



# PROJECT MANAGEMENT GUIDE

## WP 8 Project Management

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## REVISION SHEET

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## Executive Summary

This Project Management Guide provides guidelines for the implementation of the ReFLAME project so that all stakeholders involved have a common understanding on what is to be accomplished and delivered, by whom and when, as well as how to communicate during the project. The ReFLAME project aims to strengthen the capacities of Montenegrin universities to offer modern, market-oriented foreign language education for non-philology students, as well as second foreign language education for all students, in response to a growing demand for foreign language skills in most work positions.

This Project Management Guide contains the following sections:

- ReFLAME Consortium – a list of partners, organisation structure, roles and responsibilities and decision-making procedures,
- Day to day operations - tasks, deliverables, work plans and procedures,
- Financial Management, with general provisions, financial reports, types of costs, procedures and supporting documents for reimbursement and transfers,
- An internal communication guide.

This Project Management Guide has been prepared based on the following documents:

- Erasmus+ CBHE ReFLAME Project Proposal,
- Grant Agreement,
- Bilateral Partnership Agreements,
- Guidelines for the Use of the Grant for Grants Awarded in 2018 under Call EAC/A03/2017.



## Introduction

### Aim of the document

This Project Management Guide provides guidelines for the implementation of the ReFLAME project so that all stakeholders involved have a common understanding on what is to be accomplished and delivered, by whom and when, as well as how to communicate during the project.

### About the project

REFLAME aims at strengthening the capacities of 3 Montenegrin universities to offer modern, market-oriented FL education for non-philology students, as well as second FL education for all students, in response to a growing demand for FL skills so as to meet the requirements of the national law and the demands of the Montenegrin and international labor market. A number of specific objectives will be met: 150 FL syllabi will be updated, which should ultimately reflect in better and more market-customised FL knowledge of the students. Most teaching and learning materials for all available LSPs will be procured. LSP teaching materials (for the fields in high labor demand without any adequate textbooks published by reputable international publishers) will be published to develop the needed LSP knowledge for the students of such fields, which will ultimately reflect in their being better prepared for the labor market as they will possess industry-focused FL skills. FL teaching methodology will be upgraded with special emphasis on introducing and integrating the ICT technologies in FL education, as part of blended teaching and learning, which will be more attractive and motivational for students and otherwise contribute to better teaching and learning results. A number of teachers will be trained to work with visually- and hearing-impaired students, abiding by the inclusion principles. FL placement testing for Montenegrin students will be introduced so that they can independently check their progress and obtain the necessary certification needed for mobility and entering employment.

### Aims of the project

The main aim of the project is to strengthen the capacities of three Montenegrin universities to offer modern, market-oriented foreign language education for non-philology students, as well as second foreign language education for all students, in response to a growing demand for foreign language skills in most work positions. Basically, this refers to the FL education for all students except for those who are studying a certain foreign language to obtain a professional teacher or translator degree in it. The reform of foreign language teaching aims to contribute to improving the foreign language knowledge of the Montenegrin university students, so as to meet the requirements of the Montenegrin law and the demands of the Montenegrin and international labour market. This will be done meeting a number of specific objectives, arising from the general aim, each responding to the individual needs presented above:

1. Update foreign language syllabi, to answer to the need to harmonise them with the new law and also to improve their quality, which should ultimately reflect in better and more market-customised foreign language knowledge of the Montenegrin university students.
2. Procure most recent textbooks, teaching and learning materials for all available fields of language for specific purposes (LSP), so that the FL teachers can use better and up-to-date resources, which will lead to better teaching and learning results.
3. Write teaching materials for foreign language for specific purposes (a selection of specific purposes, for the fields without any adequate textbooks published by reputable international publishers and for which there is a high demand in the national labour market, especially those needing high FL skills), so as to develop the needed foreign language for specific purposes knowledge for the students of such fields, which will ultimately reflect in their being better prepared for the labour market as they will possess industry-focused foreign language skills.
4. Upgrade the teaching methodology of the foreign language teachers. This especially includes introducing and integrating ICT technologies in foreign language education, as part of blended teaching and learning, which will be more attractive and motivational for the students and otherwise contribute to better teaching and learning results. This aim responds to the need to refresh the outdated foreign language methodology and will reflect in improving foreign languages knowledge of the Montenegrin university students. Additionally, a number of teachers will be trained to work with visually- and hearing-impaired students, promoting and abiding by the inclusion principles.
5. Introduce and implement foreign language placement testing for Montenegrin students (and the general public), so that they can independently check their progress and obtain the necessary certification needed for mobility and entering employment.

The above listed objectives are realistic and feasible – the universities have already given permission for the modernisation of the foreign language syllabi and the Montenegrin Ministry of Education is at our disposal to provide guidance and assure the compliance of the syllabi with the new national legislation. The FL teachers are ready to undergo methodology upgrading training sessions as well as to build new methodological skills - using ICT technologies in teaching and working with students with visual and hearing impairments. Enhancing the knowledge of the students is a realistic expectation if the objectives stated above are fulfilled, whereby each of the aims is very concrete and feasible. This refers to both general knowledge of the students, even though it will still partly depend on the student entry levels, but it especially refers to the students gaining skills in FL for specific purposes, which does not depend that much on the students general language entry level, which is why the best results can be expected in this area. It is crucial to be provided with good role models and trainers and diverse international experience, so as to receive the best guidance and instruction on writing teaching materials, placement tests and improving the methodology by integrating ICT technologies in



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the teaching process, as well as building the methodology for working with students with certain disabilities in order to to achieve the best teaching and learning results.



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## **Reflame Consortium**

The ReFLAME consortium consists of the following members:

- University of Montenegro, Faculty of Philology – the coordinator
- Mediterranean University, Faculty of Foreign Languages - partner
- University of Donja Gorica, Faculty of Philology - partner
- University of Warsaw, Institute of Applied Linguistics - partner
- University of Zagreb, Faculty of Philosophy – Centre of Foreign Languages - partner
- University for Foreigners of Perugia, Centre for Linguistic Evaluation and Certification - partner
- Ministry of Education of Montenegro - associated partner





## Organisation structure

The structure of the consortium is given below. It consists of The SC (SC), Project Coordinator (PC), Work Package Leaders (WPLs), and Work Package (WP) members.

<b>STEERING COMMITTEE</b>							
<b>PROJECT COORDINATOR</b>							
<b>WP leader</b>	<b>WP leader</b>	<b>WP leader</b>	<b>WP leader</b>	<b>WP leader</b>	<b>WP leader</b>	<b>WP leader</b>	<b>WP leader</b>
<b>WP members</b>	<b>WP members</b>	<b>WP members</b>	<b>WP members</b>	<b>WP members</b>	<b>WP members</b>	<b>WP members</b>	<b>WP members</b>

## Roles and responsibilities

### Steering Committee

The Steering Committee (hereinafter: the SC) is the top and final decision-making body. It consists of one representative of each full partner and its main role is the project governance. It was established on 12-12-2019 at the kick-off meeting in Nikšić, Montenegro. This Committee will regularly sit two more times *in situ* (at the end of the first and second year of the project) and 3 more times online (semi-annually), and extraordinarily, if needed, scheduled by the coordinator or the majority of the members.

The SC will monitor the project progress and decide on changes, if needed. The SC Meetings will formally be held to advance the project management and undertake the necessary decision-making tasks. The project coordinator will use these meetings to communicate a shared view of the project to ensure understanding of the approved project, and to clarify next steps in producing the deliverables. The meetings will serve to establish all the management and quality control bodies and procedures.

Members of the SC:

1. Prof. dr Milica Vuković Stamatović, the Project Coordinator (hereinafter the PC), UoM
2. Doc. dr Dragica Žugić, the project manager from the UDG
3. Doc. dr Olena Lilova, the project manager from the UniMED
4. Prof. dr Elżbieta Gajek, the project manager from the University of Warsaw
5. Ana Matijević, the project manager from the University of Zagreb
6. Dr.ssa Cristina Mercuri, the project manager from the University for Foreigners of Perugia

Roles and responsibilities of The SC:

Tasks:

- Monitoring and supervising the implementation of the project;
- Discussing reports, including those made by an external evaluator;
- Resolving potential communication issues;
- Internal and external dissemination of the project results;
- Resolving potential conflicts amongst the consortium members;
- Resolving and remedying problems;
- Advising the project coordinator;
- Deciding on acceptance of new partners or withdrawal of partnership;
- Approving the Project Management Guide and changes thereof;
- Approving the Project Quality Guide and changes thereof;
- Approving the Dissemination and Exploitation Guide and changes thereof;

- Reviewing the project at regular meetings;
- Reviewing/approving project deliverables;
- Approving changes to the project plan.

## **Project Coordinator**

The project coordinator is responsible for the coordination of activities, in compliance with the Agreement with the Agency, and interacting with the EACEA and third parties in relation to the project. In particular, the Project Coordinator undertakes to:

- be responsible for the overall coordination, management and implementation of the project in accordance with the Grant Agreement;
- be the intermediary for all communication between the partners and the Executive Agency, and inform the partners of any relevant communication exchanged with the Executive Agency;
- inform the partners of any changes connected to the project or to the Grant Agreement, or of any event likely to substantially affect the implementation of the project;
- as the sole recipient of payments on behalf of all partners, transfer funds to the beneficiaries without unjustified delay and in accordance with the dispositions for payments laid down in the partnership agreements;
- manage and verify the appropriate spending of the funds in accordance with the dispositions of the Grant Agreement and the partnership agreements;
- comply with all reporting requirements vis-à-vis the Executive Agency, as per the dispositions of Article I.4 of the Grant Agreement;
- establish payment requests on behalf of the partners, as per the dispositions of Article I.4 of the Grant Agreement;
- provide the partners with the official documents related to the project, such as the signed Grant Agreement and its annexes, the Guidelines for the Use of the Grant, the various reports templates and any other relevant document concerning the project;
- provide the partners with copies of all reports submitted to the Executive Agency, as well as copies of any feedback letters received from the Agency following report assessment and field monitoring visits.

## **Work package leaders**

Work package leaders (hereinafter WP leaders) are responsible for proper and timely implementation of the WP tasks and activities as well as for the delivery of the related outputs and deliverables. They are to work closely with the PC and other WP leaders. Each of them is responsible for reporting the work progress to the PC and in the SC annual meetings. In particular, their responsibilities are as follows:

- Reporting to the project coordinator and communicating with him-her and other WP leaders;

- Establishing a work package team;
- Planning, monitoring and reporting tasks and activities in the related WP;
- Ensuring that the WP outputs, costs and deadlines are met;
- Being responsible for the progress of the tasks and activities in the WP;
- Informing the project coordinator in case of any delay or failure to perform the tasks of the WP;
- Preparing and submitting WP reports;
- Preparing all necessary documentation for the coordinator (to be used for the preparation of project reports);
- Communicating within the WP and with the project coordinator on a regular basis.

The following list presents the WP leaders (as agreed at the kick-off meeting):

WP1 – PREPARATION – University of Montenegro

WP2 – DEVELOPMENT: Updating syllabi – University of Montenegro

WP3 – DEVELOPMENT: procuring literature – University of Montenegro

WP4 – DEVELOPMENT: FLT methodology – University of Montenegro

WP5 – DEVELOPMENT: LSP teaching materials – University of Montenegro

WP6 – QUALITY PLAN – University of Montenegro

WP7 – DISSEMINATION AND EXPLOITATION – University of Donja Gorica

WP8 MANAGEMENT – University of Montenegro



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## **Project Administration**

The administrative-technical activities are run by the PC, aided by the administrative team from rectorate of the UoM. These tasks are:

- Day to day administrative and financial management of the ReFLAME project, reporting, financial accounting and budgeting;
- Establishing a budget and schedule-controlling system;
- Collecting and storing data for monitoring/reporting;
- Controlling the use of resources and budgetary execution;
- Recording all the project data (records keeping).



## Decision-making process

All major decisions will be made at the SC regular meetings. Decisions will, preferably, be consensual, but if needed, a voting procedure will be applied. Each SC member will have one vote and decisions will be passed by a majority of votes.

In urgent cases warranting immediate decisions, the project coordinator will communicate with all SC members via email and Viber (numbers collected at the kick-off meeting). All decisions will be recorded and stored in the project records.

For all cases and at all levels that are communicated via email and Viber, members are given five working days to reply. An absence of a response is interpreted as tacit support.

The schedule of the SC meetings:

- Kick off (December 2019) – already held,
- second annual in-situ meeting – December 2020 – Nikšić, Montenegro;
- third annual in-situ meeting – December 2021 – Nikšić, Montenegro.

Online regular meetings:

- end of April 2020,
- end of April 2021,
- end of April 2022.

## Project management – activities and deliverables

ReFLAME has 8 work packages (WPs) focusing on five different aspects: preparation, development, quality, dissemination and exploitation, and management.

Re-FLAME will comprise the following activities grouped within 8 work packages:

### WP1 – PREPARATION

WP1 will consist of these elements: a kick-off meeting of all partners, needs analysis, assessment of relevant FL syllabi and setting up the project office. To launch the project, all partners will gather in a kick-off meeting at the Faculty of Philology in Nikšić (Montenegro) so as to definitely and in detail define the strategies needed for assuring quality, dissemination and good management, bearing in mind that the project roles have already been defined well in this project, and to confirm the dates of the activities in year 1. A needs analysis will attempt to map the needs and wishes/preferences of the students at the 3 Montenegrin universities with special regard to FL for specific purposes and with a view to improve the existing syllabi in a consistent, evidence-based and sustainable manner, bearing in mind the needs of the national legislation, strategies and labour market demands. Quantitative data will be obtained by means of a questionnaire, whereas qualitative data will be collected using semi-structured interviews and focus groups with students, FL teachers and potential employers. The Ministry of Education will set out the legal and strategic requirements needed to be met. The FL syllabi assessment will be carried out jointly by the project staff in Montenegro, the Ministry, and the programme countries experts from Croatia and Poland. These activities will be over by the end of month 2.

The central part of this preliminary stage will involve a needs analysis, which is widely regarded as a necessary prerequisite for developing effective and focused syllabi for FL courses, whether it be for academic or professional purposes. The needs analysis will attempt to map the needs and wishes of students at the 3 Montenegrin universities with regard to foreign languages for specific purposes, with a view to improving the existing syllabi in a consistent, evidence-based and sustainable manner.

Building on the existing body of literature on syllabi design and language for specific purposes the, the needs analysis will particularly address the following questions:

- What content is currently taught in FL courses at the 3 Montenegrin universities?
- What language skills do students possess when entering university programmes in Montenegro?
- How do language instructors bridge the gap between diverse levels of knowledge and skills among their students?
- What are students' language needs in terms of their future careers?
- What are students' preferences in terms of language course content, methodology and learning styles?
- What are the demands of the labour market in terms of specific, LSP skills?

The needs analysis will employ both quantitative and qualitative methods in order to ensure the validity of results. Quantitative data will be obtained by means of a questionnaire for students and employers, whereas qualitative data will be collected using semi-structured interviews and focus groups with students and language instructors. This approach will enable us to gain a deeper understanding of the current situation and minimize bias in data collection.

Finally, the present work package will include a detailed assessment of the existing FL syllabi at the three universities in Montenegro. The assessment will be carried out jointly by the project staff in Montenegro and partners from the programme countries. Part of the assessment will be done by the Montenegrin Ministry of Education (they will answer the question as to what extent the current syllabi are in compliance with the strategic and legal national requirements).

#### Tasks:

- 1.1 Prepare status quo analysis
- 1.2 Conduct a kick-off meeting
- 1.3 Assess the FL syllabi
- 1.4 Set up the project office

#### Deliverables:

- 1.1. Results of a comparative needs analysis
- 1.2. A kick-off meeting organised and the agreement of partners on their roles established
- 1.3. Results of the assessment of syllabi
- 1.4. A project office set up

## **WP2 - DEVELOPMENT: UPDATING SYLLABI**

WP2 aims at an effective revision and enhancement of the existing syllabi at the 3 partner universities with the aim of implementing state-of-the-art methodological approaches for context-based and blended learning that features authentic content, in order to meet the need for specialized language competences and disciplinary knowledge and skills, including those of students with special needs (visually- and hearing-impaired students). This includes updating 120 syllabi from the UoM, 20 from UNIM and 10 from UDG, i.e. more than half in all the institutions, to be accredited by Sept. 2021, and implemented in the study year 2021/22. The methodology is as follows: prepare a writing brief (a model syllabus), update syllabi under expert guidance from Poland and Croatia, pre-evaluate them after having used them in the summer school (July 2021), implement them and post-evaluate them by the end of the project.

This WP has the following objectives:

- Effective revision and enhancement of the existing syllabi for general and specialized foreign language courses at the partner universities with the aim of implementing state-of-the-art methodological approaches for context-based and blended learning that features authentic content in order to meet the need for specialized language competences and disciplinary knowledge and skills, including those of students with special needs



- Implementation of new syllabi for foreign language courses at the partner universities

To this end, a number of in situ and online working meetings will be organized with programme country experts and partner country teaching staff members during which the general and, most particularly, LSP corpora will be collected and exploited for the enhancement of the existing syllabi. The needs analysis and assessment of syllabi performed within the WP1 will be taken into account in the process. After that, the existing syllabi will be re-designed, upgraded, and pre-evaluated. Finally, during the third year of the project, the syllabi will be implemented and post evaluated (activities 6.2 and 6.3).

Tasks:

- 2.1 Write brief development
- 2.2 Update FL syllabi
- 2.3 Pre-evaluate and implement syllabi

Deliverables:

- 2.1. A syllabus model
- 2.2. No. of syllabi updated (min half of all FL syllabi)
- 2.3. No. of syllabi assessed and implemented (all updated)

### **WP3 DEVELOPMENT: PROCURING LITERATURE**

WP3 aims at procuring literature to be used in teaching, lesson planning and organization of certification exams. To this end, several lists will be compiled at different phases of the project based on the needs analysis and expert recommendations from all 3 programme countries (three lists, one every year). After that, the orders will be made online and, upon delivery, literature will be distributed to 3 Montenegrin HEIs (equal value of books for the 3 Montenegrin HEIs).

Tasks:

- 3.1 Compile a list of necessary LSP textbooks and literature
- 3.2 Procure textbooks

Deliverables:

- a book list
- no. of books procured
- no. of equipment pieces procured for the centre

### **WP4 DEVELOPMENT: FLT METHODOLOGY**

WP 4 aims at providing training for the partner universities' teaching staff in state-of-the-art LSP teaching methodology for context-based and blended learning that features authentic

content in order to meet the need for specialized language competences and disciplinary knowledge and skills and at the development of a new conceptual blueprint for the general and specialised language education at the university, including the students with special needs.

To this end, three study visits to the programme countries' FL university centres be organized (year 1), as well as two training workshops in Montenegro (years 1-3). Furthermore, an international conference will be organized (Sept. 2021) as a platform for the exchange of experience in HE FLT, followed by a publication of proceedings (January 2022). A summer school will be organized in Montenegro (July 2021), which will provide a platform for context-based learning and testing the updated syllabi, upgraded and new methodology skills, as well as some of the new teaching materials written.

#### Tasks:

- 4.1 Conduct study visits
- 4.2 Upgrade FL teachers' general FLT methodology
- 4.3 Train FL teachers in blended teaching methodology
- 4.4 Train FL teachers to teach visually- and hearing-impaired students
- 4.5 Train FL teachers to develop and administer placement tests
- 4.6 Develop and administer placement tests
- 4.7 Exchange FLT in HE experiences - international conference + proceedings
- 4.8 Conduct a summer school

#### Deliverables:

- no. of HEIs visited (all programme countries HEIs)
- no. of teachers trained (min 30 for all training types, except for working with vis. and hearing-impaired students - min 5)
- no. of teaching hours with the upgraded methodology and syllabi in summer school (min 10 days)
- no. of conference participants (min 50) and no. of papers in the conf proceedings published (min 20)
- no. of placement tests developed (min 1 per each FL offered)
- no. of teachers trained to administer pl. tests (min 15)
- no. of administered placement tests (min 50)

## **WP5 DEVELOPMENT: LSP TEACHING MATERIALS**

WP5 aims at training the partner countries' teaching staff members in writing LSP textbooks by considering the crucial principles and techniques for designing and writing textbook materials for context-based and blended learning that feature authentic content, especially adapted to Montenegrin legal and labour market demands. 9 LSP textbooks will be written by the end of 2021 under the guidance of the 3 EU partners. The methodology is as follows: training in

writing in Montenegro and writing materials under supervision of the EU experts. Some of the written teaching material will be tested in the summer school mentioned above.

Tasks:

- 5.1 Train FL teachers to write LSP teaching materials
- 5.2 Write LSP textbooks

Deliverables:

- no. of teachers trained to write LSP materials (min 15)
- no. of LSP textbooks developed (min 9)

## **WP6 QUALITY PLAN**

The quality plan largely rests on setting forth the quality control procedures at the kick-off meeting. The specific objectives of this WP include obtaining students' and teachers' feedback, preparing extensive and comprehensive syllabi assessment reports and textbook reviews, and placement test assessment. To this end the following steps will be undertaken: publishing quality control guide, obtaining students' and teachers' assessment of the project quality, drawing up syllabi, textbooks and placement tests assessment reports, preparing a self-evaluation report and conducting an external audit.

Tasks:

- 6.1 Develop a quality control guide
- 6.2 Conduct student and teacher surveys
- 6.3 Assess new FL syllabi
- 6.4 Assess new textbooks
- 6.5 Assess new placement tests
- 6.6. Prepare a self-evaluation report
- 6.7 Prepare an external evaluation report

Deliverables:

- quality control guide published
- student and teacher assessment of the project's quality
- positive syllabi, textbooks and placement tests assessment reports
- positive self-evaluation report
- positive external evaluation report

## **WP7 DISSEMINATION & EXPLOITATION**

WP7 will include the activities of dissemination of the results of all project activities. The dissemination guide will be developed in the first 2 months of the project in order to ensure an accurate and precise dissemination strategy. Specific project identity will be created in order to



reinforce the project's external image, using the "re-flame" acronym's advertising potential. The website, FB and Twitter pages will be designed to present the project, promote the results of the project and host the electronic versions of all materials produced. National media will be used whenever it is possible to promote the activities of the project.

Tasks:

- 7.1 Draft a dissemination and exploitation strategy guide
- 7.2 Create a logo, develop and maintain a website
- 7.3 Advertise and promote the project and its results
- 7.4 Set up and maintain Facebook and Twitter pages
- 7.5 Textbook and Conference Proceedings promotional events & reviews in newspapers
- 7.6 Report on the project in the national media

Deliverables:

- diss. guide published
- logo created
- no. of visits to the website (at least 2000 annually)
- no. of promotional materials printed & distributed (min 300)
- no. of followers of FB and twitter pages
- no. of media reports (at least 5 media appearances)
- no of p. events & reviews

## **WP8 MANAGEMENT**

WP8 aims at the administration and implementation of the project. Two bodies will be established, whose members will be appointed in the kickoff meeting - the quality control board and The SC. The overall management will be done by the UoM's coordinator and her management team. In the kickoff meeting a Management Guide will be agreed on and published within the first 2 months of the project. There will be 3 quality control meetings (online) and 6 st.com. meetings (3 online and 3 in situ). Reports will be written every month, as well as at the end of every year and, finally, at the end of the project.

Tasks:

- 8.1 Write a Project Management Guide
- 8.2 Perform overall management of the project
- 8.3 Conduct SC meetings
- 8.4 Write monthly progress reports
- 8.5 Write annual progress report
- 8.6 Write the final report

Deliverables:



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- project management guide published
- no. of The SCs decisions
- no. of meetings of The SC (6 meetings)
- no. of monthly reports on the projects coordination
- positive mid-term progress reports
- positive final report

## Timetable

The timetable of year 1 activities was determined at the kick-off meeting. For years 2 and 3 the provisional timetables from the Project Application are given.

### Year 1

Activities		Total duration (number of weeks)	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12
Ref.nr/ Sub- re f Nr	Title													
1.1	Prepare status quo analysis	6	2x	2x	2x									
1.2	Conduct a kick-off meeting	1	1x											
1.3	Assess the FL syllabi	6	2x	2x	2x									
1.4	Set up the project office	6	2x	2x	2x									
2.1	Write brief development	4			1x	1x	1x	1x						
2.2	Update FL syllabi	7				1x	1x	1x	1x	1x			1x	1x
3.1	Compile a list of necessary LSP textbooks and literature on applied linguistics	4			2x	2x								
3.2	Procure textbooks	3						1x	1x				1x	
4.1	Conduct study visits	3						1x	1x	1x				
4.2	Upgrade the teachers' general FLT methodology	1										1x		
5.1	Train FL teachers to write LSP textbooks	1								1x				
5.2	Write LSP textbooks	10								2x	2x	2x	2x	2x
6.1	Develop a quality control guide	3	1x	1x	1x									
6.2	Conduct student and teacher surveys	2	1x	1x										
7.1	Draft a dissemination strategy guide	3	1x	1x	1x									
7.2	Create a logo, develop and maintain a website	11	1x	1x	1x	1x	1x	1x	1x	1x	1x		1x	1x
7.3	Advertise and promote the project and its results	2			1x								1x	
7.4	Set up and maintain Facebook and Twitter pages	10		1x	1x	1x	1x	1x	1x	1x	1x		1x	1x
7.6	Report on the project in the national media													1x
8.1	Write a project management guide	3	1x	1x	1x									
8.2	Perform overall management of the project	11	1x	1x	1x	1x	1x	1x	1x	1x	1x		1x	1x
8.3	Conduct steering committee meetings	2						1x						1x
8.4	Write monthly progress reports	11	1x	1x	1x	1x	1x	1x	1x	1x	1x		1x	1x



**Year 3**

Activities		Total duration (number of weeks)	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12
Ref.nr/ Sub- r e f nr	Title													
2.3	Pre-evaluate and implement syllabi	10	1x	1x	1x	1x	1x	1x	1x	1x			1x	1x
3.1	Compile a list of necessary LSP textbooks and literature on applied linguistics	2	1x	1x										
3.2	Procure textbooks	2				1x							1x	
4.4	Train FL teachers to teach visually- and hearing-impaired students	2								1x				
4.5	Train FL teacher to develop and administer placement tests	1	1x											
4.6	Develop and administer placement tests	4		1x	1x	1x	1x							
4.7	Exchange FLT in HE experiences - international conference + proceedings	6	1x	1x	1x	1x	1x	1x						
6.2	Conduct student and teacher surveys	2								2x				
6.3	Assess new syllabi	4							2x	2x				
6.4	Assess new textbooks	8	2x	2x	2x	2x								
6.5	Assess new placement tests	2	1x	1x										
6.6	Prepare a self-evaluation report	4								4x				
6.7	Prepare an external evaluation report	4												4x
7.2	Create a logo, developing and maintaining website	10	1x	1x	1x	1x	1x	1x	1x	1x			1x	1x
7.3	Advertise and promote the project and its results	6		1x		1x		1x		1x			2x	
7.4	Set up and maintain Facebook and Twitter pages	10	1x	1x	1x	1x	1x	1x	1x	1x			1x	1x
7.5.	Textbook and conf. proceedings promotional events & reviews	4	1x	1x	1x	1x								
7.6	Report on the project in the national media	2											1x	1x
8.2	Perform overall management of the project	10	1x	1x	1x	1x	1x	1x	1x	1x			1x	1x
8.3	Conduct steering committee meetings	2						1x						1x
8.4	Write monthly progress reports	10	1x	1x	1x	1x	1x	1x	1x	1x			1x	1x
8.5	Write annual progress report	2											2x	
8.6	Write final report	2												3x



## Financial management

This part of the Project Management Guide describes the financial procedures and rules to be applied for using the grant. Most definitions and rules are taken from the Guidelines for the use of the Grant.

There are four budget headings within which costs are calculated: **Staff Costs, Travel and Stay Costs, Equipment Costs** and **Subcontracting Costs**. Actual costs are applied for equipment and subcontracting, whereas unit costs are used for staff, travel and accommodation costs. The rates for unit costs are those provided in the Erasmus+ Programme Guide.

Original supporting documents are to be kept at the partner institutions. Copies are to be sent to the coordinator with the project documentation and submitted the partnership agreements. The list of supporting documents is given in the partnership in line with agreements. The number of instalments in which the budget is transferred from the PC to partner institutions defined in partnership agreements.

In line with the Erasmus+ rules, equipment costs are eligible for the Montenegrin partners only.

### Financial reports

In order to provide the appropriate information regarding the local financial management, financial reporting on a regular basis is strongly recommended. The advantage of such reporting is the possibility to check the eligibility of costs and taking corrective measures if needed. The financial reports, together with the corresponding supporting documents, are the grounds for the transfer of the next installment to the partner. For producing the financial reports, the project partners will use the financial statement template (Excel file) prepared by the EU COMMISSION. This table contains the following sections, i.e. sheets, among others:

- Staff Costs
- Travel Costs & Costs of Stay
- Equipment Costs
- Co-Financing.

**STAFF COSTS** - Eligible staff costs are those for the staff performing any project-related tasks, which are directly necessary for accomplishing the project goals. There are four applicable staff categories:

- Managers perform top managerial activities related to the administration and coordination of the project activities.
- Teachers and trainers perform academic activities related to syllabus development, development, producing and adapting teaching/training materials, preparing and teaching courses or trainings.



- Technical staff perform technical tasks such as book-keeping, accountancy, in-house translation activities.
- Administrative staff perform administrative tasks.

The supporting documents for staff costs are as follows:

- Completed “Joint declaration Form“.
- Completed “Time Sheet“.
- Employment contract with the home institution.
- Proof of tax and contribution calculation (tax return) for the stated period.
- A bank statement proving the payment of net earnings as well as the related taxes and contributions for the specified period.

Staff unit costs, as specified in the Erasmus+ Programme Guide:

	Manager	Teacher/ Trainer /Researcher	Technician	Administrative staff
<b>Erasmus+ Programme Guide - AMOUNTS IN EURO PER DAY</b>				
Croatia	88	74	55	39
Italy	280	240	162	131
Poland	88	74	55	39
Montenegro	108	80	57	45

**TRAVEL COSTS** - Eligible travel costs and costs of stay are the costs of travel and subsistence allowances for staff participating in the activities directly related to the implementation of the project. Travels are intended for the following activities: teaching/training assignments, training and retraining purpose, updating programme and courses, project management related meetings, workshops and visits for result dissemination purposes. Travel for research activities is not eligible. The travel costs are calculated based on the travel distance of a one-way travel from their home institution to the venue of the activity. The distance can be calculated at <http://ec.europa.eu/programmes.erasmus-plus/tools/distance.en.htm>.

<b>Distance</b>	Travel Costs
0km - 9km	0
10km - 99km	20
100km – 499km	180
500km – 1999km	275
2000km – 2999km	360
3000km – 3999km	530
4000km – 7999km	820
8000km or longer	1100

**STAY COSTS** - This refers to a daily allowance for costs for subsistence, accommodation, local and public transport such as bus and taxi, personal or optional health insurance etc.

	Unit cost per day per participant for staff
Up to the 14th day of activity	120 EUR

The supporting documents for travel and stay include:

- Individual Mobility Report - completed and signed by the person who traveled;
- Proof that a person is employed at the partner home institution (Employment contract);
- A copy of the travel order from one's home institution;
- Invoices for the travel expenses paid by the institution that sent the person on an official trip with the appropriate bank statements for these items;
- Bills paid by the person for the purpose of carrying out an official trip;
- Airline tickets and boarding passes;
- Bus / train tickets, other receipts;
- List of attendance at the meeting;
- Travel distance;
- Photos as proof.

**EQUIPMENT COSTS** – For Montenegrin partners only. It refers to the purchase of equipment directly relevant to the objectives of the project. It has to be used for teaching purposes intended by the project, not for research purposes; it must be recorded in the inventory of the institution; this institution becomes the sole owner of the equipment.

Supporting documents:

- Decision on starting the process of public purchase;
- Announced specification – tender;
- Proof of public announcement – written Media and website;
- Decision of appointing a Committee for tender opening;
- Minutes of the tender opening;
- Tender evaluation report from the Evaluation Committee;
- Decision of selection of the best bid;
- Contract with chosen supplier;
- Pro-forma invoice of the supplier including VAT;
- Certificate for VAT exemption;
- Invoice without VAT;
- Dispatch note for the delivered equipment;
- Bank statement proving that the amount has been paid to the supplier;
- Proof that the equipment is recorded in the inventory of the institution;
- Photos of equipment with stickers (logo Erasmus +).

**SUBCONTRACTING COSTS** – These refer to the implementation of specific project activities by a third party to which a service contract has been awarded, intended for specific, time-bound, project-related tasks which cannot be implemented by the members themselves.

The supporting documents required are the following:

- Invoice of the supplier including VAT;
- Certificate for VAT exemption;
- Invoice of the supplier excluding VAT;
- Bank statement proving that the amount has been paid to the supplier.

Reimbursement and budget transfers are defined in the partnership agreements.

### **Internal communication**

The coordinator will initiate and manage all the activities aimed at ensuring efficient internal communication. Communication will take place in-situ, online (via email and skype), as well as by phone (Viber communication).

Major decisions will be made in face-to-face meetings. Minor decisions will be made via email. In urgent cases, the members can communicate via phone, as agreed at the kick-off meeting. For email and viber communication, members may reply within 5 working days. Should a member fail to reply, the absence of reply will be interpreted as tacit agreement.

MEETINGS – Meetings take place once a year in situ (in Montenegro), and also via Skype once a year. Montenegrin partners meet as often as needed for the implementation of the project. The SC meetings are used to make major decisions, analyse the progress, approve the deliverables and outputs, assign actions and to conduct financial analysis. The Quality Board meetings are used to discuss quality issues. Additionally, work packages meetings will be held if needed. Minutes will be kept at all meetings.

EMAIL COMMUNICATION – This is the primary means of communication outside the meetings.

VIBER COMMUNICATION – To be used only in urgent cases.

PROJECT WEBSITE – This is located at the address [www.reflame.ucg.ac.me](http://www.reflame.ucg.ac.me). It will be used to disseminate the project results. Most of the project documents will be stored on it.



## **Risk Management**

A project-related risk is an event or a condition which may potentially adversely affect the accomplishment of the project goals. It is of vital importance to recognize the potential threats as early as possible and accordingly prepare corrective measures so as to prevent them from occurring or to mitigate their impact. All WP leaders will be asked to identify all potential risks to their WP and propose the appropriate mitigation measures.

Throughout the project, the identified risks are to be monitored and mitigation measures will be considered. Generally, the decisions are expected to be passed by consensus; nevertheless, should opinions be split, voting will be organized, whereby each partner is entitled to one vote. Bearing in mind that risk management is an ongoing process, risks will be identified and accordingly mitigated on a regular basis. WP leaders have to inform the coordinator as soon as possible if a risk arises, so that solutions may be implemented as early as possible. The coordinator will also report to The SC on any possible conflicts which might arise.



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## Templates

The following templates are enclosed with this Project Management Guide:

- Partner's Periodical Report
- Joint Declaration Form
- Time Sheet
- Individual Travel Report

## Partner's Periodical Report

Partner:	
Work Package:	
Reporting period:	
Completion date:	
Indicators of performance (as per project application):	

### Activities performed to date to achieve the deliverables:

Activity no.	Activity Title	Start Date	End Date	Place	Description	Indicators of performance	Status: Done – Achieved partially (%)

### Activities to be performed to achieve the deliverables by the end of the project

Activity no.	Activity Title	Start Date	End Date	Place	Description	Indicators of performance

### Changes which have occurred since the original proposal

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## Joint Declaration Form



cbhe\_joint\_declar  
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## Time Sheet



timesheet\_version\_  
2018\_1.xlsm

## Individual Travel Report



annex\_iii\_individual  
\_travel\_report\_0.do