the outline of a specific strategy to implement (WP2) The strategy will be improved and supported through the training step (WP3 and WP4) and, much more, through institutional action plans (WP5).</p>	
	Due date	31/07/2020	
	Languages	English	
Target groups	<input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input checked="" type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input checked="" type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other		
	<i>If you selected 'Other', please identify these target groups. (Max. 250 words)</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	1.3.
	Title	Final report of the update needs analysis (included desk research, self-evaluation and field visits reports)

	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 final report will sum up the results of the analysis and it will allow to give specific indications on the main priorities to be addressed during the following WPs.</p> <p>The report will also describe all the work done (literature review, governance framework and best practices research, self-evaluation and field visits.</p>	
	Due date	30/09/2020	
	Languages	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 words)</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

Work package type and ref.nr	DEVELOPMENT	2
Title	Definition of a roadmap for a better university governance and implementation of bologna process at KRI HEIs	
Related assumptions and risks	<p>Assumptions:</p> <ul style="list-style-type: none"> - Need analysis assessment describes in a realistic way the current governance situation; - leadership and teams from the partner institutions in Kurdistan are keen to start the change; <p>Main expected risks:</p> <ul style="list-style-type: none"> - misleading information that some partner universities may provide during the analysis activities; - tendency of people to resist the change <p>These risks will be mitigated by:</p> <ul style="list-style-type: none"> - change management techniques in order to handle resistance to change; - EU expert will support and suit diagnosis results according to HEIs feedback; - EU experts will encourage the universities to participate effectively in this task and provide accurate supervision and consultancy to drive changes 	
Description	<p>Based on the updated needs analysis of the WP1, the WP2 will develop a specific roadmap for better university governance and implementation of bologna process at KRI HEIs, that will be the basis for the definition of their own institutional strategic plans (WP5) and that will feed the training needs (WP3 and WP4).</p> <p>The roadmap will be developed through a strong collaboration between the WP2 leader, Evora University and the co-leader from KRI, Charmo University and should enable targeted universities from Kurdistan to adapt and fit international methodological techniques to the local context, to define the content of the following training scheme, its methodology and the selection of target groups, that are very crucial tasks in order to ensure a smooth performance of the WP3.</p>	

	<p>The roadmap will be defined according to the local, cultural and institutional needs and strategies, and in coherence with the national strategy on higher education and Bologna process implementation.</p> <p>The APPRAIS roadmap is linked to the institutional strategic plans that Kurdish universities are required to develop and define in WP5 after the capacity building actions of WP3 and WP4, and present the process required for implementation of Bologna process, namely the actions to be developed, the timeframe, the priorities, the expected result and impact, and the teams or departments in charge for the implementation of this university reform.</p> <p>It will also serve as basis for the realisation of the online training platform and guideline handbook for strategic planning, governance for HEIs, quality assurance and recognition, foreseen in WP4.</p> <p>Therefore, on the basis of the results of WP1, in the T2.1 the working group of the WP2 will jointly set up and design the roadmap that will inform the WP3 and WP4 training needs and will present the aims, mission and detailed workplan that each HEIs in Kurdistan would need to follow up and implement in order to improve their university governance system and to adopt the Bologna process at institutional and national level.</p> <p>In order to facilitate the cross-fertilization of the solutions found and to define a shared roadmap, this latter will be built up with the collaboration of all the project partners from Kurdistan led by P5 and P13 as WP leaders and of course with the collaboration and sharing knowledge and experience of other EU universities. Therefore, a consultative workshop (T2.2) will be organised in Pisa (Italy) concurrently the 2nd partnership meeting where the roadmap will be presented to the whole consortium, discussed and where possible improved taking advantage of the other ones. This meeting will also serve as a basis for discussion among KRI universities and their EU peers, through sharing of experiences among different university governance systems (Italy, Spain, Portugal and Norway) so that each one can learn from the lessons learned (in positive and negative terms) by the others.</p> <p>The consultative workshop aims to share, consult and validate the roadmap that will thus serve as inspiring base for the definition and development of institutional strategic plans (WP5) and to launch the beginning of WP3, on the Capacity Building action, whose leader is Pisa University.</p>		
Tasks	T2.1 Designing of roadmap: aims, mission, workplan T2.2 Consultative workshop		
Estimated Start Date (dd-mm-yyyy)	1/10/2021	Estimated End Date (dd-mm-yyyy)	31/03/2022
Lead Organisation	P5, University of Evora (co-leader P13 Charmo University)		
Participating Organisation	P1, P2, P3, P4, P6, P7, P8, P9, P10, P11, P12, P14		
Costs <i>Please explain the necessary costs for this WP: What travels are necessary? If equipment is requested, explain why it is required. If subcontracting is necessary, explain why the task cannot be</i>	<u>Staff cost:</u> 299 person/day <u>Travel & Cost of stay:</u> there are not additional costs of travel and cost for this WP: The Consultative workshop where the roadmap will be validated, is organised concurrently with the second partners meeting in Pisa (Italy) in order to save budget and for visa issue. <u>Sub-contracting:</u> no cost <u>Equipment:</u> no cost		

<i>performed by the partner.</i>	
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Deliverables/results/outcomes

Expected Deliverable/Results/Outcomes	Work Package and Outcome ref.nr	2.1.	
	Title	Designing of roadmap: aims, mission, workplan	
	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 D2.1 will be the roadmap defined and designed thanks to the working group of the WP2 and that will present the aims, mission and detailed workplan that each HEIs in Kurdistan would need to follow up and implement in order to improve their university governance system and to adopt the Bologna process at institutional and national level. The roadmap will inform the WP3 and WP4 training needs as well.	
	Due date	30/11/2021	
	Languages	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 checked="" type="checkbox"/> Other		
	<i>University decision-makers</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	2.2.	
	Title	Consultative workshop report	
	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 D2.2 will be the report of the consultative workshop (T2.2) that will be organised in Pisa (Italy) concurrently with the 2nd partnership meeting where the roadmap will be presented to the whole consortium, discussed and validated by all the partners. The consultation workshop will allow, through sharing of experiences among different university governance systems (Italy, Spain, Portugal and Norway) and among KRI HEIs, that each one can learn from the lessons learned (in positive and negative terms) by the others and then be able to approve and validate the roadmap designed in D2.1.	
	Due date	31/03/2022	
	Languages	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 checked="" type="checkbox"/> Other
	<i>University decision-makers</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	DEVELOPMENT	3
Title	Strategic Planning, Management and Quality Assurance: Capacity Building action	
Related assumptions and risks	<p>Hypotheses:</p> <ul style="list-style-type: none"> - All partners actively participate in all training activities - At least one person (being a university leader or a member of the academic body), always the same, will participate in the local training workshops and in the field visit in Italy (Pisa) and Portugal (Evora) - The internal coordination of the universities will ensure the sharing of knowledge in the university through pertinent meetings, and the organization of training seminaries and workshops at the local level. - The university management will give its support to enable the staff to actively participate in planned training activities. <p>Main risks:</p> <ul style="list-style-type: none"> - Not enough participation in training sessions - Lack of university staff representatives at training sessions - Difficulties in travel management (visas) - Difficulties for the transmission of knowledge <p>These risks will be mitigated by:</p> <ul style="list-style-type: none"> - The advanced planning of training activities, seminars and workshops - The establishment of a good channel of communication between the partners to ensure the necessary commitment on their behalf - Supporting partners to the preparation and execution of local training workshops. 	
Description	<p>After the analysis of the state of the art and the needs of the KRI universities involved in the project (WP1), the definition of the action plan for the design of the capacity building action (WP2), the following work, led by Pisa University, with the co-leadership of Sulaymania University, will consist in the coordination of the internal staff's (university leaders such presidents and vice-presidents, and international offices IROs heads) capacity building action in strategic planning, university management, quality assurance and credits recognition.</p> <p>Capacity building will be done through a one-week modular training (which will provide the basis) to be hosted by Oslo University in Norway, carried out mainly through frontal didactics and comparative analysis of case studies. Each KRI university will participate with 4 representatives (president – 2 vice-presidents - 1 head of international relations office) for a total of 32 beneficiaries for Kurdistan HEIs and four representatives from the Kurdistan Ministry of Higher Education and Scientific Research will also participate in the training modular to ensure the</p>	

institutional and political commitment of Kurdistan HEIs to the project's training activities (total 36) representative from each European university partner will also participate in the basic training with experts and trainers from Oslo University, as hosting institution.

The modular training will be followed by three training workshops that will be locally organized in Kurdistan by gathering universities according to their geographic proximity in the three Kurdistan provinces: a 3-days training workshop will be organised in Erbil at Salaheddine University together with Charmo University and the Ministry of Higher Education and Scientific Research; a second 3-days training workshop in Duhok province at Duhok University, together with Duhok Polytechnic University and Zakho University; a third 3-days training workshop in Sulaymania, with Halabja & Garmian Universities. 10 beneficiaries per university will be trained in each local workshop, for a total 80 beneficiaries.

The main target groups benefiting from the three local training workshop, are the following: administrative staff dealing with financial and administrative management (2 people), academic staff dealing with quality assurance and QA directorates responsible, academic staff dealing with strategic planning (participation of 10 people per KRI university for a total of 80 beneficiaries). Four representatives from the Ministry will participate in the training workshop held in Erbil. EU partners, under the coordination of the WP leader, Oslo University, will guide the three-training workshop: Evora University will deliver the training in Erbil, Pisa University will deliver it in Sulaymania and Murcia will move to Duhok province.

The three workshops will be then followed by a harmonisation training in Sulaymania which will see the participation of 3 persons per university (1 representative for target group, that means 1 administrative and 1 academic staff dealing with quality assurance and 1 responsible for QA directorate) and all the EU partners. This harmonisation training of one day will serve to capitalise on the experiences, lessons learnt and good practices shared in each local training.

The local training scheme is offered as a path for sharing and transferring knowledge, good practices and skills developed and implemented to contribute to the achievement of the project objectives, namely the definition of the vision of the policy and development strategy with clearly defined objectives and projected means, thus strengthening the evaluation system through enhancement of the Quality Assurance Directorate for the implementation of the institutional action plan by each KRI university.

Therefore, first of all, this training scheme should cover all the strategic areas that each university must also govern: 1) initial and periodic accreditation of study programs; 2) evaluation of research; 3) evaluation of teaching; 4) the evaluation of administrative and student services; 5) technology transfer (so-called third mission) ; 6) strategic planning and definition of priorities and objectives. Therefore, training activities will focus on the following main themes:

- Organizational conditions to start and manage an effective system of governance through the "quality approach";
- Classification of procedures and identification of personnel (responsibility and decision-making powers) for the accreditation and assessment processes;
- Evaluation models, in the various strategic areas to be governed, to be implemented in universities with examples of the evaluation process;
- Logics and methods for installing and supplying performance measurement and evaluation systems with integrated logic;
- Indicators and parameters for the control and evaluation of activities and services related to each strategic area (for example indicators of student careers,

	<p>indicators of training activities, individual and organizational performance indicators, etc.);</p> <ul style="list-style-type: none"> - Stakeholder consultation and participation systems; - Quality assurance tools and mechanisms; - Quality communication and reporting channels and instruments, inside and outside the university. <p>From a methodological point of view, the capacity building action in Kurdistan will be carried out mainly through working groups and adults learning methodologies and techniques in order to provide a solid methodological framework of the subjects dealt with and an appropriate practical discussion in particular through the comparative analysis of cases 'studies.</p> <p>Following the basic training and the three local workshops that have targeted leaders, academic and administrative staff, two field visits and exchange of good practices will complete the capacity building scheme of WP3.</p> <p>With a view to optimizing human and financial resources but also for better sharing and comparison with their peers in Europe, the project provides for a circular trip with 3 participants for each university (1 administrative + 1 teacher + 1 manager in charge of quality assurance) for a study visit to Italy and then to Portugal. 24 representatives for 8 KRI universities and 3 representatives of the KRG Ministry will indeed visit first Pisa University and then Evora University. This on-the-job training will aim: for quality assurance managers and responsible, on the one hand, to meet their European counterparts (heads of establishments and departments, deans and vice-deans, responsables of QA) and therefore have the opportunity to compare with them their way of defining quality assurance procedures and mechanism, which will help guide them in the implementation of quality standard according to the strategy provided by the Kurdistan Ministry. At the same time, academic and administrative staff will also have the opportunity to compare with their peers in the EU the ways to quality assurance in the administrative management of the university.</p> <p>At the end of the training activities, training material will be distributed through the development of operational guidelines which can then be used for the cascade training of all staff (to be performed in WP5).</p>		
Tasks	<p>T3.1 Training week for university leaders in Oslo on strategic planning, QA management + recognition</p> <p>T3.2 Three Training workshop in KRI and Harmonization training in Sulaymania</p> <p>T.3.3 Tow Study visits, one in Pisa (Italy) and one in Evora (Portugal)</p>		
Estimated Start Date (dd-mm-yyyy)	01/03/2022	Estimated End Date (dd-mm-yyyy)	31/12/2022
Lead Organisation	P2 University of Pisa, Co-leader P7, Sulaymania University		
Participating Organisation	P1, P3, P4, P5, P6, P8, P9, P10, P11, P12, P13, P14		
Costs <i>Please explain the necessary costs for this WP: What travels are necessary? If equipment is requested, explain why it is required. If</i>	<p><u>Staff cost:</u> 717 person/day: it is the longest WP in the workplan where a strong participation from all the EU partners is required in order to perform the training activities, as well a huge participation from KRI universities is asked with the aim to reaching the maximum number of beneficiaries</p> <p><u>Travel & Cost of stay:</u> 179.465 EUR</p> <p>There are foreseen one training week in Oslo for 36 beneficiaries from KRI and three local training working in Kurdistan for a total of 80 participants and finally two field visits in</p>		

<i>subcontracting is necessary, explain why the task cannot be performed by the partner.</i>	Europe (Pisa and Evora) for 27 beneficiaries <u>Sub-contracting</u> : 3.000 EUR We have foreseen a budget as logistical support for Sulaymania University, co-leader of the WP which has to host the restitution training after the three-local workshop. <u>Equipment</u> : no cost
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Deliverables/results/outcomes

Expected Deliverable/Results/Outcomes	Work Package and Outcome ref.nr	3.1.	
	Title	Report on the training week in Oslo	
	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	<p>The coordinator of the WP3, P2 UNIPI will provide a report on the training week in which all KRI universities have participated, in collaboration with the co-leader P5 and Oslo University as hosting institution.</p> <p>The report will be in English and will focus on the main results of the training and exchange of practices, methodology and teaching materials.</p>	
	Due date	31/05/2022	
	Languages	English	
Target groups	<input checked="" type="checkbox"/> Teaching staff <input 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>Project partners (Max. 250 words)</i>		
Dissemination level	<input type="checkbox"/> Department / Faculty <input checked="" type="checkbox"/> Institution	<input type="checkbox"/> Local <input type="checkbox"/> Regional	<input type="checkbox"/> National <input type="checkbox"/> International

Expected Deliverable/Results/Outcomes	Work Package and Outcome ref.nr	3.2.	
	Title	Report on the three local training workshops in KRI and on restitution workshop performed	
	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	<p>This report will summarize the programme, the selection of participants, and the list of participants during the three local training missions included in the task T3.2. The aim of the report is to synthesize the experiences at local level, and the possible developments triggered by them.</p>	

	Due date	31/08/2022
	Languages	English
Target groups	<input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other	
	<i>Project partners</i>	
Dissemination level	<input type="checkbox"/> Department / Faculty <input type="checkbox"/> Local <input type="checkbox"/> National <input checked="" type="checkbox"/> Institution <input type="checkbox"/> Regional <input type="checkbox"/> International	

Expected Deliverable/Results/Outcomes	Work Package and Outcome ref.nr	3.3.	
	Title	Report on study visits in Pisa and Evora performed	
	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	<p>This report aims at evaluating the impact of the study visits.</p> <p>In order to have a comprehensive report, every participant will be asked to provide his evaluation on specific terms, as well as a report about its team participation and its plans for the future activities. All these reports will be put together in one comprehensive and final report. It is expected that it will clarify the areas of improvement for each institution on the basis of their experience at EU Universities.</p>	
	Due date	30/11/2022	
	Languages	English	
Target groups	<input type="checkbox"/> Teaching staff <input 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>Project partners</i>		
Dissemination level	<input type="checkbox"/> Department / Faculty <input type="checkbox"/> Local <input type="checkbox"/> National <input checked="" type="checkbox"/> Institution <input type="checkbox"/> Regional <input type="checkbox"/> International		

Work package type and ref.nr	DEVELOPMENT	4
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Title	Bologna process implementation at KRI Universities: Recognition of credits and learning mobility
Related assumptions and risks	<ul style="list-style-type: none"> - EU experts are able to tailor made the training and the support to Kurdish partners according to the needs of the KRI Universities as mapped in WP1. - Each KRI University select trainings’ attendees that will have the ability to spread the acquired knowledge in their Home University and nationally. - Visa issues can affect the schedule of the training. - Ministry of Higher Education is willing to support the dissemination of the WP outcomes at national level
Description	<p>After the WP3 training scheme which would have improved the capacities of KRI university staff (academic and administrative, university I leaders and staff) on financial and administrative management of the university system, on quality assurance mechanism and on strategic planning, thus in general to support KRI HEIs to define their own strategic plans for a better governance, the work package 4, would focus on the main component of Bologna process implementation, recognition of credits and learning mobility. Coordinated by Murcia University, P4 with the co-leadership of P12, Zakho University, this WP4 will be then dedicated to the support provided with the HEIs in Kurdistan by the EU partners in order to strengthen through the development of useful tools and techniques, the smooth implementation of the Bologna process at each HEIs partner, by strengthening internationalization process of their institutions and by fostering academic and research collaboration, strengthening strategic cooperation, partnerships and networking, with particular focus to improve the recognition of credits and learning mobility.</p> <p>This would be possible through the implementation of field study visits in Europe at UNIMED premises in Rome and in Spain, at Murcia University, to transfer operative best practices among HEIs in the Kurdistan region of Iraq (T4.1)</p> <p>The field visit would be a circular travel that will start first in Rome and then will move to Spain. UNIMED on this topic can count on its wide network of Italian universities that could contribute in the training activity on recognition credits and learning mobility, as well as on its solid experience as coordinator of an Italian consortium working on International Credits Mobility (KA107), called COMMO for which since 2015 has brought the realisation of a huge number of mobilities of students for credits recognition purposes as well for staff (academic and administrative) mobility with teaching or training purpose. Murcia University, on its side, has a strong experience on the field of credits recognition and learning mobility, being an university with over 2,000 students on international mobility programs, with 7 Spanish-English bilingual programs with students of over 50 nationalities, and with 4 degree courses in English (Law, Business Management and Administration, Primary School Education and English Studies, and 3 postgraduate programs.</p> <p>The two field visits would allow KRI universities to exchange among them and to see on the ground how the Bologna process is implemented and how could be adopted by their staff and university leaders.</p> <p>Each study visit will last two days and will target deans, vice-rectors in charge of international mobility and cooperation and the heads of the international relations offices.</p> <p>The WP4 will end with the set-up and deployment of an online training platform, with the aim to capitalise all the training activities performed under WP3 and WP4 (T4.1) and to guarantee the efficacy and sustainability of the training. Each participant will be able to access it and to read, download, share and discuss all training materials that will be posted to the platform.</p>

	<p>The platform will include also other documents and some reports that need to be shared between participants. Trainees have to guarantee their effective collaboration in the training. In this APPRAIS platform, that will be hosted by the UNIMED Learning Space (https://learn.uni-med.net/), each EU university will produce its own training module on some selected topics on recognition and learning mobility, quality assurance, etc trying to share then their good practices and knowledge, to produce a MOOC.</p> <p>This would enhance and multiplicates the training effect because it will reach further international university staff in Kurdistan region and will be also used as teaching tool for the ToT in WP5 (T.5.2 and T.53).</p> <p>Among the topics of the MOOC, University of Oslo could prepare one on recognition and credits transfer: Insight into the importance of QA for the recognition and credit transfer in Norwegian universities. The roles of autonomous universities and ministries/government bodies in Norway. Practical and theoretical implementation of procedures.</p> <p>The basic idea is trying to deliver MOOC on new subject or sub-themes that have not been tackled during the training of WP3 and WP4 or that need to be further developed.</p> <p>This T4.2, next to the online training platform, will also produce a training handbook aimed at guaranteeing the future sustainability of innovative governance practices. The EU experts will work in collaboration with KRI partners on the elaboration of a “Good Governance Guidelines Handbook”. This book will summarize the main recommendations and methodological techniques for building strategical planning to improve governance and to implement the Bologna process.</p>		
Tasks	<p>T4.1 Circular field visit: Rome (UNIMED) + Murcia (Spain) T4.2 Online training platform & handbook</p>		
Estimated Start Date (dd-mm-yyyy)	01/10/2022	Estimated End Date (dd-mm-yyyy)	28/02/2023
Lead Organisation	P4 (Murcia University) – co-leader Zakho University, P12		
Participating Organisation	P1, P2, P3, P5, P6, P8, P9, P10, P11, P13, P14		
Costs <i>Please explain the necessary costs for this WP: What travels are necessary? If equipment is requested, explain why it is required. If subcontracting is necessary, explain why the task cannot be performed by the partner.</i>	<p><u>Staff cost:</u> 423 person/day: a strong participation from all the EU partners is required in order to perform the field visits and the setting up of the online training platform and guidelines handbook</p> <p><u>Travel & Cost of stay:</u> 44.930 EUR There are foreseen two field visits in Europe (Rome and Murcia) for 27 beneficiaries (HEIs and the Ministry)</p> <p><u>Sub-contracting:</u> 83.000 EUR for the four EU universities (P2, P3, P4, P5) for the MOOC production for the purpose of the online training platform</p> <p><u>Equipment:</u> no cost</p>		

Deliverables/results/outcomes

Expected Deliverable/Results/Outcomes	Work Package and Outcome ref.nr	4.1.	
	Title	Report on the study visits performed in Italy and Spain	
	Type	<input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material	<input type="checkbox"/> Event <input checked="" type="checkbox"/> Report

		<input type="checkbox"/> Training material	<input type="checkbox"/> Service/Product
	Description	<p>This report aims at evaluating the impact of the study visits.</p> <p>In order to have a comprehensive report, every participant will be asked to provide his evaluation on specific terms, as well as a report about its team participation and its plans for the future activities. All these reports will be put together in one comprehensive and final report. It is expected that it will clarify the areas of improvement for each institution on the basis of their experience at EU Universities.</p>	
	Due date	31/12/2022	
	Languages	English	
Target groups	<input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other		
	<i>Project partners</i>		
Dissemination level	<input type="checkbox"/> Department / Faculty <input type="checkbox"/> Local <input type="checkbox"/> National <input checked="" type="checkbox"/> Institution <input type="checkbox"/> Regional <input type="checkbox"/> International		

Expected Deliverable/Results/Outcomes	Work Package and Outcome ref.nr	4.2.	
	Title	Online training platform & handbook	
	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>In order to guarantee the efficacy of the training scheme under WP3 and WP4, an online training platform will be deployed. Each participant will be able to access it and to read, download, share and discuss all training materials that will be posted to the platform.</p> <p>The platform will include also other documents and some reports that need to be shared between participants.</p> <p>The platform will host also MOOC on selected topics on the main theme on how to implement Bologna process and for a better reform on university governance. Moreover, the EU experts will work in collaboration with KRI partners on the elaboration of a “Good Governance Guidelines Handbook”. This book will summarize the main recommendations and methodological techniques for building strategical planning to improve governance; publishing such handbook will transfer the knowledge to all other Iraqi universities.</p>	
	Due date	28/02/2023	
	Languages	English	

Target groups	<input checked="" type="checkbox"/> Teaching staff <input 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
	Project partners
Dissemination level	<input type="checkbox"/> Department / Faculty <input type="checkbox"/> Local <input type="checkbox"/> National <input checked="" type="checkbox"/> Institution <input type="checkbox"/> Regional <input type="checkbox"/> International

Work package type and ref.nr	DEVELOPMENT	5
Title	Restitution and harmonization phase towards a Shared Strategic Plan for University Reform	
Related assumptions and risks	<p>Hypotheses:</p> <ul style="list-style-type: none"> - All partners actively participate in all ToT activities - At least one person (being a university leader or a member of the academic body), always the same, that has participated in the training week and the training seminars and workshops of WP3 and WP4. - The internal coordination of the universities will ensure the sharing of knowledge in the university through pertinent meetings, and ToT at the local level. - The university management will give its support to enable the staff to actively participate in planned training activities. <p>Main risks:</p> <ul style="list-style-type: none"> - Not enough participation in ToT sessions - Lack of university staff representatives at training sessions - Difficulties for the transmission of knowledge <p>These risks will be mitigated by:</p> <ul style="list-style-type: none"> - The advanced planning of training activities, seminars and workshops - The establishment of a good channel of communication between the partners to ensure the necessary commitment on their behalf - Supporting partners to the preparation and execution of local training workshops. 	
Description	<p>After the modular training in Oslo and the local training workshops in each regional province (Erbil, Duhok and Sulaymania) and the field visits organized in WP3 and WP4, a workshop to present these training results will be organized at the Ministry premises in Erbil as WP leader.</p> <p>Before the training beneficiaries are themselves trainers in their specific field and in coordination with each other (administrative for the quality unit and academic for the educational support unit), the Garmian University (co-leader) in conjunction with the Ministry as WP leader, will organize this cross-presentation workshop which will aim to share the respective experiences and learnings and to transmit and build this logic of complementarity between all the beneficiaries. Three representatives from KRI universities will participate in this workshop.</p> <p>Following this workshop, the harmonisation phase is launched and in the logic of "cascade" training, each KRI partner university will have to set up training of trainers at the level of its institution. This training should follow the logic</p>	

	<p>undertaken since the start of the project and therefore be addressed to the two target audiences, in order to share the experiences and benefits of the training and strengthen the dissemination of the quality approach. Training at the local level will be intended for at least 20 people from the university, as a priority among the personnel involved in the various bodies involved in developing the strategic planning, quality assurance directorate, IROs, administrative management project.</p> <p>Trainers will be able to use the training material developed as part of the WP3 training activities as well the online platform and guidelines handbook.</p> <p>The objective is to set up the cascade effect of the capacity building action with the organisation of ToT (Training of trainers) activities per each institution for the benefit not only of each institution but also on a national level, trying to involve in a later stage also HEIs not partners of the project, such as other HEIs from the country of Iraq, following this restitution and harmonization phase.</p> <p>This WP will finally define a Shared Strategic Plan for University reform among the involved stakeholders for each university (T5.4) that would be validated by the leadership of each university and by the Ministry including the university strategy on quality assurance, recognition of credits, and in general on their management of the governance system of their university. This strategic plan will be based on the planned roadmap define in WP2.</p>		
Tasks	<p>T5.1 Restitution event preparation at the Ministry in Kurdistan (Erbil) T5.2 ToT at institutional and national level at each HEIs in Kurdistan T5.3 Definition and Validation of Institutional Strategic Plan for University reform</p>		
Estimated Start Date (dd-mm-yyyy)	01/03/2023	Estimated End Date (dd-mm-yyyy)	14/01/2024
Lead Organisation	P14 (Ministry of HE) – co-leader P11, Garmian University		
Participating Organisation	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P13		
Costs <i>Please explain the necessary costs for this WP: What travels are necessary? If equipment is requested, explain why it is required. If subcontracting is necessary, explain why the task cannot be performed by the partner.</i>	<p><u>Staff cost:</u> 301 person/day: the KRI HEIs would have to work to transfer knowledge to their peer (ToT) and to make validated their own strategic institutional plan</p> <p><u>Travel & Cost of stay:</u> 18.130 EUR It is only a restitution event in Erbil at the Ministry premises that will launch the ToT activities</p> <p><u>Sub-contracting:</u> 4.000 for the Ministry as logistical support in order to organise this restitution event and 1.500 EUR as budget for logistic organisation of all the ToT that each HE in Kurdistan has to organise</p> <p><u>Equipment:</u> In the strategic plan it is foreseen also the purchase of equipment to better equip the already existing QA centres: TOT 48.000 EUR</p>		

Deliverables/results/outcomes

Expected Deliverable/Results/Outcomes	Work Package and Outcome ref.nr	5.1.	
	Title	Report on the restitution event	
	Type	<input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material	<input type="checkbox"/> Event <input checked="" type="checkbox"/> X Report <input type="checkbox"/> Service/Product
	Description	This report will summarize the programme, the list of	

		participants and the presentations of the restitution event held in Erbil at the Ministry premises (according to the task T5.1). The aim of the report is to synthesize and share the experiences that KRI universities had during the training activities of WP3 and WP4. This restitution event will be held concurrently with the 4 th partners meeting of the project that is due in Erbil at the Ministry premises, in M30. The restitution event will be attended only by the KRI institutions and the project coordinator, UNIMED.
	Due date	31/05/2023
	Languages	English
Target groups	<input type="checkbox"/> Teaching staff <input 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	
	Society at large	
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	5.2.	
	Title	Report on ToT activities performed at institutional and national level	
	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>Each KRI university will have to produce a report on the training of trainers that it has been organized in its institution for the benefit of the internal staff (academic and administrative) and to external university staff from other HEIs of the Iraq. This report will also include the agenda and the list of participants. Each university will send the report of its internal ToT to the University of Garmian, as co-leader of the WP5, whereas the report of the ToT delivered to other Iraqi universities will be sent to the Ministry of Higher Education, as leader of the WP5. This would allow to reach further higher education institutions in the country of Iraq. An evaluation questionnaire will be sent to participants at the end of this ToT at the local and national level.</p>	
	Due date	31/08/2023	
	Languages	English	
Target groups	<input type="checkbox"/> Teaching staff <input 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>Project members</i>
Dissemination level	<input type="checkbox"/> Department / Faculty <input type="checkbox"/> Local <input type="checkbox"/> National <input checked="" type="checkbox"/> Institution <input type="checkbox"/> Regional <input type="checkbox"/> International

Expected Deliverable/Results/Outcomes	Work Package and Outcome ref.nr	5.3.	
	Title	Strategic Plan approved by the Ministry and adopted by the HEIs	
	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	<p>A Shared Strategic Plan for University reform among the involved stakeholders for each university (T5.4) would be finally approved and validated by the leadership of each university and by the Ministry including the university strategy on quality assurance, recognition of credits, and in general on their management of the governance system of their university.</p> <p>The university strategic plans will be then validated at M36 and present at the final meeting in Rome, at the UNIMED premises.</p>	
	Due date	31/12/2023	
	Languages	English	
Target groups	<input type="checkbox"/> Teaching staff <input 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>Project partners</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

Work package type and ref.nr	QUALITY PLAN	6
Title	Project Quality and Evaluation	
Related assumptions and risks	Partners' agreement on quality indicators; Consensus among partners on impact indicators proposed by an External Evaluator; Partners' willingness at providing feedback on the products and processes.	
Description	<p>The aim of this group of activities is to ensure high quality outputs and processes.</p> <p>General approach. The Quality Plan will include activities of formative evaluation and quality. It is closely linked and to some extent interlocked with activities of evaluation, which</p>	

	<p>have a summative aim for the project progresses and achievements.</p> <p>Within this work package, the consortium:</p> <ul style="list-style-type: none"> - will agree on quality criteria, methods and responsibilities (quality planning); - will identify procedures to be put in place during the project to ensure the implementation of adopted methods and techniques (quality control); - will perform the activities needed to assure quality (quality assurance). <p>The consortium is committed to provide:</p> <ul style="list-style-type: none"> - a preliminary external review on quality criteria, for key outputs; - a continuous internal quality review (peer review); - a quality register, where the results of the review process will be recorded. <p>As a general quality standards, these will be applied to all outputs implying documents delivery, such as e.g. Provision of document summary/introduction; project format standards compliance; Acceptable language, grammar and spelling; Objectives of the outputs covered; Acceptable quality of text (organisation, structure, diagrams etc.); Coverage of expected work; Comprehensiveness (no missing sections, missing references, unexplained arguments); Usability (output is clear and provided in a form that is useful to the reader).</p> <p>As specific quality standards, that will be applied both to written documents above mentioned, and all other activities performed during the project, these will be first drafted by the project partners, then proposed to external users (recruited in the partners' networks), to include users' point of view on project quality criteria.</p> <p>The External Evaluator will be subcontracted under this WP, and also activities related to impact evaluation are therefore included here. Impact evaluation will be a chapter of the Quality Plan, revised after the agreement with the external evaluator. Time, contributors and ways in which the document will be modified will be recorded in the History of the document's table.</p> <p>Evaluation and quality reports will be generated to indicate status and make recommendations for improvement: these will be two in the frame of the project (at mid-term and final). However, ongoing results of each formative evaluation, summative evaluation and quality will be shared on the online collaboration space of the consortium.</p> <p>Partners' organisation of work.</p> <p>P6 Salaheddine University and the co-leader P9, Halabja University will coordinate quality activities, and will be in charge of delivering the quality plan, completed with tools, and to draft the proposal for quality criteria to be adopted in the frame of the project. Partners will participate to quality activities all over the project, and will consult stakeholders toward the final adopted quality criteria.</p> <p>Milestones.</p> <p>Draft of the Quality Plan completed with quality criteria, M3 Agreed Quality Plan, M6 Performance indicators At least 1 quality assurance exercise carried out for each output of the project</p> <p>Links with other WPs.</p> <p>WP6 encompasses and it is integrated to all other WPs; WP6 is interrelated with evaluation activities as part of WP8 (Project Management)</p>
Tasks	<p>T6.1 Creation of Quality and Evaluation Working Team and nomination of the External Evaluator</p> <p>T6.2 Drawing up of Quality and Evaluation Plan (product & process evaluation)</p>

	T6.3 Regular Monitoring and feedback collection by Partners T6.4 Drawing up of evaluation reports (Mid-term and Final)		
Estimated Start Date (dd-mm-yyyy)	15/01/2021	Estimated End Date (dd-mm-yyyy)	14/01/2024
Lead Organisation	P6 Salaheddine University and the co-leader P9, Halabja University		
Participating Organisation	All partners		
Costs <i>Please explain the necessary costs for this WP: What travels are necessary? If equipment is requested, explain why it is required. If subcontracting is necessary, explain why the task cannot be performed by the partner.</i>	<p>The expenditure of the WP6 consists of human resources mainly. Also, including subcontracting costs for external evaluation costs to carry out the external evaluation for the project and to involve an External Evaluator.</p> <p><u>Staff cost:</u> 357 day/person</p> <p><u>Sub-contracting:</u> 12.000 EUR External evaluator</p>		

Deliverables/results/outcomes

Expected Deliverable/Results/Outcomes	Work Package and Outcome ref.nr	6.1	
	Title	Quality and Evaluation 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	<p>This document describes methods, tools, and timing of quality activities. It will include quality criteria listed for each of the outputs/outcomes of the project, the process and the timing for their application.</p> <p>References and relations between summative evaluation data (retrieved by the WP project management), and formative evaluation, quality assurance, and quality control activities will be specified.</p>	
	Due date	31/03/2021	
	Languages	English	
Target groups	<input type="checkbox"/> Teaching staff <input 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>If you selected 'Other', please identify these target groups.</i> Project partners		
Dissemination level	<input checked="" type="checkbox"/> Department / Faculty <input checked="" type="checkbox"/> Institution	<input type="checkbox"/> Local <input type="checkbox"/> Regional	<input type="checkbox"/> National <input type="checkbox"/> International

Expected Deliverable/Results/Outcomes	Work Package and Outcome ref.nr	6.2	
	Title	Mid-Term evaluation report	
	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	<p>The mid-term evaluation report describes the project progresses and achievements during the first part of the project. It includes results from evaluation and quality exercises, and provides recommendations for improvement.</p> <p>The Quality and Evaluation Working Team and the External Evaluator are responsible to deliver the mid-term report.</p>	
	Due date	30/06/2022	
	Languages	English	
Target groups	<input type="checkbox"/> Teaching staff <input 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>If you selected 'Other', please identify these target groups.</i> Project partners		
Dissemination level	<input checked="" type="checkbox"/> Department / Faculty <input checked="" type="checkbox"/> Institution	<input type="checkbox"/> Local <input type="checkbox"/> Regional	<input type="checkbox"/> National <input type="checkbox"/> International

Expected Deliverable/Results/Outcomes	Work Package and Outcome ref.nr	6.3.	
	Title	Final evaluation report	
	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	14/01/2024	
	Due date	<p>The final report describes the journey of the project over its lifespan, providing figures on collected data to give evidence of the activities carried out in order to ensure efficiency, effectiveness, impact and sustainability of the project.</p> <p>The final report also specifies the ways in which the project impacted on target groups and on the reference sector, as well as the project contribution to the programme objectives.</p> <p>The Quality and Evaluation Working Team and the External Evaluator are responsible to deliver the final evaluation report.</p>	
	Languages	English	
Target groups	<input type="checkbox"/> Teaching staff <input 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>If you selected 'Other', please identify these target groups.</i> Project partners	
Dissemination level	<input checked="" type="checkbox"/> Department / Faculty <input checked="" type="checkbox"/> Institution	<input type="checkbox"/> Local <input type="checkbox"/> Regional <input type="checkbox"/> National <input type="checkbox"/> International

Work package type and ref.nr	DISSEMINATION & EXPLOITATION	7
Title	Dissemination and Exploitation	
Related assumptions and risks	<p>Main assumptions are:</p> <ul style="list-style-type: none"> - partners' willingness at constantly updating the multilingual project website; - availability of stable contact networks; - partners' active collaboration in scientific reviews and engaged in disseminating project's results; - institutional and academic support in mainstreaming projects' results; - ongoing involvement of the target group, and its interest in university governance and management mind-set; - stakeholders' availability to arrange meetings and to participate at the final plenary workshop. <p>Given the relevance of the theme for the KRI HE contexts, there are no major risks related to dissemination, provided that the assumptions above are confirmed.</p>	
Description	<p>A strategy for dissemination and exploitation will be set up in full collaboration by all partners, since every partner knows what stakeholder and messages the best for its own community of target users are. This strategy will be focused in two main components:</p> <ul style="list-style-type: none"> - implementing a multimedia and paper dissemination strategy; - Implementing an event strategy. <p>With regards the multimedia and paper dissemination strategy, the WP coordinator, DPU, P10, with the collaboration of all the project partners will:</p> <ul style="list-style-type: none"> - establish and Curating a Web Presence; - design and distribution of presentation/branding materials (informative website, video demo, project training leaflets and posters); - production of project materials (articles, papers). <p>With regards the events strategy, presentations of the project advances and results at national and international events, following the initiatives of partners under a common dissemination strategy (detailed in the Dissemination and exploitation Plan).</p> <p>From day one of the project, the partnership will identify long term beneficiaries and other target groups for future exploitation. The list will be enriched thanks to every event and activity organised by the project. Stakeholders will be collected in an online table to make sure that no contact is lost.</p> <p>Partners meetings with stakeholders, when needed, will be set up in order to engage key stakeholders for the success and visibility of APPRAIS.</p> <p>A final event with decision makers will be organised in Rome aiming both at dissemination and at reaching future exploitation of the project results.</p>	

Tasks	T7.1 Design of the dissemination and exploitation plan T7.2 Creation and management of the Project website T7.3 Preparation of dissemination Materials T7.4 Organisation of the final Conference		
Estimated Start Date (dd-mm-yyyy)	15-01-2021	Estimated End Date	14-01-2024
Lead Organisation	P10, DPU (co-lead P1 UNIMED)		
Participating Organisation	P2, P3, P4, P5, P6, P7, P8, P9, P11, P12, P13, P14		

Deliverables/results/outcomes

Expected Deliverable/Results/Outcomes	Work Package and Outcome ref.nr	7.1.	
	Title	Dissemination and exploitation 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 Project Dissemination and Exploitation Plan (D7.1) will draw up the dissemination and exploitation strategies, which will "segment" the project outcomes in relation to the target group's requirements and potential interests	
	Due date	15/02/2021	
	Languages	English	
Target groups	<input type="checkbox"/> Teaching staff <input 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>If you selected 'Other', please identify these target groups. (Max. 250 characters) Project partners</i>		
Dissemination level	<input type="checkbox"/> Department / Faculty <input checked="" type="checkbox"/> Institution	<input type="checkbox"/> Local <input type="checkbox"/> Regional	<input type="checkbox"/> National <input type="checkbox"/> International

Expected Deliverable/Results/Outcomes	Work Package and Outcome ref.nr	7.2.	
	Title	Project website	
	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	This is the APPRAIS multilingual project website, available in English. Its mission is to provide a first level of information about the scope and activities of the APPRAIS project. Public deliverables will be available on the public area of the website.	
	Due date	31-03-2021	
	Languages	English	

Target groups	<input type="checkbox"/> Teaching staff <input 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>General Public</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	7.3	
	Title	Dissemination and branding materials	
	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	Dissemination materials will be produced according to the perceived needs of the consortium, mainly to support the activities described in WP3, WP4 and WP5. The materials may include project brochures, training course leaflets, posters, informative video demo. Partners will distribute branding materials on a wide scale targeting HEIs, university managers, researchers and faculty members, stakeholders and policy makers at a national level. Scientific papers will be also authored and co-authored by partners and submitted to international thematic conferences.	
	Due date	31-03-2021 31-08-2023	
	Languages	English	
Target groups	<input type="checkbox"/> Teaching staff <input 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>General audience</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	7.4	
	Title	Final project conference	
	Type	<input type="checkbox"/> Teaching material	<input checked="" type="checkbox"/> Event

		<input type="checkbox"/> Learning material <input type="checkbox"/> Training material	<input type="checkbox"/> Report <input type="checkbox"/> Service/Product
	Description	<p>APPRAIS final conference with decision makers will be organized back-to-back the final plenary meeting. It aims at exploiting the final project results and products and knowledge transfer. Decision makers will be invited in order to promote their active involvement in the project sustainability after the project ends. During the workshop the main potentially sustainable outcome of APPRAIS will be presented and discussed, with attention to transferability to other institutions and contexts. Policy uptake of the project actions and results will also be part of the event. The final exploitation workshop will be organized in Rome at the premises of P1, UNIMED, coordinator of the project.</p>	
	Due date	14-01-2024	
	Languages	English	
Target groups	<input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input checked="" type="checkbox"/> Technical staff <input checked="" type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other		
	<i>Stakeholders</i>		
Dissemination level	<input type="checkbox"/> Department / Faculty <input type="checkbox"/> Institution	<input type="checkbox"/> Local <input checked="" type="checkbox"/> Regional	<input type="checkbox"/> National <input type="checkbox"/> International

Please copy and paste tables as necessary.

Work package type and ref.nr	MANAGEMENT	8
Title	Management	
Related assumptions and risks	<p>Main assumptions:</p> <ul style="list-style-type: none"> - Partners' previous experience on international projects managing and cooperation; - institutional support to the Steering Committee strategy; - coincidence between partners' experience and required competences; - partner consensus on decision making process; - meeting attendance, partners' willingness to travel; - access to internet facilities/bandwidth that allow a smooth communication through emails, videoconference, etc. 	
Description	<p>WP8 aims at ensuring effective and efficient management of all project activities, pursuing the project's objectives according to the time schedule, budget and the quality standards established. It also aims at ensuring a regular cooperation with the EC services and an appropriate level of quality control on project activities and deliverables. With the work package on project management, UNIMED coordinates the project and coaches the participants towards the stated aims. Within this WP, the project management bodies will be set up and the project management procedures regulated also through a Project Management Handbook. Aside from the Project Manager, who is directly appointed by UNIMED, this WP will define the components of the Assembly of Partners and of the Steering Committee (see also a more detailed description under section "D.2.1 - Project management"). All project partner meetings are included in this WP.</p>	
Tasks	<p>T8.1 Operative and financial management The components of this task are:</p> <ul style="list-style-type: none"> - Setting up of management board - Stipulation of the internal partnership agreement - Drawing up of the Project Management Handbook and monitoring tools - Management of overall planning and administrative aspects of the project - Collecting of project monitoring activity data - Drawing up of internal project financial reports and WPs result reports - Contacts and cooperation with the Auditor <p>T8.2 Performing of plenary and virtual meetings The Coordinator will be responsible for all reporting and financial management activities required by the EACEA, including the coordination of meetings and production of minutes, in particular:</p> <ul style="list-style-type: none"> - Kick off meeting in Rome, Italy (organised by P1, UNIMED) at M1; - First mid-term meeting in Duhok, Kurdistan at M9 (with the cooperation of the hosting partner P8 University of Duhok); - Second mid-term meeting in Pisa, Italy at M14 (with the cooperation of the hosting partner P2 University of Pisa) - Third mid-term meeting in Murcia, Spain at M22 (with the cooperation of the hosting partner P4, Murcia University) - Fourth mid-term meeting in Erbil, at the Ministry premises at M29 (with the cooperation of P14, Ministry of HE of Kurdistan) 	

	<p>- Final meeting in Rome, Italy (with the cooperation of the hosting partner P1 at UNIMED)</p> <p>At least 2 delegates from each partner institution will attend the mid-term meetings. Meetings are intended to last in five days, including travels. The final meeting will be scheduled in conjunction with the final conference and it will last 5 days, including travels.</p> <p>In between meetings, partners communicate by means of videoconference. Specific equipment will be purchased (i.e. headphones, webcams) to perform virtual meetings.</p>		
Estimated Start Date (dd-mm-yyyy)	15-1-2021	Estimated End Date	14-1-2024
Lead Organisation	P1, UNIMED (Italy)		
Participating Organisation	P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16		

Deliverables/results/outcomes

Expected Deliverable/Results/Outcomes	Work Package and Outcome ref.nr	8.1.	
	Title	Project Management Handbook	
	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	A reference manual containing the project management strategy and procedures, integrating the decisions taken at the kick-off meeting, also on the composition of the Assembly of Partners and the Strategic Committee. The Handbook will also summarize the management principles and method to be followed in the project and will be used as a reference document by both the project partners and the External Quality Expert.	
	Due date	28-02-2019	
	Languages	English	
Target groups	<input type="checkbox"/> Teaching staff <input 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>If you selected 'Other', please identify these target groups. (Max. 250 characters) Project partners</i>		
Dissemination level	<input type="checkbox"/> Department / Faculty <input checked="" type="checkbox"/> Institution	<input type="checkbox"/> Local <input type="checkbox"/> Regional	<input type="checkbox"/> National <input type="checkbox"/> International

Expected Deliverable/Results/Outcomes	Work Package and Outcome ref.nr	8.2	
	Title	Reports of plenary meetings (KoM, mid-term meeting and	

	final meeting)	
	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	<p>The coordinator UNIMED, P1, will be in charge of the coordination of meetings and production of minutes, in particular, to produce the report for the single meetings:</p> <ul style="list-style-type: none"> - Kick off meeting in Rome, Italy (organised by P1, UNIMED) at M1; - First mid-term meeting in Duhok, Kurdistan at M9 (with the cooperation of the hosting partner P8 University of Duhok; - Second mid-term meeting in Pisa, Italy at M14 (with the cooperation of the hosting partner P2 University of Pisa) - Third mid-term meeting in Murcia, Spain at M22 (with the cooperation of the hosting partner P4, Murcia University) - Fourth mid-term meeting in Erbil, at the Ministry premises at M29 (with the cooperation of P14, Ministry of HE of Kurdistan) - Final meeting in Rome, Italy (with the cooperation of the hosting partner P1 at UNIMED), M36
	Due date	M1, M9, M14, M22, M29, M36
	Languages	English
Target groups	<input type="checkbox"/> Teaching staff <input 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>Project partners</i>	
Dissemination level	<input type="checkbox"/> Department / Faculty <input type="checkbox"/> Local <input type="checkbox"/> National <input checked="" type="checkbox"/> Institution <input type="checkbox"/> Regional <input type="checkbox"/> International	

Expected Deliverable/Results/ Outcomes	Work Package and Outcome ref.nr	8.3	
	Title	Virtual meetings	
	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	<p>The virtual interim meetings will be organized by UNIMED. These meetings will be held every four months (except when plenary meetings are scheduled) as to constantly monitor the ongoing of the project and to allow partners to debate and organize upcoming activities, assess the</p>	

		progressive results attained, take decision and solve any arising issues.
	Due date	14-01-2024
	Languages	English
Target groups	<input type="checkbox"/> Teaching staff <input 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>Project partners</i>	
Dissemination level	<input type="checkbox"/> Department / Faculty <input checked="" type="checkbox"/> Institution	<input type="checkbox"/> Local <input type="checkbox"/> Regional <input type="checkbox"/> National <input type="checkbox"/> International

E.7 Consortium partners involved and human resources required to complete the work packages

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

Work Package	Partner	Partner acronym	Country	Number of staff days[1] ☒					Exact Role and tasks of each person in the work package
Ref.nr	nr			Category	Category	Category	Category	Total	
				1	2	3	4		
PREPARATION WP1	P1	UNIMED	IT	0	30	0	20	50	Co-Leader of the WP. Contribute and follow up of T1.1 Preliminary desk research, collection of relevant data and definition of glossary T1.2 Identification of existing governance frameworks and best practices through self-evaluation. Organization and participation of field visit in KRI T1.3 Field visits in KRI provinces for the final assessment
	P2	UNIPI	IT	0	3	0	0	3	Contribute and follow up of T1.1 Preliminary desk research, collection of relevant data and definition of glossary T1.2 Identification of existing governance frameworks and best

										practices through self-evaluation
	P3	UiO	NO	0	3	0	0	3	3	Contribute and follow up of T1.1 Preliminary desk research, collection of relevant data and definition of glossary T1.2 Identification of existing governance frameworks and best practices through self-evaluation
	P4	UMU	ES	0	3	0	0	3	3	Contribute and follow up of T1.1 Preliminary desk research, collection of relevant data and definition of glossary T1.2 Identification of existing governance frameworks and best practices through self-evaluation
	P5	UEVORA	PT	0	3	0	0	3	3	Contribute and follow up of T1.1 Preliminary desk research, collection of relevant data and definition of glossary T1.2 Identification of existing governance frameworks and best practices through self-evaluation

	P6	SU	IQ	0	10	0	0	10	Contribute and follow up of T1.1 Preliminary desk research, collection of relevant data and definition of glossary T1.2 Identification of existing governance frameworks and best practices through self-evaluation. Participate and host field visit in KRI T1.3 Field visits in KRI provinces for the final assessment
	P7	UoS	IQ	0	10	0	0	10	Contribute and follow up of T1.1 Preliminary desk research, collection of relevant data and definition of glossary T1.2 Identification of existing governance frameworks and best practices through self-evaluation. Participate and host field visit in KRI T1.3 Field visits in KRI provinces for the final assessment
	P8	UoD	IQ	15	45	5	15	80	Leader of WP1 Update of Need Assessment.General

											Coordination of the tasks. Overall supervision of activities. Support and participation the field visits
	P9	UoH	IQ	0	10	0	0	10	Contribute and follow up of T1.1 Preliminary desk research, collection of relevant data and definition of glossary T1.2 Identification of existing governance frameworks and best practices through self-evaluation. Participate and host field visit in KRI T1.3 Field visits in KRI provinces for the final assessment		
	P10	DPU	IQ	0	10	0	0	10	Contribute and follow up of T1.1 Preliminary desk research, collection of relevant data and definition of glossary T1.2 Identification of existing governance frameworks and best practices through self-evaluation. Participate and host field visit in KRI		

										T1.3 Field visits in KRI provinces for the final assessment
	P11	UoG	IQ	0	10	0	0	10	10	Contribute and follow up of T1.1 Preliminary desk research, collection of relevant data and definition of glossary T1.2 Identification of existing governance frameworks and best practices through self-evaluation. Participate and host field visit in KRI T1.3 Field visits in KRI provinces for the final assessment
	P12	UoZ	IQ	0	10	0	0	10	10	Contribute and follow up of T1.1 Preliminary desk research, collection of relevant data and definition of glossary T1.2 Identification of existing governance frameworks and best practices through self-evaluation. Participate and host field visit in KRI T1.3 Field visits in KRI provinces for the final assessment

	P13	CHU	IQ	0	10	0	0	10	Contribute and follow up of T1.1 Preliminary desk research, collection of relevant data and definition of glossary T1.2 Identification of existing governance frameworks and best practices through self-evaluation. Participate and host field visit in KRI T1.3 Field visits in KRI provinces for the final assessment
	P14	MHESR KRG	IQ	0	10	0	0	10	Contribute and follow up of T1.1 Preliminary desk research, collection of relevant data and definition of glossary T1.2 Identification of existing governance frameworks and best practices through self-evaluation. Participate and host field visit in KRI T1.3 Field visits in KRI provinces for the final assessment
SUBTOTAL				15	167	5	35	222	
DEVELOPMENT WP2	P1	UNIMED	IT	3	10	0	0	13	Contribute and follow up of T2.1

										T2.2 Consultative workshop (in correspondance of the 2nd partners meeting in Pisa)
	P5	UEVORA	PT	15	50	0	0	65		Leader of WP2 Definition of a roadmap for a better university governance and implementation of bologna process at KRI HEIs. Overall supervision of activities.
	P6	SU	IQ	3	15	0	0	18		Contribute and follow up of T2.1 Designing of roadmap: aims, mission, workplan T2.2 Consultative workshop (in correspondance of the 2nd partners meeting in Pisa)
	P7	UoS	IQ	3	15	0	0	18		Contribute and follow up of T2.1 Designing of roadmap: aims, mission, workplan T2.2 Consultative workshop (in correspondance of the 2nd partners meeting in Pisa)
	P8	UoD	IQ	3	15	0	0	18		Contribute and follow

																				up of T2.1 Designing of roadmap: aims, mission, workplan T2.2 Consultative workshop (in correspondance of the 2nd partners meeting in Pisa)
	P9	UoH	IQ	3	15	0	0	18												Contribute and follow up of T2.1 Designing of roadmap: aims, mission, workplan T2.2 Consultative workshop (in correspondance of the 2nd partners meeting in Pisa)
	P10	DPU	IQ	3	15	0	0	18												Contribute and follow up of T2.1 Designing of roadmap: aims, mission, workplan T2.2 Consultative workshop (in correspondance of the 2nd partners meeting in Pisa)
	P11	UoG	IQ	3	15	0	0	18												Contribute and follow up of T2.1 Designing of roadmap: aims, mission, workplan T2.2 Consultative

										workshop (in correspondance of the 2nd partners meeting in Pisa)
	P12	UoZ	IQ	3	15	0	0	18	Contribute and follow up of T2.1 Designing of roadmap: aims, mission, workplan T2.2 Consultative workshop (in correspondance of the 2nd partners meeting in Pisa)	
	P13	CHU	IQ	3	25	0	0	28	Co leader of the WP - Contribute and follow up of T2.1 Designing of roadmap: aims, mission, workplan T2.2 Consultative workshop (in correspondance of the 2nd partners meeting in Pisa)	
	P14	MHESR KRG	IQ	3	10	0	0	13	Contribute and follow up of T2.1 Designing of roadmap: aims, mission, workplan T2.2 Consultative workshop (in correspondance of the 2nd partners meeting in Pisa)	

SUBTOTAL				54	245	0	0	299	
DEVELOPMENT WP3	P1	UNIMED	IT	5	10	5	40	60	Supporting partners in the organization of T3.1 T3.2 T.3.3. Providing experts for training sessions
	P2	UNUPI	IT	5	52	10	5	72	Leader of WP3 Strategic Planning, Management, Quality Assurance and recognition: Capacity Building action. Overall management of Tasks implementation.
	P3	UiO	NO	0	38	5	5	48	Organization of T3.1 Providing experts for training sessions T3.2 T.3.3.
	P4	UMU	ES	0	40	5	0	45	Providing experts for training sessions T3.2 T.3.3.
	P5	UEVORA	PT	0	40	5	5	50	Providing experts for training sessions T3.2 T.3.3.
	P6	SU	IQ	10	40	5	3	58	Participation in the training activities:T3.1 T3.2 T.3.3. Providing trainees for training sessions
	P7	UoS	IQ	10	65	15	8	98	Co-Leader of the WP - Support Iraqi partners in the participation in the training activities:T3.1 T3.2 T.3.3. Providing

										trainees for training sessions
P8	UoD	IQ	15	45	5	3	68	Support Iraqi partners in the participation in the training activities:T3.1 T3.2 T.3.3. Providing trainees for training sessions		
P9	UoH	IQ	3	30	5	0	38	Participation in the training activities:T3.1 T3.2 T.3.3. Providing trainees for training sessions		
P10	DPU	IQ	3	30	5	0	38	Participation in the training activities:T3.1 T3.2 T.3.3. Providing trainees for training sessions		
P11	UoG	IQ	3	30	5	0	38	Participation in the training activities:T3.1 T3.2 T.3.3. Providing trainees for training sessions		
P12	UoZ	IQ	3	30	5	0	38	Participation in the training activities:T3.1 T3.2 T.3.3. Providing trainees for training sessions		
P13	CHU	IQ	3	30	5	0	38	Participation in the training activities:T3.1 T3.2 T.3.3. Providing trainees for training sessions		
P14	MHESR KRG	IQ	3	15	5	0	23	Participation in the		

									training activities:T3.1 T3.2 T.3.3. Providing trainees for training sessions
SUBTOTAL				63	495	85	69	712	
DEVELOPMENT WP4	P1	UNIMED	IT	0	20	0	10	30	Hosting study visit (T4.1 Circular field visit: Rome (UNIMED) + Murcia (Spain) and producing contents for T4.2 Online training platform & handbook
	P2	UNIPI	IT	0	10	5	0	15	Participating to the study visit (T4.1 Circular field visit: Rome (UNIMED)by sending experts and producing contents for T4.2 Online training platform & handbook
	P3	UiO	NO	0	25	5	0	30	General supervision of contents for T4.2 Online training platform & handbook and contents production
	P4	UMU	ES	0	60	5	10	75	Leader of WP4 Bologna process implementation at KRI universities: Recognition of credits and learning mobility. Overall implementation of

										related tasks. Hosting study visit (T4.1 Circular field visit: Rome (UNIMED) + Murcia (Spain) and producing contents for T4.2 Online training platform & handbook
P5	UEVORA	PT	0	10	5	0	15	Producing contents for T4.2 Online training platform & handbook		
P6	SU	IQ	5	25	0	0	30	Participating to the study visit (T4.1 Circular field visit: Rome (UNIMED) and Spain (Murcia). Feedback on T4.2 Online training platform & handbook		
P7	UoS	IQ	5	25	0	0	30	Participating to the study visit (T4.1 Circular field visit: Rome (UNIMED) and Spain (Murcia). Feedback on T4.2 Online training platform & handbook		
P8	UoD	IQ	8	25	0	0	33	Participating to the study visit (T4.1 Circular field visit: Rome (UNIMED) and Spain (Murcia). Feedback on T4.2 Online training platform & handbook		
P9	UoH	IQ	3	25	0	0	28	Participating to the study visit (T4.1 Circular		

									field visit: Rome (UNIMED) and Spain (Murcia). Feedback on T4.2 Online training platform & handbook
P10	DPU	IQ	3	25	0	0	28	Participating to the study visit (T4.1 Circular field visit: Rome (UNIMED) and Spain (Murcia). Feedback on T4.2 Online training platform & handbook	
P11	UoG	IQ	3	25	0	0	28	Participating to the study visit (T4.1 Circular field visit: Rome (UNIMED) and Spain (Murcia). Feedback on T4.2 Online training platform & handbook	
P12	UoZ	IQ	3	30	0	0	33	Co-Leader of the WP. Supporting Iraqi colleagues participation to the study visit (T4.1 Circular field visit: Rome (UNIMED) and Spain (Murcia). Feedback on T4.2 Online training platform & handbook	
P13	CHU	IQ	3	25	0	0	28	Participating to the study visit (T4.1 Circular	

									field visit: Rome (UNIMED) and Spain (Murcia). Feedback on T4.2 Online training platform & handbook
	P14	MHESR KRG	IQ	5	20	0	0	25	Participating to the study visit (T4.1 Circular field visit: Rome (UNIMED) and Spain (Murcia). Feedback on T4.2 Online training platform & handbook
SUBTOTAL				38	350	20	20	428	
DEVELOPMENT WPS	P1	UNIMED	IT	0	10	0	0	10	Support T5.3 Definition of Institutional Strategic Plan for University reform and participation to the Participation to the T5.1 Restitution event preparation at the Ministry in Kurdistan (Erbil)
	P2	UNIFI	IT	0	5	0	0	5	Support T5.3 Definition of Institutional Strategic Plan for University reform
	P3	UiO	NO	0	5	0	0	5	Support T5.3 Definition of Institutional Strategic Plan for University

										reform
P4	UMU	ES	0	5	0	0	5	Support T5.3 Definition of Institutional Strategic Plan for University reform		
P5	UEVORA	PT	0	5	0	0	5	Support T5.3 Definition of Institutional Strategic Plan for University reform		
P6	SU	IQ	2	20	0	0	22	Participation to the T5.1 Restitution event preparation at the Ministry in Kurdistan (Erbil) and deployment of T5.2 Internal ToT activities per each institution for the benefit of internal staff and for other HEIs of the country. Design of of T5.3 Definition of Institutional Strategic Plan for University reform		
P7	UoS	IQ	2	20	0	0	22	Participation to the T5.1 Restitution event preparation at the Ministry in Kurdistan (Erbil) and deployment of T5.2 Internal ToT activities per each		

											institution for the benefit of internal staff and for other HEIs of the country. Design of T5.3 Definition of Institutional Strategic Plan for University reform
	P8	UoD	IQ	5	25	0	0	30	Participation to the T5.1 Restitution event preparation at the Ministry in Kurdistan (Erbil) and deployment of T5.2 Internal ToT activities per each institution for the benefit of internal staff and for other HEIs of the country. Design of T5.3 Definition of Institutional Strategic Plan for University reform		
	P9	UoH	IQ	2	20	0	0	22	Participation to the T5.1 Restitution event preparation at the Ministry in Kurdistan (Erbil) and deployment of T5.2 Internal ToT activities per each institution for the benefit of internal staff and for other HEIs of		

											the country. Design of of T5.3 Definition of Institutional Strategic Plan for University reform
P10	DPU	IQ	2	20	0	0	22	Participation to the T5.1 Restitution event preparation at the Ministry in Kurdistan (Erbil) and deployment of T5.2 Internal ToT activities per each institution for the benefit of internal staff and for other HEIs of the country. Design of of T5.3 Definition of Institutional Strategic Plan for University reform			
P11	UoG	IQ	2	40	0	0	42	Co Leader of WP5 Restitution and harmonization phase towards a Shared Strategic Plan for University Reform.			
P12	UoZ	IQ	2	30	0	0	32	Participation to the T5.1 Restitution event preparation at the Ministry in Kurdistan (Erbil) and deployment of T5.2 Internal ToT activities per each			

										institution for the benefit of internal staff and for other HEIs of the country. Design of T5.3 Definition of Institutional Strategic Plan for University reform
P13	CHU	IQ	2	30	0	0	32	Participation to the T5.1 Restitution event preparation at the Ministry in Kurdistan (Erbil) and deployment of T5.2 Internal ToT activities per each institution for the benefit of internal staff and for other HEIs of the country. Design of T5.3 Definition of Institutional Strategic Plan for University reform		
P14	MHESR KRG	IQ	2	30	0	0	32	Leader of WP5 Restitution and harmonization phase towards a Shared Strategic Plan for University Reform. Coordination of Iraqi partners as part of the Ministry mission for Bologna process implementation		

SUBTOTAL				21	265	0	0	286	
QUALITY PLAN WP6	P1	UNIMED	IT	3	20	0	0	23	Participating at WP6 Project Quality and Evaluation activities required by the WP coordinator
	P2	UNIPI	IT	3	20	0	0	23	Participating at WP6 Project Quality and Evaluation activities required by the WP coordinator
	P3	UiO	NO	3	20	0	0	23	Participating at WP6 Project Quality and Evaluation activities required by the WP coordinator
	P4	UMU	ES	3	20	0	0	23	Participating at WP6 Project Quality and Evaluation activities required by the WP coordinator
	P5	UEVORA	PT	3	20	0	0	23	Participating at WP6 Project Quality and Evaluation activities required by the WP coordinator
	P6	SU	IQ	3	50	0	0	53	Leader of WP6 Project Quality and Evaluation
	P7	UoS	IQ	3	20	0	0	23	Participating at WP6 Project Quality and Evaluation activities required by the WP coordinator
	P8	UoD	IQ	3	20	0	0	23	Participating at WP6 Project Quality and

									Evaluation activities required by the WP coordinator
	P9	UoH	IQ	3	25	0	0	28	Participating at WP6 Project Quality and Evaluation activities required by the WP coordinator
	P10	DPU	IQ	3	20	0	0	23	Participating at WP6 Project Quality and Evaluation activities required by the WP coordinator
	P11	UoG	IQ	3	20	0	0	23	Participating at WP6 Project Quality and Evaluation activities required by the WP coordinator
	P12	UoZ	IQ	3	20	0	0	23	Participating at WP6 Project Quality and Evaluation activities required by the WP coordinator
	P13	CHU	IQ	3	20	0	0	23	Participating at WP6 Project Quality and Evaluation activities required by the WP coordinator
	P14	MHESR KRG	IQ	3	20	0	0	23	Participating at WP6 Project Quality and Evaluation activities required by the WP coordinator
SUBTOTAL				42	315	0	0	357	
DISSEMINATION &	P1	UNIMED	IT	5	40	10	0	55	Deployment of

EXPLOITATION WP7									dissemination activities in the framework of WP7 Dissemination and exploitation
	P2	UNIPI	IT	0	20	5	0	25	Deployment of dissemination activities in the framework of WP7 Dissemination and exploitation
	P3	UiO	NO	0	20	5	0	25	Deployment of dissemination activities in the framework of WP7 Dissemination and exploitation
	P4	UMU	ES	0	20	5	0	25	Deployment of dissemination activities in the framework of WP7 Dissemination and exploitation
	P5	UEVORA	PT	0	20	5	0	25	Deployment of dissemination activities in the framework of WP7 Dissemination and exploitation
	P6	SU	IQ	3	30	5	0	38	Deployment of dissemination activities in the framework of WP7 Dissemination and exploitation
	P7	UoS	IQ	3	30	5	0	38	Deployment of dissemination activities in the framework of WP7 Dissemination and exploitation
	P8	UoD	IQ	6	40	5	0	51	Deployment of

									dissemination activities in the framework of WP7 Dissemination and exploitation
	P9	UoH	IQ	3	30	5	0	38	Deployment of dissemination activities in the framework of WP7 Dissemination and exploitation
	P10	DPU	IQ	10	50	20	0	80	Leader of WP7 Dissemination and exploitation
	P11	UoG	IQ	3	30	5	0	38	Deployment of dissemination activities in the framework of WP7 Dissemination and exploitation
	P12	UoZ	IQ	3	30	5	0	38	Deployment of dissemination activities in the framework of WP7 Dissemination and exploitation
	P13	CHU	IQ	3	30	5	0	38	Deployment of dissemination activities in the framework of WP7 Dissemination and exploitation
	P14	MHESR KRG	IQ	3	30	5	0	38	Deployment of dissemination activities in the framework of WP7 Dissemination and exploitation
SUBTOTAL				42	420	90	0	552	
MANAGEMENT WP8	P1	UNIMED	IT	60	20	0	30	110	Leader of WP8 Management. Overall

																		management of the project and coordination of all partners regarding T8.1 Management of the Project Management Structures and T8.2 Performing of plenary and virtual meetings
	P2	UNIPI	IT	40	10	0	15	65	Contribution to the overall management of the project and participation at plenary and virtual meetings. Reporting in accordance to coordinator requirements									
	P3	UiO	NO	40	10	0	15	65	Contribution to the overall management of the project and participation at plenary and virtual meetings. Reporting in accordance to coordinator requirements									
	P4	UMU	ES	40	10	0	15	65	Contribution to the overall management of the project and participation at plenary and virtual meetings. Reporting in accordance to									

									coordinator requirements
P5	UEVORA	PT	40	10	0	15	65	Contribution to the overall management of the project and participation at plenary and virtual meetings. Reporting in accordance to coordinator requirements	
P6	SU	IQ	45	10	0	15	70	Contribution to the overall management of the project and participation at plenary and virtual meetings. Reporting in accordance to coordinator requirements	
P7	UoS	IQ	45	10	0	15	70	Contribution to the overall management of the project and participation at plenary and virtual meetings. Reporting in accordance to coordinator requirements	
P8	UoD	IQ	60	10	0	15	85	Contribution to the overall management of the project and participation at plenary and virtual meetings. Reporting in	

										accordance to coordinator requirements
	P9	UoH	IQ	45	10	0	15	70	Contribution to the overall management of the project and participation at plenary and virtual meetings. Reporting in accordance to coordinator requirements	
	P10	DPU	IQ	45	10	0	15	70	Contribution to the overall management of the project and participation at plenary and virtual meetings. Reporting in accordance to coordinator requirements	
	P11	UoG	IQ	40	10	0	15	65	Contribution to the overall management of the project and participation at plenary and virtual meetings. Reporting in accordance to coordinator requirements	
	P12	UoZ	IQ	40	10	0	15	65	Contribution to the overall management of the project and participation at plenary and virtual meetings.	

									Reporting in accordance to coordinator requirements
	P13	CHU	IQ	40	10	0	15	65	Contribution to the overall management of the project and participation at plenary and virtual meetings. Reporting in accordance to coordinator requirements
	P14	MHESR KRG	IQ	40	10	0	15	65	Contribution to the overall management of the project and participation at plenary and virtual meetings. Reporting in accordance to coordinator requirements
SUBTOTAL				620	150	0	225	995	
TOTAL				895	2407	200	349	3851	

Please insert rows as necessary

PART F – Quality of the Project Team and Cooperation Arrangements

F.1 Background of partnership and the proposal preparation

Please provide shortly the history of cooperation between partners (if any). How the idea of the proposal was developed and which/ who among partners contributed to the proposal development? (limit 3.000 characters)

UNIMED is working in the KRI region as well as in the regions of Iraq since 2016 with the RESCUE project (focused on refugees) as well as since 2017 with the INSPIRE project. During the last 4 years, UNIMED entered in contact with several stakeholders in this region and constantly discussed (especially with UoD and DPU, both members of UNIMED network) how to improve the quality of education in this particular region. UNIMED constantly visited the region, held meeting with the KRG Ministry of Higher Education as well as with other stakeholders (such as the Governorate of Duhok).

UNIPI recently worked for the benefit of Iraq KRG Universities in the specific field of implementing Bologna process (<https://www.unipi.it/index.php/english-news/item/16567-the-university-of-pisa-european-model-of-excellence-for-an-academic-delegation-from-iraq>) hosting, from October 28 to November 1 2019, a delegation of 19 people, leading academics, rectors, principals and principals, along with members of the Ministries of Education of the Kurdish Autonomous Region (KRG) and the staff of the UNESCO aligning them with the European Higher Education Area (EHEA) and therefore with the "Bologna Process". APPRAIS is the ideal continuation of these efforts. UNIPI is part of the UNIMED network.

UNIOSLO worked in the MENA region on the topic on the recognition of education mainly thanks to MERIC-NET project (where UNIMED was also partner) and this allowed the creation of a fertile terrain for discussion of future projects such as APPRAIS.

The University of Evora as well as the University of Murcia are partner of the UNIMED , clearly expressed their willingness in being more involved in activities towards MENA region.

A strong coordination have been in place during the months of APPRAIS writing with the KRG Ministry of Higher Education and UoD with regular Skype meeting, exchange of relevant bibliography, common design of project activities. The strong coordination with the KRG Ministry of Higher Education allowed UNIMED to easily reach out also the other Universities involved in the project and discuss in a participative way APPRAIS proposal.

If relevant, please explain how and to which extent the proposal benefits from the experience and participation of non-academic partners. (limit 3.000 characters)

The Iraqi Universities located in the KRI, will certainly benefit from the introduction of Bologna processes principles in their institutions.

A key role will be played by the Ministry of Higher Education and Scientific research KRG in implementing and harmonizing the implementation process at regional level and by supporting it in each institution.

Finally, UNIMED, the coordinator, being an association of Universities from Mediterranean basin countries (www.uni-med.net) counting 127 associated Universities from 23 countries of both shores of Mediterranean, has a long experience in promoting university research and education in the region and contributes to the scientific, cultural, social and economic cooperation in the area. UNIMED is currently engaged in the promotion of the international dimension of universities and is involved in a wide number of capacity building actions. In the current project, and besides its leadership and management role, UNIMED will offer, the consortium the possibility to exploit its network to disseminate the project achievements, and to engage stakeholders coming from different countries and numerous fields of expertise in the activities of the project. UNIMED has more than 7000 contacts in the Euro-Mediterranean region and a number of institutional partnerships which may play a key role in the sustainability strategy of the project. UNIMED has recently developed also a strong expertise in communication and capitalization activities, and has a dedicated team working on mainstreaming project activities and results

Please explain the role and the participation of the Programme Country partners and their support in the development of the different activities. (limit 3.000 characters)

The Programme Countries partners will play a pivotal role in the APPRAIS project in the capacity building component thus in the WP3 and WP4, as well as they will supervise the restitution phase and ToT implementation (WP5). Each of them (UNUPI, UMU, UEvora, UiO) will deliver trainings week and CB actions towards the Iraqi beneficiaries could benefit on site experience, by exchanging lessons learnt and best practices with the career centers staff of their peer in Europe. The Programme HEIs will put to the service of the Iraqi institution all their knowledge and experience in managing the contacts with enterprises and supporting the students and fresh graduates towards a better employability opportunity. UNUPI with its twenty Departments, covering all main areas of teaching and research, has a wide international experience and its university is in high ranking for its better quality of education and employability students, UiO has a strategic focus on further strengthening cooperative activities with several specific countries and regions as well as on further developing its strong EU portfolio. UiO will put its internal quality assurance system at the disposal of Iraqi partners, its strategic partnership with NOKUT. UiO will also transfer capacities and procedures related to recognition in line with regulations outlined in international agreements, such as the Lisbon Recognition Convention. UMU will contribute in the international management experiences and in the internationalization of Iraq thanks to the European and International Research Project Office -Operum- is the university's office in charge of proposal preparation and submission of international projects as well as management and control of these projects once they have been approved. Furthermore, the University of Évora established Chairs in areas of excellence: Biodiversity, Renewable Energies and Heritage, which are sponsored by private capital holders. Over the last years, the University has fostered a close link with the community. Such interaction has been possible through the creation of working networks and dissemination of knowledge such as the participation in the Science and Technology Park as well as through the establishment of protocols and contracts for the supply of services in partnerships with Companies, Universities, Associations and Institutes.

Please explain the role and the involvement of the ministries responsible for higher education in each of the participating Partner Countries. (limit 6.000 characters)

Partner Country [Iraq]:

The Ministry of Higher Education and Scientific research KRG will play a decisive role in the APPRIAS preparation and in the overall implementation of Bologna process pillars in the Kurdistan region of Iraq Universities.

Dr. Yusuf Goran, the KRG Minister of Higher Education and Scientific Research, the Research and Development Directorate of the KRG Ministry of Higher Education and Scientific already communicated to APPRAIS consortium the need to implement a clear strategy and mechanism that will be then supported in its implementation by the ministry. Moreover he underlined that this must be done through a participatory approach.

Through different officials, the Ministry reiterated its support in the implementation of reforming the Quality of National Ranking System and the Bologna Process, underlined the importance of implementing this project is that it will raise standards of Kurdistan Region of Iraq Universities; it will create a competition among the universities and finally the universities will be better acquainted with the international scientific standards, accordingly they will be better known within the international academic map.

There is then a clear and undeniable institutional commitment in give great emphasis to the improvement of innovative governance practices (reform of the management structure of the ministry and HEIs, and introduce dynamic, democratic and accountable systems; help HEIs to become increasingly independent; introduce a Teaching Quality Assurance, based on student and staff evaluation; introduce audit mechanisms to ensure quality, equality, accountability and human rights; review the system of research funding and administration; introduce mechanisms of monitoring performance and linking

them to pay and promotion.

This commitment has been practically demonstrated through the cooperation with UNESCO as well as in the cooperation with UNIMED and the common efforts in writing and reviewing the APPRAIS project proposal.

We can definitely affirm that the Ministry is in a perfect position to mainstream project results at national and regional level and smaller and snappier universities with a clear focus on reinforcing their university governance and innovate its system

F.2 Cooperation arrangements, management and communication

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 3.000 characters).

The APPRAIS project will be managed by the structure described in WP8, Management, composed by three different decision making levels: a) Project Manager (PM); b) Project Management Board (PMB) c) Steering Committee (SC).

The appointed project manager performs the day-by-day management of the project and reports in the first instance to the SC (composed by the WP leaders) and to the PMB (composed by one representative of each partner.

For each WP a WP coordinator has been identified and in the most complex cases these will be supported by a co-coordinator who will share the responsibility of monitoring the progress of the relevant WP and of taking the necessary corrective actions where needed.

All the analysis and design activities (initial WP's) are shared between the EU partners and Iraq so as to guarantee the maximum ownership of results by the latter.

The EU partners share the responsibility of sending teachers to , whereas the local HEIs in Iraq-KRI have the responsibility to make available the staff to be trained and will then be responsible for the delivery of the training courses which entails the recruitment of the trainees.

Also the Iraq-KRI' HEIs will have to implement the research piloting phase.

In order to maximise the ownership of results, a consultative process will be put into place inviting students, academics, international experts and local stakeholders in the definition of Bologna process implementation. Again in terms of the ownership, the existence of the upgraded procedures, performance indicators and the definition of institutional strategic action plans as permanent structures will ensure a high level of appropriation of results by the local HEIs

As regards the Management of the project, it will be conducted at two levels: the local and the overall project management. At local level each partner will be responsible for the local management of its time and resources ensuring a proper support. Each partner will:

- submit financial and administrative data to the PM;
- support the PM and WP leader in carrying out the project activities;
- be responsible for the availability of resources to fulfil the project objectives.

Last but not least, each task has been allocated the resources deemed necessary based on the experience of previous, similar project, and the allocation has been discussed and agreed with the relevant partners

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 2.000 characters).

APPRAIS management will be implemented at three decision making levels:

a) Project Manager. The PM, appointed by UNIMED, will ensure quality project execution by providing the needed skills to manage international initiatives. PM will be in charge of the daily management,

including technical work, administration, control, planning, progress, revision and reporting and will act as the main interface between the consortium and the EACEA. PM regularly interacts with the SC and the AoP to ensure that the technical work is carried out in a timely and accurate manner.

b) The AoP is the forum where the positions of individual partners are represented. Whereas the work-plan implementation is controlled essentially by the PM, the AoP is consulted and regularly informed on the project development. The AoP is summoned for decisions pertaining to issues of relevance to all partners such as: amendments of the Grant Agreement, acceptance of new participants, changes in budget allocation among project partners and any other corrective measure. Composition: 1 representative per partner.

c) The SC will be in charge of strategic input to the project. This does not entail direct action on the work-plan (which is under responsibility of the PM) but relates to relations with stakeholders, input to the dissemination, communication and exploitation strategies and to the post-project developments within a sustainable perspective. The SC is meant to maintain a coherent and consistent strategic guidance of the project. The SC decisions are considered as recommendations and are to be submitted and validated by the AoP. Composition: WP leaders A Partnership Agreement (PA) will be signed within six months from the project start. The PA will cover financial, technical and legal aspects related to the implementation of the project. It will set precise rules for the relations among partners and use of the project grant, including procedures for dispute resolution so as to minimise the impact of intra-consortium conflicts on the overall project implementation. It will also manage the rules for publication and the intellectual properties of the training material developed within the project.

F.3 Organisations and activities

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

Partner number		P1
Organisation name & acronym	Mediterranean Universities Union (UNIMED)	
F.3.1 - 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>UNIMED - Mediterranean Universities Union, founded in 1991, is an association of Universities from Mediterranean basin countries (www.uni-med.net). It counts 124 associated Universities coming from 23 countries of both shores of Mediterranean. UNIMED's aim is to develop university research and education in the Euro-Mediterranean area in order to contribute to scientific, cultural, social and economic cooperation. The image that best represents our association is that of a <i>University without Walls</i>.</p> <p>UNIMED carries out the following activities in favour of the associated Universities: Promotion of the international dimension of universities; Encouraging participation of its members in international projects; Planning and fundraising activities: information on call for papers and opportunities offered by international organisations and the European Commission, partnership search, technical assistance, planning, dissemination; Promoting mobility in the Euro-Mediterranean region; Creation of thematic Subnetworks to foster scientific cooperation within specific fields; Organization of meetings, seminars and roundtables both at national and international level; Training for academic and administrative staff of Universities.</p> <p>Through the many initiatives carried out over almost three decades, UNIMED has become a point of reference of international university cooperation. UNIMED participates in a number of projects in different programmes (Erasmus+, Horizon, Interreg MED) and is currently coordinating 3 CBHE projects: ESAGOV, L'Enseignement Supérieur Algérien à l'heure de la Gouvernance Universitaire; SAGESSE, Amélioration de la Gouvernance dans le système de l'Enseignement Supérieur en Tunisie; DIREMED, Dialogue Interculturel, REseaux et Mobilité en MEDiterranée; and one E+ International Credit Mobility. UNIMED is also engaged in the Erasmus+ Virtual Exchange programme and in a wide number of institutional partnerships.</p>		

<p>F.3.2 – Role of your organisation in the project <i>Please describe also the role of your organisation in the project (limit 1000 characters).</i></p>	
<p>UNIMED will coordinate WP8 (Management) and consequently is the leader of the project. UNIMED will support the deployment of all project activities, by providing support in the framework of training and by centralizing Travel and cost of stay in order to ensure a proper value-for-money management. UNIMED will also support UoD in WP1 and DPU in WP7. UNIMED will host the Kick off meeting.</p>	
<p>F.3.4 - Operational capacity: Skills and expertise of key staff involved in the project <i>Please add lines as necessary.</i></p>	
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>
Marcello Scalisi	<p>Marcello Scalisi is the Director of UNIMED – Mediterranean Universities Union – since 2008. He holds a degree in Historical Sciences and in International Cooperation at the Faculty of Literature, Philosophy and Languages of University of Rome Tre, Rome. He gained extensive experience in Sicily in the sustainable tourism sector, managing and monitoring EU projects for local tourism development and providing vocational training for dozens of companies and thousands of workers. He started working at UNIMED in 1998 as project manager and moved gradually to the coordination of UNIMED’s European, International and National funded initiatives and projects. Since Marcello Scalisi became director of UNIMED, there has been a significant increase of the number of associated universities to the network, funded projects and employees and collaborators. Moreover, UNIMED is nowadays a permanent stakeholder of the European Commission.</p>
Raniero Chelli	<p>Active since 1985 in European projects (mainly in RTD, training and international cooperation), as a Commission Official (ESPRIT Programme 85-88), Project Manager, Project Design specialist, Evaluator and reviewer, Quality assurance manager, National Delegate in IST management Committees and as a trainer on EU programmes and funding. He is currently the Coordinator of EU project at UNIMED, to facilitate access to EU funding by identifying appropriate calls for proposals, helping them in setting up successful proposals and consortia, and where applicable, supporting the management of selected projects with a particular emphasis on Quality Assurance.</p> <p>Over the years, he has managed more than 10 significant projects funded by the European Commission through R&D Framework Programmes, TEMPUS, Erasmus+ and Euromed Heritage and he has consequently acquired an outstanding experience in managing large and complex international publicly funded projects, especially as regards the planning the activities of a highly diversified consortia, conflicts resolution and administrative matters.</p>
Marco Di Donato	<p>PhD researcher in Political Thinking and Political Communication, Marco Di Donato also holds a Master Degree cum laude in Arabic language and Islamic Studies at the L'Orientale University of Naples (Italy). He focuses his research on the Islamist movement in Middle East area and related Quranic exegesis. Author of several publications with Italian and International publishing houses, in 2018 he published his second monograph on salafism edited by La Scuola. Proficient in Arabic and English languages, he was teacher (2013-2015) of “Islam and Politics” course at FUA (Florence University of Arts) in</p>

	Florence. Since 2014, he is part of the UNIMED Research Unit. From 2016 he is Professor of "History of Islamic Countries" and "Islamic Thought" at the University of Trento.
Silvia Marchionne	Silvia Marchionne holds a Postgraduate Master Degree in International Cooperation and Development, with a focus on Middle East and North Africa region, a Master Degree in Arabic Language and Islamic Studies at the L'Orientale University of Naples, and a Bachelor Degree in Languages and Intercultural Communication. Part of the UNIMED team since 2013, she works within UNIMED in the International Projects and Networking Team as Project Manager. She gained experience in research activities and analysis for Euro-Mediterranean and international projects, in proposal writing and in projects management (with a particular focus on governance of higher education and employability issues in the MENA region). She is also in charge of networking activities with UNIMED university members. Furthermore, she acts as external consultant for the World Bank program "University Governance and Quality Assurance of Higher Education in the MENA region" focusing her research activity on Algeria and Tunisia. She speaks Arabic, English, and French fluently.
Paola Romeno	With a degree in Political Sciences and a post-graduate degree in International Affairs (1998), Paola Romeno is the Project executive manager, specialised in project design and financial management of UNIMED international projects. She is part of the UNIMED team since 2005 and is responsible for Research and dissemination of international Programmes, drafting and management of projects (English and French) and for developing, implementing and monitoring the projects' implementation plan. Paola Romeno also develops tutorship and staff activities' coordination within the framework of UNIMED's projects. She is involved in networking activities, partner search for projects and initiatives and in the organisation of meetings and conferences.
Federica Li Muli	Federica Li Muli graduated from SSML Centro Masterly in Translation and Interpreting and has also obtained a Master Degree in Intercultural Studies and International Relations at Enna Kore University. After having worked as an interpreter in some meetings, she joined UNIMED in 2017 and she currently handles the organisation and the logistical aspects of UNIMED projects. She speaks Italian, English and French and she has some knowledge of Spanish.

Please copy and paste tables as necessary

Partner number		P2
Organisation name & acronym	Università di Pisa (UNIPi)	
F.3.1 - 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>		

The University of Pisa is a public institution with a long tradition, deeply rooted in its territory and fully integrated into the international scientific community. It has twenty departments, covering all main areas of teaching and research. It ranks high internationally, and has high level research centres, among others, in agriculture, astrophysics, computer science, engineering, medicine and veterinary medicine.

UNIFI offers 58 undergraduate, 74 graduate and 28 doctoral programmes, 68 third cycle specialisation programmes, and about 80 shorter programmes, including an MBA. It has over 52.000 students, 2900 professors and researchers, and 1467 technical and administrative staff members.

UNIFI has an international, national, regional and local role and leads important international research and educational networks. It is engaged in projects that link its teaching and research activities and enterprise not only in local incubators but also in the key world regions which it considers strategic, especially China, Central Asia and Latin America. Moreover, it has taken an important role in developing ECTS and the Bologna Process; it is a key Tuning partner in Europe, Latin America, Central Asia and elsewhere. UNIFI coordinates or is a partner in numerous EU projects, especially Horizon 2020 and Erasmus+.

These have produced tools for quality improvement; UNIFI extends and deepens the work already done to incorporate the findings into its programmes and to share them with its partners. Facing the challenges of contemporary society, UNIFI is committed to generating and disseminating knowledge, and to training a new generation equipped with the technical and critical skills needed to face an ever-changing world of work. It has close relations with the Pisan Area of the National Research Council (13 Institutes), with the schools of excellence (Superior Normal School, Sant'Anna) in Pisa, and numerous other Tuscan and international universities and industries.

F.3.2 – Role of your organisation in the project

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

UNIFI will coordinate WP3 Strategic Planning, Management, Quality Assurance and recognition: Capacity Building action, will provide expertise for the training in KRI and will host a study visit for RAQ (QA responsables + administrative staff). UNIFI will promptly support Dissemination activities and all management related activities.

F.3.4 - 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>
Prof. Francesco Marcelloni	Currently is the Vice Rector for international cooperation and relations. He received the Laurea degree in Electronics Engineering and the PhD degree in Computer Engineering from the University of Pisa in 1991 and 1996, respectively. He is currently a full professor at the Department of Information Engineering of the University of Pisa. He has co-founded the Computational Intelligence Group at the Department of Information Engineering of the University of Pisa in 2002. Further, he is the founder and head of the Competence Centre on Mobile Value Added Services (MOVAS). He has been a member of the board of the PhD Course in Information Engineering since 2004. From 2009 to 2012, he has been Erasmus Coordinator for the Faculty of Engineering of the University of Pisa, President of the International Relation Commission of the Faculty of Engineering and responsible for the Summer Course organized by the Faculty of Engineering in cooperation with the University of San Diego (USA) and the University of Illinois at Urbana-Champaign (USA). He has been a member of the Academic Senate of the University of Pisa from 2012 to 2016. He has coordinated various research projects funded by both public and private entities. Currently, he is coordinating the Erasmus+ KA2 project – “Development of Higher education institutions Internationalization Policies”, Proposal Number 86264-EPP-1-2017-1-IT-EPPKA2-CBHE-JP, Call EAC/A03/2016.
Prof. Marco Abate	In the University of Pisa, Prof. Marco Abate has been the coordinator of the degree courses in Mathematics (2002-2005) and the Director of the Department of Mathematics (2010-2015); currently he is Vice-Rector for Teaching.

	<p>At a national level, he has been the coordinator of the degree courses in Mathematics in Italy (2008-2012); since 2013 he has been a member of the Italian National University Council, where he has also been (2015-2019) the coordinator of the 3rd Permanent Committee (Didactic committee). He has also participated in quality of expert to the Erasmus + project “Consolidating Higher Education Experience of Reforms II (CHEER II)” organized by MIUR and CRUI.</p> <p>Besides having conducted research activities in the fields of complex analysis, complex geometry and holomorphic dynamical systems, and having published several textbooks, prof. Abate has written several papers and given several talks on the popularisation of mathematics. Furthermore he has given talks and taught graduate courses in congresses, universities and research centres worldwide (including several situated in third world countries), including talks describing the structure of the Italian university system in the framework of the Bologna process."</p>
Prof. Nicola Perilli	<p>Nicola Perilli is Professor of Applied Geology Department of Civil and Industrial Engineering of Pisa University. He is an expert of Surface and Subsurface Stratigraphy, Ground Water Potential, Water management, Water management training, Networking. He has been involved in projects already completed/or ongoing, involving many countries: Mediterranean area (Tunisia and Jordan), East Africa (Kenya and Ethiopia), West Africa countries (Burkina Faso, Senegal and Niger), and Central Africa (Republic Democratic of Congo).</p> <p>The present activities also focus on training activities in Ethiopia and Kenya. In one of these projects he also plays the role of coordinator of all the actions and activities, useful to facilitate the implementation of the project tasks in Jordan, Tunisia, Ethiopia and Kenya. He is in charge of securing the networking with all the partners and for the coordination of the training/dissemination materials including the eLearning platform. He is also in charge of co-organizing workshops, seminar and local conferences.</p> <p>He has extensive experience in national and international project proposals and similar fundraising activities. He is also member of the UNIPi's working group on international cooperation.</p>
Dr. Ascenzo Farenti	<p>Currently is the Executive Manager of the Personnel Department of the University of Pisa. From 2010 to 2014 was before the Administrative Director and then the General Director of the University of Cassino and Southern Lazio.</p> <p>He has the license of apprentice prosecutor and the qualification to practice the forensic profession.</p> <p>He is degreed in Law and also received an University Master Diploma in Science of Legislation and Politics Governance, obtained among the University of Pisa.</p> <p>He is considered an expert in Public Administration and administration of Local Authorities, therefore he received teaching assignments in: law and administration of the universities and legal status and recruitment of teaching and researcher staff.</p>
Dr. Davide Fiumicelli	<p>He is part of the technical-administrative staff in the University of Pisa and works for Personnel Department. Currently is the Head of the Training, Welfare and Development Unit and interim manager of the unit for the Recruitment of Teaching Staff, Research Fellows and Permanent Technical Administrative Staff.</p> <p>He is graduated from the University of Pisa with a three-year degree in Law applied in 2005, a specialist degree in Law in 2008 and a PhD in Public and Economic Law in 2013.</p> <p>He obtained the qualification to practice the forensic profession at the Court of Appeal of Florence in 2011.</p> <p>From November 2012 to June 2016 he was holder of research grants in the scientific disciplinary sector IUS / 21 (comparative public law).</p> <p>He obtained a teaching assignment related to the teaching of Government of the territory and environmental protection (scientific disciplinary sector IUS / 09) of the degree course in Economics and legislation of logistic systems of the Polo Universitario Sistemi Logistici of Livorno, and an assignment of teaching related to the Comparative Legal Systems (Evening Course, scientific disciplinary sector IUS / 21) of the University of Pisa - Department of Law.</p> <p>He is the author of various scientific publications relating to: public law, administrative law, comparative public law, university legislation, territorial</p>

	government.
Dr. Luca Busico	<p>Dr. Luca BUSICO is an Official at the University of Pisa with the role of coordinator of the Personnel Department. He is an expert in the fields of general and administrative services; public administrative and anti-corruption law; governance and responsibilities in the public employment.</p> <p>In particular, He is in charge of the following main activities:</p> <ul style="list-style-type: none"> - legal sphere of teaching staff and technical and administrative staff; - relations between the University and the Pisan university hospital with reference to the legal treatment of staff in agreement; - legal management of coordinated and ongoing collaborations; - relations with trade unions; - Office component for disciplinary proceedings; - teaching in internal courses and seminars relating to administrative law and public employment issues. <p>He is the author of over 150 articles in magazines on administrative and public work issues and co-author of 11 monographs, including:</p> <ol style="list-style-type: none"> 1) L. BUSICO - V. TENORE, La disciplina giuridica dei concorsi nel pubblico impiego, Giuffr�, Milano, 2006. 2) L. BUSICO - V. TENORE, La dirigenza pubblica, EPC libri, Rome, 2009. 3) L. BUSICO - F.A. CAPUTO - F. CASTIELLO - D. CIARDO - T. FRITTELLI - C. MASTROCOLA - E. MELE - V. TENORE - A. TITA - A. TUZZA, Manuale di diritto sanitario, Giuffr�, Milano, 2018; 4) L. BUSICO - L. GRECO - L. PAELLA - E. PIERUCCI - A. RAZZINO - V. TENORE - G. VECCIA - A. VIOLA, Il direttore dei servizi generali e amministrativi dopo il nuovo CCNL 2016-2018, Anicia, Rome, 2019. 5) F. CERIONI - V. SARCONI - P. ADDESSO - A. AMODIO - L. BUSICO - G. CAPUTI - A. CARUCCI - M. COLLICO - F. GENCHI - F. GUALANDI - F. GOIIDSIS - A. GRASSO - G. MARTELLINO - V. MONGILLO - C. PETTINARI - G. PIPERATA - P. PRINCIPATO - O. RUSSO - D. SENZANI - M. TARTAGLIONE - G. TERRACCIANO - S. TOSCHEI - C. TUBERTINI, Legislazione anticorruzione e responsabilit� nella pubblica amministrazione, Giuffr� Francis Lefebvre, Milano, 2019. 6) L. BUSICO - L. FANTOZZI - M. GENTILE - V. TENORE, Manuale del pubblico impiego privatizzato, EPC libri, Rome, 2020.
Dr Tommaso Salamone	<p>Master’s Degree in Political Sciences in the International relations field, He works at the International Office of the University of Pisa, heading the International Programmes for Cooperation, Education and Mobility Unit. His work is related with the support for planning, preparation of proposals and reporting of projects of international training and mobility. He has a long experience in the administrative and financial management of EU Projects (VI and VII Framework Programme; Erasmus Academic Networks; Erasmus Mundus Programme, Tempus Programme and Erasmus + Programme). He is currently the project manager of the capacity-building project DHIP aims to develop and integrate the internationalization dimension into structural and cultural components of South American Higher Education Institution.</p>

Partner number		P3
Organisation name & acronym	University of Oslo (UiO)	
<p>F.3.1 - Aims and activities of the organisation 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).</p>		
<p>The University of Oslo (UiO) is Norway’s oldest and the highest ranked higher education and research institution in Norway: it is among the top 100 universities on the Shanghai World Ranking. With five Nobel Prize winners, UiO has a strong track record of pioneering research and scientific discovery.</p> <p>UiO’s mission is to engage with, challenge and push the borders of human knowledge. Through excellence in research and teaching UiO seeks to understand, analyze and find solutions to challenges, nationally and globally.</p>		

The UiO has 140 student exchange agreements with non-EU countries on all continents and research networks with PhD education extending to a number of developing countries.

Students 27,915

PhD students 3,070

Staff 6,607

Academic Staff, FTEs 3,814

Support Staff, FTEs 1,119

Administrative Staff, FTEs 1,674

Faculties 8

Museums 2

UiO attracts students and researchers from all over the world. As of 2012, 13 percent of the student population is from foreign countries. 30 percent of the academic staff and 26 percent of the PhD candidates are from abroad.

UiO has a strategic focus on further strengthening cooperative activities with several specific countries and regions as well as on further developing its strong EU portfolio.

The internal quality assurance system for UiO's educational activities was first implemented in 2004. The present version was adopted by the UiO board on 10 March 2015. A system description is available here: <http://www.uio.no/english/about/regulations/studies/quality-assurance/> . The UiO's quality assurance system is based on the Norwegian Act relating to Universities and University Colleges (1986/1995/2019 under revision in 2020) and its practice is supervised periodically by NOKUT (The Norwegian Agency for Quality Assurance in Education) in accordance with the Norwegian Academic Supervision Regulations. NOKUT uses experts to assess whether the institutions meet the requirements of applicable laws and regulations for studies, and may issue decisions of consequence for an institution's accreditation to launch study programmes.

Recognition of foreign education is based on the Norwegian Act relating to Universities and University Colleges. The University of Oslo has the authority to decide on recognition of foreign education and decide whether it is comparable to a degree or study programme offered by the UiO. The recognition process at UiO is delegated to the faculties and procedures follow the rules and regulations outlined in international agreements, such as the Lisbon Recognition Convention. Due to large numbers of international students, the university has amassed considerable experience in evaluating foreign credentials and deciphering the many education systems outside of Europe for the purpose of mobility, admission and/or the transfer of credits.

F.3.2 – Role of your organisation in the project

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

UiO will contribute to WPs connected to 1) Quality assurance and 2) Recognition – presentations and workshops connected to these themes, as well as contributing on overarching WPs on quality and control within the project, and the dissemination and sustainability of the project. UiO will host a training week for university leaders in Oslo and will provide expertise for training in KRI focusing on Quality assurance: Comparative analysis of the quality systems of European partners, Kurdish Universities and the Norwegian QA-system. Presentations, discussions, workshops and other training activities and recognition and credits transfer: Insight into the importance of QA for the recognition and credit transfer in Norwegian universities. The roles of autonomous universities and ministries/government bodies in Norway. Practical and theoretical implementation of procedures. Presentations, discussions, workshops and other training activities.

F.3.4 - Operational capacity: Skills and expertise of key staff involved in the project

Please add lines as necessary.

Name of staff member	Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.
Mr. Bjarne Skov	From Department of Media and Communication: 10 years' experience in establishing specialized admission regulations and follow-up of equity and transparency issues in study programme admissions in Media Studies. Advisor in complicated cases to faculty level concerning recognition and transfer of foreign credentials in media studies From Faculty of Humanities' secretariat as a senior adviser: 15 years of professional experience in different fields of internationalization in Higher Education: Quality assurance/control and negotiations of bilateral student exchange agreements at Faculty level with universities in East and South Asia, Africa and the

	Americas. Establishing and implementing quality assurance of internationalization of study programmes in the Faculty of Humanities. BA level education in Russian language and area studies, European studies and English. MA degree in South Asian studies with specialization in Urdu
Ms. Therese Gjessing	15+ years of professional experience in the field of internationalisation in Higher Education. Expertise in recognition and quality assurance. Project responsibilities in E+ KA2-project MERIC-net (2016-2019). 2006-present: Senior Adviser, working with student mobility, credential evaluation and international agreements at the University of Oslo, Faculty of Humanities Former Employer: University of Agder, Norway (2005-2006) Background: B.A. Communication Studies (University of Newcastle, NSW, 2001), B.A. German language and business communication (Østfold University College, 2003)

Partner number		P4
Organisation name & acronym	Universidad de Murcia (UMU)	
F.3.1 - 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 University of Murcia (UMU) is the most important teaching and research organization of the Region of Murcia. It is a public institution devoted to providing higher education in Science, Technology and Humanities, over 5 campuses.</p> <p>Research is one of the pillars of our University, covering 8 scientific areas: Economy, Health, Experimental, Law, Social, Technical, Humanities, and Mathematics. There are currently 312 Research Groups and 6 Institutes of Research are either created or in the process of constitution: Water and Environment, Ageing, Optics and Nanophysics, Political Studies “Saavedra Fajardo”, Vegetal Food and Health, and Information and Communication Applied Technologies.</p> <p>The International Office has got more than 20 years experience. It counts on 3 sections: International Mobility, International Projects and Development, and Administration Section. The University of Murcia is a very active institution regarding mobility of students and staff and has taken part in numerous projects, more than 25 in the last years, both as partner and coordinator. Nowadays, under Erasmus +, Erasmus Mundus, etc.</p> <p>Furthermore, the University of Murcia has extensive experience in hosting collaborative projects and promoting research excellence in a learning environment. Our University has also a large experience in the management of research projects. More than 120 European projects belonging to different Frames RTD Programmes have been managed in the past, 7 of them within the H2020 Programme. At the National level, 198 RTD projects were funded during the past year alone. The European and International Research Project Office -Operum- is the university’s office in charge of proposal preparation and submission of international projects as well as management and control of these projects once they have been approved.</p> <p>Finally, the UMU, together with its neighbour Technical University of Cartagena, leads Campus Mare Nostrum 37/38, a consortium that has been awarded the status of International Campus for Regional Excellence by the Spanish Ministry of Education and Science. This consortium is a joint effort of international organizations, research centres, technology parks, companies, and administrations, seeking to transform the Region of Murcia into a pole of international, high-quality education, science, business, and culture in the Mediterranean area.</p>		
F.3.2 – Role of your organisation in the project <i>Please describe also the role of your organisation in the project (limit 1000 characters).</i>		
<p>UMU will be involved in different WPs of the APPRAIS project will participate in the Capacity building and will be responsible of the one modular training. Murcia University will be the leader of the WP4 entitled “Bologna process implementation at KRI Universities: Recognition of credits and learning mobility”. The responsibilities and duties of this WP will be shared with Zakho University. This WP4 will be dedicated to provide the support to the Kurdistan institutions with the aim to develop useful tools and techniques to strength the internationalization process of their institutions, through fostering academic and research collaboration, strengthening strategic cooperation, partnerships and networking. Murcia University is an institution with great experience in the field of the recognition</p>		

of credits and in learning mobility. We also be involved as partner of the project in the WP5 collaborating in the activities of this wp as well as in all other transversal WPs

F.3.4 - Operational capacity: Skills and expertise of key staff involved in the project

Please add lines as necessary.

Name of staff member	Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.
M ^a Jesús Periago Castón	<p>Professor in Murcia University since 1993. She began the activity in the university a predoctoral scientific in 1990 in the area of Food Science and Nutrition. Since 2009 she is Full Professor, and she is involved in academic, research and management activities.</p> <p>As professor she teaches in the Faculty of Veterinary Medicine, in the studies of Veterinary and Food Science and Technology. She has participated in several international and national research projects and she has published more than 120 international research papers.</p> <p>She is familiarized with the quality assurance in HEIs, as member of the Commission that implemented the first Quality Plan in the Spanish Universities in 2004 and 2006, in PhD and Degree Programme. She was Vice-dean of Veterinary Faculty since 2006 to 2016. During, this period she participated in developing the Internal Quality System and the new programmes of studies of the Faculty of Veterinary, adapted to Bologna process, following the Spanish standard established by ANECA (Spanish Agency for Quality). In addition, she worked in the implementation of European Standard for Veterinary studies, according to the official accreditation authority for veterinary education establishments within Europe, the EAEV (European Association of Establishments for Veterinary Education).</p> <p>As she has an overall vision of the quality assurance, referred to safeguard the academic standard and to promote quality learning for students, she has been appointed to the working group related to the training sessions of Quality Assurance and Management.</p>
Antonio José Rouco Yáñez	<p>Professor in the Murcia University from 1990.</p> <p>Nowadays, he is the Coordinator of the Quality Unit of Murcia University, and he is involved in developing the programmes of quality assurance and management.</p> <p>He was Vice-dean of the Faculty of Veterinary Medicine from 1999 to 2008, and Dean from 2008 to 2016. During, this period he has directly involved in developing the Internal Quality System and the new programmes of studies of the Faculty of Veterinary Medicine, adapted to Bologna process, following the Spanish standard established by ANECA (Spanish Agency for Quality). In addition, he has worked in the implementation of European standard for Veterinary studies, according to the official accreditation authority for veterinary education establishments within Europe, the EAEVE (European Association of Establishments for Veterinary Education)</p> <p>As he has an overall vision of the quality assurance, referred to safeguard the academic standard and to promote quality learning for students, he has been appointed to the working group related to the training sessions of Quality Assurance and Management.</p> <p>He has a great experience as professor and researcher in the field of the Animal Production and Agrarian Economy.</p>
Antonia Saavedra	<p>Head of International Mobility Programmes Unit. She has been involved in the development of the international mobility e-tool used at the University of Murcia.</p> <p>As she has an overall vision of mobility programmes, she has been appointed is the IRO staff in the working groups which designed our mobility software.</p>

Partner number		P5
Organisation name & acronym	Universidade de Evora (UEvora)	
F.3.1 - 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 University of Évora is organized in 4 Schools: Arts, Sciences and Technology, Social Sciences and Nursing and offers 41 undergraduate and 120 postgraduate degrees. Research and Development (R&D) covers several scientific areas through a network of 14 Research Units, all of them submitted to international evaluation, under the coordination of the Institute for Research and Advanced Studies. Furthermore, the University of Évora established three Chairs in areas of excellence: Biodiversity, Renewable Energies and Heritage, which are sponsored by private capital holders. Over the last years, the University has fostered a close link with the community. Such interaction has been possible through the creation of working networks and dissemination of knowledge such as the participation in the Science and Technology Park as well as through the establishment of protocols and contracts for the supply of services in partnerships with Companies, Universities, Associations and Institutes. The main R&D areas are: Agronomy and Biodiversity; Geophysics, Environment and Landscaping; Materials and Surface Science; Economics and Business Studies; Computer Sciences and Software Interoperability; Social and Political Sciences, History, History of Art, Science and Cultures; Applied Mathematics; Education; Linguistics and Literature; Elderly Healthcare. The 150 running R&D projects are developed through national and international partnerships, FP7 and H2020 funding, FCT as well as by private sponsorship.</p>		
F.3.2 – Role of your organisation in the project <i>Please describe also the role of your organisation in the project (limit 1000 characters).</i>		
<p>UEVORA will be involved in different WPs of the APPRAIS project will participate in the Capacity building and will be responsible of the one modular training. UEVORA will be the leader of the WP2 Definition of a roadmap for a better university governance and implementation of bologna process at KRI HEIs. The responsibilities and duties of this WP will be shared with CHU. UEVORA will also be involved as partner of the project in the WP3, WP4 and WP5 collaborating in the activities of this wp as well as in all other transversal WPs.</p>		
F.3.4 - Operational capacity: Skills and expertise of key staff involved in the project <i>Please add lines as necessary.</i>		
Name of staff member	Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.	
Soumodip Sarkar	<p>Soumodip Sarkar holds a doctorate from Northeastern University, Boston, Massachusetts, USA and is a researcher and keynote speaker in the areas of entrepreneurship and innovation. He is currently Vice-Rector of the University of Évora for Innovation, Cooperation and Enterperneurship. He is also Full Professor of the Management Department of the University of Évora and researcher at CEFAGE-UE. In addition to teaching and researching, he also occupies several positions of relevance such as the executive president of the Science Park of the Alentejo Region (PACT). He has several publications at the level of innovation, entrepreneurship and sustainability with impact in periodical magazines such as: Scientometrics, Journal of Business Venturing, Journal of Small Business, European Management Journal, Entrepreneurship and Regional Development, Technology Forecast and Social Change, Journal of Business Research, Business Service, Sustainability, Journal of Cleaner Production, Journal of the Knowledge Economy, European Journal of Innovation Management, Service Industries Journal, Trends in Food Science and Technology, Regional Science and Urban Economics and Energy Journal, among others. He has published four books on entrepreneurship and innovation and he is coordinator and member of several international and regional</p>	

	organizations and projects.
Paulo Infante	Paulo Infante is assistant professor of the Department of Mathematics at the University of Évora and an integrated member of the Research Centre for Mathematics and Applications (Portugal). He holds a PhD in Mathematics from the University of Évora (2004). His main area of scientific activity is Probability and Statistics, with specialization in Statistical Quality Control while also publishing in Statistical Modeling and Data Analysis. In the last years, he has been the coordinator of several scientific projects, most of them in collaboration with the local and regional community, such as the municipality council, health centers and schools. Scientific adviser of several Graduation, Master and PhD students. Currently, he is the IR of the FCT project 'Modeling and prediction of road traffic accidents in the district of Setúbal', which focuses on data science and artificial intelligence. His current research interests are quality control, survival analysis, reliability, design of experiments, statistical modeling and data analysis and data science. Member of the organization of several conferences, seminar and other events. Various positions held and currently is the Pro-Rector for innovation, transference, entrepreneurship and cooperation, Director of Mathematics Applied to Economics and Management Course and Member of the Ethics Committee of University of Évora.
Paulo Quaresma	Paulo Quaresma is an Associated Professor of the Computer Science Department and the Director of the PhD program in Informatics of the University of Évora, Portugal. He was Vice-Rector for Research and Development of the same University from 2014 to 2018. He has a PhD in Informatics from the New University of Lisbon (1997) with a focus on Artificial Intelligence and Natural Language Processing. He is also a member of NOVA-LINCS – a research lab for Informatics and Computer Science. In the context of his work at the University of Évora, he was responsible for several PhD, MSc and BSc courses and he has supervised or co-supervised 7 PhD and 28 MSc thesis. He was responsible or coordinator of research projects funded by different entities and published more than 100 scientific paper in journals and international conferences. His main topics of research are natural language processing, information retrieval, and ontologies. A more detailed CV is available at http://www.di.uevora.pt/~pq/cv_pq_res.pdf
Isália Morais	Isália Morais holds a Master in Management with the specialization in finances. Currently she's the coordinator of the Project Management Office at the University of Évora, being responsible for the administrative and financial issues of all the University projects (e.g. H2020, LIFE, INTERREG, ERASMUS, etc.).

Partner number		P6
Organisation name & acronym	Salahaddin University-Erbil (SU)	
F.3.1 - 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>		
Salahaddin University-Erbil [https://www.su.edu.krd] is one of the largest institution of higher education (HEI) in Kurdistan Region-Iraq and the main local leader in university education, scientific research and knowledge development. Salahaddin University-Erbil was established in 1981. SU has been providing high-quality, career-relevant education in a diverse range of fields through innovative courses, excellent teaching and state-of-the-art facilities. Today, with about 26000 students and more than 2200 academic staff, SU -Erbil has been considered as the oldest and largest university of comprehensive sciences in Kurdistan Region. Providing practice oriented, career-relevant education in short and intense courses of study leading to accredited Bachelor ,Master and PhD. degrees are some of the most valued aspects of study and teaching in SU. All SU curricula have been designed to		

meet rapidly evolving industry needs, preparing students for high-level professional practice in fields such as engineering, business, social science, pure sciences and cultural studies. Study and teaching support and challenge the development of innovative ideas of SU students.

In teaching, the university uses all kinds of E-services and communication technologies and spreads their experience in Iraq and regional projects. Based on innovative ideas, various E-services, developed together by scientists and students of SU for use in projects were already presented during the conferences and seminars since 2010: E-learning tools, E-library, E-government, E-publishing. All research activities of Faculties, staff members and students are lead and supported via university internal research and innovation transfer centers. These centers are supporting student's innovative works and enable inclusion of innovative ideas in study and practical training. The staff members of the several faculties got a lot experience in transferring research results to industry and including open questions of industry and economy into teaching and study.

The vision of SU is to be a world-class teaching university, leader in the pursuit of knowledge, research and skills development, and to network people worldwide for the purpose of academic excellence and mutual achievement. While the mission of SU is to Provide a modern advanced educational program which will allow SU to become a world class university. Improve research centers for developing student skills. Develop industry leaders by providing excellent learning programmes and experiences to graduates, post-graduates and professionals. Build up extensive learning centers using the latest technology. Advance knowledge to develop the country economically. Develop an academic reputation that stakeholders, faculty and staff can be proud of. The objectives of SU can be stated as:

To raise the level of study at SU to international standards, we work hard to achieve the following:

SU opens its door to Students all over the world regardless of their educational and cultural backgrounds. Plans to have suitable tuition fees according to the financial capability of the community and discipline of the student wants to study. Encourage academic professors all over the world to apply for work at SUE as teachers and researchers. Permit the existing university students to go abroad for studying opportunity post doctorate experience and sabbatical leave. Encourage the university students and lecturers to participate in international conferences and meetings, by submitting research papers. Establishing academic and scientific cooperation with universities around the world. Implementing the already signed agreements and understandings. Sending top ranking graduates abroad to complete their higher

studies within internationally recognized universities. Attract companies, research institutions and the private sector to invest in SU. SU is an outstanding academic centre in the region.

F.3.2 – Role of your organisation in the project

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

As an entry point, Salahaddin University-Erbil(SU) is involved in almost all international and local activities and tasks in the EU projects. For this reason will lead WP6 Project Quality and Evaluation Salahaddin University-Erbil was a leader partner in some work packages and involved with other partners in its role including collecting data needed, organizing and participated actively in workshops, and giving presentations in meetings that have its effect within the framework of the project. Implementation of project outcome at the university and supervise the process to achieve a good impact practice. Its role goes also to be engaged in the writing reports, analysis, visits and surveys.

The goal of this proposal project is the study of Governance, accountability and transparency in higher education institutions in Kurdish Universities in Iraq. SU has high expertise in field of innovation and education projects and inclusion of their content into study curricula. SU managed a lot of corresponding projects and will assist in including experiences of current innovation curricula in Kurdistan Region HE to help in studying experience leading to high transparency. SU will support dissemination of project results. SU will support project management enabling partners for guidance of projects.

SU will help hosting meetings concerning, dissemination of the project and assisting in the centers development, monitoring and controlling the progress of the project by providing index and planning and benchmarking activities. This project will increase the cooperation between the Iraqi and EU partner in many aspects such as research and more projects together. Salahaddin University will support the implementation of University governance and transparency in the field of higher education through the process of the **quality assurance improvement** (QA for teaching, research, financial management etc.) to be fitted with the new system of Bologna process and **Recognition of credits mobility** in the framework of the implementation of Bologna Process. Both of them are key strategic objectives of Salahaddin University strategy and vision for the recent and coming years.

F.3.3 – Expected results and impact (only for Partner Country institutions)

<p>What are the expected tangible results from the project in your HEI</p>	<p>Salahaddin University –Erbil will gain an institution experience and some individual skills including advanced training programs. Development of the Salahaddin university structure in order to cooperate with worldwide institutions and improving its ranking among them. For the last three years, SU was first in national ranking. Through this project, SU will gain reputable academic recognition on international standards. Also, gaining more advanced facilities and equipment that it needs to fulfill its duties and achieve its objectives. Moreover, involvement of staff and students exchange in studying, teaching and training process through mobility's of both students and staff. SU will establish and build strong professional relationships with regional and international institutions to help improve the university. Engaging and exchanging good practices region-wide and with European partners, therefore reaping benefits for the HEI community. Hence, potentially contribute to the modernization and development of higher education institutions (HEI) on the targeted partner countries. Working on internationalization of Salahaddin university by the application and implementation of Bologna process and ECTS system will lead SU to reach the world and international university standards. The graduated students will be able to participate in developing the country in all aspects and can enter both local and world market job opportunities.</p>
<p>How will the impact of these results be measured in your HEI?</p>	<p>The expected results from this project can be measured through the number of successful projects and research that can be commercialized in the educational contexts. Also, it can be measured through the number of the individuals that become professional in the field of research technology and innovation. Increase the number of research papers publishes in high impact factor international journals. Participation of more academic staff and researchers in international conferences and presenting high value of their researches.</p>
<p>What financial means and human and other resources will be provided to sustain these results after the project ends?</p>	<p>After the end of this project, it is expected that the RESEARCH TECHNOLOGY AND INNOVATION will be based on a solid foundation that can provide expertise and services to other institutions and entities. So, it can cover itself financially and provides human forces to the institutions and entities that require technological services. It is worth mentioning that the Salahaddin university as a state university and the government allocate a specific budget for such offices and programs. Also, every year Salahaddin university will award the students and staff research papers to encourage and increase the numbers academics working on research and SU will continue in this aspect by allocation a suitable budget from student's income tuition fees. Also, will continue creating scholarships for studying graduates leading to highly qualified degrees and post-doctoral.</p>

F.3.4 - Operational capacity: Skills and expertise of key staff involved in the project <i>Please add lines as necessary.</i>	
Name of staff member	Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.
Prof. Dr. Ahmed Anwar Amin Dezaye President of Salahaddin University-Erbil	President of Salahaddin University-Erbil and Professor of Chemistry, participated in SU curriculum development and evaluation of curricula of other universities, very experienced in E-learning, administration, Distance e-learning, e-services development and leading students to highly noted innovations. He is the leader in all SU projects with DAAD, Erasmus Mundus , Erasmus+, US Fulbright , British Council, UNESCO and UNECEF innovation projects, especially based on innovative student graduation and practical work during study. He was the president of Arab Countries Universities association for the year 2013/2014. He is the partner membership of Francophone Organization. Dr.Dezaye leads the decision making and puts the strategy plan of running the university. He is an active member of the Ministry council.
Assist. Prof. Mohammed Azeez Saeed mohammed.aziz@su.edu.krd Erasmus+ Institutional Coordinator at Salahaddin University-Erbil	I am Dr.Mohammed Azeez Saeed, Erasmus+ Institutional coordinator at Salahaddin university-Erbil and assistant professor of Climatology/Astronomy. Involved in different international projects such as DAAD, Erasmus Mundus, Erasmus+, US Fulbright, Francophone, British Council, UNESCO and Kurdistan Region Higher Education Scholarships. Performs research in area of Physics, Astronomy and Climate Change. Experience with IT projects, e-learning systems, Was a postgraduate student in both Birmingham University-UK and Baghdad University-Iraq. He was the Director of International Relations Office at SU for 4 years, responsible of all International relationships, partnerships and coordinator with world Universities and academic centers and institutes. He is the member of the high committee of human capacity development scholarships programme (HCDP) of the Ministry of Higher Education in Kurdistan Region. He was the member of the high committee of Erasmus Mundus Action 2 SALAM project during the years 2013-2016. Now he is the SU institutional coordinator and the focal point of some 11 Erasmus+ projects (both KA2 and KA107), namely; GeoNetC, coordinated by Lund University, Sweden from 15/10/2015 to 15/10/2018. Erasmus+ OPATEL Coordinated by Leipzig University of Applied Sciences (HTWK)-Germany from 15/10/2016 to 15/10/2019 and Erasmus+TIGRIS project coordinated by Georg August Gottingen University-Germany and 7 Erasmus+ KA107 ICM projects. Qualified in writing proposals for international grants and scholarships. Capable of following up project implementation and evaluations and writing semi-annual reports on the projects status.
Dr.Nabil Adil Fakhre Director, Quality Assurance and Curriculum Development Office	I am Prof. Dr. Nabil Adil Fakhre, Professor of Analytical Chemistry at the Department of Chemistry, College of Education, Salahaddin University-Erbil since 1983. I have taught undergraduate and postgraduate students. I have supervised diploma, MSc and Ph.D students. I have been the chairman of the scientific committee and scientific promotion committee at the College of Education and the central scientific promotion committee at the University. Since 2010 the Ministry of Higher Education and Scientific Research of Kurdistan Region started to apply Quality Assurance process and Curriculum Development and I was been one of the members of a central committee at the Ministry to establish the rules of the process. At the moment I am the Director of the Quality Assurance and Curriculum Development at Salahaddin University-Erbil and a member in the Central Ranking Committee at the Ministry. The establishment of legal requirements and the introduction of new demands and aspirations need an in-depth reform and modernization process of the university system in relation to the presentation of information that takes into account the new demands of Governance, quality, accountability and transparency. Therefore, there is an increasing need for reliable and transparent information about the

	<p>University through online and paperless quality assurance process and trials to apply semester and Bologna process to improve the teaching process, curriculum development and progressing the ranking of the University. Salahaddin University has already started preparation for the implementation of Bologna process and ECTS under supervision of the Ministry of Higher Education and Scientific Research of Kurdistan Region-Iraq. The proposed project on governance comes at the right time to be applied at Salahaddin University-Erbil and it is of great need.</p>
<p>Dr Karzan Abdulmuhsin Mohammad, General Director of Salahaddin University Research Centre.</p>	<p>I am Dr Karzan Abdulmuhsin Mohammad, an Associate Professor in Cancer and Molecular Biology. For now I am the General Director of Salahaddin University Research Center. I have more than 30 publications that have been published in top journals of the world in collaboration with University of Washington in USA and the University of Manchester in the United Kingdom. Throughout years of collaborative research and team working I have been awarded the title of best researcher in Kurdistan Region of Iraq in 3 consecutive years.</p> <p>Now as general director of Salahaddin University Research Center which is the leading university in the Kurdistan region and one of the oldest established Universities, we are committed to deliver excellency in research. Governing such an establishment is a challenge toward paving the way of innovative ground works. This is in a way that public and interested stakeholders have same access to the proposed research that serves communities. At research Center we are targeting community problems, identifying the gaps in knowledge and propose proper solutions. The main objective is to involve society with the research to ensure transparency. This is when for instance funds come from the community, the research outcomes, fund management, will be monitored and tracked through a clean and transparent access to the governing, management and progress of research.</p> <p>Bridging the knowledge of laboratories and science to the community is a goal. This can be promoted through community-related projects. Addressing and recognizing the crucial scientific and social disputes. Arguments of the society can be transferred onto the benches of research center. Analysis of the aspects of community concern through data and evidence-based conclusions.</p> <p>The future strategy can rely on creating research teams, recruiting master minds to dispatch and disclose the scientific and social ties of the society. Finding the gaps of science and analyze the views toward problem. Data availability, accessibility and reproducibility are the main targets, from which researchers can build up their hypothesis and dig into the deep insights of a certain problem. This is to ensure the accountability of community related projects along with stakeholders involvement.</p>
<p>Dr.Wala Gazey Mahmood Dizayee, Director of Pedagogy</p>	<p>I am Dr.Wala Gazey Mahmood Dizayee, lecturer in Physics holding Ph.D. from Sheffield University- UK , my general specialization is Nano-physics and the specific specialization is Nano magnetic oxide and 2D materials.</p> <p>I am the director of Center of Pedagogical Training and Academic Development at Salahaddin University-Erbil.</p> <p>On May 2019, I was appointed as group leader (focal point) of the second round of the Pedagogy Training Course at HAMK University –Finland representing the Ministry of Higher Education and Scientific Research-KRG- Kurdistan Universities, nominated by Salahaddin University-Erbil.</p> <p>This Pedagogical Training for Teacher Professional Development is a part of a larger development framework in Kurdistan Region-Iraq. In the core of the development is the improvement of education and teacher competences in different levels. There have long been concerns with regard to the former teacher training programme in Kurdistan Region which has been widely attacked by critiques for being rigid and traditional. As a result, there has been an increasing pressure to change and reform the structure of the pedagogical training in Kurdistan Region to meet the current national and international needs and developments of higher education. One of the biggest changes taking place within the system of higher education in Kurdistan Region is the adoption and implementation of the Bologna Process to reform and modernize higher education, to unify the structures with the European standards by aligning the credit systems (e.g. The European Qualifications Framework EQF and credit-based system ECTS), and to improve quality of education and recognition of</p>

	<p>qualifications.</p> <p>An essential part of this new pedagogical training programme entails a shift from instruction (i.e. teacher-centred) paradigm to learning (i.e. learner-centred) paradigm. This demands teacher students to develop the pedagogical skills, knowledge and competences necessary to help their future students develop as life-long learners. The curriculum of this pedagogical training is, therefore, competence-based structured around six competence-based modules.</p> <p>Study Modules:</p> <ol style="list-style-type: none"> 1- Information and Communication Technology. 2- Student-centred Approach. 3- Innovative Pedagogical Methods and Assessment Tools 4- Competence-based Curriculum. 5- Edupreneurship/entrepreneurship & University Work Environment Cooperation. <p>Note:</p> <ol style="list-style-type: none"> 1- It's worth mention that a number of Salahaddin University teaching staff participated in a pedagogy training course for around 45 days in HAMK University Finland to master all the modern teaching competencies, therefore to implement it in home university. 2- Participated in a training program sponsored by DAAD at the Friedrich–Alexander University Erlangen–Nürnberg, for Edupreneurship/entrepreneurship Education, Diversity Education, and teacher building capacity.
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Partner number		P7
Organisation name & acronym	University of Sulaimani (UoS)	
<p>F.3.1 - 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>		
<p>University of Sulaimani (UoS) was established in 1968 as the first university in the Kurdistan region of Iraq, and its main campus is located in the city of Sulaimani. In the beginning UoS started with only three colleges but during the years that followed, the number of the colleges increased dramatically as the result of growing demands of higher education in the country.</p> <p>Currently University of Sulaimani is one of the largest universities in the country with four campuses, (20) Colleges, 94 departments, Center for Languages and Culture, Kurdology Center, Information Technology Directorate, Research Center, Directorate of Teaching Quality Assurance and Curriculum Development, Directorate of Health and Safety, Central Library, Students Support Center, Career Development Center, Directorate of Sport Activities ...etc. University of Sulaimani offers wide range of undergraduate and graduate degree courses in different fields of study. UoS currently has 25000 undergraduate and graduate students, nearly 2000 academic staff and 3500 administration staff. UoS is willing to become one of the top universities in the region and a globally engaged university. UoS is aiming to prepare interculturality and globally competent graduates that take part in promoting knowledge and serving humanity all over the world; UoS strives to generate internationally recognized research and activities that address significant global issues. UoS fosters a strategic network of global partners. As part of its strategy and in line with the initiative supported by the Ministry of Higher Education and Scientific Research, UoS is in the process of carrying out higher education reform especially in its governance in order to define the university's goals, implement them, and monitor the achievements. UoS has a Director of Teaching Quality Assurance and Curriculum Development which is dedicated for monitoring quality of teaching as well as curriculum development, however, it requires support especially in human capacity building, addressing weaknesses in existing governance higher education systems, enhancing good governance, strengthening quality assurance mechanisms, and improving recognition of credits mobility.</p>		
<p>F.3.2 – Role of your organisation in the project <i>Please describe also the role of your organisation in the project (limit 1000 characters).</i></p>		

The role of University of Sulaimani will be involving in almost all international and local activities and tasks set by the EU project and the partners: UoS will also co-lead WP3 Strategic Planning, Management, Quality Assurance and recognition: University of Sulaimani will be actively involved in collecting data needed, organizing and participating actively in training courses and workshops, as well as any other activities within the framework of the project. University of Sulaimani will be monitoring implementation of project at the university and supervise the process to achieve excellent impact. UoS will also be engaged in the writing reports, analysis, field visits and surveys when necessary.

F.3.3 – Expected results and impact (only for Partner Country institutions)

<p>What are the expected tangible results from the project in your HEI</p>	<p>As a result of this project, University of Sulaimani will gain more experience and skills from the advanced training programs, the university's management and governance will be developed in a way that promotes more international cooperation, and therefore, the university's overall visibility and ranking will be improved; and more international students and staff will be recruited. Furthermore, more students and staff will be engaged in exchange programs, teaching and training process; University of Sulaimani can establish more sustainable academic and cultural relationships with regional and international institutions. Thus, this project in longer term can contribute to the modernization and development of higher education system in the country, the region and beyond. UoS expects to increase the rate of publications at high ranked peer reviewed international journals, to increase exchange and dual degree programs with international partners, to improve the international reputation of the university and to attract more industry funds for researches.</p>
<p>How will the impact of these results be measured in your HEI?</p>	<p>The expected results from this project can be measured through the number of successful projects and research that can be commercialized in the educational contexts. The results can also be measured by monitoring the rate of international students, better feedback from community, the number of international teaching staff is increased, and student and staff exchange numbers are also increased with positive feedbacks from the hosting institutions. UoS is expected to graduate more qualified students with higher employment chances through monitoring alumni and Career Development Centre data. The results can be measured by both an</p>

	internal Quality Assurance Team and independent external evaluators.
What financial means and human and other resources will be provided to sustain these results after the project ends?	After the end of this project, University of Sulaimani is expected to maintain the development and its offices through providing necessary financial means, human and other resources. Since University of Sulaimani is a public state university, the government through Ministry of Higher Education and Scientific Research must allocate a specific budget for these offices.

F.3.4 - Operational capacity: Skills and expertise of key staff involved in the project

Please add lines as necessary.

Name of staff member	Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.
Assist. Prof. Dr. Ridha Hassan Hussein	President of the University of Sulaimani
Assist. Prof. Dr. Ava Omar Fatah	-Director of Teaching Quality assurance and Curriculum Development. - Member of the Bologna process committee at University of Sulaimani
Assist. Prof. Dr. Karzan Ghafour	- Director of International Academic Relations - Erasmus + projects coordinator at University of Sulaimani.
Assist. Prof. Dr. Rezhon Harun M.Rashid	-Head Department of Agribusiness and Rural Development. - Member of the Bologna process committee at University of Sulaimani. - Member of the Center for Pedagogical Training and Academic Development at University of Sulaimani. - Member of the Bologna process committee and Curriculum Development at MHE-KRG. -Coordinator of Master Food Identity project-ERASMUS PLUS/Joint Master degree at University of Sulaimani
Dr.Aysser Abdul Khaliq AbdulRahman	-Director of Information Technology and Statistics. - Member of the Bologna process committee at University of Sulaimani. - Member of the Center for Pedagogical Training and Academic Development at University of Sulaimani.

Partner number		P8
Organisation name & acronym	University of Duhok (UoD)	
F.3.1 - 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 University of Duhok (UoD) (www.uod.ac) is a governmental academic institution in the Kurdistan Region of Iraq. UoD affiliation is to the Ministry of Higher Education and Scientific Research in Erbil, KRG. It was founded in 1992 to cater for the higher education needs of the Kurdish youth. Currently the university has eighteen colleges, seventeen research, training, consulting and service centers. The students' population in the UoD currently stands at 21000 students. Our university offers Bachelors, Masters and Doctoral degrees along with professional postgraduate Higher diploma after the Bachelor Degree. Studying at the University of Duhok is free of charge in the different levels of study. The University concentrates on the quality of its academic programs through different quality assurance parameters with a scoring system including students course evaluations as well as other metrics teacher pertaining to each program. UoD academic staff strive to publish their research in high impact factor journals. The University encourages its academic staff to participate in conferences, workshops and seminars.</p> <p>UoD's mission is to support the economic, social, cultural and environmental development in the Duhok Governorate, Kurdistan Region and Iraq through the continuous supply of quality graduates and research in the different specializations. The values in UoD include integrity, honesty, transparency, diversity, equity, responsibility, respect and collaboration. The University of Duhok is a member of the IAU, EAIE, AARU, and the IUC. The University has working collaborative partnerships and projects with a large number of universities in Europe, the US, Australia, SE Asia and the Middle East. Furthermore, UoD has been a proactive partner in the Erasmus Mundus Program since 2007 and has held two annual meetings of the Erasmus Mundus- SALAM 1 kick- off meeting in 2011 and SALAM 2 selection meeting in 2014. One of our goals is to serve our society through preparing graduates who would succeed in the job market. UoD's graduates currently serve in the Governorate of Duhok, Kurdistan Region and Iraq at large. The University of Duhok consistently strives to build its capacity academically and to administratively through continuous training of academic and non-academic staff. This is accomplished through in campus training programs as well as taking training opportunities with other universities in different parts of the world.</p>	
<p>F.3.2 – Role of your organisation in the project <i>Please describe also the role of your organisation in the project (limit 1000 characters).</i></p>	
<p>The University of Duhok, is keen to be very active participant with the other partner universities. The University of Duhok will be strongly involved in all the different activities throughout this project by leading WP1, and will take on responsibility in one or more of the work packages during the implementation phase of the project. UoD will select potential participants to be trained at the European university within this program. We will make sure that the people to be trained are committed and will make direct benefit from the training in their work.</p> <p>The University of Duhok will also prepare the different administration and financial reports, surveys and forms related to the project in official way and according to the Erasmus Plus regulations and requirements. UoD will supervise the operation and keep a register of the used equipment through their serial numbers within the university store and to make sure that they have the logo of the European Union and the name of the project. We will prepare Logistics, transportations and venue for training if the training place at our university.</p> <p>The University of Duhok will disseminate all the activities of the project and its outcomes within the university and beyond during all the period of the project. The dissemination is through different media channels, like advertisement, website, brochures, posters, signs, mailing list, university radio station and local radio stations and finally within our official university presentation.</p> <p>Finally, the University of Duhok administration is committed to sustain the different activities and the outcomes of the project after the lifetime of the project.</p>	
<p>F.3.3 – Expected results and impact (only for Partner Country institutions)</p>	
<p>What are the expected tangible results from the project in your HEI</p>	<p>The main achievement from participation in this project is to build UoD's capacity, develop human resources, and modernize the system of governance. UoD participants in this project will gain new skills that can improve their daily administrative work. One of the important outcomes of this project is that UoD will improve its governance system especially for those administrators who have not been involved in robust</p>

	<p>training programs. The outlook is to develop rational decision making and personal judgement. It is expected that this project will have direct impact on the different administrative echelons of the University and improve quality assurance processes as well.</p> <p>It is also expected that UoD staff who will be involved in this project will eventually build productive network with their peers within the participants from European universities as well as from the universities involved in the project from the Kurdistan Region of Iraq, thus paving the way for more collaborations in the future.</p>
How will the impact of these results be measured in your HEI?	<p>The impact of the project outcomes will be measured through improvement of the administrative modus operandi and efficacy of administration in the University. This effect will also be indirectly transmitted to other members of UoD's administrative staff who did not have the chance to participate in this program.</p> <p>The number of hours of training to be given during the active period of the project is a good parameter to measure against the impact of this project. Qualitatively, the impact will be measured through the positive changes in UoD's governance practices after the accomplishment of this project.</p>
What financial means and human and other resources will be provided to sustain these results after the project ends?	<p>It is expected that the solid foundation of the training to gain good knowledge and new practices for a good governance will remain as a benchmark in our governance system. Besides, the University of Duhok through its President is committed to sustain the outcome for many years to come through supporting it financially and administratively taking into consideration that all the updates of the centres or directorate are requested by the central authority of the Ministry of Higher Education and Scientific Research of the Kurdistan Region.</p>
<p>F.3.4 - Operational capacity: Skills and expertise of key staff involved in the project <i>Please add lines as necessary.</i></p>	
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>
Dr. Lukman H Hasan	Dr. Lukman H Hasan received the BSc., MSc. from University of Technology Iraq and

	<p>PhD from University of Malaya Malaysia. He worked as a site engineer prior to joining University of Duhok in 2002. Lukman H Hasan is the reviewer for several distinguished journals in his field of expertise.</p> <p>His contributions can be seen in publication at more than 30 refereed journals and conferences articles. His most important research are concerned on control systems design, monitoring, stability, renewable energy and artificial intelligence.</p> <p>He served as deputy dean in the College of Engineering for two years and head of Department of Electrical and Computer Engineering for three years. He is currently the Vice President of the University of Duhok for Scientific Affairs and Postgraduate Studies.</p>
Prof. Rund A. Hammoudi	<p>Prof. Rund A. Hammoudi, is currently the Director of International Relations at the University of Duhok (UoD) and since 2007. The University of Duhok is a fast growing establishment in the city of Duhok, situated on the international highway between Iraq and Turkey located in the city of Duhok, Kurdistan Region of Iraq. Prof. Hammoudi comes from an extensive teaching, research, and administration background. Prior to the current job, Prof. Hammoudi worked as Assistant Lecturer, Lecturer, Assistant Professor at Baghdad University and Mosul University for the period from 1979-2007 Duhok.</p> <p>Prof. Hammoudi was the coordinator different successful programs of the University of Duhok in the last ten years. Most of these programs are with American and British higher education institutes through the US Consulate in Erbil and the British Council like linkages program and DelpHE program. Also she was the Coordinator of the European Union Projects of Erasmus Mundus in its different rounds, like External Windows, SALAM1 and SALAM2, she represents Iraq in the quality assurance committee of the same program. Most of these projects concentrate on the role of education on the society and the role of woman in the society and several programs that targeted the refugees and IDPs in Kurdistan. She also has been selected to be a member of the newly formed International Education leadership Institute of the United States.</p> <p>Prof. Hammoudi's background is in Geology, she is a Faculty at the Applied Geology Department at the University of Duhok. She earned her under graduate and graduate degrees from University of Baghdad and University of Mosul in Iraq.</p>
Dr. Sarhat Mustafa Adam	<p>I graduated from Duhok University, college of engineering in 2002. I engaged with industry for more than 6 years. Later, I've been awarded a scholarship toward completing my MSc study in Geodetic surveying form Nottingham University, UK. I came back and started my academic work as an assistant lecturer at Duhok University in 2009. Then, I have awarded a KRG scholarship (HC DP) to complete my PhD in Engineering Surveying and Space Geodesy from the Nottingham University in The United Kingdom. I pursue my PhD in Sep 2011 and I successfully finished my</p>

PhD in March 2015. I came back to my previous work as an academician at Duhok University, College of Engineering, and in the survey department.

Currently, I am Director of Teaching Quality Assurance and NUR (National University Ranking) representative at Duhok University. My main responsibilities include planning, monitoring, follow-up, evaluation, reporting and implementation, which all aim to link the learning process to the desired objectives. The process of quality assurance in my university helps to identify the strengths and weaknesses within the institution, on which later work and planning could be carried out to enhance the higher education.

As a teacher point of view, teaching is an exceptional capacity that God only deliver to a remarkable person. It is genuine and nevermore thought regret of being a teacher. It is an enormous responsibility toward a young generation who wish to learn the necessary skills and abilities. Skills that will help a graduate to pursue his or her career. For me, the teaching is fun; I enjoy teaching students' different knowledge in various subjects. The most important part of lectures for me is when I taught students the academic debating & critical thinking course. I run other courses in addition to academic debatings such as Computer Skills, Engineering Surveying, Geomatics Data management, Data handling & Processing and supervising both the M.Sc. students and the 4th-year undergraduate students. Learning other skills will help me in prospering the teaching process and transfer knowledge to the students. I enjoy lecturing all the mentioned subjects, and I tried hard to make the education system as fun as possible. For example, in Engineering Surveying course, I designed the course in such a way that students will give at least one seminar and one assignment in each semester. This is, besides I designed an activity inside the class to try to explain the coordinate system, directions and other skills. Each student either assigned a coordinate, direction (Azimuth or Bearing) or distance. The activity was very useful and students enjoyed and engaged very well with the activity. For academic debate, the students have the opportunity to practice every lecture that giving as a curriculum. For instance, the first semester is designed in such a way that every student should engage in a group discussion or debate. Followed by an event or workshop on how to avoid plagiarism. Then, each student giving a task to present a seminar on a subject that he or she likes. In the second semester, the student will engage in an event to prepare a poster and present a general subject that he/she chooses.

In the research area, I am an active researcher in my field. I published many papers on the national and international level. I participated in many national and international conferences, workshops, training and symposiums. My Google scholar citation currently reached 34 citations and my RG score is about 4.65 which is higher than 25% of all Research Gate members' scores. If including my field of

	specialization members only, this figure would be much more.
Ismail Amin Ali	<p>Ismail Amin Ali is a lecturer at the department of Electrical and Computer Engineering at the University of Duhok (UoD), Kurdistan-Region, Iraq. He received his PhD degree in Electronic Systems Engineering from the University of Essex in 2012. His MSc from the University of Duhok in 2005 was in the area of automatic verification. He received his BSc in electrical engineering in 1993 from the University of Mosul, Iraq.</p> <p>Ismail started his career at UoD as an engineer at the Computer Center. He was responsible for the maintenance and installation of the university network. He also served as the legal main contact for UoD Cisco Networking Academy. He is still an instructor of UoD Cisco Networking Academy. He taught many undergraduate courses at UoD like: Computer Networks, Operating Systems, Electronic Circuits, Digital Logic, Object Oriented Programming, etc. He also taught several MSc courses. Additionally, he ran several Cisco CCNA courses.</p> <p>Ismail was member of the ABET committee at the Electrical and Computer Engineering Department and contributed towards updating the department's curriculum to meet the ABET requirements and participated in preparing the self-assessment reports of the department. He is currently a member of these committees of the department: Higher Education, Scientific, Curriculum Development, and Research and Development.</p> <p>Ismail is currently a member of the UoD higher committee for the Bologna Process and is working with his colleagues in this committee to modernize the education system at UoD to follow the Bologna Process and to establish an electronic student management system. He participated in several workshops and meetings regarding this process.</p> <p>Ismail published 8 journal papers, 17 conference papers and 2 book chapters in the field of video communication over wireless networks. His current research interests include multimedia transmission, video error resilience and cross-layer enhancements for delivery over mobile networks.</p>

Partner number		P9
Organisation name & acronym	University of Halabja (UoH)	
F.3.1 - 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>		

The University of Halabja is one of the Iraqi Kurdistan public universities founded in 2011 in the city of Halabja, Halabja Governorate. The university offers a variety of programs such as human sciences, Basic Education, Computer and Physics Sciences, physical education and Construction of Engineering. Programs last for four years and students receive BA degrees in their corresponding fields at the end of the fourth year. It has two campuses, the main campus is situated in Halabja, Ababaile Village and the secondary is in Sharazoor District.

Prior to 2010, Halabja had a faculty, “Faculty of Basic Education” which was part of and affiliated by University of Sulaimani. Then on July 8, 2010, during the six cabinet of Kurdistan Regional Government, the KRG Council of Ministers issued resolution No. 1670 thereby declaring state University of Halabja and thus, Faculty of Basic Education departed from University of Sulaimani and became part of University of Halabja. On February 2011, Presidency of Halabja University started working. From then on, the university has opened several more colleges making a total of five colleges, a center for languages and two more departments which are currently under the affiliation of the university presidency which is administrated through a dozen directorates.

The mission of the university is to prepare highly qualified scholars and specialists in all scientific and academic fields. The university strives to provide access to higher education opportunities that enable graduate and undergraduate students to develop knowledge and skills necessary to achieve their professional goals, to improve the productivity of their institution and to provide leadership and service to their communities. The University is dedicated to prepare students according to the needs and standards of an increasingly globalized and intercultural world and labor market. In order to realize a highly international environment for study and research, the university will increase the number of international students and staff. For this, a strategy for international marketing will be developed and implemented.

Regarding the vision, UoH strives to become one of the leading universities on a regional and ultimately international level by providing and maintaining high quality learning and teaching opportunities, offering a highly attractive research environment, as well as being a highly socially engaged university, which with its education, research and social outreach activities contributes significantly to the development and prosperity of Halabja Governorate and the region at large.

F.3.2 – Role of your organisation in the project

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

The role of University of Halabja as a partner of this project will be using its full capacity to implement the project and cooperate with the national and international partners. University of Halabja will participate in designing, developing, and assessing curricular reform programmes; and will closely work with partners to introduce new study programs, joint courses, holding workshops, and conduct training sessions. In addition, University of Halabja will try to develop its international presence by developing its website, promote staff and student exchange and research collaboration. University of Halabja will also join meetings, conferences, and workshops; will assign a working group from staff members directly involved in activities covered by the project in order to manage the university's active participation in the project.

The UoH together with four other KRG Universities and a number of universities in Iran and European universities signed a Memorandum of Understanding to be a partner in a program entitled “MARHABA- Erasmus Mundus Action 2” on the 9th of March 2015 which was the European Community Action Program for the promotion of

cooperation between higher education institutions and the Exchange of students, researchers and academic between and non-EU universities. Due to the program, UoH got three scholarships (2 MA and 1 doctoral). The UoH has participated in TIGRIS Project (Transfer of Good Practices & Reinforcement of Internationalisation Strategies in Kurdistan). The TIGRIS Project has been awarded for EU co-funding within the framework of the Erasmus+ programme “Capacity Building in the Field of Higher Education”. Capacity building projects in the field of higher education support the modernisation, accessibility, and internationalization of higher education in Partner Countries, in this case Kurdistan.

The TIGRIS Project, which will run for 3 years from 2017 – 2020, is coordinated by the Georg-August-Universität Göttingen, Germany. The project consortium is composed of 5 European partners and 10 Kurdish partners, including the Ministry of Higher Education and Scientific Research (MHESR), as well as 2 associate partners.

F.3.3 – Expected results and impact (only for Partner Country institutions)

<p>What are the expected tangible results from the project in your HEI</p>	<p>Given that Halabja is a small rural university in Iraqi Kurdistan Region, participation to this program is expected to have considerable impacts on the quality of education in terms of teaching, learning and governance system of the university. Firstly, it is expected that the participation in the program will improve the experience of the university as an institution as well as its faculty staff through exposure to advanced training programs. The University of Halabja fully understands that interaction with academic staff from other universities, the preparatory visits of faculty staff and student mobility will substantially strengthen the links between education and research.</p> <p>Furthermore, this program will be effective to stimulate the University of Halabja to collaborate with other universities in order to develop new programs of study, especially those involving the use of Information Communication Technology (ICT).</p> <p>All of these impacts will impact the University of Halabja to establish sound partnerships with a cluster of world-wide and regional universities and connect its researchers from various fields with these partners and get benefit from their experiences to increase the quality of the university. Finally, the participation in the program will help the University to modernize its educational system and enhance its ability to adequately respond to the challenges of the Kurdish society in 21st century.</p> <p>Finally, we from the University of Halabja believe that the program will have substantial implications in converting the conservative paradigms of education into a neo-liberal model of education where the policymakers and teachers create an environment for the students to obtain lifelong learning skills they need to cope with rapid changes in the 21st century.</p>
<p>How will the impact of these results be measured in your HEI?</p>	<p>The expected results of the program will be measured in two ways:</p>

	<ol style="list-style-type: none"> 1. After each phase of the program, the participants from the University of Halabja will hold workshops, seminars and trainings for the policymakers, faculty staff and limited numbers of the students of the university in order to inform about the details of the program and what should they do practically in the university. 2. University authorities (President, Vices, dean, and staff) will create a kind of performance measurement framework which will be used to view, measure, and evaluate the impact of the expected results of the program project on the administrative, teaching and learning experiences of the individuals at the university. The framework will also indicate how to avoid existing problems and provide extra input to achieve the aims of the program.
What financial means and human and other resources will be provided to sustain these results after the project ends?	Institutional resources
F.3.4 - 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>
Assist. Prof. Dr. Dana Abdullah Tahir	<p>Vice president for Scientific Affairs</p> <p>Qualifications:</p> <p>Bachelor's Degree</p> <p>Physics</p> <p>College of Education, University of Salahaddin,</p> <p>1986-1989</p> <p>Master's Degree</p> <p>Solid State</p> <p>College of Education, University of Salahaddin, Erbil/Iraq,</p> <p>1993-1995</p> <p>PhD</p> <p>Doctor of Philosophy in Physics (Solid State Physics), Department of Physics, College of Science, University of Sulaimani, Iraq,</p> <p>University of Sulaimani</p> <p>2005- 2007</p>

	<p>Work Experience</p> <p>2018 -, Vice President for Scientific Research and Post graduate students, University of Halabja</p> <p>2009, Head of physics department, College of Science- University of Sulaimani Kurdistan/Iraq.</p> <p>2007, Instructor Department of Physics University of Sulaimani Kurdistan/ Iraq Advanced Solid State for Higher Diploma Students.</p> <p>1999-, Instructor, Department of Physics, University of Sulaimani Kurdistan/ Iraq, ElectRomegnetic, Analytical Mechanic, Thermodynamic, Mechanics, Differential equation, Modern Physics and Computer Language.</p> <p>1996-1999, Instructor, College of Science University of Aljabal Al-Garbi, Libya, General Physics, Complex variables, Solid state Physics and Thermodynamics.</p> <p>1995-1996 Instructor College of Medicine University of sulaimani Kurdistan/Iraq, Bio-Physics.</p> <p>1991-1995 Assistant Physics College of Medicine</p> <p>Member of Union of Physicists and Mathematicians, since (January 1990).</p> <p>Member of Kurdistan Physicists Syndicate, since (May 2006).</p> <p>Member of Kurdistan Chemists and Physists Society (September 2007).</p> <p>Head or member, of postgraduate and undergraduate Examining Committee in the Sulaimani University for more than six times.</p>
Dr. Barzan Hadi Hama Karim	<p>Barzan Hadi Hama Karim holds a PhD degree from Eötvös Loránd University, Faculty of Education and Psychology/ Hungary. Barzan is a lecturer at the University of Halabja/ Department of English Language with a major in Pedagogy and Methods of Teaching Language and Literature (English). His experience as a lecturer has caused him to consider the question of where the relationships between technology, language methodologies and their impacts on the teaching and learning practices are matched. ICT, Pedagogy and Methods of Teaching play prominent role in Barzan’s career goals.</p> <p>His main research interest centres on ICT, class size, classroom management, assessment and language testing and Language Methodology. Within this scope, Barzan focuses on understanding the process of ICT integration in teacher education programs and its impacts on the teaching and learning English as a foreign language.</p> <p>Barzan wrote and published papers which are published in international conferences and academic journals. Barzan’s role in this program is to running courses and research.</p> <p>Skills:</p> <ul style="list-style-type: none"> • Assistant Director of Solidarity Organisation • Teaching English Language and Computer Courses • Member of Halabja Council University • Lecturer at the Department of English language at the University of Halabja

	<ul style="list-style-type: none"> • Executive member of Bologna Process implication at the university of Halabja • Teacher Development Course/ Christ Church University/ UK • Iraqi Kurdistan Rural University Program/ Virginia Tech University/ USA • Research at the university of Vienna/ Faculty of Philosophy and Education • Diploma in Russian Language/ Kharkiv National University/ Ukraine
Mr. Aram Muhammed Amin Qadir	<p>Head of Quality Assurance</p> <p>ACADEMIC QUALIFICATIONS</p> <p>MSc. Finance and Accounting</p> <p>Direction: Finance and Accounting</p> <p>Specialization: Management accounting and controlling</p> <p>Wyższa szkoła finansowa i prawa w Bielsku-Białej</p> <p>Poland / Bielsko Biała</p> <p>BA Accounting & Financing</p> <p>University of Sulaimany 2005 – 2009</p> <p>Iraq / Sulaimanyah</p> <p>Mechanical Diploma</p> <p>Technical institute of Sulaimany 2001 – 2003</p> <p>Iraq / Sulaimanyah</p> <p>WORK EXPERIENCE</p> <p>Technical Institute of Sulaimanya – Mechanical dep.</p> <p>Computer Practical teacher Jan. 2004 – Sep. 2009</p> <p>Halabja Technical Agriculture College</p> <p>Audit Oct. 2009 – Dec. 2009</p> <p>University of Sulaimani – College of Basic Education in Halabja</p> <p>Official of the Accounts unit Jan. 2010 – June 2011</p> <p>University of Halabja</p> <p>Manager Finance June 2011 – Jan. 2012</p> <p>Manager of IT Jan. 2012 – Feb. 2013</p> <p>Student Grant Feb 2013 – Oct. 2013</p> <p>Dir. of statistical staff and planning Oct. 2013 – Oct. 2015</p> <p>Master Student Grant Oct. 2015 – Apr. 2017</p> <p>University of Halabja – College of Science</p>

	<p>Official of the Accounts unit Apr. 2017 – 1-9-2019</p> <p>Assistant Lecture 2017 – 2018 in Physic Dep.</p> <p>University of Halabja</p> <p>Director of Quality Assurance</p> <p>Assistant Lecture 2019 – 2020 in international business Dep.</p> <p>Training of trainers - CIPE 2019</p> <p>AREAS OF EXPERTISE</p> <p>Cryptocurrency on financial, Cryptocurrency Accounting, Cryptocurrency Marketing & Analysis, Monthly management accounts, Budgeting & forecasting, P&L analyses, Month end procedures Variance reporting Computer literacy, Margin analysis, Query resolution, Reporting & management accounting, Oil & Gas Accounting, Oil & Gas Auditing, Cost Management, Cost Accounting, Web design, Auditing, Web developing, Marketing & social marketing.</p>
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Partner number		P10
Organisation name & acronym	Duhok Polytechnic University (DPU)	
<p>F.3.1 - 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>		
<p>DPU established in 2012 as an extension of Duhok Technical Institute which established in 1988. It is considered the only technical public university in Duhok governorate. It consists of eight campuses distributed in 7 district of the governorate. Those campuses is categorised into eight technical institutes with six colleges. The total number of graduates since establishment is 30934 students. The current registered students are 8111 The university has 1298 faculty members including (PhD, MSc, MA, BSc, and Associate Diploma) holders and the total number of employees is 1540. DPU has memorandums of understanding with 19 international universities. Duhok Polytechnic University is a multicultural institution and its 8111 students represent diverse religions and ethnic diversity existed in the region and recently a significant number of IDPs and refugees have been settled in Duhok aftermath the conflict in Iraq and Syria. The goal of DPU to provide a high quality of skilled expertise and workers according to the market needs, DPU is taking a concrete steps to hire teaching professionals from local and international backgrounds. DPU is taking a step toward participating in interdisciplinary dialogue with public and private sectors to establish industry linkages from its researches. Engaging community by creating reliable sustainable and effective mutual partnerships, which will help in bringing the needs of our society to the surface and contributing in building and sustaining meaningful service initiatives. DPU is encouraging interdisciplinary researches.</p> <p>The core values of the university are Entrepreneurship, Creativity and Innovation, Proficiency and Efficiency, Transparency and Equal Opportunities, Community Service and Internationalization. This program will promote the internationalization of DPU and will help the university in a big extent to build up a standardized concepts of internationalization learning from the European experiences and programs.</p>		
<p>F.3.2 – Role of your organisation in the project <i>Please describe also the role of your organisation in the project (limit 1000 characters).</i></p>		
<p>DPU will lead WP7 and the role of the university in this project will be significant once benefiting from the project outcomes. Since the APPRIS project is promoting the modernization of the universities in Kurdistan region, DPU will have a great role in utilizing the project in staff capacity building, curriculum development, teaching and learning enhancement to meet the world class standards, Moreover, DPU aims to have motivate research, students mobility and spread out the experience gained from APPRISE to all campuses. In addition, and should be mentioned, the university will have an important role in promoting and adopting the recognition in Europe via the implementation of the ECTS through the European-Kurdistan universities networking.</p>		

F.3.3 – Expected results and impact (only for Partner Country institutions)	
What are the expected tangible results from the project in your HEI	Duhok Polytechnic University will gain an excellent institution experience and huge individual skills. Moreover, the university will build staff capacity to meet European standards and improving its ranking. Also, gaining more advanced facilities and equipment that needs to fulfill its duties and achieve its objectives. Moreover, involvement of staff and students exchange in studying, teaching and training processes will help in the university accreditation. Establishment and build strong professional relationships with regional and international institutions to help improve the university. Engaging and exchanging good practices region-wide and with European partners, such that DPU will be assessed by a revision committee from the European partners. Therefore reaping benefits for the HEI community. Hence, potentially contribute to the modernization and development of higher education institutions on the targeted partner countries.
How will the impact of these results be measured in your HEI?	The expected results from this project can be measured through the assessment and revision conducted by our partners in Europe within the project. Moreover, university ranking improvement and the number of successful projects that be commenced such as the establishment of a centre for Excellence in Teaching and Learning. We have the potential to be the hub for other local institutes in teaching and learning and awarding a certificate in teaching for the academics in the region benefiting from our partner in this area.
What financial means and human and other resources will be provided to sustain these results after the project ends?	After the end of the project, the university will be based on a solid foundation that can provide expertise and services to other institutions and entities. So, it can cover itself financially and provides human forces to the institutions and entities that require technological services. It is worth mentioning that the university as a public university and the government allocate a specific budget for such offices and programs.
F.3.4 - Operational capacity: Skills and expertise of key staff involved in the project <i>Please add lines as necessary.</i>	
Name of staff member	Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.
Prof. Dr. Adnan Mohsin Abdulazeez	President of Duhok Polytechnic University since 2012, Professor of Computer Engineering and Science. Dr. Abdulazeez received his Ph.D. in Computer Engineering from Mosul University in 2007, M.Sc. in Computer and Control Engineering from university of technology of Baghdad in 1998, and B.Sc. in Electrical and Electronic Engineering from university of technology of Baghdad in 1993. He was holding the post of dean at Duhok technical institute until August 2012. He has been assigned as a head of many scientific department and committees in public and private universities in Kurdistan Region and Iraq. He has published a number of articles and researches in local and international scientific journals most of them focused on intelligence systems. His academic training and research experience to date have provided him with an excellent background in computer engineering. He has participated in several local and worldwide workshops and conferences. He is the

	<p>Member of the Institute of Electrical and Electronic Engineering (IEEE), in USA since 2009 and Senior Member in the International Association of Computer Science and Information Technology (IACSIT), in Singapore since 2009. In addition, he supervised more than thirty Ph.D. and M.Sc. Students. He is the editor and reviewer of a number of international scientific journals.</p>
Prof. Dr. Siddeeq Yousif Ameen	<p>Experienced Professor with a demonstrated history of 29 years academic working profession in teaching, research and administration. I have been educated in Digital Data Communication and Processing in my Master and PhD at a leading University in UK, Loughborough University. Since 1990, my teaching experience started till now spreading from data communication to computer networking, information and network security and information systems management and development. Many workshops related to education and quality assurance have attended especially in Bahrain arranged by the HEC, QAAET, UoB, GU, ASU and HEA UK that offer me HEA fellowship in 2016. Other workshops and certificates were also gained from International organization such as UN IIE, ABET, British Council and IREX Education. Research skills have been gained over 30 years achieving more than 100 publications over 110 PhD and MSc thesis supervision, book's publication, patent, research awards, and promotion to Professor in 2003. Moreover, membership in IEEE Computer and Communication societies, member of Journal's editorial board, member of International conference TPCs, reviewer of scientific publications, organizing conferences, university research handbook auditing, research budget preparation, research groups establishment and over 300 thesis examiner.</p> <p>Long experience in higher education practices allowed me to hold the head of department, program coordinator, deputy dean in Computer Engineering Information Technology Department, University of Technology, Baghdad, Dean of College of Engineering, Gulf University, Bahrain and Dean of Research and Graduate Studies at Applied Science University, Bahrain. Finally, now I have the honors to be quality assurance advisor at Duhok Polytechnic University, Iraq participating in reviewing university programmes and educational practices. This experience and practices gave me required skills of dealing with colleagues and managers in the higher education sector and helping me in programs and colleges establishment together with developing accurate and achievable plans. The leadership has been developed to serve to the communities in the Arab countries such that I am grateful for the opportunity to make a difference in the lives of others and I am humbled to be a part of the leadership team in Iraq and Bahrain.</p> <p>From 2008 until now, I have been involved in strategic planning, quality assurance programs, NQF and accreditation projects, financial budget planning, external examiner and moderator internal and external. Always wants to be involved in all aspects of the project and works hard to achieve the project expectations.</p>
Asst. Prof. Dr. Zeerak Azizkhan Ahmed	<p>He is the Vice President for Scientific Affairs at Duhok Polytechnic University (DPU) in Kurdistan Region since 2013. His current responsibility is undergraduate and post graduate studies, as well as academic relations with internal and international universities, curriculum development, practical training program of student. His master and PhD are in the field of hydrogeology, and his interest is in groundwater, climate change, aquifers. He has worked as consultant hydrogeologist in both UoD and FAO.</p> <p>He has long experience in teaching undergraduate and post graduate students in the fields of geology, hydrology, engineering hydrology, and water resources managements in different universities in Kurdistan Region. He has also had several leadership positions in higher education institutions such as head of Water Resources Engineering, Vice Dean for Scientific Affairs, General Registrar of UoD, Dean of Duhok Technical institute.</p> <p>Currently he is a member of different committees such as; reforming technical education in Kurdistan, higher education Programs, and scientific titles promotion. In addition, he is the head of PhD Split- site program at DPU.</p>
Muhammad A. Ahmad	<p>He holds MA degree in International Cooperation Studies from Tokyo University of Foreign Studies in Japan; his dissertation specialized on Human Security and Ethnic Conflict. Also, has a High Diploma in Public Policy and Management from KDI School of Public Policy and Management in South Korea and BSc. in Administration from</p>

	the University of Duhok. Director for International Relations and lecturer of Academic Debate, Management Information Systems, Principals of Business Administration, and Academic Conversation courses at DPU. He has been involved in couple of the international projects such as RESCUE, he was the coordinator of the mentioned project. He has been actively involved in expanding leadership opportunities for the Kurdish youth and peace building research in post conflict communities. He is a founder and a director of Iraq Debate Academy 2009 that trained students and public officials from different backgrounds how to engage in policy debate to promote a sense of community and peace. In addition, he is representing Kurdistan Region of Iraq in European Universities Debating Council and a debate adjudicator.
Mohammed A. M. Sadeeq	Director of Quality Assurance at DPU. He earned BSc degree MSc in Computer Science, respectively in 2009 and 2016. He is specialist in the Design and Implementation of Electronic Student Affairs System. He also an assistant lecturer at the department of Information Technology Management, Technical College of Administration at DPU since 2016. My professional experience started since 2004, where I worked with oxford research international data entry and visual check. In 2006, I worked with Qualitative and Quantitative Company as visual checker. I have two research published in two publication journals. I have been participated in many workshops such as Explanation of low of integrity Commission in Kurdistan Region, Oct 2018 IEEE Workshop and Apr 2019 Online Platform for Academic Teaching and Learning in Iraq and Iran (OPATEL). I took place and present six seminars such as OPATEL Role on learning system at DPU and An Introduction to Optel Project. I have also been participated in many training courses from 2012 till 2019. The most important are the one organized by UNESCO in Erbil, Curriculum Development in Kurdistan Region, the other one is the SKILL Training in Web Design with Qudra Programmed by HIA and LWF and the other important one is the OPATEL training in Germany.

Partner number		P11
Organisation name & acronym	University of Garmian (UoG)	
F.3.1 - 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>University of Garmian is a public institution of the KRG's Ministry of Higher Education and Scientific Research. It is located in the cities of Kalar, Khanaqin and Kifri. Kalar is the hub of the main campus and the Presidency of the University. The University of Garmian was established in 2010 on the anniversary of Anfal. It has 30 departments, two of which are aligned with the University President's office and the rest of the departments are spread out across 8 colleges. Additionally, there are 16 other departments across 5 colleges that offer evening classes. We also offer postgraduate degrees; in total 21 master's and PhD programs in 4 colleges.</p> <p>The University aims at advancing knowledge and learning experience through research and innovation that best serve human society. Its vision is to become a leading university in scientific disciplines to shape a sustainable future in the region. The strategic objectives of the University of Garmian are as follows:</p> <ul style="list-style-type: none"> • Knowledge: Delivering undergraduate and postgraduate programs in line with global standards to meet the market needs in the region. • Digital Learning: Offering high quality online tools and globalized online learning to our students. • People: Generating an alumni network of highly skilled and independent future leaders aware of global developments in the scientific disciplines. • Research: Presenting excellent and innovative research outputs through five natural sciences clusters at the Research Centre as well as two academic journals. • Learning Environment: Providing highly effective learning environment through standard campuses and in-class tools and effective learning engagement. 		

<p>F.3.2 – Role of your organisation in the project <i>Please describe also the role of your organisation in the project (limit 1000 characters).</i></p>	
<p>University of Garmian is going to be effectively involved in the APPRAIS – by co-leading WP5 and through the following activities:</p> <ul style="list-style-type: none"> • Engaging in the process of quality assurance improvement and recognition of credits mobility through the implementation of the Bologna Process. • Willing to adopt any change in the action plan or establishing framework in our University towards modernization of the Governance system and enhancing good governance, management and accountability practices. • Engaging in all of the phases (WP's) of the project, in particular, the following processes: <ul style="list-style-type: none"> -data collection and analysis activities -design of action plan on strategic planning and governance in our University -providing expert trainers and beneficiaries for the arrangement of training sessions -developing useful tools, techniques and internationalizing the process of our University -effectively engaging in the Restitution and harmonization 	
<p>F.3.3 – Expected results and impact (only for Partner Country institutions)</p>	
<p>What are the expected tangible results from the project in your HEI</p>	<ul style="list-style-type: none"> • Enhancing the system and structure of the University • Improving the quality of teaching as well as delivering high quality learning-experience in the region and consequently contributing to higher education reform and modernization in the Kurdistan Region • Advancing the national ranking of the University as a result of adopting mechanisms developed as outcomes from the project • Capacity building/development of the University's staff through participating in trainings and implementing skills gained • Establishing academic bonds with the universities participating in the project
<p>How will the impact of these results be measured in your HEI?</p>	<p>The impact can be measured through the following outcomes;</p> <ul style="list-style-type: none"> • Institution-wise: successful completion of each of the phases of the project effectively, employing enhanced tools in the University's teaching and administrative bodies, improved quality of education being delivered at the University in all aspects, and collective and individual projects and researches generated regularly. • Individual-wise: individual achievements through innovative projects, research, excellence in teaching outcomes, and better academic performance.
<p>What financial means and human and other resources will be provided to sustain these results after the project ends?</p>	<p>As the project is planned to be carried out from the University's Quality Assurance Directorate, the sustainability of the project results is ensured. This Directorate is an established unit linked to the presidency of the University and has long-term sustainable plans with fulltime dedicated staff to enhance the overall quality of education at the University. The Directorate also has financial support from the government.</p>

F.3.4 - Operational capacity: Skills and expertise of key staff involved in the project <i>Please add lines as necessary.</i>	
Name of staff member	Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.
Assist. Prof. Dr. Farhad Qadir Zand	<ul style="list-style-type: none"> • Education: Dr. Farhad Zand received Bachelor of Arts in <i>Kurdish Language and Literature</i> from the University of Sulaimani in 1999, and received Master of Arts in <i>Kurdish Literature</i> from the University of Sulaimani in 2006, and obtained PhD in <i>Kurdish Literatray Criticism</i> from the University of Sulaimani in 2009. • Experience: Dr. Farhad Zand has more than twenty years of teaching and administrative experience in the following institutions/departments: <ul style="list-style-type: none"> --2020-present: President of the University of Garmian --2013-2020: Assistant Professor at Kurdish Department, University of Garmian teaching BA and MA courses --2014-2018: Member of Iraqi parliament and member of the Committee of Higher Education and Scientific Research at the Iraqi parliament. --2012-2013: Director of Student's Affairs --2009-2011: Lecturer and Vice Dean of College of Basic Education, University of Garmian --2008: Head of Kurdish Department, College of Basic Education, University of Sulaimani --2006-2007: Assistant Lecturer and Head of Kurdish Department, Kalar Teacher's Institute --1999-2006: Teacher at Kurdish Department, Kalar Teacher's Institute • Research Interests: Literary criticism, Kurdish poetry, Kurdish Fiction • Skills: <ul style="list-style-type: none"> --Language: fluent in Kurdish and Arabic, intermediate in English (writing and speaking) --Microsoft Office package --Higher education management --Teaching
Dr. Yadgar Roghzai	<ul style="list-style-type: none"> • Education: Dr. Yadgar Roghzai received BSc in <i>Field Crops</i> from the University of Sulaimani in 2002, and received MSc in <i>Crop Sciences (Plant Breeding and Genetics)</i> from the University of Sulaimani in 2010, and obtained PhD in <i>Crop Sciences (Advanced Plant Breeding and Genetics)</i> from the University of Nottingham-UK in 2016. • Experience: Dr. Yadgar Roghzai has about eighteen years of teaching and administrative experience in the following institutions/departments: <ul style="list-style-type: none"> --2019-present: Vice President of University of Garmian for Scientific Affairs and Higher Education. --2019-present: Leacturer at the Biology Department, University of Garmian --2018-2019: Director of Scientific and Higher Education Unit at Kalar Technical Institute, Sulaimani Polytechnic University. --2017-2018: Head of Field Crops Department at Kalar Technical Institute, Sulaimani Polytechnic University --2016-2017: Lecturer at Field Crops Department, Kalar Technical Institute, Sulaimani Polytechnic University. 2010-2011: Assistant Lecturer and Rapporteur of Field Crops Department at Kalar Technical Institute. -2002-2010: Agricultural Engineer and Teacher in Field Crops Department at Kalar Technical Institute. • Research Interests: Plant breeding, plant physiology, crop production • Skills: <ul style="list-style-type: none"> --Language: Kurdish (native), Arabic (advanced), English (advanced) --Microsoft Office package, Endnote, Statistical software such as Genstat, Graphpad, SPSS, etc. --Higher education management

	--Teaching
Dr. Ahmed Omer-Bali	<ul style="list-style-type: none"> • Education: Dr. Ahmed Omer-Bali received BSc in <i>Biology</i> from the University of Mosul in 1997, and received MSc in <i>Microbiology-Medico-Food Microbiology</i> from the University of Sulaimani in 2002, and obtained PhD in <i>Molecular Microbiology</i> from the University of Birmingham-UK in 2013. • Experience: Dr. Ahmed Omer-Bali has more than twenty two years of teaching and administrative experience in the following institutions/departments: <ul style="list-style-type: none"> --2015-present: Director of International Academic Relations and Media at the University of Garmian. --2013-present: Lecturer at the department of Biology, College of Education as well as College of Medicine, University of Garmian. --2007-2008: Head of Biology Department, College of Education, University of Sulaimani. --2004: member of the committee for establishing College of Education/Kalar, University of Sulaimani. --2005-2007: Head of Medical Laboratory Technology department, Kalar Technical Institute, Sulaimani Polytechnic University. --1997-2007: Assistant Lecturer at the departments of Medical Laboratory Technology and Nursing, Kalar Technical Institute, Sulaimani Polytechnic University. • Research Interests: Medical microbiology, molecular biology and molecular genetics, genetic engineering, biochemistry and antibiotic production. • Skills: <ul style="list-style-type: none"> --Language: Kurdish (native), Arabic (advanced), English (advanced) --Microsoft Office package, Endnote, bioinformatics tools like blast alignment, Clustal Omega, sequence logo. --Higher education management --Teaching --International relations and academic partnerships
Mr. Abdulmutalib Zardawy	<ul style="list-style-type: none"> • Education: Mr. Abdulmutalib Zardawy received BSc in <i>Soil and Water Science</i> from the University of Anbar in 2002, and received MSc in <i>Water Resources Management</i> from the University of Adelaide-Australia in 2011. • Experience: Mr. Abdulmutalib Zardawy has about 16 years of teaching and administrative experience in the following institutions/departments: <ul style="list-style-type: none"> --2017-2020: Director of Quality Assurance at the University of Garmian. --2012-present: Lecturer at the College of Agriculture, University of Garmian. --2012: Guest Lecturer at Kalar Technical Institute, teaching “Ecology” course. --2004-2012: Agricultural Engineer, General Directorate of Agriculture-Garmian, Kurdistan Region, Iraq. • Research Interests: Water management, Wastewater treatment, soil fertility • Skills: <ul style="list-style-type: none"> --Language: Kurdish (native), Arabic (second language), English (advanced), and Turkish (good understanding) --Microsoft Office package and GIS --Higher education management --Teaching --Quality assurance
Dr. Ahmed Rashid Tarkhany	<ul style="list-style-type: none"> • Education: Dr. Ahmed Tarkhany received BSc. in <i>Physics</i> from the University of Salahaddin in 2002, and received MSc in <i>Physics</i> from the University of Salahaddin in 2007, and obtained PhD in <i>Condensed Matter theory and Quantum Materials</i>, Physics Department, Loughborough University-UK in 2019. • Experience: Dr. Ahmed Tarkhany has about 16 years of teaching and administrative experience in the following institutions/departments: <ul style="list-style-type: none"> --2020-present: Director of Quality Assurance at the University of Garmian.

	--2010-present: Assistant Lecturer at the Physics Department, University of Garmian --2007-2010: Assistant Lecturer at the Physics Department, College of Education/Kalar, University of Sulaimani --2003-2007: Physicist at Physics Department, University of Salahaddin • Research Interests: Renewable energy, meteorology, spintronic, phase transitions, surface magnetism, multiferroic materi • Skills: --Language: Kurdish (native), Arabic (advanced), English (advanced) --Microsoft Office package --Higher education management --Teaching
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Partner number		P12
Organisation name & acronym	University of Zakho (UoZ)	
F.3.1 - 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 University of Zakho is one of the largest institutions of higher education in the Kurdistan region government of Iraq, and the one of the main local leaders in university education, scientific research and knowledge development. The University of Zakho is a public institution, located in Zakho, the Duhok Governorate, Iraqi Kurdistan, northern Iraq. It is founded and established by Government of Kurdistan-Iraq on July 08, 2010 as an independent university. Before this date, there were the Colleges of Education and of Commerce, which were affiliated with the University of Duhok. The University of Zakho vision is achieving scientific, cognitive and behavioral excellence of society for integrated and sustainable development. Moreover, the University of Zakho implements the Bologna process which has been implemented since academic year 2017-2018. It is worth mentioning that the University of Zakho is a first university in Kurdistan and Iraq implementing Bologna process. Implementing this process is one of the main strategies of the University of Zakho. Through its strategic plan, University of Zakho seeks to achieve mainly the following objectives: (a) Introducing competitive educational programs at undergraduate and post graduate levels in terms of focus on the required specializations and skills of graduates and linking these programs, regarding the quantity and quality, with market requirements and needs. (b) Providing a stimulating environment for learning and scientific research including infrastructure, organizational, administrative, service and informational development. (c) Achieving quality standards and global accreditation in all programs and academic fields of the University. (d) Developing of scientific production, supporting of research programs and encouraging creativity, innovation and excellence in specific areas that serve local and international needs.</p> <p>The study at the university is free of charge for all residents of Iraq. The university of Zakho provides undergraduate and postgraduate levels of study and awards Diploma, BSc, MSc and PhD degrees. According to the academic year 2019/2020, the total students are 9428. The teaching Staff is about 450 professors. University of Zakho consists of a large campus with more than 125 hectares, on the outskirts of the city of Zakho. It comprises of 3 Faculties and 4 Colleges covering many disciplines of HE.</p>		
F.3.2 – Role of your organisation in the project <i>Please describe also the role of your organisation in the project (limit 1000 characters).</i>		
<p>UoZ will co-lead WP4 with UMU and will be involved in all CBHE WPs as well as will be involved with other partners in its role including collecting data needed, organizing and participated actively in workshops, and giving presentations in meetings that have its effect within the framework of the project. Implementation of project outcome at the university and supervise the process to achieve a good impact practice. Its role goes also to be engaged in the writing reports, analysis, visits and surveys. Additionally, the University of Zakho will actively participate in all training and other activities. It is important to mention that UoZ plays an important role in implementing and realizing intercultural dialogue, therefore, we think that the proposed international collaborated will promotes intercultural dialogue in Iraq generally and in Kurdistan region of Iraq specifically.</p>		

F.3.3 – Expected results and impact (only for Partner Country institutions)	
What are the expected tangible results from the project in your HEI	University of Zakho will gain an institution experience and some individual skills including advanced training programs such as training of Bologna Process. Development of the university structure in order to cooperate with worldwide institutions and improving its ranking among them. Also, gaining more advanced facilities and equipment that it needs to fulfill its duties and achieve its objectives. Moreover, involvement of staff and students exchange in studying, teaching and training process through mobility's. Establishment and build strong professional relationships with regional and international institutions to help improve the university. Engaging and exchanging good practices region-wide and with European partners, therefore reaping benefits for the HEI community. Hence, potentially contribute to the modernization and development of higher education institutions on the targeted partner countries.
How will the impact of these results be measured in your HEI?	The expected results from this project can be measured through the number of successful projects and research that can be commercialized in the educational contexts. Also, it can be measured through the number of the individuals that become professionals in the field of Research Technology such as Nanotechnology in many fields, and Innovation . Furthermore, improving teaching method of academic staff and making students more effective in the society.
What financial means and human and other resources will be provided to sustain these results after the project ends?	After the end of this project, it is expected that the RESEARCH TECHNOLOGY AND INNOVATION will be based on a solid foundation that can provide expertise and services to other institutions and entities. So, it can cover itself financially and provides human forces to the institutions and entities that require technological services. It is worth mentioning that the university as a state university and the government allocate a specific budget for such offices and programs.
F.3.4 - 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>
Dr Dler Adil Jameel	Dr Dler Jameel has completed his BSc in Physics from University of Duhok, Kurdistan Region, Iraq in 2004 and received his MSc in Material Science (Physics) from University of Duhok, Kurdistan Region, Iraq in 2008. Dr Jameel granted the PhD degree in Semiconductor (Physics) from the Nottingham Nanotechnology and Nanoscience Centre, School of Physics and Astronomy, The University of Nottingham, Nottingham, U.K. in 2016. His current research interests include thin-film deposition and the study of the properties of electrically active defects in III–V compound, organic/inorganic semiconductors, Electroactive polymers and their applications to solar cells and photonics. Academic appointments. In 2004 he was appointed demonstrator at the University of Duhok, where he was promoted to Assistant Lecturer in 2008 at the University of Duhok and Lecturer in 2016 at the University of Zakho. Academic title attained: in 2018 Dr Jameel was appointed Director of Training and Development Centre at the University of Zakho, Kurdistan

	<p>Region-Iraq, and 2019-present working as Director of Quality Assurance Directorate at the University of Zakho, Kurdistan Region-Iraq. Furthermore, he has been selected as a member in many committees at the University of Zakho such as Bologna Process committee, scientific committee of Physics Department, and Conferences committees. Therefore, Dr Jameel role in these positions is to provide proposals to get funding for academic activities, such as funding for running courses, research, and funding for getting the projects in the European commissions.</p> <p>Skills:</p> <ul style="list-style-type: none"> - International affairs coordinator and management; - Computer and data analysis software; - Preservation of the dates and time commitment. - Languages: Kurdish (native speaker), Arabic (writing & speaking very good) and English (writing & speaking very good). <p>Experience:</p> <ul style="list-style-type: none"> - Director of Quality Assurance Directorate at the University of Zakho, Kurdistan Region-Iraq. - Director of Training and Development Centre at the University of Zakho, Kurdistan Region-Iraq. - Lecturer in General Science Department, College of Basic Education, University of Zakho. - Management and member of DAAD project between the University of Zakho and University of Oldenburg. - Management and coordinator of an international agreement and memorandum of understanding between University of Zakho and worldwide programmes.
Dr Yaseen Taha Mustafa	<p>Dr Yaseen Mustafa received his BSc in Mathematics from University of Mosul, Mosul, Iraq in 2000 and received his MSc in Mathematics from University of Duhok, Kurdistan Region, Iraq in 2005, and granted the PhD degree in GIS from University of Twente, Enschede-The Netherlands in 2012. Areas of Interest: Digital Mapping, Environment, Satellite Image Analysis, Geographic Information System, Image Processing, Spatial Analysis, Climate Change, Remote Sensing, Mapping, and Geoinformation. Academic appointments. In 2005 he was appointed Assistant Lecturer at the University of Duhok, where he was promoted to Lecturer in 2008, Assistant Professor in 2013, and Professor in 2019. Dr Mustafa role in these positions is to provide proposals to get funding for academic activities, such as funding for running courses, research, and funding for getting the projects in the European commissions.</p> <p>Skills:</p> <ul style="list-style-type: none"> - International affairs coordinator and management; - Computer and data analysis software; - Preservation of the dates and time commitment. - Languages: Kurdish (native speaker), Arabic (writing & speaking very good) and English (writing & speaking very good). <p>Experience:</p> <ul style="list-style-type: none"> - Vice President for Scientific Affairs and Postgraduate Studies at The University of Zakho, Kurdistan Region-Iraq. - Director of Applied Remote Sensing & GIS (ARSGIS) Centre at The University of Zakho, Kurdistan Region-Iraq. - Lecturer in Environment Department, Faculty of Science, University of Zakho. - Director of Information and Communications Technology (ICT) Centre at The University of Zakho, Kurdistan Region-Iraq. - Management and coordinator of several international agreement and memorandum of understanding between University of Zakho and worldwide programmes.
Dr Aveen Mohammed Hasan	<p>Dr Aveen Hasan received her BA in English language and literature from University of Duhok, Duhok, Kurdistan Region-Iraq in 2001 and received her MA in English Language and Linguistics from University of Mosul, Mosul, Iraq in 2005, and granted the PhD in General Linguistics from University of Ulster, Belfast, Northern Ireland, UK in 2012. Areas of Interest: Academic writing and research skills, Grammar, Syntax, Phonology, Semantics, and Phonetics. Academic appointments. In 2005 she</p>

	<p>was appointed Assistant Lecturer at the University of Duhok, where she was promoted to Lecturer in 2013, and Assistant Professor in 2018. Dr Hasan role in these positions is to provide proposals to get funding for academic activities, such as funding for running courses, research, and funding for getting the projects in the European commissions.</p> <p>Skills:</p> <ul style="list-style-type: none"> - Computer and data analysis software; - Preservation of the dates and time commitment. - Languages: Kurdish (native), near native English, near native Arabic, basic French. - Translation: translating texts from English to Kurdish or Arabic and vice versa. <p>Experience:</p> <ul style="list-style-type: none"> - Member in the Editorial committee of Humanities Journal of University of Zakho, Kurdistan Region-Iraq. - Head of the Department, English Language Department, University of Zakho, Duhok, Kurdistan-Region-Iraq. - Lecturer in General Science Department. - Head assistant, English Language Department, University of Duhok, Duhok, Kurdistan-Region-Iraq.
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Partner number		P13
Organisation name & acronym	Charmo University (ChU)	
F.3.1 - 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>Charmo University aims and works to be one of the best ranking university in KRI and nationwide. Charmo is now developing and has recently endorsed its international strategy to pioneer and implement ambitious projects with national and International organization and private sectors and also expand mutual work in the future and with other universities. We are currently implementing Bologna Process for internationalizing our university and seeking to lead all other universities in KRI to follow our model.</p> <p>Charmo University is aimed to be an open university in every sense. Based on that aim, we have promoted constant reforms in order to create a flexible education and research organization, as well as a new university system that would meet the needs of the next generation. Universities, in general, are required to contribute to society through education and research activities Charmo University's location is rich with natural resources such as; oil , gas and metals which is regarded as a good economic support. Our dreams are shiny future.</p>		
F.3.2 – Role of your organisation in the project		
<i>Please describe also the role of your organisation in the project (limit 1000 characters).</i>		
<p>ChU will co-lead WP2 and will be involved with other partners in its role including collecting data needed, organizing and participated actively in workshops, and giving presentations in meetings that have its effect within the framework of the project. Implementation of project outcome at the university and supervise the process to achieve a good impact practice. Its role goes also to be engaged in the writing reports, analysis, visits and surveys. Charmo University will actively participate in all transversal WPs.</p>		
F.3.3 – Expected results and impact (only for Partner Country institutions)		
What are the expected tangible results from the project in your HEI	Charmo University will gain an institutional experience and some individual skills including advanced training programs. Development of the university structure in order to cooperate with worldwide institutions and improving its ranking among them. Also, gaining more advanced facilities and equipment that it needs to fulfill	

	its duties and achieve its objectives. Moreover, involvement of staff and students exchange in studying, teaching and training process through mobility's. Establishment and build strong professional relationships with regional and international institutions to help improve the university. Engaging and exchanging good practices region-wide and with European partners, therefore reaping benefits for the HEI community. Hence, potentially contribute to the modernization and development of higher education institutions on the targeted partner countries.
How will the impact of these results be measured in your HEI?	The expected results from this project can be measured through the number of successful projects and research that can be commercialized in the educational contexts. Also, it can be measured through the number of the individuals that become professional in the field of research, training and innovations.
What financial means and human and other resources will be provided to sustain these results after the project ends?	After the end of this project, it is expected that the RESEARCH TECHNOLOGY AND INNOVATION will be based on a solid foundation that can provide expertise and services to other institutions and entities. So, it can cover itself financially and provides human forces to the institutions and entities that require technological services. It is worth mentioning that the university as a state university and the government allocate a specific budget for such offices and programs.
F.3.4 - 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>
Dr. Salah Saeed	<p>Dr. Salah Raza Saeed is holding Phd degree in Nanotechnology and nanostructure Lecturer at the Department of General Science, College of Education at Charmo University, Kurdistan Region- F. R. Iraq</p> <p>He teaches Four year science the topic: Solid State Physics (Course Code SSP2571)</p> <p>His Publications are (16) Journal paper (1) Published chapter book</p> <p>His Research interests are:</p> <ol style="list-style-type: none"> 1- Ion Induced modifications 2- Surface composition modification 3- Nono- tribulogy, Friction Force 4- Synthesis and Characterization of Nanoparticles, and Carbon Nanotube 5- Optical and Electrical characteristic of polymers <p>Dr. Salah Raza Saeed holding Phd degree in Nanotechnology and nanostructure Lecturer at the Department of General Science, College of Education at Charmo University, Kurdistan Region- F. R. Iraq</p>
Assist. Prof. Dr. Ali Wahab Kareem	<p>Dr. Ali is teaching the following courses:</p> <ol style="list-style-type: none"> 1. Complex Analysis (MA41) at UoS 2. Calculus (Course Code2) at ChU <p>His Publications are:</p> <ol style="list-style-type: none"> 1. (9) International Journal papers indexed in Thomson Reuters with High Impact Factor 2. (8) International Journal papers 3. (12) International Conference Papers

	<p>4. (4) Book Chapters 5. (3) National Journal Papers</p> <p>His Research interests are:</p> <ol style="list-style-type: none"> 1. Computational Complex Analysis, 2. Numerical Conformal Mapping, 3. Delay Differential Inequalities, 4. Delay Integral Inequalities. <p>Teaching</p> <p>2003 – 2005: Teaching assistant at Dept. of Mathematics, Sulaimani University, Sulaimani, Kurdistan.</p> <p>2005 – 2007: Teaching at Dept. of Mathematics, Chemistry, Physics, and Geology, Sulaimani University. Mathematics, Calculus, Advanced Calculus, Differential Equations, Complex Analysis.</p> <p>2012 -2013: Teaching at Dept. of Mathematics, Physics, and General Science, Sulaimani University. Mathematics Advanced Calculus, Differential Equations, Complex Variables.</p> <p>Present: Teaching at Dept. of Mathematics, University of Sulaimani General Science, College of Basic Education, Charmo University</p>
Dr Pshtiwan Mohammed	<p>Dr. Pshtiwan Faraj Mohammed is Director of International Office of Charmo University and a lecturer in the Department of English College of Education at Charmo University.</p> <p>His Research interests are:</p> <ol style="list-style-type: none"> 1. English Novel 2. Novels of and about war and terrorism 3. International Relations 4. Just War Theory and Nation Building 5. Modernist and postmodernist Literature <p>Employment and Work Experience</p> <p>Director of International Office at Charmo University 01/07/2019 Lecturer at Charmo University, 25/05/2016 until now</p> <p>Professional Membership</p> <p>2016-2017 (MIRS) Mediterranean Institute for Regional Studies (Founder and Senior Academic Editor) (2014 2016)CEA (College English Association, United States of America) Member (2013-2016) Symbiosis (Translantic Literary and Cultural Relations, UK) Member</p> <p>Conference Papers</p> <p><i>The Iraq War in Contemporary Anglo-American Novels</i>, Birkbeck University of London, UK a One day symposium at the Centre for Contemporary Literature, School of Arts, Iraq War Culture, 1 March 2013. For a description of the symposium and the place of my article in the schedule see www.ccl.bbk.ac.uk/iraq-war-culture</p> <p><i>Contemporary Anglo-American Fiction of the Iraq War</i>, the 9th Biennial Symbiosis Conference, Brunel University London, UK, 30 June 2013 available at www.brunel.ac.uk/_data/assets/pdf_file/0011/309683/The-9th-Biennial-Symbiosis-Conference-PROGRAMME-REVISED-27thJune-2013.pdf</p> <p><i>American Women's Fictional Responses to the Iraq War</i>, Indianapolis, Indiana, America, College English Association, "Imaginations", 46th Annual Conference, 26 March 2015, available at http://www.cea-web.org</p> <p><i>Iraq War in Selected Anglo-American and Iraqi Novels</i>, "Trauma, Conflict and Reconciliation", Translantic Literary and Cultural Relations, 10th Symbiosis Conference, University of Essex, Colchester, UK, 9 July 2015, for a description of this conference see http://www.symbiosistratlantic.com/news</p> <p>Professional Experience as a TOT trainer</p>

	ToT Trainer, Simultaneous & Consecutive Interpretation, Consultative and Advisory work with International, National and Local NGOs
Lajan Mohammed Amin Othman	<p>She is Director of Quality Assurance at Charmo University.</p> <p>She graduated from the (University of Sulaimaniyah– College of Law) in the academic year (2005– 2006) and she was awarded a Bachelor's degree in Law (B.A) and she awarded a Master's degree in (Transitional Justice– Iraq as a Model) in the international Law (M.A) on 12-6-2009.</p> <p>As a student she visited the United States of America (USA) for attending a competition of the International Jessop Competition in Washington DC on 2005. From 2005–2009 she have chosen students of college of Law in order to send them to America with help of American legal (ILSA) organization for Jessop competition in Washington DC, every year she with a team of students were top one and won International Jessop Sprit Price in America.</p> <p>In the years (2006, 2007, 2008 and 2009) she was the only trainer of International Jessup Competition in the University of Sulaimaniyah –College of Law. We are participating from all over the Iraq and every year she was invited to America. From 2006–2009 she attended and participated in lots of law and trainers in the sulaimaniyah's city and University of Sulaimaniyah.</p> <p>In 2007 she participated in the Work Shopping it was about (International Human Law) she was invited by (ICRC) Organization to Jordon country in Amman city. And yearly she is participating by sending researches about Human Rights in Iraq. In 2008 she visited Washington DC of America as a supervisor of international court in America, and as an Iraqi team trainer for participating in the International Jessop Competition.</p> <p>She attended in 2008 a conference in Baghdad under the name {Iraq gathered all of us} for developing Iraqi laws.</p> <p>In 2009 she visited Chic, Bragh country. To compaine the syndicate of lawyers of both Japan and of that country on the loyal right of lawyers in Kurdistan. To participate in a course about the rights of women and children and the freedom of calling religion and announcing it, for developing Iraqi laws in the future.</p> <p>Between 2005 and 2009 she have participated in all elections in Iraq as a manager of vote stations</p> <p>In August, 2009 she have had lectures in Sulaimaniyah University as a trainer of (Moot Court)</p> <p>With the help of {International human rights law institution} Organization for those members which were participated in the (Iraqi women's leadership project).</p> <ul style="list-style-type: none"> · From 2005 up to date I am doing my job as lawyer (trainer). · In 2010 I have got a certificate in English I attended an English course at American University in Sulaimaniyah. · She have many essays and published things that printed and published in deferent magazines and daily news writing. · From 2010 until now, she has been teaching in the university of Sulaimani- university of charmo- College of Political and Social science. · From 2010, she have been worked as a head of many various committees such as ; head of quality insurance, manager of computer labs, head of the elections committees, head of legal committees and etc... in the college of political and social science. · She presented many seminars' when I have worked in the college of Political and Social Science. · She have been supervised many research of undergraduates students. · Between 2010 and 2013, she was a member of preparation committee for preparing the college annual conference. · Between 2013 and 2014, she was settled in the UK and I attended an English language course at the University of Nottingham. · She is currently teaching at College of Administration and natural Resource management (CANM)-Department of Oil, Gas and Energy Management / University of Charmo.

	<p>. She is currently a PhD student in the college of Law in Sulaimani University.</p> <p>. Currently she is a member of the board of the center of Genocide in the University of Charmo.</p> <p>Note// All courses that she have attended and got certificate are all International.</p>
Chnoor M. Rahman	<p>Chnoor M. Rahman is MSc. holder in Computer science. She is Director of information technology and statistics at Charmo University, and a lecturer in the applied computer department. She is a PhD student at Sulaimany Polytechnic University from 2018 to present.</p> <p>Her Research interests are:</p> <ul style="list-style-type: none"> -Nature inspired algorithms. -XML and relational databases. -Optimization <p>Project Experiences:</p> <ul style="list-style-type: none"> -Accounting Information System (BSc Dissertation) (A system was built to save, delete and update the staff's information who are working in the college of science and also calculating the staff's salary according to their title) -JAST Object marshalling to XML (MSc Dissertation) (in this project the ability of JAST API was extended in order to perform the marshalling process so that a formatted XML document can be produced as a result of performing marshalling on a Java object in the JAST API) <p>Working experiences:</p> <ul style="list-style-type: none"> -Teaching practical lectures in computer labs in University of Human Development (Position: Assist. programmer). From November 2008 – February 2009 -Teaching practical lectures in computer labs in the University of Sulaimaniyah (Position: Assist. Programmer). From September 2008 – February 2011 -Working in managing the payment for the teachers who were teaching extra hours. From September 2009-September 2010 -Working as an Iraqi ambassador in the international office/student service department at the University of Sheffield/United Kingdom (helping Iraqi students to find the answer of their questions regarding Visa, applying to the English language course, applying to the courses at the University of Sheffield, finding accommodation and any other question they had). From May 2011 – January 2013 -Assistant lecturer at Charmo University. From 2013 to present -Organizer in the 1st International Conference Of Natural Sciences (ICNS 2016) -National University Ranking Committee member for 2016 and 2017. -Training university quality assurance employees on how to collect and enter data relating to the National University Ranking. Organizer in the 2nd International Conference Of Natural Sciences (ICNS 2016) -Rebuilding Universities electronically Committee member in the Ministry Of Higher Education 2015-2016 -Director of the directorate of Information Technology. From June 2015 to October 2017. -Participating in Fulbright visiting scholar program for Iraq (2018). -Director of the directorate of Information Technology and Ststistics. From October 2019 to Present. -Participating in one month advanced programming course in Java. -Participating in three months Teaching methodologies course at the University of Sulaimaniyah. <p>Publications:</p> <ul style="list-style-type: none"> -Rahman, C. and Rashid, T. (2019). Dragonfly Algorithm and Its Applications in

	<p>Applied Science Survey. <i>Computational Intelligence and Neuroscience</i>, 2019.</p> <p>-Aladdin, A., M. Rahman, C. and Abdulkarim, M. (2018). The Scientific Comparison between Web-Based Site and Web-Builder (Open Source) Project: Functionalities, Usability, Design and Security. <i>International Journal of Scientific Research and Management</i>, 6(06).</p> <p>-Kheder, M., Rahman, C. and Jamal, S. (2015). A Comparison of Concepts between Native Xml and Relational Database Systems. <i>Asian Journal of Natural & Applied Sciences</i>, [online] 4(4).</p>
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Partner number		P14
Organisation name & acronym	Ministry of Higher Education and Scientific Research KRG (MHESR-KRG)	
<p>F.3.1 - 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> <p>The Ministry of Higher Education and Scientific Research plays a leadership role in economic, social and cultural change through its impact on the individual and society in Kurdistan Region of Iraq/ KRI. Providing students with the necessary knowledge, skills and technologies that help them to participate in the development of society and achieve their aspirations. This can be achieved by providing equal opportunities to join higher education on the basis of capacity and competence, with special consideration given to some groups of society. The ministry also emphasizes the need to diversifying the patterns of higher education and the ways and means of providing it to keep pace with life-long learning and contribute to spreading science and knowledge among all groups of society. It encourages the universities to respond to the needs of the labour market and serving the community and providing it with the necessary expertise in the areas of economic, social and cultural development and preserving its values. Also, the ministry ensures that the universities are Improving the quality of education, improving its outcomes, and building capacities in the educational system to create competitive generations. On the other hand, big steps have been made to develop applied scientific research and to publish its results and its contribution to the comprehensive development of the region. In addition to developing the use of modern technologies to support the educational process, building capacity and developing human resources at the national level and international cooperation and strengthening scientific links between Kurdish higher education institutions and their counterparts in the world.</p> <p>Fulfilling the obligations of the educational process and financing higher education as a public service and encouraging the private sector to participate in higher education are also priority goals of the ministry. As a result, the above aims will lead to preparing highly-skilled graduates and responsible citizens who are able to meet the requirements of the developmental orientation of the region and reformulate educational curricula in a manner that is consistent with those trends and the needs of the current and future state and combines knowledge and skills with a high level and give special consideration to business creation skills and build an entrepreneurial spirit among students to facilitate their employment potential after Graduation so that they not only remain in search of work, but rather that they become active agents in creating job opportunities.</p> <p>The Ministry will continue working on the expansion in the absorption of universities so as to reach the global percentage of the age group expected to join higher education, also participation of higher education in building a culture of peace in order to ensure justice based on the right to satisfy the basic needs of individuals.</p> <p>The Ministry has always been encouraging private education and continuing to set controls and conditions that guarantee its levels to enjoy wide participation in spreading education in accordance with global and local changes and developments. Taking into account investing in research in a way that achieves economic and social goals, and taking into account research in basic sciences, which is a platform for future innovations, while ensuring a balance between them and applied research.</p> <p>The Ministry continuously works on evolving the universities to become centres of excellence in research and development, and to create units of a special nature and centres for future studies in them in order to provide knowledge and their applications to achieve economic and social development programs and projects.</p>		
<p>F.3.2 – Role of your organisation in the project <i>Please describe also the role of your organisation in the project (limit 1000 characters).</i></p>		

<p>The Ministry of Higher Education and Scientific Research participation in this project will add many positive aspects to the project and the other participating organisations and will lead WP5 Restitution and harmonization phase towards a Shared Strategic Plan for University Reform in cooperation with Garmian University. This is due to the fact that the ministry is on top of the rules and regulations setting pyramid. The participation of the ministry will lead to better understanding of the policy makers on ministerial level about the main aims and goals of the project which will make support and insisting on implementing the project much easier and applicable. When the project launches, the ministry will activate all of its power in favour of facilitating the achieving of the different phases and stages of the project. The Ministry of Higher Education and Scientific Research KRG (MHESR-KRG) will actively support all the project WPs.</p>	
<p>F.3.3 – Expected results and impact (only for Partner Country institutions)</p>	
<p>What are the expected tangible results from the project in your HEI</p>	<p>The Ministry of Higher Education and Scientific Research expects the following results:</p> <ol style="list-style-type: none"> 1- Better governance in higher education 2- Implementation of main Bologna process in the Universities and higher education system. 3- Transparency in all related matters to higher education 4- Universities will have better capacity in implementing the Bologna in their systems. 5- The activation of international student’s office inside public universities. 6- Easy access to education and transferability of students and staff among universities. 7- Improving quality assurance process to be fit with the implementation of bologna process and change which is expected to be made during the implantation of this project. 8- The ministry will choose perspective participants to be trained at the European university within this program so that they can monitor the implementation of the project within the universities.
<p>How will the impact of these results be measured in your HEI?</p>	<p>The impact of these results be measured through the following points:</p> <ol style="list-style-type: none"> 1. By keeping to the original timeline of the project through implementation of the tasks selected in the project. 2. We can establish a quality review program to find out whether the universities and the ministry are doing in accordance with the standards to be set out in the project. 3. The number of staffs in the ministry and partner universities in Kurdistan region become professional in the field of governance, quality assurance and credit mobility. 4. Measuring how satisfied the partner universities during the implementation of the project.
<p>What financial means and human and other resources will be provided to sustain these results after the project ends?</p>	<p>Ministry has full access to annual budget and it also has competent and skilful staff along with trained staff during the project which will work on giving the project sustainability and to continue its activities after the completion of the project.</p>

F.3.4 - Operational capacity: Skills and expertise of key staff involved in the project <i>Please add lines as necessary.</i>	
Name of staff member	Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.
Assist Prof Dr. Mohammed Hussein Ahmed	<p>Director-General- Head of Apparatus of Supervision and Quality Assurance - Ministry of Higher Education and Scientific Research May2018-Present Member of Kurdistan Genocide Recognition Board 2014 to Present Ph.D. English Linguistics and Pragmatics, 2011 Academic Visitor and Ph.D. Research Scholar, Aston University, UK, 2010 Exchange Faculty, Appalachian State University, NC, USA 2009 MA English Methodology and Applied Linguistics, 2006 BA English Language and Literature, 2000 mohammed.ahmed@mhe-kr.org 009647501023586 009647701575688</p>
Dr. Hawkar Rashid Arab	<p>Director of Quality Assurance and Accreditation/ Ministry of Higher Education and Scientific Research/ Kurdistan Region of Iraq Lecturer/ Lebanese French University / Erbil, Kurdistan Region of Iraq PhD Business Administration –Cyprus International University (CIU), 2018 MA Business Administration- Université de Picardie Jules Verne/ Amiens, France, 2010 BA Translation/ Salahaddin University, Erbil, Iraq, 2007</p>
Saman B. Qadir	<p>Director of Quality Assurance Management at Ministry of Higher Education and Scientific Research Cihan University, College of Law and International Relations/ B.Sc International Relations and Diplomacy Salahaddin University, College of Science Education/ B.Sc Biology</p> <ul style="list-style-type: none"> • Project Control & Management • Administrative Support • Human Resource Functions • Office Management • Law & Regulation Compliance • Scheduling & Event Coordination • Problem Identification & Resolution • Research and Reporting • Team Building & Leadership • Interpersonal Communications
Abdulkader Ibrahim R.	<p>Education: BA of Arts in Translation 1998-2002 MA of Arts in TEFL (Teaching English as a Foreign Language) 2012-2014 Language skills: Kurdish (mother tongue), Arabic, and English Previous Works: 2004-2009 Terra Seis Middle East Ltd. A Canadian seismic company based in Dubai which is involved in doing survey works for oil companies. I worked as camp administrator and later as office administration assistant. The main responsibilities involved entering and keeping data, preparing payroll for local labors, making sure vehicles and other machines are up and running, and supervising local labors during work inside camp. 2010 – Present Ministry of Higher Education and Scientific Research. I worked as the director of translation department. Later in 2012 I was awarded a grant to study abroad for Master degree which I finished in June 2014. The job is all about translation whether simultaneous or written such as formal and legal documents. Also organizing conferences and handouts were among the responsibilities. Afterwards, I joined the Apparatus of Supervision and Quality Assurance which is responsible for all related operations in public and private universities and institutes in Kurdistan Region.</p>

Mohammed Ali Bibani	<p>Wrocław University of Science and Technology Faculty of Pure and Applied Mathematics MSc. in Applied Mathematics, 2016 – 2018</p> <p>Salahaddin University – Erbil College of Science / Mathematics Department. BSC. Mathematics science, 2007 - 2011</p> <p>WORK HISTORY</p> <ul style="list-style-type: none"> • Government Employee, Ministry of Higher Education & Scientific Research, October 1st 2013 – Present. • Business information advisor, 2012 – 2017. • Entrepreneur, 2012 – 2016. • General Manager of Peka Company, 2012 – 2016 • Employee in Mivan Company as supervisor, 2009 – 2011. • Supervisor of the ballot box in the local and parliamentary elections in both Iraq and Kurdistan, 2009, 2010, 2013, 2014. • Member of Gayandin Organization for Human Rights, 2009 – 2012.
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F.4 List of Associated Partners

(Where applicable)

Capacity-Building projects can involve associated partners that contribute to the implementation of specific project tasks/activities or support the dissemination and sustainability of the project. However, 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

Please insert rows as necessary

PART G – Impact and Sustainability

G.1 Expected impact of the project

Please explain which target groups will use the project outputs /products /results. Describe how the target groups will be reached and involved during the life of the project and afterwards and how the project will benefit the target group at local, regional, national and/or regional level. Please structure your description according to the different levels of impact and stakeholders.

#	Project results	Who will they impact at national, regional level?	How?
1	State of the art on governance and quality assurance in the HEIs through national and international benchmarking	University management (locally), ministries (national level); regional stakeholders in the field of HE; international actors in the field of the EU-Mediterranean cooperation	Through dissemination activities of the project and policy dialogue with relevant authorities; better knowledge of the status of the HEIs with particular reference to governance and quality assurance by the HEIs of Kurdistan region of Iraq
2	University roadmap	University management (locally), ministries (national level)	Background of information to rebuild governance policies and strategies for Bologna process implementation
3	Capacity building, training and knowledge transfer on strategic planning, management, recognition and quality assurance	University leaders, QA directorates responsible, administrative staff, (institutional level); Other university services related to governance and Bologna process (institutional/local level)	Through a cycle of training weeks, coupled with online training sessions and local training workshops together with field visits at the EU partners; enhancing capabilities and skills of the trained staff in managing university system and to adopt Bologna process principles addressing students' and teachers' needs
4	Harmonisation phase with other HEIs of the country through ToT	University staff from other HEIs in Iraq (institutional level); Other university services related to promotion of quality assurance mechanism and Bologna process reform	By setting up this harmonization phase in each Partner country HEIs, through ToT a more proactive and tighter collaboration between universities, partners of the project and external universities, is guaranteed.
5	Institutional strategic action plans	University management (locally), ministries (national level)	Background of information to rebuild governance policies and strategies for Bologna process implementation

6	Recommendations and lessons learnt on University governance and Bologna process	Other Iraqi HEIs not participating in the project (local level), Universities from the MENA region (local level/regional level), ministries (national level) and international stakeholders	Through dissemination activities of the project; To transfer the experience to other universities in Iraq and to other HEIs located in the MENA region; to inform and raise awareness among policy-makers and decisions-makers on the results of the project and to lobby for the development and implementation of Bologna process and university policies to enhance the good governance
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Please insert rows as necessary

Overview of short term impact indicators (during the project EU funding period)

Short term impact	Target groups/potential beneficiaries	Quantitative indicators (in numbers please)	Qualitative indicators
Increased capacities of university leaders on management, strategic planning and QA (through the capacity building action)	University leaders (president, vice-president, head of IROs) from HEIs of Kurdistan region in Iraq	32	Increased capacities of university leaders – New skills acquired
Increased capacities of administrative staff of administrative management, QA and recognition (through the capacity building action)	University administrative staff (registrar, financial services etc...) from HEIs of Kurdistan region in Iraq	80	Increased capacities of administrative staff – New skills acquired
Increased capacities of academic and administrative staff on QA and recognition (through the capacity building action)	Academic and administrative staff dealing with QA from HEIs of Kurdistan region in Iraq	24	Increased capacities of QA responsible – New skills acquired
Increased capacities of university leaders on management, strategic planning and QA (through the capacity building action)	University leaders (president, vice-president, head of IROs) from HEIs of Kurdistan region in Iraq	32	Increased capacities of university leaders – New skills acquired
Increased capacities of other Iraqi HEIs staff	20 people at least from each partner	160	Increased capacities of further university

on the management, strategic planning and Bologna process (through the capacity building action)	country institution participating in the project ToT		staff – New skills acquired
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Overview of long term impact indicators (after the projects EU funding period)

Long term impact	Target groups/potential beneficiaries	Quantitative indicators (in numbers please)	Qualitative indicators
Increased institutional awareness of the importance to establish a university roadmap for the development and implementation of university governance strategy and the implementation of Bologna process	University management (university leaders)	National University roadmap validated	Enhanced institutional awareness at each university having adopted the national university roadmap
Cascading training programme to build the capacities of administrative and academic staff of other HEIs not having participated in APPRAIS	University academic and administrative staff from other HEIs non partners in the project	80	APPRAIS trained staff (20 for each one of the 8 local HEIs) will transfer the acquired capacities to at least other 10 colleagues
Increased institutional awareness of the importance to establish a strategic institutional action plan for the development and implementation of an Bologna process	University management (university leaders)	8 institutional strategic action plans validated	Enhanced institutional awareness at each university having adopted their roadmap
Development of good practices at the level of the whole society	Society in general	Number of relationships among universities and socio-economic actors (>30%);	Increased opportunity for university members and socio-economic actors
Increased mobility (academic and administrative staff) between Iraq and	Higher education institution system	Number of mobilities and access to Erasmus Plus funds among universities	Enhanced institutional attractiveness of Iraqi system

Europe			
Increased access of disadvantaged communities to Iraqi HE system	Higher education institution system and Society in general	Number of people coming from disadvantaged areas and/vulnerable groups having increased access to Iraqi universities	Enhanced institutional responsibility and readiness of Iraqi system towards vulnerable groups.

Please insert rows as necessary

Please explain the impact on the higher education system(s) and on promoting reforms at national level in each Partner Country. (limit 6.000 characters)

Partner Country [Iraq]:

APPRAIS is framed in the CBHE priority: Governance, strategic planning and management of higher education institutions. The aim of the project is to produce a structural reform of the HE system in the Kurdistan region of Iraq by introducing pillars of Bologna processes with the aim of raising the quality of the whole system.

This objective will be reached thanks to a deep and detailed and accurate CB action (with both training in loco and study visits in EU), in line with already ongoing efforts of both Universities and Ministry. Each institution will be empowered thanks to an intensive training of administrative and academic staff and will be supported along all the project life for the implementation of Bologna process and related pillars. Impact will be monitored by a periodical impact assessment and refinement of decisions will be performed, based on the outcomes achieved and lessons learned during the implementation. Impact sustainability will be guaranteed by institutional commitment of the Universities leaders that will fully appropriate the project results after its lifecycle to guarantee a long-term impact.

The strengthening of Bologna process dimension of Universities located in the Kurdistan region of Iraq will increase their competitiveness and attractiveness. This will allow more cooperation for being engaged in cooperation to reach a shared objective for the benefit of the Iraqi country.

The enhancement to credit recognition will allow the increasing of academic/administrative staff as well as students mobility on the basis of adopted international standards. In other words, the adoption of Bologna process pillars will also allow to better develop the cooperation with the EU institutions and Universities for mutual benefit.

As indirect beneficiaries of APPRAIS action, students and graduates would be able to move easily from one country to another with a recognition of qualifications and periods of study, and access to a wider labor market. The Ministry of Higher Education and Scientific Research KRG is the crucial partner for implementing a structural project through a piloting reform process in the Kurdistan Region of Iraq, having the autonomy to implement such a reform in line with Ministry of Higher Education and Scientific Research in Baghdad policies and with the Kurdistan region of Iraq federal autonomy. With an official letter (protocol number 22936) issued on 19/12/2019, the Ministry of Higher Education and Scientific Research KRG created a special committee consists of nine members by the precedence of Dr.

Muhammed Hussain, the director apparatus of supervision and quality assurance. The purpose of forming this committee is to write policies and instructions of implementing Bologna process. APPRAIS must be considered the first practical action and concrete decision of this committee. Universities have been chosen in order to geographically cover the Kurdistan region of Iraq and assure a wide, deep and distribute impact in the region, on the basis of their experience in EU projects, on the basis of their commitment to the project activities and generally speaking on the basis of their leadership willingness to implement Bologna process reform despite the fact that this process is already implemented or not. As a structural measure, the Ministry is a pivotal player to guarantee that universities will be fully

engaged in this reform process already initiated and assimilate Ministry reform to make more closed to international and in particular EU standards and guidelines. In this regard, APPRAIS will provide additional support through its intervention, for example by organising all the training sessions and capacity building actions not only addressed to administrative staff, but also to teaching staff and university leaders who will get sound knowledge on the specific objectives and will politically support the project activities implementation, mainly the Bologna process implementation.

The strong coordination with the KRG Ministry of Higher Education will allow APPRIAS to easily reach a strong impact.

We can definitely affirm that the Ministry is in a perfect position to mainstream project results at national and regional level and smaller and snappier universities with a clear focus on reinforcing their university governance and innovate its system

G.2 Dissemination and exploitation strategy

Please explain how the dissemination will be organised during and after the project's lifetime. Define each target group and what communication channels will be used to reach them and when.

Target Group	Means of Communication to Reach These Target Groups	When	Indicators to measure the effectiveness of the means of communication
University staff (both academic and administrative) from HEIs in Kurdistan region of Iraq	APPRAIS Website and partner institutions websites, social media and newsletters of partner institutions	From day 1 of the start of the project (M1)- M36 and further (exploitation)	>60 actors of this target group receive information on the project through these channels- surveys; tools to analyse social media activity (like Hootsuite or Google analytics)
Project partners	Presentation of the project by project partners during national and international events, brochure, postcards, leaflets...	Form M3 to M36 and further (exploitation)	>5 presentations of the project made by project partners during project implementation period; events counting with the participation of actors of this target group- list of participants
Ministries, national public authorities	Recommendations on university governance and Bologna process implementation (WP5)	M36 and further (exploitation)	>20 actors of this target group receive the recommendations- survey after project ends
Students- future graduates- potential future trainees	APPRAIS Website and partner institutions websites, social media and newsletters of	From day 1 of the start of the project (M1)- M36 and further (exploitation)	>150 actors of this target group receive information on the project through these

	partner institutions		channels- surveys; tools to analyse social media activity (like Hootsuite or Google analytics)
Students- future graduates- potential future trainees	Institutional events and institutional information campaigns launched by each Iraqi partner HEI addressed to their student's brochure, postcards, leaflets...	M36 final conference M36 and further (exploitation)	>150 actors of this target group receive information on the project through these channels- surveys
Students- future graduates- potential future trainees	Video with infographics on the APPRAIS project targeting students/future graduates and inviting them to participate as trainees in the project's results	M29-M36	>90 actors of this target group receive the video- surveys
University staff – potential future trainees	Restitution event in Erbil	M30	>15 actors of this target group attending the event- list of participants
Students- future graduates- potential future trainees	Final conference	M36	>5 actors of this target group attending the event- list of participants
Other Iraqi HEIs not partners of the project	Restitution event in Erbil at the Ministry premises	M30	>5 actors of this target group attending the event- list of participants
Other Iraqi HEIs not partners of the project	Final conference	M36	>10 actors of this target group attending the event- list of participants
Other Iraqi HEIs not partners of the project	Consultations and surveys for the preparation of the national benchmarking and final report (WP1)	M6-M9 and updates on M14, M26 and M36 and further (exploitation)	>5 actors of this target group are consulted and receive the report- surveys
Other Iraqi HEIs not partners of the project	Final report on the international (EU) benchmarking (WP1)	M6-M9 and updates on M14, M26 and M36 and further (exploitation)	>5 actors of this target group receive the report- surveys
Other Iraqi HEIs not partners of the project	Recommendations on Bologna process implementation	M36 and further (exploitation)	>5 actors of this target group receive the report- surveys

Other European and partner countries HEIs not partners of the project	APPRAIS Website, partner institutions websites, social media and newsletters of partner institutions	From day 1 of the start of the project (M1)- M36 and further (exploitation)	>10 actors of this target group receive information on the project through these channels- surveys; tools to analyse social media activity (like Hootsuite or Google analytics)
Other European and partner countries HEIs not partners of the project	Presentation of the project by project partners during national and international events, brochure, postcards, leaflets...	Form M3 to M36 and further (exploitation)	>10 presentations of the projects made by project partners during project implementation period; events counting with the participation of actors of this target group - list of participants
Other European and partner countries HEIs not partners of the project	Final conference	M36	>2 actor of this target group attending the event- list of participants
Other European and partner countries HEIs not partners of the project	Consultations and surveys for the preparation of the international (EU) benchmarking and final report (WP1)	M6-M9 and updates on M14, M26 and M36 and further (exploitation)	>8 actors of this target group are consulted and receive the report - surveys
Other European and partner countries HEIs not partners of the project	Recommendations on university-enterprise cooperation (WP5)	M36 and further (exploitation)	>10 actors of this target group receive the report- surveys
National and local political authorities and policy-makers	APPRAIS website and partner institutions websites, social media and newsletters of partner institutions	From day 1 of the start of the project (M1)- M36 and further (exploitation)	>3 actors of this target group receive information on the project through these channels- surveys; tools to analyse social media activity (like Hootsuite or Google analytics)
National and local political authorities and policy-makers	Presentation of the project by project partners during national events, brochure, postcards, leaflets...	Form M3 to M36 and further (exploitation)	>5 presentations of the projects made by project partners during project implementation period; events counting with the participation actors of this target group

			actors- list of participants
National and local political authorities and policy-makers	Final conference	M36	>2 actors of this target group attending the event- list of participants
National and local political authorities and policy-makers	National and international (EU) benchmarking final report (WP1)	M6-M9 and updates on M14, M26 and M36 and further (exploitation)	>5 actors of this target group receive the report- surveys and acknowledge of receipt
National and local political authorities and policy-makers	Recommendations on Bologna process implementation (WP5)	M36 and further (exploitation)	>10 actors of this target group receive the report- surveys and acknowledge or receipt
International and regional political authorities and policy-makers	APPRAIS Website and partner institutions websites, social media and newsletters of partner institutions	From day 1 of the start of the project (M1)- M36 and further (exploitation)	>5 actors of this target group receive information on the project through these channels- surveys; tools to analyse social media activity (like Hootsuite or Google analytics)
International and regional political authorities and policy-makers	Presentation of the project by project partners during international events, brochure, postcards, leaflets...	Form M3 to M36 and further (exploitation)	>5 presentations of the projects made by project partners during project implementation period; events counting with the participation actors of this target group actors- list of participants
International and regional political authorities and policy-makers	Final conference	M36	>1 actor of this target group attending the event- list of participants
International and regional political authorities and policy-makers	International (EU) benchmarking final report (WP1)	M6-M9 and updates on M14, M26 and M36 and further (exploitation)	>5 actors of this target group receive the report- surveys and acknowledge or receipt
National stakeholders	APPRAIS Website and partner institutions websites, social media and newsletters of partner institutions	From day 1 of the start of the project (M1)- M36 and further (exploitation)	>10 actors of this target group receive information on the project through these channels- surveys; tools to analyse social

			media activity (like Hootsuite or Google analytics)
National stakeholders	Presentation of the project by project partners during national and international events, brochure, postcards, leaflets...	Form M3 to M36 and further (exploitation)	>5 presentations of the projects made by project partners during project implementation period; events counting with the participation of actors of this target group- list of participants
National stakeholders	Final conference	M36	>3 actors of this target group attending the event- list of participants
National stakeholders	National and international (EU) benchmarking final report (WP1)	M6-M9 and updates on M14, M26 and M36 and further (exploitation)	>5 actors of this target group receive the report- surveys and acknowledge or receipt
International stakeholders	APPRAIS ebsite and partner institutions websites, social media and newsletters of partner institutions	From day 1 of the start of the project (M1)- M36 and further (exploitation)	>10 actors of this target group receive information on the project through these channels- surveys; tools to analyse social media activity (like Hootsuite or Google analytics)
International stakeholders	Presentation of the project by project partners during international and international events, brochure, postcards, leaflets...	Form M3 to M36 and further (exploitation)	>5 presentations of the projects made by project partners during project implementation period; events counting with the participation actors of this target group actors- list of participants
International stakeholders	Final conference	M36	>1 actors of this target group attending the event- list of participants
General public	APPRAIS Website and partner institutions websites, social media and newsletters of partner institutions	From day 1 of the start of the project (M1)- M36 and further (exploitation)	>25 actors of this target group receive information on the project through these channels- surveys;

			tools to analyse social media activity (like Hootsuite or Google analytics)
General public	Presentation of the project by project partners during national and international events, brochure, postcards, leaflets...	Form M3 to M36 and further (exploitation)	>10 presentations of the projects made by project partners during project implementation period; events counting with the participation of actors of this target group - list of participants
General public	Final conference	M36	>20 actors of this target group knows about the final conference-1 journalist attends the event and prepare and published an article-list of participants
General public	National and international (EU) benchmarking final report (WP1)	M6-M9 and updates on M14, M26 and M36 and further (exploitation)	>10 actors of this target group receive the report or consult it online- tools to analyse social media activity (like Hootsuite or Google analytics); number of downloads
General public	Career portal/ Social media page of each Iraqi HEI (WP4)	M31-M36 and further (exploitation)	>10 actors of this target group visit and knows the career portal/social media page of each institution- analysis of number of clicks, likes and followers
General public	Recommandations on Bologna process implementation (WP5)	M36 and further (exploitation)	>10 actors of this target group receive the report or consult it online- tools to analyse social media activity (like Hootsuite or Google analytics); number of downloads

Please insert rows as necessary

G.3 Sustainability

Explain how exploitation activities will ensure optimal use of the results within the project's lifetime and afterwards. Explain how the impact of the 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 lifetime. Also explain how the results will be mainstreamed and multiplied at national/regional level. Describe the strategy foreseen to attract co-funding and other forms of non-EU support for the project.

Sustainable Outcomes	Strategy to ensure their sustainability	Resources necessary to achieve this	Where will these resources be obtained?
Institutional action plans	HEIs from Kurdistan region of Iraq that has established its own strategic plan will remain after the lifetime of the project thanks to the acquired institutional support, the trained human resources, and further contacts with Ministry	Institutional support from the beneficiary universities	Partnership with Ministry and university staff himself
Capacity building for university staff (academic and administrative) related improved skills	Push administrative staff participating in APPRAIS local training to transfer their skills to colleagues	University administrative staff	University level
Quality assurance directorate increased capacities on Bologna process implementation	Obtaining during APPRAIS lifetime the commitment of the University leadership in supporting the QA directorate through learning and training experience, the purchase of equipment that will serve to equip the QA directorate	Quality Assurance directorate staff well engaged and committed	University level
Sustaining Bologna process implementation at national level	Based on the commitment of University leadership and decision-makers in line with the Ministry indications	Institutional support from the beneficiary universities and local Ministry	Partnership with Ministry and university staff himself
Increased number of HEIs staff mobility	Based on the new established relationship with EU partners as natural	Institutional support from the beneficiary universities and local Ministry in addition to	University level and EU funds

	consequence of Bologna process implementation	a more structured access to Erasmus Plus funds	
Increased number of HEIs staff dealing with quality, governance and strategic planning	The university staff, also thanks to the online training platform and the social media page will continue its informative activity and network with local, national and authorities to keep the contacts and collaboration	Informative meetings, communication campaign and social media to network with further HEIs	University level

PART H - Other EU grants

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

P1_Mediterranean Universities Union (UNIMED)			
Programme or initiative	Programme or initiative	Programme or initiative	Programme or initiative
Erasmus+ CBHE	610360-EPP-1-2019-1-DE-EPPKA2-CBHE-JP	Technische Universität Dresden (DE)	VALEU-X , Virtual Albanian European Universities Exchange
Erasmus+ KA2	2019-1-FR01-KA203-062985	University of Montpellier (FR)	UNI-ECO , Practical and Collaborative Tools for Sustainability Innovation in the University
Erasmus+ CBHE	610023-EPP-1-2019-1-DZ-EPPKA2-CBHE-SP	Université Sétif 2 (DZ)	Ci-RES , Création de Capacités institutionnelles d'Intégration des Réfugiés dans l'Enseignement Supérieur
Erasmus+ KA2	2019-1-IT02-KA203-063321	Sapienza University (IT)	UNI(di)VERSITY , Socially responsible university for inclusive societies in the era of migration
Erasmus+ KA2	2019-1-ES01-KA203-065861	Universidad Nacional de Educacion a Distancia (SP)	NEXUS , PromotiNg thE neXus of migrants throUgh active citizenShip
Erasmus+ CBHE	610242-EPP-1-2019-1-IT-EPPKA2-CBHE-JP	University of Palermo (IT)	MIGRANTS , Master Degree in Migration Studies: Governance, Policies and Cultures
Erasmus+ CBHE	610216-EPP-1-2019-1-FREPPKA2-CBHE-JP	Université Paris I Pantheon-Sorbonne (FR)	RAQMYAT , Stratégies numériques pour la formation doctorale en sciences humaines et sociales en Tunisie
Erasmus+ CBHE	598537-EPP-1-2018-1-IT-EPPKA2-CBHE-SP	UNIMED (IT)	ESAGOV , L'Enseignement Supérieur Algérien à l'heure de la Gouvernance Universitaire
Erasmus+ CBHE	598790-EPP-1-2018-1-IT-EPPKA2-CBHE-SP	University of Siena (IT)	INspIRE , Innovative Governance Practices in the Higher Education Institutions in Iraq
Erasmus+ CBHE	598243-EPP-1-2018-1-SE-EPPKA2-CBHE-JP	Linnaeus University (SE)	DIGIHEALTH , Innovative Digital skills & teaching methods 4 effective health education in Lebanon & Syria
Erasmus+ CBHE	598349-EPP-1-2018-1-IT-EPPKA2-CBHE-JP	Libera Università di Lingue e Comunicazione IULM (IT)	PAGES , Post-Crisis Journalism in Post-Crisis Libya: A Bottom-up Approach to the Development of a Cross-Media Journalism Master Program
Erasmus+ CBHE	598924-EPP-1-2018-1-ES-EPPKA2-CBHE-JP	Universitat Autònoma de Barcelona (SP)	EduBioMed , Capacity building for education and applied research on Mediterranean UNESCO's biosphere reserves
Horizon 2020	822688	Universidad Complutense de Madrid (SP)	RAISD , Reshaping Attention and Inclusion Strategies for Distinctively vulnerable people among the forcibly displaced

Erasmus+ KA2	2018-1-EL01-KA204-047774	University of Piraeus (GR)	UPGRADE , Upskilling Refugees and Adult Educators
Erasmus+ KA1	2017-1-IT02-KA107-036346	UNIMED (IT)	COMMO (III) , Cooperation in the Mediterranean and Western Balkan through Mobility of Students and Staff
Erasmus+ CBHE	586339-EPP-1-2017-1-IT-EPPKA2-CBHE-SP	UNIMED (IT)	SAGESSE , Amélioration de la Gouvernance dans le système de l'Enseignement Supérieur en Tunisie
Erasmus+ CBHE	586221-EPP-1-2017-1-IT-EPPKA2-CBHE-JP	Politecnico di Torino (IT)	Enbrain , Building capacity in renewable and sustainable energy for Libya
Erasmus+ CBHE	586295-EPP-1-2017-1-IT-EPPKA2-CBHE-JP	Università degli Studi di Padova (IT)	ICMED , International Credit Mobility: a new challenge for the Mediterranean Region
Erasmus+ CBHE	586468-EPP-1-2017-1-DE-EPPKA2-CBHE-JP	Technische Universitaet Dresden (DE)	JOVITAL , Jordan opportunity for virtual innovative teaching and learning
Erasmus+ CBHE	586170-EPP-1-2017-1-IT-EPPKA2-CBHE-JP	Univeristy of Sassari (IT)	MAYA , Master in Agricultural and Hydrological approaches to a better sustainable development
Erasmus+ CBHE	586350-EPP-1-2017-1-LB-EPPKA2-CBHE-JP	Holy Spirit University of Kaslik (LB)	StEER-Leb , Student empowerment, engagement and representation in Lebanese universities
Erasmus+ CBHE	573665-EPP-1-2016-1-IT-EPPKA2-CBHE-JP	UNIMED (IT)	RESCUE , Refugees Education Support in MENA Countries
Erasmus+ CBHE	574184-EPP-1-2016-1-IT-EPPKA2-CBHE-JP	UNIMED (IT)	DIREMED , Dialogue Interculturel, REseaux et Mobilité en MEDiterrannée
Erasmus+ CBHE	573868-EPP-1-2016-1-FR-EPPKA2-CBHE-SP	University of Nice Sophia Antipolis (FR)	MERIC-Net , Mediterranean Network of National Information Centres on the Recognition of Qualifications
Erasmus+ CBHE	573684-EPP-1-2016-1-PS-EPPKA2-CBHE-JP	An-Najah Unversity (PS)	UniGov , Improving Governance Practices and Palestinian Higher Education Institutions
Erasmus+ CBHE	573522-EPP-1-2016-1-FR-EPPKA2-CBHE-JP	Université d'Aix-Marseille (FR)	EuNIT , European project design and management In the South MediTerranean region
Erasmus+ CBHE	573778-EPP-1-2016-1-ITEPPKA2-CBHE-SP	Consorzio Interuniversitario AlmaLaurea (IT)	TUNED , TUNisian Network for Employability and Development of graduates' skills
Erasmus+ KA2	2016-1-IT02-KA203-024430	UNIMED (IT)	inHERE , Higher Education supporting Refugees in Europe
Erasmus+ KA1	2016-1-IT02-KA107-023830	UNIMED (IT)	COMMO (II) , Cooperation in the Mediterranean and Western Balkan through Mobility of Students and Staff
Interreg MED (Horizontal projects)	1592	Malaga City Council (ES)	GO SUMP , Improving Sustainable Urban Mobility Plans & Measures in the Med
Interreg MED (Horizontal projects)	1549	European Topic Center- University of Malaga (ES)	PANACeA , Streamlining Networking and Management efforts in Mediterranean Protected Areas for Enhanced Natural Conservation and

			Protection
Interreg MED (Horizontal projects)	1610	Latin Arc (ES)	BleuTourMed , Maritime and Coastal Sustainable Tourism in the Mediterranean - Community building, Communication and Capitalisation
Erasmus+ CBHE	561651-EPP-1-2015-1-IT-EPPKA2-CBHE-JP	UNIMED (IT)	OpenMED , A bottom-up approach for opening up education in South-Mediterranean countries
Erasmus+ CBHE	561988-EPP-1-2015-1-IT-EPPKA2-CBHE-SP	UNIMED (IT)	RESUME , RESeaU Méditerranéen pour l'Employabilité
Erasmus+ CBHE	561548-EPP-1-2015-1-ES-EPPKA2-CBHE-SP	UB - Universitat de Barcelona (ES)	MIMIR , Modernisation of Institutional Management of Innovation and Research in South Neighboring countries
Erasmus+ CBHE	561654-EPP-1-2015-1-IT-EPPKA2-CBHE-JP	UNICAL - Università della Calabria (IT)	ENROL , Empowering and Networking the International Relationships Offices of the Libyan University System
Erasmus+ CBHE	561827-EPP-1-2015-1-IT-EPPKA2-CBHE-JP	University of Sassari (IT)	ILHAM-EC , Interuniversity Learning in Higher Education on Advanced land Management - Egyptian Country
Erasmus+ KA1	2015-1-IT02-KA108-014027	UNIMED (IT)	COMMO , Cooperation in the Mediterranean and Western Balkan through Mobility of Students and Staff
Erasmus+ KA2	2015-1-CY01-KA203-011856	EAEC, European Association of Erasmus Coordinators (CY)	EDIPUS , European Digital Portfolio for University Students
Horizon 2020	692523	Universidad Autonoma de Barcelona (ES)	5TOI 4EWAS , Quintuple Helix Approach to Targeted Open Innovation in Energy, Water, Agriculture in the South Mediterranean Neighborhood

P2_ Università di Pisa (UNIPI)			
Programme or initiative	Reference number	Beneficiary Organisation	Title of the Project
Erasmus + Programme	610590	Università di Pisa – Grant holder : Universiteit Gent	International Master of Science in Rural Dvelopment
Erasmus + Programme	2019-1-IT02-KA107-061955	Università di Pisa	International Credit Mobility KA 107
Erasmus + Programme	610091-EPP-1-2019-1-JO-EPPKA2-CBHE-JP	Università di Pisa – Grant holder : Jordan University of Science and Technology	Establishment of Intercalated Program in Basic Medical Sciences in Jordan
Erasmus + Programme	612678 Defence technologies	Università di Pisa	Alliance for Strategic Skills addressing Emerging Technologies in Defence
Erasmus + Programme	611685-EPP-1-2019-1-IT-EPPJMO-MODULE	Università di Pisa	European Law and Gender

Erasmus + Programme	611582-EPP-1-2019-1-IT-EPPJMO-MODULE	Università di Pisa	SOLIDARITY IN EUROPEAN UNION LAW
Erasmus + Programme	2018-1-IT02-KA107-047786	Università di Pisa	International Credit Mobility KA 107
Erasmus + Programme	2018-1-IT01-KA203-048286	Università di Pisa	ULISSE - Understanding, Learning and Improving Soft Skills for Employability
Erasmus + Programme	2018-1-SI01-KA203-047081	Università di Pisa – Grant holder : Univerza V Ljubljani	Interactive course for control theory
Erasmus + Programme	600494-EPP-1-2018-1-IT-EPPJMO-CHAIR	Università di Pisa	Small Area methods for Multidimensional Poverty and living conditions Indicators in EU
Erasmus + Programme	600494-EPP-1-2018-1-IT-EPPJMO-CHAIR	Università di Pisa	Small Area methods for Multidimensional Poverty and living conditions Indicators in EU
Erasmus + Programme	2017-1-IT02-KA107-036224	Università di Pisa	International Credit Mobility KA 107
Erasmus + Programme	586000-EPP-1-2017-1-PT-EPPKA2-CBHE-JP	Università di Pisa – Grant holder : Universidad do Porto	B-Learning Uzbekistan Veterinary Network
Erasmus + Programme	586264-EPP-1-2017-1-IT-EPPKA2-CBHE-JP	Università di Pisa	Development of Higher education institutions Internationalization Policies
Erasmus + Programme	575842-EPP-1-2016-1-PL-EPPKA2-K	Università di Pisa – Grant holder : INSTYTUT TECHNOLOGII EKSPLOATACJI-PANSTWOWY INSTYTUT BADAWCZY	Becoming Future-Oriented Entrepreneurs in universities and companies (beFORE)
Erasmus + Programme	2017-1-IT02-KA203-036980	Università di Pisa	SPRINT4.0 - Strategic PaRtnership for INdustry 4.0 innovation advanced Training
Erasmus + Programme	587663-EPP-1-2017-1-IT-EPPJMO-MODULE	Università di Pisa	Protecting the EU's financial interest: role of European Court of Auditors and the cooperation with italian Corte dei conti
Erasmus + Programme	587301-EPP-1-2017-1-IT-EPPJMO-MODULE	Università di Pisa	The Economics of European Regions: Theory, Empirics, and Policy
Erasmus + Programme	586997-EPP-1-2017-1-IT-EPPJMO-MODULE	Università di Pisa	Labour Economics in an European Perspective
Erasmus + Programme	2016-1-IT02-KA107-023568	Università di Pisa	International Credit Mobility KA 107
Erasmus + Programme	573760-EPP-1-2016-1-ES-EPPKA2-CBHE-JP	Università di Pisa – Grant holder : UNIVERSIDAD DE DEUSTO	Tuning Asia-South East

Erasmus + Programme	2016-1-HR01-KA203-022180	Università di Pisa – Grant holder : University of Osijek	European Information Science Education: encouraging mobility and learning outcomes harmonization (EINFOSE)
Erasmus + Programme	2016-1-IT02-KA203-024565	Università di Pisa	European framework for 'Knowledge Triangle' in the logistics sector
Erasmus + Programme	574998-EPP-1-2016-1-IT-EPPJMO-PROJECT	Università di Pisa	Development and Harmonisation of Socially Responsible Investment in the European Union
Erasmus + Programme	2015-1700/001-001	Università di Pisa – Grant holder : Universiteit Gent	International Master of science in Rural Development (IMRD)
Erasmus + Programme	2015-1-IT02-KA107-014705	Università di Pisa	International Credit Mobility KA 107
Erasmus + Programme	61630-EPP-1-2015-1-FR-EPPKA2-CBHE-JP	Università di Pisa – Grant holder : CENTRE INTERNATIONAL D'ETUDES SUPERIEURES EN SCIENCES AGRONOMIQUES DE MONTPELLIER	Universities as key partners for the new challenges regarding food safety & quality in ASEAN
Erasmus + Programme	2015-1-SK01-KA204-008930	Università di Pisa – Grant holder : SOSNA	Life from Soil
Erasmus + Programme	2015-1-IE01-KA201-008660	Università di Pisa – Grant holder : Sacred Heart Senior School	A Digital Journey in Europe
Erasmus + Programme	562148-EPP-1-2015-1-NL-EPPKA3-PI-FORWARD	Università di Pisa – Grant holder : University of Groningen	Measuring and Comparing Achievements of Learning Outcomes in Higher Education in Europe (CALOHEE)
Erasmus + Programme	565737-EPP-1-2015-1-IT-EPPJMO-CHAIR	Università di Pisa	Small area methods for monitoring of poverty and living condition in EU - SAMMPL-EU
Erasmus + Programme	564751-EPP-1-2015-1-IT-EPPJMO-MODULE	Università di Pisa	EU Migration Law, Human Rights and Democratic Principles" - EurMigL
Erasmus + Programme	554337-EPP-1-2014-1-IT-EPPKA2-KA	Università di Pisa	ENDuRE European Network of Design for Resilient Entrepreneurship
Erasmus + Programme	553280-EPP-1-2014-1-IT-EPPJMO-MODULE	Università di Pisa	Quantitative methods for the evaluation of European regional Policies
Erasmus + Programme	553260-EPP-1-2014-1-IT-EPPJMO-MODULE	Università di Pisa	Public economics for European Union
Erasmus + Programme	553224-EPP-1-2014-1-IT-EPPJMO-MODULE	Università di Pisa	European water utility management: promoting innovation within the water industry and

			spreading knowledge on relevant and cutting edge water utility issues
HORIZON 2020	859752	UNIPI BENEFICIARY	Helical systems for chiral organic light emitting diodes
HORIZON 2020	860630	UNIPI BENEFICIARY	Artificial Intelligence without Bias
HORIZON 2020	860956	UNIPI BENEFICIARY	Advancing Space Access Capabilities - Reusability and Multiple Satellite Injection
HORIZON 2020	862448	UNIPI BENEFICIARY	Sustainable Hub to Engage into Rural Policies with Actors
HORIZON 2020	862739	UNIPI BENEFICIARY	Mountain Valorization through Interconnectedness and Green Growth
HORIZON 2020	862740	UNIPI BENEFICIARY	Improving nutrition in Africa by strengthening the diversity, sustainability, resilience and connectivity of food systems
HORIZON 2020	862993	UNIPI BENEFICIARY	AGROforestry and MIXed farming systems - Participatory research to drive the transition to a resilient and efficient land use in Europe
HORIZON 2020	863258	UNIPI BENEFICIARY	Origami electronics for three dimensional integration of computational devices
HORIZON 2020	864584	UNIPI BENEFICIARY	Next Generation of SMART Active Inceptor for Tilt Rotor Application
HORIZON 2020	869227	UNIPI BENEFICIARY	INclusive Health And wellBeing In small and medium size ciTies
HORIZON 2020	869300	UNIPI BENEFICIARY	Climate Change and Future Marine Ecosystem Services and Biodiversity
HORIZON 2020	870661	UNIPI BENEFICIARY	Enhanced migration measures from a multidimensional perspective
HORIZON 2020	871042	UNIPI BENEFICIARY	SoBigData++: European Integrated Infrastructure for Social Mining and Big Data Analytics
HORIZON 2020	871174	UNIPI BENEFICIARY	High Performance Embedded Architecture and Compilation
HORIZON 2020	871237	UNIPI BENEFICIARY	Socio-physical Interaction

			Skills for Cooperative Human-Robot Systems in Agile Production
HORIZON 2020	872053	UNIPI BENEFICIARY	Recovering carbon from contaminated matrices by exploiting the nitrogen and sulphur cycles
HORIZON 2020	872859	UNIPI BENEFICIARY	REsearch INfrastructures FOR Citizens in Europe
HORIZON 2020	875131	UNIPI BENEFICIARY	Electric Vehicle Charging Infrastructure for improved User Experience
HORIZON 2020	875565	UNIPI BENEFICIARY	Computer aided desing for next generation flow batteries
HORIZON 2020	881603	UNIPI BENEFICIARY	Graphene Flagship Core Project 3
HORIZON 2020	886538	UNIPI BENEFICIARY	Next Generation Smart Active Inceptors System development for Tilt Rotor application
HORIZON 2020	887648	UNIPI BENEFICIARY	RECOVER project will apply biotech solutions that will include symbiotic powered microorganisms-insects consortia that improve the biodegradation and high valorization of agroplastic wastes.
HORIZON 2020	945268	UNIPI BENEFICIARY	Translational approaches to disease modifying therapy of type 1 diabetes - HARVESTing the fruits of INNODIA
HORIZON 2020	945548	UNIPI BENEFICIARY	REGIONAL AIRCRAFT 2020-2021
HORIZON 2020	858199	UNIPI COORDINATOR	INTENSE: particle physics experiments at the intensity frontier. A cooperative Europe - United States effort.
HORIZON 2020	862714	UNIPI COORDINATOR	In-vivo Gene Editing by NanotransducErs
HORIZON 2020	871385	UNIPI COORDINATOR	A computing toolkit for building efficient autonomous applications leveraging humanistic intelligence
HORIZON 2020	872767	UNIPI COORDINATOR	Next Generation Taxonomy: Ciliophora and their bacterial symbionts as a proof of concept
HORIZON 2020	813234	UNIPI BENEFICIARY	modelling and pRedicting

			Human decision-making Using Measures of subconscious Brain processes through mixed reality interfaces and biOmetric signals
HORIZON 2020	813367	UNIPI BENEFICIARY	POLLution Know-how and Abatement
HORIZON 2020	813644	UNIPI BENEFICIARY	Stardust Reloaded
HORIZON 2020	814225	UNIPI BENEFICIARY	DIGital MANufacturing Technologies for Zero-defect Industry 4.0 Production
HORIZON 2020	814410	UNIPI BENEFICIARY	Active aGelng and Osteoporosis: The next challenge for smarT nanobiOmaterials and 3D technologies
HORIZON 2020	814517	UNIPI BENEFICIARY	Sheet metal forming testing hub
HORIZON 2020	817949	UNIPI BENEFICIARY	CONtract SOLutions for Effective and lasting delivery of agri-environmental-climate public goods by EU agriculture and forestry
HORIZON 2020	818190	UNIPI BENEFICIARY	Co-design of novel contract models for innovative agri-environmental-climate measures and for valorisation of environmental public goods
HORIZON 2020	818515	UNIPI BENEFICIARY	Brilliant Researchers Impact on Growth Health and Trust in Research
HORIZON 2020	820437	UNIPI BENEFICIARY	Toward AI Systems That Augment and Empower Humans by Understanding Us, our Society and the World Around Us
HORIZON 2020	821105	UNIPI BENEFICIARY	Low-carbon society: an enhanced modelling tool for the transition to sustainability
HORIZON 2020	821623	UNIPI BENEFICIARY	Favoriser l'intégration des jeunes migrants à travers de nouveaux outils de communication
HORIZON 2020	825585	UNIPI BENEFICIARY	HELIOS: A Context-aware Distributed Social Networking Framework
HORIZON 2020	826494	UNIPI BENEFICIARY	PRedictive In-silico Multiscale Analytics to

			support cancer personalized diagnosis and prognosis, Empowered by imaging biomarkers
HORIZON 2020	826647	UNIPI BENEFICIARY	SGA1 (Specific Grant Agreement 1) OF THE EUROPEAN PROCESSOR INITIATIVE (EPI)
HORIZON 2020	826653	UNIPI BENEFICIARY	Integrated, Fail-Operational, Cognitive Perception, Planning and Control Systems for Highly Automated Vehicles
HORIZON 2020	831434	UNIPI BENEFICIARY	Identification of the Molecular Mechanisms of non-response to Treatments, Relapses and Remission in Autoimmune, Inflammatory, and Allergic Conditions
HORIZON 2020	847441	UNIPI BENEFICIARY	MANAGEMENT AND UNCERTAINTIES OF SEVERE ACCIDENTS
HORIZON 2020	818194	UNIPI COORDINATOR	Digitisation: Economic and Social Impacts in Rural Areas
HORIZON 2020	822185	UNIPI COORDINATOR	INTENSE: particle physics experiments at the high intensity frontier, from new physics to spin-offs. A cooperative Europe - United States - Japan effort.
HORIZON 2020	824153	UNIPI COORDINATOR	Promoting social interaction through emotional body odours
HORIZON 2020	825213	UNIPI COORDINATOR	Wearable Applications enabled by electronic Systems on Paper
HORIZON 2020	829035	UNIPI COORDINATOR	Quantum Engineering for Machine Learning
HORIZON 2020	843361	UNIPI COORDINATOR	GIs and 'Segnorine': an Entangled History of Post-war Sex Work (1943-1954)
HORIZON 2020	848201	UNIPI COORDINATOR	Implementation of early detection and early intervention service delivery in infants at risk for cerebral palsy to promote infants' psychomotor development and

			maternal health
HORIZON 2020	851541	UNIPI COORDINATOR	Next RENEwable multi-GENERation technology enabled by TWO-phase fluids machines
HORIZON 2020	856998	UNIPI COORDINATOR	PERSONALISED RECOVERY THROUGH A MULTI-USER ENVIRONMENT: VIRTUAL REALITY FOR REHABILITATION
HORIZON 2020	813170	UNIPI PARTNER ORGANIZATION	Advanced Visual and Geometric Computing for 3D Capture, Display, and Fabrication
HORIZON 2020	813782	UNIPI PARTNER ORGANIZATION	AuTonomous intraLuminAl Surgery
HORIZON 2020	760813	UNIPI BENEFICIARY	Physiologically Anchored Tools for Realistic nanOmateriAL hazard aSessment
HORIZON 2020	768686	UNIPI BENEFICIARY	An integrated POC solution for non-invasive diagnosis and therapy monitoring of Heart Failure patients
HORIZON 2020	770643	UNIPI BENEFICIARY	MAKING Sustainable development and WELL-being frameworks work for policy analysis
HORIZON 2020	773418	UNIPI BENEFICIARY	Better Rural Innovation: Linking Actors, Instruments and Policies through Networks
HORIZON 2020	776262	UNIPI BENEFICIARY	Artificial Intelligence Data Analysis
HORIZON 2020	779656	UNIPI BENEFICIARY	High Performance and Embedded Architecture and Compilation
HORIZON 2020	780883	UNIPI BENEFICIARY	subTerranean Haptic INvestiGator
HORIZON 2020	785219	UNIPI BENEFICIARY	Graphene Flagship Core Project 2
HORIZON 2020	786668	UNIPI BENEFICIARY	Civil Cyber Range Platform for a novel approach to cybersecurity threats simulation and professional training
HORIZON 2020	800687	UNIPI BENEFICIARY	DEtection of Steel DEfects by Enhanced MONitoring and Automated procedure for self-inspection and maintenance
HORIZON 2020	800699	UNIPI BENEFICIARY	FULLY DISSIPATIVE AND

			EASILY REPAIRABLE DEVICES FOR RESILIENT BUILDINGS WITH COMPOSITE STEEL-CONCRETE STRUCTURES
HORIZON 2020	800928	UNIPI BENEFICIARY	European Processor Initiative
HORIZON 2020	807089	UNIPI BENEFICIARY	Regional Aircraft
HORIZON 2020	809859	UNIPI BENEFICIARY	Common Spaces for Integration of Rome
HORIZON 2020	769736	UNIPI COORDINATOR	Integrating patients reported outcomes, clinical data and quality indicators to physician driven data in clinical management of chronic rheumatic diseases: the paradigm of Systemic Lupus Erythematosus
HORIZON 2020	770047	UNIPI COORDINATOR	Printable Electronics on Paper through 2D materials based inks
HORIZON 2020	786714	UNIPI COORDINATOR	Light-Induced Function: from Excitation to Signal through Time and Space
HORIZON 2020	791122	UNIPI COORDINATOR	Lattice gauge theories studies of timely theoretical and phenomenological questions in strongly coupled quantum field theories.
HORIZON 2020	801715	UNIPI COORDINATOR	Biomarkers of individual differences in human cortical visual processing
HORIZON 2020	758903	UNIPI COORDINATOR	Charting the space of Conformal Field Theories: a combined nuMerial and Analytical aPproach
HORIZON 2020	773406	UNIPI THIRD PARTY	Optimal System-Mix Of flexibility Solutions for European electricity
HORIZON 2020	773897	UNIPI THIRD PARTY	SYNERGISTIC APPROACH OF MULTI-ENERGY MODELS FOR AN EUROPEAN OPTIMAL ENERGY SYSTEM MANAGEMENT TOOL
HORIZON 2020	783158	UNIPI THIRD PARTY	first and euRopEAn siC eigTh Inches piLOt liNe
HORIZON 2020	801075	UNIPI THIRD PARTY	Non-Invasive Chemistry Imaging in the whole human body
HORIZON 2020	722022	UNIPI BENEFICIARY	Personal Technologies for Affective Health
HORIZON 2020	722944	UNIPI BENEFICIARY	Brilliant Researchers

			Impact on Growth Health and Trust in research.
HORIZON 2020	727321	UNIPI BENEFICIARY	Integrated Weed Management: PRACTical Implementation and Solutions for Europe
HORIZON 2020	727672	UNIPI BENEFICIARY	Fostering sustainable legume-based farming systems and agri-feed and food chains in the EU
HORIZON 2020	727988	UNIPI BENEFICIARY	Rural-Urban Outlooks: Unlocking Synergies
HORIZON 2020	730998	UNIPI BENEFICIARY	Integrating Research Infrastructure for European expertise on Inclusive Growth from data to policy
HORIZON 2020	731944	UNIPI BENEFICIARY	HARMONization and integrative analysis of regional, national and international Cohorts on primary Sjögren's Syndrome (pSS) towards improved stratification, treatment and health policy making
HORIZON 2020	732737	UNIPI BENEFICIARY	Intra-Logistics with Integrated Automatic Deployment: safe and scalable fleets in shared spaces
HORIZON 2020	734303	UNIPI BENEFICIARY	NEw WindowS on the universe and technological advancements from trilateral EU-US-Japan collaboration
HORIZON 2020	737017	UNIPI BENEFICIARY	Mid- and far-IR optoelectronic devices based on Bose-Einstein condensation
HORIZON 2020	737093	UNIPI BENEFICIARY	Spinoptical nanoantenna-assisted magnetic storage at few nanometers on femtosecond timescale
HORIZON 2020	737417	UNIPI BENEFICIARY	300mm Pilot Line for Smart Power and Power Discretes
HORIZON 2020	737469	UNIPI BENEFICIARY	Advancing fail-aware, fail-safe, and fail-operational electronic components, systems, and architectures for fully automated driving to make future mobility

			safer, affordable, and end-user acceptable.
HORIZON 2020	745766	UNIPI BENEFICIARY	Advanced BIObased polyurethanes and fibres for the autoMOTIVE industry with increased environmental sustainability
HORIZON 2020	745982	UNIPI BENEFICIARY	FATigue STrength of COLD-formed structural steel details
HORIZON 2020	754092	UNIPI BENEFICIARY	Valorisation of knowledge for specific profiled steel sheets,
HORIZON 2020	755439	UNIPI BENEFICIARY	New Approach to Reactor Safety ImprovementS
HORIZON 2020	761349	UNIPI BENEFICIARY	TEchnology TRAnsfer via Multinational Application eXperiments
HORIZON 2020	723149	UNIPI COORDINATOR	Prandtlplane ARchitecture for the Sustainable Improvement of Future AirPlanes
HORIZON 2020	731053	UNIPI COORDINATOR	Euro-African Open Biomedical Engineering e-Platform for Innovation through Education
HORIZON 2020	731974	UNIPI COORDINATOR	Video Optical See-Through Augmented Reality surgical System
HORIZON 2020	754102	UNIPI COORDINATOR	Advanced structural solutions for automated STEELrack supported WAREhouses
HORIZON 2020	731103	UNIPI THIRD PARTY	EUMarineRobots
HORIZON 2020	737434	UNIPI THIRD PARTY	Innovative smart components, modules and appliances for a truly connected, efficient and secure smart grid
HORIZON 2020	745839	UNIPI THIRD PARTY	High performance functional bio-based polymers for skin-contact products in biomedical, cosmetic and sanitary industry
HORIZON 2020	115881	UNIPI BENEFICIARY	Assessing risk and progression of prediabetes and type 2 diabetes to enable disease modification - Sofia ref.: 115881
HORIZON 2020	653941	UNIPI BENEFICIARY	Flexible Fossil Power Plants for the Future Energy Market through new and advanced

			Turbine Technologies
HORIZON 2020	654024	UNIPI BENEFICIARY	SoBigData Research Infrastructure
HORIZON 2020	654935	UNIPI BENEFICIARY	thermal hydraulics Simulations and Experiments for the Safety Assessment of MEtal cooled reactors
HORIZON 2020	662186	UNIPI BENEFICIARY	MYRRHA Research and Transmutation Endeavour
HORIZON 2020	667191	UNIPI BENEFICIARY	Development of a systems biomedicine approach for risk identification, prevention and treatment of type 2 diabetes
HORIZON 2020	677363	UNIPI BENEFICIARY	Small farms, small food businesses and sustainable food security
HORIZON 2020	687698	UNIPI BENEFICIARY	High Performance and Embedded Architecture and Compilation
HORIZON 2020	688857	UNIPI BENEFICIARY	Synergy-based Open-source Foundations and Technologies for Prosthetics and RehabilitatiOn
HORIZON 2020	692249	UNIPI BENEFICIARY	Smart Integration of Genetics with Sciences of the Past in Croatia: Minding and Mending the Gap
HORIZON 2020	699328	UNIPI BENEFICIARY	Satcom and terrestrial architectures improving performance, security and safety in ATM
HORIZON 2020	709434	UNIPI BENEFICIARY	Valorization of innovative anti-seismic devices
HORIZON 2020	709807	UNIPI BENEFICIARY	LASER TECHNOLOGY FOR INNOVATIVE CONNECTIONS IN STEEL CONSTRUCTION
HORIZON 2020	710583	UNIPI BENEFICIARY	Exploiting Ubiquitous Computing, Mobile Computing and the Internet of Things to promote Science Education
HORIZON 2020	689691	UNIPI COORDINATOR	NEurobehavioural predictiVE and peRsonalised Modelling of depresslve symptoms duriNg primary somatic Diseases with ICT-enabled self-

			management procedures
HORIZON 2020	693548	UNIFI COORDINATOR	Archaeological Automatic Interpretation and Documentation of cEramics
HORIZON 2020	713998	UNIFI COORDINATOR	Geometry of Metric groups
HORIZON 2020	115797	UNIFI BENEFICIARY	Translational approaches to disease modifying therapy of type 1 diabetes: an innovative approach towards understanding and arresting type 1 diabetes – Sofia ref.: 115797
HORIZON 2020	633571	UNIFI BENEFICIARY	Embedding crop diversity and networking for local high quality food systems
HORIZON 2020	634453	UNIFI BENEFICIARY	Towards the elimination of iodine deficiency and preventable thyroid-related diseases in Europe
HORIZON 2020	635577	UNIFI BENEFICIARY	Sustainable finance for sustainable agriculture and fisheries
HORIZON 2020	640190	UNIFI BENEFICIARY	European Curation of Astromaterials Returned from the Exploration of Space
HORIZON 2020	642294	UNIFI BENEFICIARY	Theoretical Chemistry and Computational Modelling
HORIZON 2020	643238	UNIFI BENEFICIARY	Supramolecularly engineered architectures for optoelectronics and photonics: a multi-site initial training action
HORIZON 2020	643694	UNIFI BENEFICIARY	A co-operative mHEALTH environment targeting adherence and management of patients suffering from Heart Failure
HORIZON 2020	644235	UNIFI BENEFICIARY	Refactoring Parallel Heterogeneous Resource-Aware Applications - a Software Engineering Approach
HORIZON 2020	644866	UNIFI BENEFICIARY	Scalable and Secure Infrastructures for Cloud Operations
HORIZON 2020	645599	UNIFI BENEFICIARY	Soft-bodied intelligence for Manipulation

HORIZON 2020	653511	UNIFI BENEFICIARY	Range of Electric SOLUTIONS for L-category VEHICLES
HORIZON 2020	653933	UNIFI BENEFICIARY	R2 extension to 300mm for BCD Smart Power and Power Discrete
HORIZON 2020	662192	UNIFI BENEFICIARY	Integrated Components for Complexity Control in affordable electrified cars
HORIZON 2020	671461	UNIFI BENEFICIARY	Improving Hydrogen Safety for Energy Applications (HySEA) through pre-normative research on vented deflagrations
HORIZON 2020	671563	UNIFI BENEFICIARY	Flexible and efficient hardware/software platforms for 5G network elements and devices
HORIZON 2020	696656	UNIFI BENEFICIARY	Graphene-based disruptive technologies
HORIZON 2020	645771	UNIFI COORDINATOR	ChipLess Multisensor Rfid for Green Networks
HORIZON 2020	656753	UNIFI COORDINATOR	Innovative high temperature thermal energy storage concept for CSP plants exceeding 50% efficiency
HORIZON 2020	669668	UNIFI COORDINATOR	Understanding the mass scales in nature
HORIZON 2020	633053	UNIFI THIRD PARTY	Implementation of activities described in the Roadmap to Fusion during Horizon 2020 through a Joint programme of the members of the EUROfusion consortium
HORIZON 2020	641191	UNIFI THIRD PARTY	Bringing Citizen, Models and Data together in Participatory, Interactive Social Exploratories
HORIZON 2020	645141	UNIFI THIRD PARTY	Widely scalable Mobile Underwater Sonar Technology
HORIZON 2020	646178	UNIFI THIRD PARTY	Nanomaterials for conservation of European architectural heritage developed by research on characteristic lithotypes
HORIZON 2020	652642	UNIFI THIRD PARTY	Space for Agricultural Innovation

P3_ University of Oslo (UiO)

Programme or initiative	Reference number	Beneficiary Organisation	Title of the Project
H2020-SwafS-2018-2-two-stage	824522	UNIVERSITETET I OSLO	Science education for action and engagement towards sustainability
H2020-LC-SC3-2018-NZE-CC	838077	AGENCIA ESTATAL CONSEJO SUPERIOR DE INVESTIGACIONES CIENTIFICAS	Direct electrocatalytic conversion of CO2 into chemical energy carriers in a co-ionic membrane reactor
H2020-MSCA-IF-2018	838164	UNIVERSITETET I OSLO, mono	American Norwegian Sound Systems and Language Contact
H2020-MSCA-IF-2018	838445	UNIVERSITETET I OSLO, mono	Infinity in Mathematics: A Philosophical analysis of Critical Views of Infinity
H2020-MSCA-IF-2018	839290	UNIVERSITETET I OSLO, mono	Language switching and script mixing: multilingual landscapes of medieval Scandinavia
H2020-MSCA-IF-2018	839295	UNIVERSITETET I OSLO, mono	Finding Flow: Negotiating diverse temporalities in migrant family life
H2020-MSCA-IF-2018	840913	UNIVERSITETET I OSLO, mono	Women Writing Saints: Proto-feminist Discourses in Religious texts written by Women in Counter-Reformation Italy
H2020-MSCA-IF-2018	841844	UNIVERSITETET I OSLO, mono	Translational Traditions and Imaginaries: A Comparative History of Petrarch's Canzoniere in French and English
H2020-MSCA-IF-2018	842363	UNIVERSITETET I OSLO, mono	Looking for the Impersonal Core -- Impersonal Pronouns across Germanic languages

H2020-MSCA-IF-2018	845625	UNIVERSITETET I OSLO, mono	Authoritarianism and Messianic Conceptions of Politics in Turkey 1850-2015
H2020-MSCA-IF-2018	846982	UNIVERSITETET I OSLO, mono	Recording the Borders: Sounding Displacement and Integration in Europe
NFRP-2018	847594	HELMHOLTZ-ZENTRUM DRESDEN-ROSSENDORF EV	Accelerator and Research reactor Infrastructures for Education and Learning
H2020-SC1-2019-Two-Stage-RTD	847776	UNIVERSITETET I OSLO	Predicting comorbid cardiovascular disease in individuals with mental disorder by decoding disease mechanisms
H2020-SC1-2019-Two-Stage-RTD	847912	UNIVERSITETET I OSLO	RESISTANCE UNDER COMBINATORIAL TREATMENT IN ER+ AND ER- BREAST CANCER.
ERC-2019-STG	851121	UNIVERSITETET I OSLO, mono	Protection without Ratification? International Refugee Law beyond States Parties to the 1951 Refugee Convention
ERC-2019-STG	851132	UNIVERSITETET I OSLO, mono	Between Sea and City: Ethnographic explorations of infrastructure, work, and place around leading urban container ports
ERC-2019-STG	851149	UNIVERSITETET I OSLO, mono	How Work Organizations Shape Ethnic Stratification across Immigrant Generations: Assimilation, Segregation, and Workplace Contexts
ERC-2019-STG	852190	UNIVERSITETET I OSLO, mono	CoFutures: Pathways to

			Possible Presents
ERC-2019-STG	853211	UNIVERSITETET I OSLO, mono	The Developing Communicator: Pragmatics, Sense Conventions and Non-Literal Uses of Language
H2020-JTI-IMI2-2018-15-two-stage	853988	FRAUNHOFER GESELLSCHAFT FOERDERUNG ANGEWANDTEN FORSCHUNG E.V. ZUR DER	Immune Safety Avatar: nonclinical mimicking of the immune system effects of immunomodulatory therapies
ERC-2019-SyG	856446	UNIVERSITETET I OSLO	Unravelling the secrets of Cu-based catalysts for C-H activation
H2020-INFRAEOSC-2018-3	857652	NordForsk	EOSC-Nordic
H2020-MSCA-RR-2018	857742	NATIONAL UNIVERSITY OF IRELAND MAYNOOTH	INITIATIVE TO SUPPORT, PROMOTE, AND INTEGRATE RESEARCHERS@RISK IN EUROPE
H2020-MSCA-ITN-2019	859910	UNIVERSITETET I TROMSOE - NORGES ARKTISKE UNIVERSITET	Cooperation towards a sustainable chemical industry
H2020-MSCA-ITN-2019	859962	UNIVERSITAET STUTTGART	Exploitation of the SECRETory pathway for cancer therapy to address European research
H2020-MSCA-ITN-2019	860035	UNIVERSITETET I OSLO	Secretion, Autophagy and their role in Neurodegeneration
H2020-MSCA-ITN-2019	860044	MEDIZINISCHE UNIVERSITAT INNSBRUCK	Complement Regulation and Variations in Opportunistic infectionS
H2020-MSCA-ITN-2019	860383	UNIVERSITE DE RENNES I	SIGNAL PROPAGATION IN SOURCE TO SINK for the FUTUre of earth Ressources and Energies
H2020-MSCA-ITN-2019	860592	UNIVERSITAT LINZ	Proton transport

			and proton-coupled transport
ERC-2019-COG	863486	UNIVERSITETET I OSLO, mono	The Emergence, Life, and Demise of Autocratic Regimes
ERC-2019-COG	864174	UNIVERSITETET I OSLO, mono	Musical and Poetic Creativity for A Unique Moment in the Western Christian Liturgy, c.1000-1500
ERC-2019-COG	865805	UNIVERSITETET I OSLO, mono	Outsourcing cancer immunity to healthy donors
ERC-2019-COG	865971	UNIVERSITETET I OSLO, mono	Storyworlds in Transition: Coptic Apocrypha in Changing Contexts in the Byzantine and Early Islamic Periods
ERC-2019-COG	866357	UNIVERSITETET I OSLO, mono	4DSpace: integrated study for space weather at high latitudes
H2020-SC6-MIGRATION-2019	870299	UNIVERSITY OF SOUTHAMPTON	Quantifying Migration Scenarios for Better Policy
H2020-SC6-TRANSFORMATIONS-2019	870612	KATHOLIEKE UNIVERSITEIT LEUVEN	Youth Skills
H2020-SC6-GOVERNANCE-2019	870722	UNIVERSITE DE LAUSANNE	Trust in Governance and Regulation in Europe
H2020-SC6-MIGRATION-2019	870787	CENTRE FOR EUROPEAN POLICY STUDIES	Global Asylum Governance and European Union's Role
H2020-SC6-GOVERNANCE-2019	870789	EUROPEAN UNIVERSITY INSTITUTE	Differentiation: Clustering Excellence
H2020-SC6-GOVERNANCE-2019	870883	UNIVERSITY COLLEGE DUBLIN, NATIONAL UNIVERSITY OF IRELAND, DUBLIN	Policy, Expertise, and Trust in Action
H2020-SC6-TRANSFORMATIONS-2019	871018	LEIBNIZ-INSTITUT FUR MEDIENFORSCHUNG/HANS-BREDOW-INSTITUT	CORE - Children Online: Research and Evidence. A knowledge base on children and youth in the digital world
H2020-INFRAIA-2019-1	871034	CONSIGLIO NAZIONALE	Integrating

		DELLE RICERCHE	Platforms for the European Research Infrastructure ON Heritage Science
H2020-INFRADEV-2019-2	871043	STICHTING NATURALIS BIODIVERSITY CENTER	Distributed System of Scientific Collections - Preparatory Phase Project
H2020-INFRADEV-2019-2	871075	EUROPEAN MOLECULAR BIOLOGY LABORATORY	Connect and align ELIXIR Nodes to deliver sustainable FAIR life-science data management services
H2020-INFRADEV-2019-2	871096	EATRIS ERIC	Consolidating the capacities of EATRIS-ERIC for Personalised Medicine
H2020-INFRAIA-2019-1	871120	LUNDS UNIVERSITET	International Network for Terrestrial Research and Monitoring in the Arctic
H2020-ICT-2019-2	871643	UNIVERSITETET I OSLO	Modelling and Orchestrating heterogeneous Resources and Polymorphic applications for Holistic Execution and adaptation of Models In the Cloud
H2020-SC1-2019-Single-Stage-RTD	874739	OULUN YLIOPISTO	Dynamic longitudinal exposome trajectories in cardiovascular and metabolic Non-communicable diseases
H2020-SC1-2019-Single-Stage-RTD	874866	HELMHOLTZ-ZENTRUM FUR INFektionsFORSCHUNG GMBH	Indo-European Consortium for Next Generation Influenza Vaccine Innovation
H2020-SC1-DTH-2019	875192	UNIVERSITA DEGLI STUDI DI MILANO	Big Data Models and Intelligent tools for Quality of Life monitorinBig Data

			Models and Intelligent tools for Quality of Life monitoring and participatory empowerment of head and neck cancer survivors
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P4_ Universidad de Murcia (UMU)			
Programme or initiative	Reference number	Beneficiary Organisation	Title of the Project
Erasmus+ KA2 CBHE	609826-EPP-1-2019-1-ESEPPKA2-CBHE-JP	UNIVERSIDAD DE MURCIA	EQUAM-LA- Enhancing QUALity Management & Recognition in Latin American universities to underpin the Latin American Higher Education Space
Erasmus+ KA2 CBHE	609979-EPP-1-2019-1-ESEPPKA2-CBHE-JP	UNIVERSIDAD DE MURCIA	Biolaw as global tool for Human Rights Protection ProBiolaw
Erasmus+ Jean Monnet	610698-EPP-1-2019-1-ES-EPPJMO-CHAIR	UNIVERSIDAD DE MURCIA	"ASPECTOS CULTURALES DE LA INTEGRACIÓN EUROPEA" (ACIE)
Erasmus+ Jean Monnet	611325-EPP-1-2019-1-ES-EPPJMO-MODULE	UNIVERSIDAD DE MURCIA	"VICTIMOLOGY: NEW CHALLENGES FOR EUROPE"
ERASMUS+ KA201 Strategic Partnership	2019-1-ES01-KA201-065597	UNIVERSIDAD DE MURCIA	AROSE: Advancing and Reassessing Oral Skills for English
ERASMUS+ KA204 Strategic Partnership	2019-1-ES01-KA204-065201	UNIVERSIDAD DE MURCIA	ALL HANDS ON DECK "European work heritage in shipwright for present and future"
ERASMUS+ KA203 Strategic Partnership	2019-1-ES01-KA203-064439	FUNDACIÓN UNIVERSIDAD SAN JORGE (SPAIN)	REACTME: RESEARCH & ACTION AND TRAINING IN MEDICAL INTERPRETING
ERASMUS+ KA203 Strategic Partnership	2019-1-ES01-KA203-064907	FUNDACIÓN ONCE (SPAIN)	EUROPEAN NETWORK OF INCLUSIVE UNIVERSITIES. EUNI4ALL
ERASMUS+ KA201 Strategic Partnership	2019-1-UK01-KA201-061536	INTERNATIONAL LINKS (GLOBAL) LTD, UK	All through schools
ERASMUS+ KA201 Strategic Partnership	2019-1-IE01-KA201-051528	UNIVERSIDAD DE MURCIA	Big Ideas for Better Schools: Leading 'Big Issue' transformation in schools – Diversity, Democracy and

			Equity
ERASMUS+KA3	2018-3293/001-001	INOVA+ PORTUGAL	Citizen-cultural heritage: Creating a new generation of ambassadors through education and training (ouRoute)
H2020	ERC-2018-COG	UNIVERSIDAD DE MURCIA (SPAIN)	819134 – ECHO –
H2020	H2020-SU-ICT-2018-2	JOHANN WOLFGANG GOETHE-UNIVERSITÄTFRANKFURT AM MAIN (GERMANY)	830929 - CyberSec4Europe
H2020	H2020-SC1-2018-Single-Stage-RTD	CONSORCIO CENTRO DE INVESTIGACION BIOMEDICA EN RED M.P. (SPAIN)	825546 - DIABFRAIL-LATAM
H2020	H2020-SGA-INFRA-GEANT-2018 (Third Party)	GEANT VERENIGING (NETHERLANDS)	856726 - GN4-3
H2020	777222 – ATTRACT-ATTRACT Call –	EUROPEAN ORGANIZATION FOR NUCLEAR RESEARCH (CERN) (SWITZERLAND)	MOMENTO (Third Party)
H2020	H2020-DT-2018-2	WATERFORD INSTITUTE OF TECHNOLOGY (IRELAND)	857202 - DEMETER -
H2020	H2020-SFS-2019-1	UNIVERSITAT AUTONOMA DE BARCELONA (SPAIN)	862919 - CLEARFARM
H2020	H2020-ICT-2019-2	FUNDACIO PRIVADA I2CAT, INTERNET I INNOVACIO DIGITAL A CATALUNYA (SPAIN)	871533 - 5GZORRO
H2020	H2020-ICT-2019-2	EURESCOM (GERMANY)	871808 - INSPIRE-5Gplus
H2020	Call 2018 Section 1 Water - Art.169/185 PRIMA	UNIVERSIDAD DE MURCIA (SPAIN)	1821 - WATERMED 4.0
TENDER	CPN/2018/OCS/10023	NATIONAL INSTITUTE OF PUBLIC HEALTH AND THE ENVIRONMENT (RIVM) (NETHERLANDS)	ECDC/2019/020 - VECTOR-NEXT
H2020	ERC-2018-COG	UNIVERSIDAD DE MURCIA (SPAIN)	819134 – ECHO
H2020	H2020-SU-ICT-2018-2	JOHANN WOLFGANG GOETHE-UNIVERSITÄTFRANKFURT AM MAIN (GERMANY)	830929 - CyberSec4Europe -
H2020	H2020-SC1-2018-Single-Stage-RTD	CONSORCIO CENTRO DE INVESTIGACION BIOMEDICA EN RED M.P. (SPAIN)	825546 - DIABFRAIL-LATAM
H2020	856726 - GN4-3 - H2020-SGA-INFRA-GEANT-2018 (Third Party)	GEANT VERENIGING (NETHERLANDS)	856726 - GN4-3
H2020	777222 – ATTRACT-ATTRACT Call	EUROPEAN ORGANIZATION FOR NUCLEAR RESEARCH (CERN) (SWITZERLAND)	MOMENTO (Third Party)
H2020	H2020-DT-2018-2	WATERFORD INSTITUTE OF TECHNOLOGY (IRELAND)	857202 - DEMETER
H2020	H2020-SFS-2019-1	UNIVERSITAT AUTONOMA DE BARCELONA (SPAIN)	862919 - CLEARFARM
H2020	H2020-ICT-2019-2	FUNDACIO PRIVADA I2CAT, INTERNET I INNOVACIO DIGITAL A	871533 - 5GZORRO

		CATALUNYA (SPAIN)	
H2020	H2020-ICT-2019-2	EURESCOM (GERMANY)	871808 - INSPIRE-5Gplus
H2020	Call 2018 Section 1 Water - Art.169/185 PRIMA	UNIVERSIDAD DE MURCIA (SPAIN)	1821 - WATERMED 4.0
TENDER	CPN/2018/OCS/10023	NATIONAL INSTITUTE OF PUBLIC HEALTH AND THE ENVIRONMENT (RIVM) (NETHERLANDS)	ECDC/2019/020 - VECTOR-NEXT
H2020	ERC-2018-COG	UNIVERSIDAD DE MURCIA (SPAIN)	819134 – ECHO
H2020	H2020-SU-ICT-2018-2	JOHANN WOLFGANG GOETHE-UNIVERSITÄT FRANKFURT AM MAIN (GERMANY)	830929 - CyberSec4Europe
H2020	H2020-SC1-2018-Single-Stage-RTD	CONSORCIO CENTRO DE INVESTIGACION BIOMEDICA EN RED M.P. (SPAIN)	825546 - DIABFRAIL-LATAM
H2020	H2020-SGA-INFRA-GEANT-2018 (Third Party)	GEANT VERENIGING (NETHERLANDS)	856726 - GN4-3 -
H2020	777222 – ATTRACT-ATTRACT Call	EUROPEAN ORGANIZATION FOR NUCLEAR RESEARCH (CERN) (SWITZERLAND)	857202 - DEMETER -
H2020	H2020-DT-2018-2	WATERFORD INSTITUTE OF TECHNOLOGY (IRELAND)	857202 - DEMETER
H2020	H2020-SFS-2019-1	UNIVERSITAT AUTONOMA DE BARCELONA (SPAIN)	862919 - CLEARFARM
H2020	H2020-ICT-2019-2	FUNDACIO PRIVADA I2CAT, INTERNET I INNOVACIO DIGITAL A CATALUNYA (SPAIN)	871533 - 5GZORRO

P5_University of Evora (UEVORA)			
Programme or initiative	Reference number	Beneficiary organization	Title of the project
	2019-1-BE02-KA201-060353	REFLECT -Raising awareness and stimulating Executive Functioning and social emotional Learning by integrating Evidence based strategies in the Classroom to empower pupils, Teachers and parents	TOPUNT GENT
	2019-1-ES01-KA203-065945	STUPS - Student Participation Without Borders	Universidad de Huelva
	862739-2	MOVING -Moutanin Valorization through Interconnectedness and Green Growth	UNIVERSIDAD DE CORDOBA
	864400	POCITYF -A POSitive Energy CITY	Labelec - estudos, desenvolvimento e

		Transformation Framework	actividades laboratorials sa
	SEP-210582162	ACTRIS IMP -Aerosol Clouds Trace Gases Research Infrastructure - Implementation Plan	Ilmatieteen Laitos (Finnish Meteorological Institute)
	NFRAIA-01-2018-2019	IPERION HS - Integrating Platforms for the European Research Infrastructure ON Heritage Science	Consiglio Nazionale delle Ricerche
	RIA Proposal number: 871081	AQUACOSM-plus - Network of Leading Ecosystem Scale Experimental AQUATIC MesoCOSM Facilities Connecting Rivers, Lakes, Estuaries and Oceans in Europe and beyond	Forschungsverbund Berlin
	837754	Strategy CCUS - Strategic planning of regions and territories in Europe for low-carbon energy and industry through CCUS	BRGM - Bureau de Recherches Géologiques et Minières
	598846	DIGI-CHE-ASIA - Enhancing Digital Capacities in Higher Education for Asian Universities	National Technical University of Athens [NTUA]
Horizon 2020	H2020-SwafS-2017-1: 787289	GRECO -Fostering a Next Generation of European Photovoltaic Society through Open Science	Universidad Politécnica de Madrid
Horizon 2020	H2020-RUR-2017-2 773418	LIAISON -Better Rural Innovation: Linking Actors, Instruments and Policies through Networks	Hochschule für nachhaltige entwicklung eberswalde
Horizon 2020	H2020-MSCA-NIGHT-2018 SEP-21050425	SCICITY -Science in the City	Universidade de Lisboa
Horizon 2020	H2020-INFRAIA-2018-1 SEP-210489599	SFERA III -Solar Facilities for the European Research Area - Third Phase	CIEMAT - Centro de Investigaciones Energéticas, Medioambientales y Tecnológicas de Madrid
	598790-EPP-1-2018-1-	INSPIRE -Innovative	Università di Siena

	IT-EPPKA2-CBHE-SP	Governance Practices for Higher Education Institutions in Iraq	
	2018-1-TR01-KA203-058784	OPIECE -Outdoor-oriented Practices in Early Childhood Education Project	Sakarya University
	2018-1-UK01-KA203-048036	SHOUTOUT4SDGs -European Cooperation for Social Responsibility	Ambios, Ltd
	PI/2017/388-178	CEWP Lot 1 -Developing knowledge, policy recommendations and strengthening capacities on Water Management and Ecological security in the frame of the China Europe Water Platform (CEWP)_Lot 1	International Office for Water (IOWater)
	PI/2017/382-118	CEWP Lot 5 -Horizontal Activities Program under the PI-Supported China Europe Water Platform	Danish Environmental Protection Agency
	588241-EPP-1-2017-1-IT-EPPKA2-KA	SPARKLE -Sustainable Precision Agriculture	University of Florence
	LIFE16 ENV/PT/000411	LIFE ÁGUEDA -Conservation and management actions for migratory fish in the Vouga River Basin	Universidade de Évora
	561654-EPP-1-2015-1-IT-EPPKA2-CBHE-JP	ENROL -Empowering and Networking the International Relationships Offices of the Libyan University System	Universidade de Évora
	573646-EPP-1-2016-1-VN-EPPKA2-CBHE-JP	HR4ASIA -Strategic human resources management for South-East Asian Universities	Universidade de Évora
	LIFE16NAT/PT/000754	LIFE RELICT -Preserving Continental Laurissilva Relics	Universidade de Évora
	588374-EPP-1-2017-1-NL-EPPKA2-KA	ViSuAL -Video-Supported Education	Stichting Aeres Groep

		Alliance	
	778076	RESISTANCE -Rebellion and resistance in the Iberian Empires, 16th-19th centuries	Universidade de Évora
Horizon 2020	H2020-MSCA-ITN-2017 - EJD - SEP-210406458	ED-ARCHMAT -European joint Doctorate in ARChaeological MATerials science	Universidade de Évora
	NEWBIE H2020-RUR-2017-1 77318	NEWBIE -New Entrant netWork: Business models for Innovation, entrepreneurship and resilience in European agriculture	Stichting Wageningen Research,
	730913	PRACE-5IP -PRACE 5th Implementation Phase Project	FORSCHUNGSZENTRUM JULICH GMBH (JUELICH)
Horizon 2020	H2020-CP-STAGE-RIA-CSA-727230-2	LIVESEED -Improve performance of organic agriculture by boosting organic seed and plant breeding efforts across Europe	International Federation Of Organic Agriculture Movements European Union Regional Group
	575898-EPP-1-2016-1-EL-EPPKA2-SSA	SAGRI -Sustainable Agriculture	Agricultural University of Athens
	573684-EPP- 1-2016-1-PS- EPPKA2-CBHE- JP	UNIGOV -Improving Governance Practices in Palestinian HEIs	An-Najah National University
	LIFE15 / CCA /PT/000043	LIFE MONTADO ADAPT -MONTADO & CLIMATE; A NEED TO ADAPT	ADPM (PT)
Interreg	INTERREG SUDOE PENVIMA-SOE1/P1/E0209	PENVIMA -Plataforma de ENTornos Virtuales para Investigación en MedioAmbiente	Universidad de Sevilla
Horizon 2020	EU Project H2020 GA 720985	NEWSOL -New StOrage Latent and sensible concept for high efficient CSP Plants	University of Évora
Horizon 2020	EU Project H2020 GA 727247	SoIACE -Solutions for improving Agroecosystem and Crop Efficiency for water and nutrient use	INSTITUT NATIONAL DE LA RECHERCHE AGRONOMIQUE
Horizon 2020	EU Project H2020 GA 731287	INSHIP -Integrating National Research Agendas on Solar Heat for Industrial	FRAUNHOFER

		Processes	
Horizon 2020	EU Project H2020 GA 731065	AQUACOSM -Network of Leading European AQUATIC MesoCOSM Facilities Connecting Mountains to Oceans from the Arctic to the Mediterranean	FORSCHUNGSVERBUND BERLIN EV
ERASMUS +	ERASMUS + 2016-1-TR01-KA203-035295	ILTERG -International Language Teacher Education Research Group	Gazi University
ERASMUS +	ERASMUS + 575796-EPP-1-2016-1-ES-EPPKA2-KA	ECOMED -Specialisation process for the ecoengineering sector in the Mediterranean environment. Generation of the necessary feedback between enterprises and universities in a changing climate environment (ECOMED)	Universidad Politecnica de Madrid
	LIFE14 NAT/PT/001081	LIFE LINES -Linear Infrastructure Network with Ecological Solutions	University of Évora
Horizon 2020	EU Project H2020 677363 (SALSA)	SALSA -Small farms, small food businesses and sustainable food security	University of Évora
Horizon 2020	EU Project H2020 696391 (HNV-Link)	HNV-Link -High Nature value Farming: learning, Innovation and Knowledge	CIHEAM IAMM
Horizon 2020	EU Project H2020 696140 (TrustEE)	TRUSTEE -Innovative market based Trust for Energy Efficiency investments in industry	AEE INTEC
ERASMUS +	ERASMUS + 2015-1-HU01-KA203-013522	CAREERS -Innovative employability guidance for higher education students in the context of European biodiversity management	The Barn Owl Foundation
Horizon 2020	EU project H2020 635750	iSQAPER -Interactive Soil Quality	WAGENINGEN UNIVERSITY

		Assessment in Europe and China for Agricultural Productivity and Environmental Resilience	
Horizon 2020	EU project H2020 634476	TREASURE -Diversity of local European pig breeds and production systems for high quality traditional products and sustainable pork chains	AGRICULTURAL INSTITUTE OF SLOVENIA
Horizon 2020	EU project H2020 635577	SUFISA -Sustainable finance for sustainable agriculture and fisheries	Katholieke Universiteit Leuven
Horizonte 2020 - H2020-SwafS-2018-2020 (Science with and for Society)		ScienceEcoSoc -Open Schooling towards the Uptake of Science Studies, Ecological Safety and Social Capital	University of Évora
Horizonte 2020 - ERC STARTING GRANTS		EpiSymb - Transgenerational epigenetics of wheat-AMF symbiosis under manganese stress	University of Évora
Horizonte 2020 - ERC STARTING GRANTS		Built Environment Knowledge for Resilient, Sustainable Communities: Understanding Everyday Modern Architecture and Urban Design in the Iberian Peninsula (1939-1985)	University of Évora
Horizonte 2020		B-CONCRETE	University of Évora - UNIVERSITY OF MILAN(LÍDER)
Programa Europa Creativa		Artistic Games to Engage on Climate Change	University of Évora

P6_Salahaddin University-Erbil (SU)			
Programme or initiative	Reference number	Beneficiary organization	Title of the project
Programme initiative or	Reference number	Beneficiary Organisation	Title of the project

Erasmus Mundus KA2 Lot7	2013-2437/001-001/EMA2	Salahaddin University-Erbil with Warsaw University	Erasmus Mundus SALAM
Erasmus+ KA2, GeoNetC	561967-EPP-1-2015-1-DE-EPPKA2-CBHE-EP.	Salahaddin University-Erbil with Lund University	International MSc Educational program in Environmental Management and Modelling
Erasmus+KA2, OPATEL	573915-EPP-1-2016-1-DE-EPPKA2-CBHE-JP.	Salahaddin University-Erbil with Leipzig University of Applied Science	Online platform for Academic TEaching and Learning in Iraq and Iran
Erasmus+KA2,TIGRIS	586290-EPP-1-2017-1-DE-EPPKA2-CBHE-SP.	Salahaddin University-Erbil with Georg August Gottingen University	Transfer of Good IR Practices & Reinforcement of Internationalization Strategies in Kurdistan
Erasmus+KA107	KA107-ICM	Salahaddin University-Erbil with Ondokuz Mayis University-Turkey	International Credit Mobility(ICM)
Erasmus+KA107	KA107-ICM	Salahaddin University-Erbil with Masaryk University-Czech Republic	International Credit Mobility(ICM)
Erasmus+KA107	KA107-ICM	Salahaddin University-Erbil with University of Warsaw-Poland	International Credit Mobility(ICM)
Erasmus+KA107	KA107-ICM	Salahaddin University-Erbil with University of Cyril & Methodius - Slovakia	International Credit Mobility(ICM)
Erasmus+KA107	KA107-ICM	Salahaddin University-Erbil with Georg August Gottingen University-Germany	International Credit Mobility(ICM)
Erasmus+KA107	KA107-ICM	Salahaddin University-Erbil with Freiberg University-Germany	International Credit Mobility(ICM)
Erasmus+KA107	KA107	Salahaddin University-Erbil with Rome TRE University-Italy	International Credit Mobility(ICM)

P7_ University of Sulaimani (UoS)			
Programme or initiative	Reference number	Beneficiary Organisation	Title of the Project
Erasmus+ Ka-107 2019		University of Sulaimani and University of Almeria, Spain	Student and Staff Mobility programme
Erasmus+ TIGRIS		University of Sulaimani and 9 KRI Institutions with 5 European Partners coordinated by Georg-August-Universität Göttingen, Germany	Transfer of Good Practices & Reinforcement of Internationalisation Strategies in Kurdistan

P8_ University of Duhok (UoD)			
Programme or initiative	Reference number	Beneficiary Organisation	Title of the Project
Erasmus Plus KA2	561967/20015	Lund University	International MSC Educational Programme in Enviromental Management and Modeling
Erasmus Plus KA2	573665/2016	Uni-Med	Refugees Education Support in MENA CoUntries RESCUE
Erasmus Plus KA2	573915/2016	Leipzig University	Online Platform for Academic teaching and Learning in Iraq and Iran/OPTAL
Erasmus Plus KA2	585980/2017	Leipzig University	Training for Medical education via innovative eTechnology

P9_ University of Halabja (UoH)			
Programme or initiative	Reference number	Beneficiary Organisation	Title of the Project
TIGRIS Project			Transfer of Good Practices & Reinforcement of Internationalisation Strategies in Kurdistan

P10_ Duhok Polytechnic University (DPU)			
Programme or initiative	Reference number	Beneficiary Organisation	Title of the Project
RESCUE	573665-EPP-1-2016-1-IT-EPPKA2-CBHE-JP	DPU	Refugees Education Support in mena CoUntriEs
OPATEL	573915-EPP-1-2016-1-DE-EPPKA2-CBHE-JP	DPU	Online Platform for Academic TEaching and Learning in Iraq and Iran
TIGRIS	586290-EPP-1-2017-1-DE-EPPKA2-CBHE-SP	DPU	Transfer of Good IR practices& Reinforcement of Internationalisation Strategies in Kurdistan

P11_ University of Garmian (UoG)			
Programme or initiative	Reference number	Beneficiary Organisation	Title of the Project
DAAD – Germany	N/A	University of Garmian (from 2019-2021)	Qualification for Inclusive Education - Iraq

P12_ University of Zakho (UoZ)			
Programme or initiative	Reference number	Beneficiary Organisation	Title of the Project

P13_ Charmo University (Chu)			
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Programme or initiative	Reference number	Beneficiary Organisation	Title of the Project
TIGRIS	586290-EPP-1-2017-1-DE-EPPKA2-CBHE-SP	Charmo University The TIGRIS Project, which will run for 3 years from 2017 – 2020, is coordinated by the Georg-August-Universität Göttingen, Germany. The project consortium is composed of 5 European partners and 10 Kurdish partners, including the Ministry of Higher Education and Scientific Research (MHESR), as well as 2 associate partners.	Transfer of Good Practices & Reinforcement of Internationalisation Strategies in Kurdistan The TIGRIS Project has been awarded for EU co-funding within the framework of the Erasmus+ programme “Capacity Building in the Field of Higher Education”. Capacity building projects in the field of higher education support the modernisation, accessibility, and internationalisation of higher education in Partner Countries, in this case Kurdistan.

P14 Ministry of Higher Education and Scientific Research (MHESR)			
Programme or initiative	Reference number	Beneficiary Organisation	Title of the Project

Please insert rows as necessary.

*Please list **other EU grant proposals** 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
Erasmus+ CBHE, IBTIKAR	UNIMED	999.739,00
Erasmus+ CBHE, DIRASA	UNIMED	997.406,00
Erasmus+ CBHE, UniTED	UNIMED	998.004,00

Please insert rows as necessary.

PART I - Check List

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

- PART D - RELEVANCE OF THE PROJECT
- PART E - QUALITY OF THE PROJECT DESIGN AND IMPLEMENTATION
 - E.4 Logical Framework Matrix
 - E.5 Workplan
 - E.6 Work packages
- PART F - Quality of the Project Team and Cooperation Arrangements
- PART G - Impact and Sustainability
- PART H - Other EU grants
- PART I - CHECK LIST