



FINAC
FINancial management,
Accounting & Controlling
in public administration

Financial Management, Accounting & Controlling curricula development for capacity building of public administration

RESEARCH REPORT 1.4.- ALBANIA

Mapping of knowledge and expertise of trainers
at the regional partner universities



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Introduction

This report is written in the framework of the project FINancial management, Accounting and Controlling curricula development for capacity building of public administration (FINAC) under the EU programme ERASMUS +, sub-programme *Capacity Building in Higher Education*, as a part of its Work package 1: Mapping & reporting about current capacities of public administration employees in Albania & Serbia. Project is implemented in Albania and Serbia and the project consortium involves 12 partners¹ (from Albania, Serbia and four EU countries). Coordinating institution of the FINAC project is University of Belgrade, Faculty of Organisational Sciences.

The central aim of “FINancial management, Accounting and Controlling for capacity building of public administration” (FINAC) project is to contribute to the higher quality of budgeting, money management, finance management, accounting and control, in Albanian and Serbian public administration. This aim will be achieved throughout meeting specific objectives: 1) Designing and developing three new master degree programmes in Serbia and two new master degree programmes in Albania in the field of financial management, accounting and controlling for capacity building of public administration in Albania and Serbia, 2) Provision of trainings at university centres/institutes for public administration employees in Albania and Serbia, 3) Modernization of one master degree programme in the field of public financial management in Serbia.

Within Working package 1 of FINAC project eight reports are envisaged as project deliverables based on agreed research exercise (four reports for Serbia and four reports for Albania):

- Report 1.1: Mapping of current level of knowledge of employees in public administration in the field of financial management, accounting and control;
- Report 1.2: Mapping of current qualification structure of public administration employees in financial management, accounting and control activities;
- Report 1.3: Teaching outcomes and harmonization of national strategies and EU directives in public administration;
- Report 1.4: Mapping of knowledge and expertise of trainers at the regional partner universities.

This report specifically addresses the Work package 1.4 - Mapping of knowledge and expertise of trainers at the regional partner universities – and it does so exclusively for partner universities from Albania². The purpose of this report is to provide information on existent expertise of university professors, in the topics relevant for FINAC project, engaged in developing and implementing master programs in partner countries. This also entails portraying needs for their further professional

¹ University of Belgrade (Project Coordinator); University of Kragujevac; State University of Novi Pazar; Belgrade Metropolitan University; Ministry of Public Administration and Local Government, Republic of Serbia; Centre for Education Policy, Belgrade; University of Shkodra “Luigj Gurakuqi”; European University of Tirana; University of Split; Università degli studi “Guglielmo Marconi”; Masaryk University; Matej Bel University. More about the project - <http://finac.org.rs/>

² Report on knowledge and expertise of trainers at the regional partner universities from Serbia is presented in a separate document.

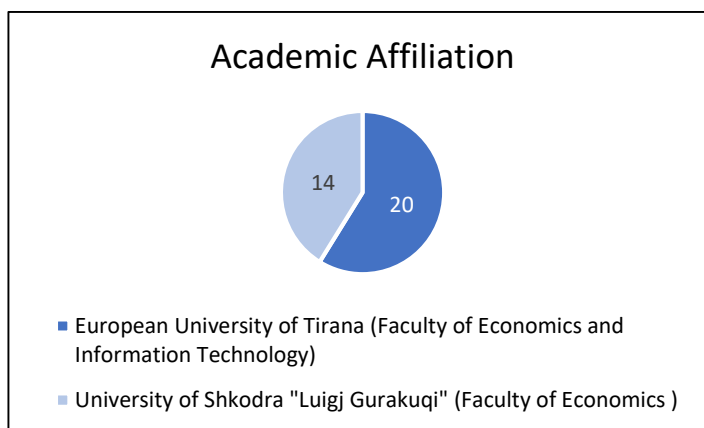
development as a basis for designing further project activities, particularly study visits to EU partners.

The lead consortium partner responsible for the research design, its organization and administration, data analysis and the writing of the reports was the Centre for Educational Policy from Belgrade, Serbia. For the part of the research conducted in Albania, the main partner was the European University of Tirana - its representatives were responsible for the planning and execution of various segments of the research process. Overall coordination of the research process done in two countries was overseen and supported by the coordinating institution - Faculty of Organizational Sciences (University of Belgrade).

Method

Data collection was done in a form of on-line survey (using Qualtrics platform - www.qualtrics.com). Survey lasted three weeks – first answers were recorded on May 15th, and the last on-line questionnaire was filled in on June 8th, 2017. The participants in two partner institutions in Albania (European University of Tirana/ Faculty of Economics and Information Technology and University of Shkodra "Luigj Gurakuqi"/ Faculty of Economics) were reached via designated contact persons – they received an e-mail with a link to on-line questionnaire. In total, 34 academics filled in the questionnaire – 20 from European University of Tirana and 14 from University of Shkodra "Luigj Gurakuqi" (Figure 1).

Figure 1: Academic Affiliation of University Teachers



In order to map the expertise of academics involved in FINAC project a questionnaire was developed by the research team from the Centre for Education Policy (Belgrade, Serbia), a partner in the consortium implementing the FINAC project. The questionnaire covered several areas used for assessing expertise of university professors:

- Title
- Courses taught
- Initial education
- Further professional development
- Participation in research & development projects (national and international)
- List of main publications

The questionnaire also provided opportunity for respondents to state what are, in their opinion, their main fields of expertise. Moreover, respondents were asked to give information about the specific topics (relevant to FINAC project) for which they are interested the most to upgrade their competencies.

Results

Academic affiliation, titles and courses taught

In accordance with the sample plan all the teaching staff who took part in the survey are affiliated with two Albanian universities - Universiteti Europian i Tiranës (in further text - European University of Tirana) and Universiteti i Shkodrës "Luigj Gurakuqi" (in further text - University of Shkodra "Luigj Gurakuqi"). All respondents are coming from two faculties in these universities - Faculty of Economics and Information Technology (European University of Tirana) and Faculty of Economics (University of Shkodra "Luigj Gurakuqi").

Academics from Faculty of Economics at University of Shkodra "Luigj Gurakuqi" come from three departments: Department for Business-Administration (3 respondents), Department for Finance-Accounting (9 respondents) and Department of Tourism (2 respondents). Academics affiliated with Faculty of Economics and Information Technology at European University of Tirana who had participated in the survey are working in two departments: Department for Finance and Economics (9 respondents) and Department for Management and Marketing (11 respondents). In addition to their primary affiliation, two of the professors from University of Shkodra "Luigj Gurakuqi" are also working in other universities – one is involved with University of Prizren 'Ukshin Hoti', Faculty of Economics and the other one with Aleksandër Moisiu University of Durrës, Faculty of Business.

When it comes to the titles of the academics who took part in the survey, associate professors are in majority, followed by assistant professors, teaching assistants and finally full professors. For two academics information is missing. The distribution of academics of different titles across two universities is presented in the Table 1.

Table 1: Distribution of academic titles across the realized sample

Title	European University of Tirana*	University of Shkodra "Luigj Gurakuqi"	Total
Professor	2	2	4
Associate professor	8	5	13
Assistant professor	3	5	8
Teaching assistant	5	2	7

*There were two missing data

In terms of courses university professors are teaching they are distributed across BA, MA and PhD levels in both universities. First, at *Department of Finance and Economics at Faculty of Economics and Information Technology (European University of Tirana)* at BA level university professors who took part in the survey are teaching the following courses: Taxation and Investment; Macroeconomy and Microeconomics; Introduction to Finance and Public Finance; Financial Accounting and

Managerial Accounting; Cost Accounting, Money, Banks, and Financial Markets; Financial Statement Analysis and Enterprise Finances, and Bank Accounting/Introduction to Risk Management.

When it comes to MA level of studies, courses taught at the same department by professors who took part in the survey are: Internal Control and Auditing; Governance, Risk and Ethics; Fiscal Policy and Tax Systems; Advanced Microeconomics and Advanced Macroeconomics; National Accounting; Capital Markets and Financial Institutions; Banking Market and its Institutions; Central Banks and Monetary Policy; Corporate Governance; Governance, Risk and Ethics; International Political Economy; International Business; The EU Economy; International Financial Management, and Internal Banking Audit.

The professors from this department who took part in the survey are also teaching Public Finances course at PhD level.

Professors coming from *Department for Management and Marketing* who filled on-line questionnaire are teaching the following courses at BA level: Introduction to Business Administration and Introduction to Management; Public Policy and Risk Management; Consumer Behaviour; Basics of Marketing and Management of Marketing; Design and Project Management; Macroeconomics and Microeconomics; Human Resource Management; Enterprises and SME Management; History of Economic Thought, and Organizational Communication.

Courses taught at MA level, by teachers who took part in the survey, are: Managerial Skills; Quality Management; Public Policy Assessment; Strategic Management; Project Management and Evaluation; Public Sector Management and Administration; Markets and Tourism Strategy; Banking and Insurance Marketing; Advanced Microeconomics; Central Bank and Monetary Policy; Advertising and Promotion; Integrated Marketing Communication; International Business; Financial Policy; Advanced Research Methods; Marketing Research; Marketing Services; Communication in Business; EU Financing of Programs and Projects.

The professors from this department are also teaching Advanced Management Theory course at PhD level.

At the University of Shkodra "Luigj Gurakuqi", Department for Finance and Accounting, courses taught at BA level by professors who filled in on-line questionnaire are: Financial Direction; Investment Direction; Security and Consultancy Services; Investor Behaviour; Public Sector Economics; International Economics; Transportation Economics; Accounting Costs and Management; Taxation and Business Rights; Markets and Financial Institutions; Project Management; Accounting; Management Accounting; Financial Accounting; Financial Analysis; Accounting Principles; Financial Accounting; Fundamentals of Finance; Principles of Finance and Investment; Fund Finance; and International Finances.

Courses taught at MA level are the following: Corporate Finance; Management Accounting; Ethics in Accounting; Insurance Management; The International Capital Market; Advanced Management Accounting; Evaluating Investment Projects; Markets and Financial Institutions; Risk Management; Insurance Management; National and International Accounting Standards; Analysis of Financial Statements; Credit Analysis; Public Accounting; Advanced Financial Accounting; Advanced Banking Accounting; Financial Direction; Theory of Portfolios; Financial Modelling.

At PhD level, university teachers who took part in the survey are also involved in the Advanced Macroeconomics course.

Professors affiliated to the Department for Business-Administration at the same university who filled in on-line survey teach the following courses at BA level: International Business; Business Management; Quality Management; Human Resources Management.

At MA level, these courses are offered by teachers who filled in on-line questionnaire: International Business; Global Business Management; IME Financial Management; Management of SMEs and New Entrepreneurs; Quality Management for SMEs, and Organizational Behaviour.

Finally, teachers affiliated with the Department of Tourism, who participated in the survey, teach the following courses at BA level: Management of Information Systems; Applied Software in Finance, Hotel Management and Reservation Systems.

At MA level, professors who took part in the survey are teaching the following courses: Information Technology in Business; Banking Information Systems; Accounting Information Systems; Information Technology for Cultural Tourism; Sustainable Destination Management; Marketing Management; International Tourism Marketing.

Initial Education

In the next part of the questionnaire, university teachers were asked to provide information on their first, second and third level of initial formal education, and to name the university and faculty where they have obtained their diplomas.

When it comes to European University of Tirana, most of the teachers got their first level degree from University of Tirana, Faculty of Economy. However, there are also those who got their first diploma from other universities in Albania, such as Agricultural University of Tirana, Polytechnic University of Tirana, University of Shkodra "Luigj Gurakuqi" and University of Elbasan "Aleksandër Xhuvani" (Faculty of Economy in all universities). Finally, two of the professors have graduated from universities outside of Albania – at University of Bordeaux and University of Strasbourg.

Second level degree (magisterium/master/specialization) of university professors affiliated with European University of Tirana are also obtained mostly at the University of Tirana, Faculty of Economy. However, the diversity of degree providers is much higher in this case, compared to first level degrees. There are more diplomas obtained in other universities in Albania, such as those from European University of Tirana, Polytechnic University of Tirana, and University of Shkodra "Luigj Gurakuqi". Also, there are more second level diplomas from foreign universities, such as University of Strasbourg, University of Nebraska–Lincoln, Johns Hopkins University, University of Bamberg, and Tuscia University.

Finally, for third level degrees (PhD), the situation is similar to the first level diplomas. Most of degrees are obtained at University of Tirana (Faculty of Economy) European University of Tirana or Polytechnic University of Tirana, and only two PhDs are obtained abroad – at Tuscia University and University of Seville.

When it comes to University of Shkodra "Luigj Gurakuqi", professors obtained their first level degrees mostly from the very same university (Faculty of Economy), followed by University of Tirana and Agricultural University of Tirana. One degree was obtained abroad - at University of Pristina. In terms of second level degrees most of the second level degrees are, again, from University of Tirana and Agricultural University of Tirana (Faculty of Economy), but there is a number of degrees obtained in foreign countries, namely from: University of Belgrade, Southern Illinois University and Sapienza University of Rome. Finally, most of the PhD degrees are from University of Tirana, followed by Agricultural University of Tirana and Aleksander Moisiu University, Durrës. There are also few of PhD degrees obtained abroad – at University of Podgorica (now University of Montenegro), Sapienza University of Rome and University of Trento (usually at Faculty of Economics).

Further Professional Development

Professors from two Albanian universities were also asked to name three most important professional development ('in-service') activities they had so far - by these activities (trainings, seminars, etc.). They were supposed to describe what type of activity that was and what was the main topic, as well as where was the activity held, at which institution, when it was done and for how long.

Results gathered from European University of Tirana show that majority of activities related to further professional development of professors are done outside of Albania and lasted up to one week. Out of 19 described activities of professional development, only two were directly related to the topics relevant to FINAC project. The first one was about main challenges in implementing financial management and internal audit. Activity took part in Slovenia in 2011 and lasted up to one week. Second one was about audit and financial control, and it was implemented in Albania in 2011. Other activities vary in terms of topics, duration of training and place where the activity was organized. They usually lasted up to one month, and were usually conducted in a form of conferences or trainings in Italy, Germany, Austria, Poland, Hungary or USA. Most of these professional development activities were about teaching methods and research, taxation and banking or public administration in general. Finally, most of the activities were conducted after 2010, but there are also those implemented during the 1990s or 2000s.

Data gathered from the University of Shkodra "Luigj Gurakuqi" suggest similar trends in terms of further professional development. Again, the additional training was done outside Albania more often than within the country, including places such as Italy, Serbia, Poland, Montenegro, USA, Spain, etc. and lasted in most cases up to one week or up to one month. When it comes to the relevance of the covered topics of these trainings for FINAC project, only in one case the training was related to accounting, and it was implemented in Albania twice: in 2012 and 2016. In other examples, professional development was related mostly to teaching and research practices, lasting between one week and one month. In many cases professors from University of Shkodra stated their teaching experience in foreign universities as further professional development, as well as in a few cases their master and PhD education. These activities usually lasted longer than one year. All of the described professional development activities happened between 2005 and 2017.

Participation in Research and Development Projects

In the next part of the questionnaire, university teachers were asked to provide information on their participation in three research and development projects. Academics were expected to provide information on title of the project and to shortly describe its main topic. Also, they were expected to give information on the scope of the project (was it national, regional, European or international), period of implementation and finally personal role in the project (lead researcher/expert, senior researcher/expert, junior researcher/expert, project coordinator/manager, other).

Professors and teaching assistants from European University of Tirana have mostly participated in national and European projects, implemented in 2016 and 2017 or between 2008 and 2012. There was also a mention of one regional project (with focus on Southeast Europe). Most common role professors had or still occupy in these projects are senior researcher/expert, lead researcher/expert or project coordinator/manager. Finally, when it comes to topics of the projects, most of them are not directly related to financial management and control. For instance, some of the projects respondents were involved in are about capacity building in higher education, increasing competences in entrepreneurship, exchange of staff and students, etc. There were, however, three topics in direct relation with the scope and aim of FINAC project. One was a national project in establishment and functioning of the internal control system and internal audit capabilities - the latter topic was devoted to establishing a methodological basis and monitoring the functioning of the internal audit service, as well as strengthening the role of the central harmonization unit of internal audit. It lasted between 2009 and 2011 and the respondent's role was of project coordinator. Two other projects are related to participatory budgeting and improving the budget transparency of public expenditure at local level through social audit. Both projects had national scope, lasted between 2016 and 2017 and university teacher's role was of senior researcher/expert.

Professors and teaching assistants from University of Shkodra "Luigj Gurakuqi" seem to have greater involvement with European and international projects (only one national and one regional project were reported) compared to professors from European University of Tirana who were more focused on national projects. In terms of period of implementation, these projects lasted longer (usually for two or three years between 2011 and 2016). On the other hand, in majority of the projects, professors and teaching assistants had a role of junior researcher, followed by senior researcher/expert and project coordinator/manager (in European University of Tirana most numerous ones were senior researcher/manager and lead researchers/manager). Finally, in terms of topics of professional development activities, the situation is rather diverse. Projects related to quality assurance in higher education are in majority, followed by activities of establishing different master programs. However, no research and development topics that are directly related to the aim and scope of FINAC project were reported.

Field of Expertise

Next part of the questionnaire was linked to the field of expertise of professors – they were asked to name up to five most important areas of their expertise in direct relation to the needs of FINAC project. Lists of expertise are presented in the tables 2 and 3.

Table 2. List of expertise of professors from European University of Tirana linked with FINAC project

Expertise linked with FINAC project		
Internal and External Audit	Financial Management and Control	Public Accounting
Programming and Budget Implementation	Human Resource Management	Competitiveness and Financial Raising
Budgeting	Public Administration	Public Finances
Public policy	Public service	Public sector management
Quality Management in Public Administration	Capital Markets	Banking
Economy	Financing	Business Management
Corporate governance	Management and marketing	Bank lending
The Research Method for Public Administration	Marketing of Public Services	Public Sector Related Economic Policies

Table 3. List of expertise of professors from University of Shkodra "Luigj Gurakuqi" linked with FINAC project

Expertise linked with FINAC project		
Management/Accounting	Project Management in Public Administration	Ethics in Accounting
Accounting Cost Direction	International Management	Financial Audit
Risk Management	Presentation of Results	Financial Management
Fiscal Decentralization Issues	Data Analysis	Public Administration
Organization of Meetings with Public Administration	Communication and Professional Ethics	Knowledge Management and Intellectual Capital
Planning	Ability to Manage the Project	Publishing Skills
Organizational capability of conferences, trainings within the project	Evaluation and Control for Internal Management of Enterprises Decentralization	Local Economic Development Strategies
Empirical Method for Assessing Public Policy	Teaching ground in Territorial Marketing	National and International Standards
E-governance	Investor Behaviour	Financial Institutions
Evaluation of Projects	Financial Market	Taxes and Tax Administration
International Financial Markets		

Together with the list of areas of expertise, university professors and teaching assistants were asked to list their three most important publications. The sum of publications can be found in the Annex I of this document as a list of references.

Needs for Professional Development

In the final section of the questionnaire, university professors were asked to describe their needs for further professional development in different areas relevant for FINAC project, namely in financial management and control in public sector, audit, budgeting, accounting, public policy and public administration.

First area for which respondents from both universities were asked to explicate their needs for professional development was Financial Management and Control (FMC). Most of the respondents claimed they need a sort of holistic approach when it comes to further training in FMC, meaning that they would like to know more about all elements of FMC. However, some respondents were more specific. For instance, some professors and teaching assistants stated the need for further professional development in areas such as control environment, control activities and risk management. Financial management of revenues and expenditures in the state budget, financial planning, financial support to foreign investors and banking system were also mentioned as areas where further training is needed.

Second area was Audit in Public Sector. Again, as in the previous case, respondents mostly stated that they would like to know more about all elements of internal audit in public sector. Particular interest was shown for different techniques of internal and external audit, internal audit procedures, and analysis and audit of financial statements.

Third element in this part of questionnaire was Budgeting in Public Sector. In this section, respondents were a bit more specific in stating their needs for professional development. Some of the areas named as important for further professional development are monitoring and assessing effectiveness and efficiency of public policy spending, relationship between budgeting and good governance, IT budgeting systems and connection between budgeting and public finances.

Accounting in Public sector was the next area of interest and this was the area with the lowest number of responses. Most of the respondents wrote that they would like to know more about all aspects of accounting, without providing specific topics or directions which may indicate that the existing expertise in this area is mostly missing, which is expected, knowing profile and field of expertise of respondents.

Finally, for the topic of public administration and public policy the interest for further professional development was the highest and described in detail. Respondents would like to know more on quality management in public administration, monitoring and evaluation, e-governance, information systems, decentralization and planning, and research methods. The interest was also high for additional training in some areas of public policy such as their different types and applicability, design, implementation and control of public policies, and assessment methodologies.

Conclusions

This survey with university professors in two partner institutions from Albania showed that the expertise needed to effectively achieve project goals is very well present. This can be seen from the list of subjects that are being taught by the survey respondents, their initial education, list of references and self-reported fields of expertise which are highly relevant for financial management, accounting and controlling. University professors also have considerable experience with further professional development and engagements in research and development projects (both on national and international scale). Results, however, indicate that not so many of these experiences were directly connected to the most important topics FINAC project is dealing with. This clearly conveys the message to the project coordinating and steering bodies that the FINAC project should be extensively used as an instrument for further professional development of included university teachers. For these purposes study visits organized with EU consortium partners are particularly powerful learning opportunities, but other possibilities should be considered as well. In that sense, a set of topics for further development proposed by university professors (described in this report) should be taken into account accordingly.

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Questionnaire for university teachers

FINAC

Financial management, accounting and controlling for capacity building of public administration

This survey is prepared within the project Financial management, accounting and controlling for capacity building of public administration (FINAC) under the EU programme ERASMUS +, subprogramme *Capacity Building in Higher Education*. The central aim of the project is to contribute to the higher quality of budgeting, money management, finance management, accounting and control in public administration. This aim will be achieved through developing/modernizing master degree programmes and provision of trainings for public administration employees in the field of financial management, accounting and controlling.

Project is implemented in Albania and Serbia and the project consortium involves 12 partners (from Albania, Serbia and four EU countries). Coordinating institution of the FINAC project is University of Belgrade, Faculty of Organisational Sciences. More about the project can be found on <http://www.finac.org.rs>

The main purpose of this survey is to gather information about the expertise of teachers at the regional partner universities and perception of needs for their professional development that would guide 1) development of new master programmes and in-service trainings in the field of public administration and 2) design of professional development activities provided to teachers at the regional partner universities by FINAC EU partner universities.

This questionnaire asks for some information that would be best if they are prepared beforehand. In an e-mail where you have been invited to take part in this survey, you have also received the questionnaire in PDF format. If you have not done so, we advise you to first take a look at the PDF version and prepare data that you will enter into this on-line questionnaire.

Thank you very much for your cooperation!

I BACKGROUND INFORMATION

A1. What is your academic affiliation (primary appointment)?

University: _____

Faculty: _____

Department: _____

A2. What is your secondary academic affiliation (if any)?

University: _____

Faculty: _____

Department: _____

A3. What is your title?

- a. Professor
- b. Associate professor
- c. Assistant professor
- d. Teaching assistant

A4. What courses are you teaching?

At BA level (leave blank if you do not teach at this level)

Course 1: _____

Course 2: _____

Course 3: _____

Course 4: _____

Course 5: _____

At MA level (leave blank if you do not teach at this level)

Course 1: _____

Course 2: _____

Course 3: _____

Course 4: _____

Course 5: _____

At PhD level (leave blank if you do not teach at this level)

Course 1: _____

Course 2: _____

Course 3: _____

Course 4: _____

Course 5: _____

II NEEDS FOR PROFESSIONAL DEVELOPMENT

Within the FINAC project EU partner institutions will develop trainings for teachers from regional countries. For this purpose, it is important to learn about the specific topics for which teachers from regional countries are interested the most to upgrade their competencies. Please be as specific as you can in the following key areas and fill in for those areas which are closest to your field of expertise.

B1. Financial management and control in public sector

B2. Audit in public sector

B3. Budgeting in public sector (programming and implementation)

B4. Accounting in public sector

B5. Public administration & public policy

III INITIAL EDUCATION

C. Please provide information for each level of your formal education

C1. First level university degree

University: _____

Faculty: _____

if you have more than one degree at this level, please provide information on that degree as well.

C2. Second level university degree (magisterium / master / specialization)

University: _____

Faculty: _____

if you have more than one degree at this level, please provide information on that degree as well.

C3. Third level university degree (PhD)

University: _____

Faculty: _____

if you have more than one degree at this level, please provide information on that degree as well.

If you are still student of doctoral academic studies, please enter the year of enrollment _____

IV FURTHER PROFESSIONAL DEVELOPMENT

D. Please provide information for up to 3 most important professional development activities you have had so far

D1. Professional development activity 1:

- Type of activity: _____
(e.g. post doctorate, fellowships, scholarships, mobility programs, trainings...)
- Organizing institution (responsible for academic/professional content): _____
- Country where the activity took place: _____
- Main topics of the activity: _____
- Duration of the activity:
 - a. Up to one week
 - b. Between one week and one month
 - c. Between one month and half a year
 - d. Between half a year and one year
 - e. More than one year
- Year when the activity was ended: _____

D2. Professional development activity 2:

- Type of activity: _____
(e.g. post doctorate, fellowships, scholarships, mobility programs, trainings...)
- Organizing institution (responsible for academic/professional content): _____
- Country where the activity took place: _____
- Main topics of the activity: _____
- Duration of the activity:
 - a. Up to one week
 - b. Between one week and one month
 - c. Between one month and half a year
 - d. Between half a year and one year
 - e. More than one year
- Year when the activity was ended: _____

D3. Professional development activity 3:

- Type of activity: _____
(e.g. post doctorate, fellowships, scholarships, mobility programs, trainings...)
- Organizing institution (responsible for academic/professional content): _____
- Country where the activity took place: _____
- Main topics the activity: _____
- Duration of the activity:
 - a. Up to one week
 - b. Between one week and one month
 - c. Between one month and half a year
 - d. Between half a year and one year
 - e. More than one year
- Year when the activity was ended: _____

V PARTICIPATION IN RESEARCH & DEVELOPMENT PROJECTS

E. Please provide information for participation in up to 3 most important research and/or development projects you have participated so far.

E1. Project 1

- Title of the project: _____
- Main topics: _____
- Period of implementation: _____ - _____
- Scope of the project:
 - a. National
 - b. Regional (South-East Europe)
 - c. European
 - d. International (beyond Europe)
- Personal role in the project:
 - a. Lead researcher / expert
 - b. Senior researcher / expert
 - c. Junior researcher / expert
 - d. Project coordinator / manager
 - e. Other

E2. Project 2

- Title of the project: _____
- Main topics: _____
- Period of implementation: _____ - _____
- Scope of the project:
 - a. National
 - b. Regional (South-East Europe)
 - c. European
 - d. International (beyond Europe)

- Personal role in the project:
 - a. Lead researcher / expert
 - b. Senior researcher / expert
 - c. Junior researcher / expert
 - d. Project coordinator / manager
 - e. Other

E3. Project 3

- Title of the project: _____
- Main topics: _____
- Period of implementation: _____ - _____
- Scope of the project:
 - a. National
 - b. Regional (South-East Europe)
 - c. European
 - d. International (beyond Europe)
- Personal role in the project:
 - a. Lead researcher / expert
 - b. Senior researcher / expert
 - c. Junior researcher / expert
 - d. Project coordinator / manager
 - e. Other

VI FIELD OF EXPERTISE

F. Please enlist up to 5 areas of your professional expertise (relevant to the scope of FINAC project):

- F1. Expertise 1:** _____
- F2. Expertise 2:** _____
- F3. Expertise 3:** _____
- F4. Expertise 4:** _____
- F5. Expertise 5:** _____

VII MAIN PUBLICATIONS

G. Please provide information for 3 most important publications of yours. Please provide 3 full references with APA style (see general instructions on this page

<https://owl.english.purdue.edu/owl/resource/560/06/>). If a text is in local language provide original reference in local language and translated reference in English.

G1. Reference 1:

G2. Reference 2:

G3. Reference 3:

Thank you very much for your cooperation!