Introduction of Part-time and Short Cycle Studies in Serbia

DISSEMINATION AND EXPLOITATION PLAN

Prepared by:	**Klára Szabó**
Contributors:	**SzergejTóth**
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The PT&SCHE Consortium:

1. **Coordinator**: Tallin University, Estonia, TLU

Partners:

2. Belgrade Metropolitan University, Serbia, BMU

3. University of Kragujevac, Serbia, UNIKG

4. University of Novi Sad, Serbia, UNS

5. University of Belgrade, Serbia, UB

6. The Belgrade Chamber of Commerce, Serbia, BCC

7. IRVAS International d.o.o. Serbia, IRVAS

8. Conference of Universities of Serbia –KONUS

    Serbia, KONUS

9. The National Council of Higher Education of the

    Republic of Serbia, Serbia, NCHE

10. The Ministry of Education, Science and Technological

    Development of the Republic of Serbia, Serbia, MEST

11. College of Applied Studies of Electrical Engineering

and Computer Science in Belgrade, Serbia, VISER

12. Masel Group,Serbia (associated partner)

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13. Academia, d.o.oSlovenia, ACADEMIA

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1. About this document: Information on the Dissemination and Exploitation Plan

The plan for the Exploitation and Dissemination of Project Results is an integral part of any project work. The terms 'exploitation' and 'dissemination' are used in EU terminology as follows: [1]

'Exploitation: ….means the use of results in further research activities other than those covered by the action concerned, or in developing, creating and marketing a product or process, or in creating and providing a service, or in standardization activities.'

'Dissemination means the public disclosure of the results by any appropriate means (other than resulting from protecting or exploiting the results), including by scientific publications in any medium.'

Consequently, the Dissemination and Exploitation Plan needs to include detailed explanations of the profiles of project partners and their dissemination competences, general and more specific project goals and activities, possible channels for dissemination and dissemination strategies. Eventually, the Dissemination and Exploitation Plan defines how the tangible and intangible project outcomes will be implemented, what impact they will have on different stakeholders and how they will influence the market in general and the educational market in particular.

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[1] https://www.iprhelpdesk.eu/Fact-Sheet-Plan-for-the-Exploitation-and-Dissemination-of-Results-H2020

Considering the above, this dissemination plan describes in detail the dissemination activities planned by the PT&SCHE consortium of the project. It includes all important aspects of planned dissemination activities, defines dissemination phases and presents planned material and tools to be prepared in order to disseminate information on the project. It aims to define the dissemination goals, as well as the project's target audience and channels through which the project results are going to be promoted. It also includes the partners' competences in the dissemination area and a planned schedule of activities.

An important characteristic feature of the Dissemination and Exploitation Plan is its flexibility. The Dissemination and Exploitation Plan represents only a starting point for project work in this area. The initial plan needs to be altered, upgraded, complemented and revised throughout the project's life cycle, even beyond. Dissemination and exploitation do not represent single occasional activities. They are rather carefully preplanned interdependent processes, which will be continuously complemented and revised on the basis of the partners' input throughout the project work. On the other hand, the first (initial)and the last (final) phases of the project are of crucial significance from the point of view of dissemination and exploitation.

Considering the above general feature of Dissemination and Exploitation Plans, this documentation is mainly formulated considering planned PT&SCHE activities and the envisaged project outputs, but the plan will continuously be revised and improved by other (new) ideas and activities of the project partners throughout the project work.

This report includes information regarding:

- Project identity
- Main target groups of project outcomes and the end users envisaged

- Description of dissemination activities
- Basic information on the planned events
- Communication material to be produced with the aim of promoting project results (e.g. mailing lists, electronic Newsletter, reports, events' agenda, minutes of meetings (both online and F2F), articles on specific topics, presentations at conferences and meetings)
- Responsibilities of each partner in the area of dissemination and exploitation

In other words, the agreed dissemination plan will answer the following questions: What kind of needs does the project respond to? What new knowledge (or other results) the project will lead to? Who will use these results? What benefits will the project bring to the different groups of stakeholders? How is the general public (potential end-users) informed about the project, its outcomes and benefits? How can the examples of good practice be promoted? How can the results be sustained?

2. Introduction

The idea about the project called *The Introduction of Part- time and Short Cycle Studies in Serbia* emerged from the communication between representatives of the Ministry of Education, Science and Technological Development of Serbia (MEST) and other members of the Serbian academic community. Also, the communication and cooperation of Serbian universities with other universities from EHEA, and, on the basis of necessity to create flexible higher educational systems expressed within the London Communiqué in 2007, Bergen and the Louvain/Louvain-la-Neuve Communiqués in 2009, and in Education Development Strategy in Serbia for 2011-2020, also contributed to the birth of the project idea. The previously enlisted members of the academic community in Serbia, Serbian decision makers in the area of HE, have all realised the need to develop more flexible learning pathways into and within higher education.

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Other project partners were chosen firstly on the basis of theircompetences and also on theground of previous successful cooperation with them in similar projects.

3. Dissemination overview

The Consortium constitutes a balanced set of a variety of institutions, operating in different relevant domains (to be detailed further) and, in addition, each of these consortium members has different sets of contacts at its disposal. This kind of partnership, this variety is a key feature of PT&SCHE, granting the efficiency and success of project work in the area of dissemination and exploitation.

When closely examined the Consortium members can be grouped into four categories: (1) HE institutions from Serbia, 2) universities from EU member countries, (3) Serbian national institutions, and (4) one enterprise for e-Learning technologies, and one associate partner from business life. This latter partner is a representative of the area of advertising, media and printing.

Five HE institutions from Serbia (UBG, UNS, UNIKG, BMU, VISER) are involved as partners since project results have a universal national significance. Geographically these institutions are distributed across Serbia, and that feature is strategically important, too, since the project should contribute to the improvement of the Serbian HE system as a whole. This feature also makes it possible to bring project ideas and achievements closer to different organizations and people all over the country, because they represent the potential users of different regions. These Serbian institutions are evenly involved in all WP activities and project teams. Project staff from these universities consist of people specialized in different relevant areas and they

are all endowed with great professional and organizational experience. UBG, UNS and UNIKG are representatives of state universities in Serbia. They are the leaders in the field of higher education in the country, both in education and research. For the sake of diversity, another type of universities is represented in the consortium. BMU is included in the consortium as representative of private universities, while VISER is the representative of HE schools of professional studies. IRVAS is a company which has been the partner of BMU in the development of personalized e-learning systems and has been providing IT services to the Ministry of Education, Science and Technology Development. Masel Group is an associated partner.

The second group comprises universities from EU countries, namely from the UK and The Netherlands. These EU partners have been selected on the basis of their specific expert knowledge and experience in the area of part-time and short cycle studies. The partners traditionally all have very good cooperation with the Serbian institutions involved in this project. The University of Aberdeen and The Open University of the Netherlands are representatives of countries, considered as leaders in the field of higher education with well -established part-time and short-cycle studies.

The third goup of partners consists of The University of Szeged, Hungary, Tallinn University, Estonia, and The ACADEMIA, a School for Professional Studies from Slovenia. All these institutions are the representatives of HE systems from Eastern and Central Europe. Similar to the Serbian situation, the HE systems in these countries also undergo a period of transition, may be they are one step ahead. Consequently, while they have already introduced some PT and SC programs, they are also facing difficulties in the area. Identifying the potential problem areas is of primary significance for the Serbian partners. In addition, Tallinn University is the leading partner (coordinator), and its task will be the overall management of the project.

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The last group of partners represents policy makers in education. They are The Ministry of Education, Science and Technological Development, The National Council for Higher Education of Serbia, The National Conference of Serbian Universities, and The Belgrade Chamber of Commerce. These organizations will primarily assist with the implementation process. In addition, their overall influence and decision- making power will greatly contribute to the realization of project goals and the sustainability of the project. They can also contribute to the dissemination of project results.

During the implementation phase all partners will cooperate and communicate through their local coordinating teams and management teams, personal meetings during study visits and conferences. Frequent on-line communication makes project communication up-to-date and efficient.

3.1. Project objectives and activities

PT&SCHE has three main project objectives, which are as follows:

1. To define the legal framework supporting the development and implementation of part-time (PT)studies and short cycle (SC) studies in higher education in Serbia, as currently there is no legislation for PT studies or for studies at the EQF Level 5 in Serbia. The proposed legislation framework will help authorities to realize two action plans specified for these studies in the Strategy on Education Development till 2020in the Republic of Serbia.

2. To adopt and develop online and face-to-face (F2F) learning methodologies and technologies for PT &SCHE, suitable for adults, working students, expected to be the most interested in these studies.

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3. To set pilot implementations of five PT&SCHE online and face-to-face programs to test project outcomes. After one year of pilot implementation, an analysis of the effectiveness of the proposed legislation, adopted pedagogical and technological solutions will be generated, together with the guidelines to designers of PT & SCHE studies based on gained experience.

The realization of these objectives will enable PT & SCHE studies to provide opportunities for

• emloyed students to upgrade their qualifications or to get new qualifications for better jobs, and to

• the unemployed to have access to new qualifications for jobs offered in the labour market.

Project activities can be divided into three phases.

Phase 1. PREPARATORY ACTIVITIES

Based on the analysis of EU practice and legislation in the area of PT & SCHE studies, a report will be prepared with recommendations. Study visits will be paid by Serbian partners to partner institutions from EU countries. This program will be followed by benchmark analysis of the policies and legal frameworks for PT&SCHE in the EU.

Deliverables: reports on legal framework for PT and SCHE, written by representatives of EU partner institutions, ppt presentations by representatives of the partner institutions. Minutes of online and F2F meetings. Study visit programs and summary of experiences. Recommendation policies for PT&SCHE. Conference report.

Phase 2. DEVELOPMENT ACTIVITIES:

Development of legal frameworks for PT&SCHE: Based on the survey and roundtable discussions with stakeholders, a draft policy document will be prepared and presented at a

conference withall stakeholders interested to discuss it. Based on the conference discussions and conclusion, a recommended policy document will be prepared, legislation documents and accreditation criteria will be defined.

In order to implement some innovations (personalized e-learning), a specific authoring tool

and eLearning platform must be developed. These activities are followed by the definition of

recommendations for the organization of F2F PT studies.

In this phase the elaboration and the pilot implementation of three online PT&SCHE programs and two F2F programs are envisaged.

Deliverables:legal framework document, (draft) policy document, accreditation criteria defined.

Report on existing e-learning technologies and methodologies, developed eLearning platform, curricula, and course sillabi, teaching materials for three online and 2 F2F programs. Report on implemented PT&SCHE programs.

Phase 3. CLOSING ACTIVITIES:

Closure is a milestone in any project's life cycle, because this is the phase when the responsibility for project outcomes is getting transferred from the project team onto the users' team. As for summary, a final conference will be held, which will present and disseminate to a wider public all project outcomes. The conference will provide recommendation and guidelines for the successful implementation of PT and SC programs in Serbia.

Deliverables: Final report, conference papers and presentations.

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3.2. Project partners' profiles and dissemination competences

The well-balanced PT&SCHE consortium involves different partners having a variety of competences, which will be useful at different stages of the dissemination process and will be used within the dissemination activities undertaken. Among these competences the following need to be highlighted:

- Previous experience in performing dissemination activities;
- Possibilities and previous experience to organize seminars, courses and workshops related to project aims and objectives;
- Possibilities of participating in relevant events, where project outcomes can be presented;
- Relationships and contacts which can be used in searching for relevant target audience (e.g. to send them newsletters, leaflets etc);
- Own publications, media and other resources.

1. Coordinator: TallinUniversity, TLU

Tallinn University is the third largest university in Estonia with 10500 students in 20 institutes. TLU is a public university, offering a number of study programs on the Bachelor's, Master's and Doctoral level, including initial teacher education program (largest in Estonia). The Centre for Educational Technology (CET, established in 1998) is a department within TLU's Institute of Informatics, being one of the leading R&D centers in the field of eLearning within Baltic countries. CET is hosting an interdisciplinary e-learning research group that involves researchers and doctoral students from the departments of informatics,

International staff of CET consists of 24 full-time employees (16 researchers, 8 technical staff, incl. professional software developers).CET has been a partner in a number of European R&D projects (FP6 IST Calibrate, FP6 IST iCamp,eContentPlusiCoper, FP7 ICT Intelleo, FP7 SiS S-team, FP7 ICT Learning Layers). CET has developed several large-scale educational

software products: Estonian educational portal koolielu.ee (50% of Estonian teachers are registered users), virtual learning environment IVA (60 000 users), learning resource authoring tool LeMill.net (39 000 users in 75 countries) etc. CET/TLU is currently coordinating a Tempus project Incoming: Interdisciplinary Curricula in Computing to Meet the Labour Market Needs

(tempus-incoming.eu).

Consequently, TLU appears as an unchallenged expert and practitioner not only in the area of part-time and short cycle studies, but also in ICT, project work in general and the dissemination of project results in particular.

2. Belgrade MetropolitanUniversity, BMU

Belgrade Metropolitan University (BMU) aims to become an innovative and entrepreneurial University. Its role is not only to provide education and research missions, but also the third mission: the support of entrepreneurship of its students by developing new ideas into innovative products, especially in the area of IT. BMU is realizing this mission with close cooperation with IT companies, especially in software development. Few business models have been developed so far to support different needs of BMU partner companies.

BMU is an integrated university consisting of three faculties, which are no legal entities. Every year BMU enrols 350-400 new students in the area of computing, business management and digital arts. BMU offers BSc programs in information technology, software engineering, information systems, game development, operations management, business and marketing, graphic design, design of interactive media and fashion design. MSc programs are in information security, software engineering, information systems, marketing management, management in creative industries and design of new media. PhD programs are available in the area of computer science and bioinformatics, software engineering, management and development, and the design of new media.

BMU operates on two campuses, in Belgrade and Niš.

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Almost all study programs are offered in two forms: "face-to-face" and "online" (using e-learning). The online option is very convenient for employed students and students not living in Belgrade or Niš. This is the reason why 40-50% of BMU students are online students. BMU has experience dealing with employed online students who face many problems due to the fact that the Law of Higher Education does not recognize part-time studies.

BMU plans to offer specific short cycle study programs in IT and programming, aiming at adults who wish toc hange their profession.

http://www.metropolitan.ac.rs/

3. University of Kragujevac, Serbia, UNIKGB

University of Kragujevac (UNIKG) is a modern educational and research center embracing all major areas of teaching and research, presently comprising 12 faculties with 20 000 students and more than 1 000 academic staff. E-learning and Lifelong Learning activities at the UNIKG are expanding rapidly through various national and international projects. The University Center for LLL is established in the framework of the Tempus project "Development of Lifelong Learning Framework in Serbia", and has the mission to promote research in educational and social policy and particularly in the fields of continuing education, the education of adults and of individuals with special needs. UNIKG has participated in several international projects such as FP7, EUREKA, COST, TEMPUS, EURECNA, SEE ERA NET PLUS and WUS.

The Faculty of Technical Sciences in Čačak (FTS ČA), as one of unit of University of Kragujevac, educates professionals in the field of technical and pedagogical sciences. The Faculty is equipped with several laboratories, including the Laboratory for Computer Science, The Laboratory for Information Technology, The Laboratory for Mechatronics, The Laboratory for Energy Efficiency and The Laboratory for Nanotechnology. FTS ČA has a newly equipped laboratory for video-conferencing thus enabling students and professors to benefit from distant training by professionals and experts worldwide.

The Department for Information Technology is engaged in developing and creating online courses for educational institutions, enterprises and other organizations. Its researchers are active participants in several international research projects concerning industrial software development, intelligent systems and LLL.

http://www.kg.ac.rs/

4. University of Novi Sad, Serbia, UNS

The University of Novi Sad (UNS) was founded in 1960, operating in the four major towns of the Autonomous Province of Vojvodina: Novi Sad, Subotica, Zrenjanin, and Sombor. The University is comprised of the following 14 faculties covering all major fields of study: Faculty of Philosophy, Faculty of Agriculture, Faculty of Law, Faculty of Technology, Faculty of Economics, Faculty of Technical Sciences, Faculty of Medicine, Faculty of Sciences, Academy of Arts, Faculty of Civil Engineering, 'Mihajlo Pupin' Technical Faculty, Faculty of Sport and Physical Education, Faculty of Education, and the Teachers' Training Faculty in Hungarian. In December 2007, UNS founded the Institute of Lowland Forestry and Environment, the Institute of Food Technology, The Association of Centres for Interdisciplinary and Multidisciplinary Studies and Research, The UNESCO Chair in Entrepreneurial Studies, and Centres for Applied Statistics and Education Development.

Currently more than 43.000 students are enrolled at UNS at Bachelor level of studies, and there are around 6.500 students at Master and doctoral levels, studying in more than 350 study programmes. The number of employees is more than 5.000, including teaching staff of around 3.770, and around 130 international teachers.

Research at the University is achieved through basic, applied and development research in the field of law, economics, mathematical, technological, social and medical sciences. UNS has significant international cooperation with other HEIs and its experienced and well qualified staff plays a significant role in a great number of projects across Europe.

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The University of Novi Sad is the second largest among six state universities in Serbia. Having invested considerable efforts in intensifying international cooperation and participating in the process of university reforms in Europe, the University of Novi Sad has come to be recognized as a reform-oriented university.

http://www.uns.ac.rs/sr/

5. University of Belgrade, Serbia, UBG

The University of Belgrade (UB) is the oldest university in Serbia and the largest in the region. Founded in 1808, it consists of 31 schools, 11 research institutes, 8 centers, a Computer Center and the University Library with more than 3.500.000 volumes. It provides education in Technology, Engineering, Science, Social Sciences and Humanities, with 342 study programs, 88,742 students, 3,869 academic and research staff, 3,239 papers in 2012 on SCI, SSCI and AHCI lists, numerous publications and research projects. The University disposes of 11 endowments and 7 funds for supporting the best students. In 2012 its institutional income was 193,799,440 EUR.

The University of Belgrade has been participating in numerous projects, including those within the Tempus program.

http://www.bg.ac.rs/

6. The Belgrade Chamber of Commerce, Serbia, BCC

The Belgrade Chamber of Commerce (BCC) was established and started its activities in January 1962. It is an interest-based, independent, business and professional association of enterprises registered primarily on the territory of Belgrade, although after re-registration in 2013, it has become open to members from the whole territory of Serbia. It offers a wide range

of services to companies and entrepreneurs through its associations and centres. It has also been involved in various activities that confirm the Chamber's dedication to socially responsible behaviour and community progress (social inclusion of vulnerable groups, enhancement of educational environment and culture in Serbia, etc.). The BCC has a wide network of partner organisations from the country and abroad.

BCC has been recognised as a successful organiser or co-organiser of various trainings, seminars, roundtables, high-level business events, promoter of new initiatives, and a reliable project partner. It has successfully completed over 30 projects in the last 10 years, most of them EU-funded. It presently has 154 employees. Its offices are in a six-storey building in downtown Belgrade, which includes 6 conference rooms accommodating from 20-150 people, media center for around 50 people and a fully equipped computer training room.

http://www.kombeg.org.rs/EIndex.aspx

7. IRVAS International d.o.o. Serbia, IRVAS

IRVAS International Ltd. (IRVAS) is a software SME offering services and solutions in the field of content management, ERP, and custom development. The company has a strong technical background in Internet/Intranet, n-tier client/server and system integration.

IRVAS supports a range of mainstream technology platforms that are most suitable for today's enterprise and public internet systems, such as: DITA, SCORM, ePub, J2EE, ZK Framework (Ajax MVC and MVVMframework), REST, CMIS, JSON, Lucene, Spring Security, BPMN2.0, Java, HTML, CSS, JavaScript, XML,XSL/XSLT, SQL, Python, PHP,.

The company has completed complex projects on Linux, Microsoft, UNIX and open-source platforms, utilizing the most appropriate toolsets and development systems for the specific task.

Over the last few years IRVAS has been working on the development and implementation of the DITA based content authoring solution for formal and informal education purposes. The solution includes the usage of DITA eLearning specialization for the creation of a pool of reusable learning objects in collaborative web environment. Furthermore, IRVAS possesses extensive experience in producing various output formats (pdf, e-pub, Kindle, SCORM, ...) of the learning materials derived from DITA, with the aim of integration with various learning systems.

IRVAS has a good and long cooperation with research and scientific institutions, such as the Ministry of Education, Science and Technological Development of the Republic of Serbia, The Institute of Physics of the University of Nis, the Faculty of Electronic Engineering - Nis, and the Faculty of Mechanical Engineering – Nis.

http://www.irvas.rs/srpski/

8. Conference of Universities of Serbia, KONUS

The Conference of Universities of Serbia (KONUS) is a roof organization of all universities in Serbia. Members of the KONUS are all accredited Universities in Serbia, 8 state and 10 private Universities. Since its foundation, some of the most important goals of KONUS are coordinating the work of all Universities in Serbia, defining common action plans, realizing common interest and performing work established by law. Furthermore, some of the most important activities are enhancing activities which are important for the development of research at the Serbian Universities, coordinating enrollment procedures among the

Serbian Universities, giving opinion on quality control in education, research and art sciences. Also, KONUS is selecting members of the National Council for Higher Education and Committee for Quality Control and Accreditation. KONUS is suggesting to the National Council for Higher Education criteria for selecting and promoting teachers at the Serbian Universities.

http://www.konus.ac.rs/

9. The National Council of Higher Education of the Republic of Serbia, NCHE

The National Council of Higher Education (NCHE) has a leading role in the higher education in Serbia as a professional organization representing the academic community. NHCE is the highest-rank institution in the Republic of Serbia which, according to the Law on Higher Education, is responsible for ensuring the development and improvement of the quality of higher education. NHCE determines scientific, artistic and vocational areas within fields referred to in Article 27 of the Law on Higher Education, based on the proposal of the Conference of the Universities of Serbia and the Conference of High School Principals.

Members of the NCHE are elected by KONUS, the roof organisation of all Serbian Universities. NCHE is in charge of proposing criteria for accreditation of HE institutions and long distance learning. In general, NCHEis responsible for all activities in HE in Serbia in close cooperation with Ministry of Education, science and technology development of Serbia.

http://nsvo.etf.rs/

10. The Ministry of Education, Science and Technological Development of the Republic of Serbia (MEST)

The Ministry of Education, Science and Technological Development of the Republic of Serbia is in charge of administration tasks related to: research, planning and development of education; administrative supervision in education and student standards; participation in the construction, equipping and maintenance of facilities for education; pedagogic supervision in education and student standards; organization, performance, appraisal and supervision of the training of employees in education; validation of public documents acquired abroad; improvement of social care for gifted students; improvement of social care for students

with special needs, creating conditions for access and implementation of projects within the scope of the Ministry which are funded by the EU IPA funds, grants and other forms of development assistance, as well as other duties prescribed by law. The Ministry of Education, Science and Technological Development carries out public administration tasks related to the system, development and promotion of scientific research in the scientific, technological and economic development; proposing and implementing policies and strategies of scientific and technological development; identification and implementation of programs of scientific and technological research and development; training of personnel for scientific research; proposing and implementing innovation policy; knowledge and technology transfer in the economy; development and improvement of the innovation system in the Republic of Serbia; regulations in the field of transport and intellectual property rights; development of the functioning of scientific and technological information and program development of scientific and technological infrastructure.

http://www.mpn.gov.rs/?lang=sr-YU

11. College of Applied Studies of Electrical Engineering and Computer Science, Belgrade, Serbia (VISER)

It is a public HE institution, financed from the budget of the Republic of Serbia, but it has income from tuition fees as well. The main activity is 3 year of vocational studies with 180 ECTS (7 different programs) and 1 year of specialized professional training with 60 ECTS (5 different programs). Curricula for seven foundation study programs are developed, authorised and accredited, in three- year duration and granting upon their completion 180 ECTS points: Audio and video technologies, Automation and Vehicle Control Systems,

Electronics and Telecommunications, E- Business, New Energy Technologies, New ComputerTechnologies, Computer Engineering. Students may continue further education at 6 accredited specialist study programs with the duration of one year. They are granted 60 ECTS for it. Multimedia and digital television, Mechatronics, Electronics and Telecommunications, Information Technology, Electric Power Engineering, Security of Information and

Communication systems. Graduate students receive Bachelor and specialized diplomas. The school has a spacious building of 4000 square meters, 24 different laboratories with state-of-the-art equipment, specialized laboratories, Regional HDTV studio and classrooms with more than 1120 seats. VISER was the coordinating institution for one regional Tempus project (no.517022) which was successfully completed.

https://www.viser.edu.rs/index.php

12. Masel Group, Belgrade

It is a private company, a media, marketing and advertising agency and as such, it will play an important role in dissemination activities by producing printed materials.

13. Academia, d.o.o, Slovenia, ACADEMIA

ACADEMIA Ltd. is a privately owned company, operating on a non-profit basis, with more than 20 years of experience in the fields of Education, Employment programmes and Management consulting. In 2001 Academia was accredited with ISO 9001:2000 standard as the first Slovenian institution from the field of Education. Firstly, it was specialized in business and personnel consulting, as well as education. In the field of tertiary education it is running programmes for Business Commerce, Business Accounting, Media production, Civil Engineering, Mechanical Engineering and Security Engineering.

In the current academic year more than 500 adult students participate in tertiary education programmes.

Currently the Vocational College of Academia is in a progress of international accreditation that will allow students receiving dual diplomas. As far as educational practice is concerned, the Vocational College of Academia is one of the best institutions in the region. Practice includes lecture recordings, practical field work, student projects such as College TV, laboratory work and traineeships in study-related companies in the region.

Academia has been accredited by the Ministry of Education in Slovenia for its study programmes. As a result it has successfully implemented part-time SCHE study programmes in Maribor, Slovenia. In December 2009 Academia had an institutional quality evaluation conducted by the Ministry of Education. The evaluating commission has named Academia the leading vocational college in Slovenia in implementing and maintaining quality standards in SCHE. In addition, Academia, together with the national Ministry of Internal Affairs developed a study programme called Security Engineering based on NQF. This short cycle study programme has been accredited by the Ministry of Education and is now being run across the country by public and private vocational colleges.

http://www.academia.si/

14.   University of Szeged, Hungary, USZ

The University of Szeged with its approximately 30,000 students is by size the second largest university of Hungary. The university's mission is to offer high quality education at all educational levels including higher vocational, Bachelor's, Master's and doctoral programs. The university's internationally acknowledged, competitive research activities are essential parts of its educational mission. The University has been awarded several prizes for its outstanding international activities and project work, among which the European Quality Label for ERASMUS Mobility of 2006 and the International Cooperation Quality Award of 2011 are the most precious.

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The GyulaJuhász Faculty of Education, one of the University's 12 faculties, offers the fullest possible spectrum of education and training in Hungary. The specialities of the Faculty of Education include higher vocational training, short-cycle training programmes and various programmes and courses offered to non-traditional students and adult or mature learners. Regular, postgraduate and distance learning programmes as well as in-service training modules are also available. All these programmes are coordinated by the institution's Centre for Vocational Training, In-service Education and Distance Learning as well as its Institute for Andragogy and Adult Education. The teaching of foreign languages and internationalization, as well as the teaching of programmes and modules in foreign languages to international students are among the institution's priorities.

http://www.jgypk.u-szeged.hu/

15.   The Open University of the Netherlands, The Netherlands, OUNL

One of the tasks the Open University of the Netherlands has received from the Dutch government is to contribute to the innovation of Dutch higher education through research in the field of educational sciences. In her 30 year existence the university has become the expert in this field. Innovative education asks for domain specific expertise ánd expertise in the field of educational, information and communication technologies. Therefore next to the domain specific research, research into educational sciences and educational technologies has a special place within the Open University.

It has a renowned Research Centre. The Welten Institute is the Research Centre for Learning, Teaching and Technology of the Open University of the Netherlands. Its research focuses on 'Learning and teaching in technology enhanced learning environments'.

Within this programme the main areas of interest are::

Fostering Effective, Efficient and Enjoyable Learning (FEEEL):

Technology enhanced learning environments for teaching and learning (TEL)

Teaching and teacher professionalization (TTP)

http://www.ou.nl/

16.   University of Aberdeen, The United Kingdom, UNIABDN

Founded in 1495, the UNIABDN is one of the UK's most internationally distinguished universities. It has a student population of around 14,500 and a large international community of students. The university has offered a range of full-time, part-time, and distance learning programmes for many years. It has also fashioned articulation agreements with local colleges so that students studying there can transfer smoothly to the UNIABDN.

The University has approximately 14,500 students from undergraduate to doctoral level, including many international students drawn from 120 different countries. In addition, the university's Centre for Lifelong Learning acts as an extension college, offering higher education courses to the local community, even for those without the usual qualifications for admission to degree-level study. A full range of disciplines are offered and in 2012 the university offered over 650 undergraduate degree programmes.

The university is divided into three colleges, which are further separated into a number of academic schools and other institutions: College of Arts and Social Sciences with six schools (Business, Divinity, History and Philosophy, Education, Language and Literature, Law, Social Science), College of Life Sciences and Medicine with five schools (Biological Sciences, Medical Sciences, Medicine and Dentistry, Psychology, Rowett Institute of Nutrition and Health) and College of Physical Sciences with three subject areas (Engineering, Geoscience, Natural and Computing Sciences). Some of these courses lead to the award of a degree or another formal

sub-degree qualification. In addition, numerous administrative departments support the university's activities.

The University's research is undertaken from a number of world-class research institutes, complemented by research centres. They produce world-leading output in a range of disciplines in Arts and Social Sciences, Life Sciences and Medicine and Physical Sciences.

http://www.abdn.ac.uk/

Having overviewed the profile of all partner institutions, in conclusion it can be stated that the partners represent different sectors from education through business to decision making bodies. Thus, dissemination activities can be successfully carried out throughout the project, because

- partners' activities represent high quality in their own domain
- they have already successfully participated in a number of European projects, meaning, that they have the necessary expertise in dissemination activities and dissemination methodology
- all partners are engaged in research activities, meaning, that the project's output can be disseminated through academic communication channels in the academic communities across Europe as well
- all partners have a set of well-functioning network of professional contacts both in their own countries and abroad.
- All partners have qualified staff, dedicated to the success of the project and the efficient dissemination of its results.

![PT&SCHE logo](Introduction of part-time and short cycle studies in Serbia)

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4 Dissemination channels: online and off-line

There will be different dissemination products in this project, which are targeted at different groups of people, considering their specific needs and requirements.

Dissemination activities may be grouped as follows:

1. Public awareness activities/external activites
Public awareness activities are oriented on spreading the information about the project to the broad community. They are also to prepare the exploitation of results or possible technology transfer. Some of these activities are a base for external communication with other experts, or, with representatives of other research projects.

1. Major public awareness/communication activities planned:

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- Project visual identity

- Public website

- General informative articles in journals, webs, press releases.

- General informative presentations on the occasion of other projects' workshops or info days

- TV broadcast to the general public

- Issuing informative material for external communication (leaflet, poster, postcard etc.)

- Study trips

In order to disseminate results outside partner countries, study trips are organized, during which there is a possibility to meet a variety of external stakeholders representing different sectors and institutions. The e-learning programs created within the project will be sent to all identified organisations related, announcements will be included in newsletters and uploaded to websites.

Project logo:

Within the first two months, the project logo will be developed. At the kick-off meeting it will be agreed upon which organization will develop project logo. The partners will agree on the general shape and visual identity of the logo. Several versions of the logo will be designed and, using Doodle Poll, the partners vote for the most aesthetic and best possible design. The logo is to refer to the main idea of the project, it should be visually (shape, colour) attractive and easy to recall. This is why the main aim of the project logo is to raise the awareness of the PT&SCHE project by attracting the attention of potential target groups. Also, it serves the purpose of project identification printed on all project-related documents.

Website

The website will be developed at the beginning of the project. Its aim is to attract many visitors and disseminate results and planned events more effectively to the target group. In order to assure project sustainability the website will be maintained active for at least 3 years after

project completion. The website will be in English and summaries of the project description will be translated into partner country languages and they will be uploaded on the partner institutions' website in order to reach as many 'outsiders' as possible. The website will initially include a short description of the project, the project phases, project activities, tasks to be carried out, and the list and a short introduction of partners. News about activities carried out throughout the project will be updated later on continuously and the website will be enriched gradually along with the findings and all deliverables, uploaded in electronic form, freely available to everyone for downloading.

Press releases/Informative articles:

Press release is a written or recorded short communication spread via a particular media channel in order to announce something claimed as having news value. Depending on the media channel the release might be concentrated on spreading news related to the particular topic (news release, which is compilation of facts, then developed by journalists to complete the short "story"), or it might be concentrated on expressing opinion (for example to highlight an important event).

Depending on topics and the project's progress both types of press releases might be used. In order to provide press release, relevant media channels will be identified and then selected according to their best suitability to the project's needs. It is also important to note that in the case of PT&SCHE project there is an associated partner, specialized in publication and printing.

Informative presentations

Since project participants represent the educational sector, some come from the business sector, as well as from a variety of decision-making bodies, there will be many events during

which partners have an opportunity to present information related to PT&SCHE. The main goal of participation in various events (educational, business or other) is to raise awareness of the project among different target groups as much as possible.Within such events the project will be promoted and current progress will be reported. The presentations will consider the area of interest of event participants. Each partner which participates in events at national or regional level will make the minutes of the event and all related materials, including the presentation itself, available on the website of the project.

TV broadcasts:

TV broadcasts represent the most efficient dissemination channel. Since several project partners have local TV studios, this potential will be used in the project's dissemination work to reach the widest possible public.

The University of Szeged, one of those institutions, which has a TV studio, gives home to two international project events of significance within the project. The first is a study visit by Serbian partners in the first year of the project, the second one is the final conference. The *Part TV* of the University of Szeged will broadcast these events and disseminate information on the project and its results to the general public in the region. The broadcasts will be made downloadable from the University website by members of the broad public, even from abroad.

Leaflets, posters:

A Project flyer will be created in electronic form to communicate information about project identity, aims and objectives. It will be addressed to the general public, companies and to universities. The flyers will be adjusted to the current project's stage and will promote the project's current achievements, possibly adjusted also to the target audience in case of preparing it for a planned event.

Project posters will be created to be used as marketing instruments at events and partner institutions. The project poster will consist of the project's logo and title, logo of Erasmus+, and it will be consistent with the project's visual identity.

![PT&SCHE — Introduction of part-time and short cycle studies in Serbia]

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2.   **Academic/technical publications and presentations**

Academic and/or technical publication/presentation activities are an essential part of the project. Presentations are planned at Research seminars, workshops, conferences on project findings, and publications are planned to appear in volumes of conference proceedings. Research journals may accomodate participants' presentations and academic writings. In PT&SCHE a relatively high number of participants from the research sector gives substantial potential for this kind of publication activities. On the other hand, the relatively high number of decision making bodies in the project means that the project findings and outcomes appear in official documents and project-related issues and findings will be raised on the occasion of official meetings as well.

Internal disssemination activities

They include

- Mailing lists

- Working groups

- Electronic platform

- Emails

- Blogs

- Working group meetings

- Publications (mostly electronic) for internal use

- Online and off-line project meetings

Mailing lists

The narrower and wider, internal and external mailing lists are dissemination tools of great significance. They serve the purpose of fast and efficient internal communication, but they are also tools, which can be used to reach the wider public as well.

Working groups:

In the initial phase of the project each partner institution is to create a working group for PT&SCHE. Project tasks are evenly distributed among the individual working groups. Members are selected on the basis of their expertise, professional, as well as their previous project experience. Their dissemination 'power' and expertise is also a point in their selection.

Electronic platform

Also in the initial phase the creation and the regular use of an electronic platform for storing documents and communicating with project team members is of primary significance. It makes the internal dissemination of information smooth and efficient. It makes the project documents available, keeps record of project events, meetings, corrspondence. Photos and presentations are also uploaded.

Emails, blogs

Emails and blogs are the most frequent forms of sharing ideas, asking and answering questions, and requesting, or giving clarification. Since young people are the number one target group in the project, blogs are very important tools to reach them.

![PT&SCHE logo — Introduction of part-time and short cycle studies in Serbia]

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Working group meetings

Meetings are organized throughout the project, online or off-line. Minutes of these meetings can be circulated among the members of a wider goup as well. Local working group meetings may regularly invite stakeholders from other units of the university/organization (including tudents, representatives of student unions or other student organizations) and also from the local or regional communities to raise awareness of and give information on PT&SCHE goals and achievements.

Publications for internal use

The publications for internal use are mostly electronic and they might include Instructional literature (e.g. for ICT users, prospective online students) and methodological guidelines for teachers in the implementation phase. Ppt presentations prepared for local or project group meetings are also part of internal publications.

5. Dissemination activities and dissemination strategy

Table 1. Dissemination activities and strategy

Phase characteristics and timing	Phase purposes	Possible tools
Phase 1 – Awareness building (months 1 – 12)		
No particular outputs yet, only plans, goals and methodologies to be defined	• Raising general awareness of the PT&SCHE project; • Announcing the project's goals and	• PT&SCHE logo • Presentation, report template

	plans - Raising attention among relevant target groups - Spreading information among potential participants - Project kick-off dissemination knowledge in the mass and social media.	- Initial flyer - Web sites - Setting up working groups - Kick-off project meeting - Online meetings - F2F working group meetings - ppts, reports - study trips
Phase 2 – Legislation framework, elaboration of programs, piloting (months 13-36)		
- Legislation framework, needed for establishment of PT & SCHE studies in Serbia - 2. Pilot implementations, needed to test proposed concepts and legislation of PT & SCHE studies and to - explore the most appropriate pedagogical and technological solutions for PT & SCHE studies.Months when training is planned will be	- Raising awareness about the possibilities and good practice usage of the web based tools among target groups - Announcing the training programs to relevant target groups - Developing Internet presence - Publishing news	- Conferences - Discussion panels - Presentations - articles - External and internal workshops/seminars, info days - Teaching materials, course sillabi, curricula, instructions for use, methodology guide

announced		
• Dissemination shall concentrate on creating awareness of collected good practices		
Phase 3 – End of Project		
• All products, resources and tools are ready	• Announcing the final results of the project • Presenting cases and best practices • Presenting the advantages of using web based tool and accessible database • Elaborating and spreading future exploitation plans.	• Electronic index of all stakeholders • Final newsletter summarizing the results • Press releases • Final conference • Conference proceedings • Complete program/course documentations

6. Target groups and different stakeholders

Within PT&SCHE the following stakeholders at different levels of impact are identified:

1.Local:

a. Students: Seeking for qualifications according to needs of local companies.

b. HEIs: To train and educate professional staff at Level 5 needed by local companies

c. Employers: Local companies looking for cost-effective professionals

2.National:

a. Employed students: They want to get new qualifications in their profession or go into new areas.

b. Jobless students: Seeking to get fast new qualifications according to demands on the labour market.

c. HEIs: Both schools for HE professional studies and universities are interested to offer programs forpart-time students or shorter programs for students who, for some reason,   cannot at the time work for a Bachelor diploma.

d. Employers: Looking for cost-effective professional labourers, with specified skill sets.

3. Regional:

a. Students: As there are no language barriers, students from Bosnia and Herzegovina, Montenegro andCroatia may find PT & SCHE programs that they cannot find locally.

b. HEIs: They are trying to increase the number of students offering their online courses regionally.

4. European:

a. Students: Those who wants to find jobs in EU countries and are looking for HE programs harmonized with the European Qualification Framework at Level 5 (EQF)

b. HEIs: Serbian HEIs seeking to adopt their studies according to EU labour market needs.

c. Employers: Companies in EU countries offering jobs at EQF Level 5 to foreigners as they cannot find appropriate workforce in their country.

Dissemination strategies for the individual target groups:

1. POTENTIAL STUDENTS: A special web site will be created only for PT & SCHE studies. All HEIs will be asked to announce their offer of PT & SCHE studies. This site will be promoted at the end of the project and later maintained by BMU. The site will be advertised from time to time in order to inform potential students about PT & SCHE studies. A special brochure will be published and will be delivered during and after the project. Potential students will be also informed through web sites of HEIs offering these studies. Invited to meetings, info days.

2. HEIs: All HEIs in Serbia will be informed about the project outcomes. They will get the proceedings of the Final Conference, with all PT & SCHE specification documents, a report on the pilot implementations and the implementation guidelines. They will also be informed through KONUS, as rectors of all universities are part of it, and KONUS is one of the project partners.

3. ACCREDITATION COMMISSION: The consortium will inform the Accreditation commission about the accreditation criteria for PT & SCHE studies, as one of the outcomes of the project. The Accreditation Commission will be invited to participate in the Final Conference and will get its proceedings. The Accreditation Commission is, by Law, authorized to issue the accreditation of SCHE studies.

4. NATIONAL COUNCIL OF HIGHER EDUCATION (NCHE): As the project partner and authorized by Law, NCHE will set the accreditation criteria.

5. MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGICAL DEVELOPMENT (MEST): As one of project partners, MEST will prepare the draft legislation documents to be adopted by the Government of Serbia and the Parliament (Legislation of HE). MEST will publicize all relevant information on PT & SCHE studies on its web site.

6. EMPLOYERS: Belgrade Chamber of Commerce (BCC), as one of the project partners, will inform its members and other companies about new legislation of PT & SCHE studies and the programs offered.

7. NATIONAL EMPLOYMENT AGENCY: It will be invited to the Final Conference in order to be informed about the benefits that PT & SCHE studies may have on employment. It will be invited to all round table discussions and conferences during the project. It is in the best interest of this organization to disseminate information on PT &SCHE to all potential employees.

8. GENERAL PUBLIC: All HEIs offering PT & SCHE studies will promote them and provide appropriate marketing campaigns as this is in their interest. The general public will be informed about these new studies through advertising campaigns, events (job fairs, carreer counselling events). We expect that mass media will also participate in advertising PT and Sc programs.

7. Dissemination methodology

For effective planning activities a good initial Dissemination and Exploitation Plan and regular updating are required; in addition, the engagement of all partners to disseminate the knowledge in all participating countries is also important. Especially those countries need to be active in dissemination activities, where the new PT&SCHE programs will be piloted through universities and employers. The way of planning activities will be as follows:

- Partners propose activities they would like to undertake and give all necessary details;
- USZ as dissemination leader gathers and merges the input;
- USZ presents all propositions during project meetings (online and F2F);

The project consortium jointly decides what activities will be undertaken and by whom – this way responsibility is allocated to particular project partners.

In some urgent cases, when it is impossible to postpone making the decision, the consortium will be informed via emails and/or other collaboration platform on the website of the coordinator and the WP leader (USZ), and the decision will be made also through the same communication channels.

Performing previously planned dissemination activities consists of three main steps:

- Organization of the activity and preparation of all relevant staff (e.g. printing flyers, preparing presentations, etc.);
- Performing the event (e.g. giving the presentation, chairing the workshop, sending newsletter, publishing press release, etc.);
- Gathering all relevant pieces of information, data and feedback to report the activity.

The responsible partner shall undertake the aforementioned steps and keep the PT&SCHE coordinator informed on the progress of the performed activities.

Since the dissemination process as a whole was divided into three main phases, all undertaken activities must be adjusted to the dissemination phase according to the current state of the project.

Partners responsible for performing dissemination activities will report them after they are finished to the project coordinator and the leaderof WP 7, the Dissemination package. The activities will be reported in a specific template in order to be described in a similar way and take into consideration all its relevant aspects. In all cases, the activity material used has to be attached, including presentation slides, articles, press releases, leaflets etc.

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8.   Definition of responsibilites

The power of the communication and dissemination activities of PT&SCHE lies in the ambition of project partners and the well- tailored design, which maximally took into consideration the characteristics and needs of each specific target group, including decision makers, university staff, employers and potential students. This is why the project applies multiple communication and dissemination tools, such as round table discussions, conferences, comprehensive and attractive printed materials, newsletters, Web portal, Web application, dissemination through media etc.

To communicate efficiently the objectives of the project and to provide feedback on the progress of the work being performed in the individual work packages, especially of the key actors, dissemination activities are shared.

Involvement of the actors and target groups are key factors for the success of the project. Stakeholders will have available innovative and updated instructive material online and in their schools. The project will have its web page, so that beneficiaries can always be informed about relevant activities and novelties. Project results will be made available on the project web site to the wider public as well. Representatives of the profession and members of the general public will have access to written recommendation policies, drafted legal documents, developed e-learning platform for online PT & SCHE, examples of best practice, recommendations for organization of face-to-face PT & SCHE, developed curricula and course syllabi and e-learning materials, instructions for use and methodology guidelines. Through printed promotional material, TV appearances, conference publications, the project will contribute significantly to the promotion and popularization of part-time and short-cycle studies in general. The stakeholders will have access to valuable resources of innovative practices.

Sustainability of project outcomes is granted by the fact that the PT&SCHE Web portal will be maintained for at least three years after the end of the project. All project deliverables and results will be published on the Web portal. For continuous improvement of the Web

portal the hit rate on the Web portal will be monitored to see how well it is used. One part of the Webportal will only be reached by the partners through a special login where all internal project information and documents are placed. The information on the Web portal will be available in English and in Serbian.

A comprehensive and attractive brochure in easy-to-bring-with-you format about the project and a logo for the project will be produced during the first quarter of the project. Information about the project's progress and outcomes will be disseminated through press releases sent out to the media. By collectingall press releases, articles, etc. the project management will be able to continuously analyze how well the project is being communicated.

The major and most crucial outcomes of the project will be communicated at press conferences andon the occasion of the final large-scale international conference of the project. The results and outcomes of the project will be presented to all stakeholders.

Work package leader: University of Szeged

Participating institutions:

Tallinn University (TLU), University Court of the University of Aberdeen

(UNIABDN), Open University of the Netherlands (OUNL), Academia d.o.o., OE

Višjastrokovnašola (ACDEMIA), The Univerity of Kragujevac (UNIKG), Belgrade

Metropolitan University (BMU), School of Electrical Engineering and Computer

Science of app. Stud (VISER), The Ministry of Education, Science and

9. Summary and conclusions

All project partners are going to be deeply involved in the dissemination process. They are all dedicated to the successful dissemination of PT&SCHE project outcomes. Their previous project experience as well as the variety of areas and activities they represent and the fact that they all have expertise in dissemination activities, are also key factors leading to successful and efficient dissemination work in the project.

The main dissemination objective is to widely spread the project's assumptions and results and to reach the variety of target groups according to the project's scope. In order to realize these dissemination goals a variety of particular activities will be undertaken. Apart from currently prepared material (project logo, presentation template, initial flyers and website) the consortium is going to present the project using Internet, press, journals, articles etc., through participating in different types of events and continuously updating the prepared material. Several newsletters and press releases are going to be published, announcing the project's news.

Special emphasis will be put on participating in events thematically related to the project's scope and creating awareness among participants of these events either through presenting the project, or through distributing dissemination material. All stakeholders will have the necessary information in order to side with and support PT&SCHE objectives and outcomes. The wider public will also have access to project ideas and results through a variety of dissemination materials and actions.

All undertaken dissemination actions will further be summarized in the Dissemination Report and Interim Reports and discussed in working group events and Consortium meetings.

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