



## EUROPEAN EDUCATION AND CULTURE EXECUTIVE AGENCY (EACEA)

EACEA.A – Erasmus+, EU Solidarity Corps  
A.1 – European Higher Education

### GRANT AGREEMENT

**Project 101085267 — SEEDUE4UA**

#### PREAMBLE

This **Agreement** ('the Agreement') is **between** the following parties:

**on the one part,**

the **European Education and Culture Executive Agency (EACEA)** ('EU executive agency' or 'granting authority'), under the powers delegated by the European Commission ('European Commission'),

**and**

**on the other part,**

1. 'the coordinator':

**VINNYTSIA MYKHAILO KOTSIUBYNSKYI STATE PEDAGOGICAL UNIVERSITY (VSPU)**, PIC 918936388, established in OSTROZHSKIY STR. 32, VINNYTSIA 21001, Ukraine,

Unless otherwise specified, references to 'beneficiary' or 'beneficiaries' include the coordinator and affiliated entities (if any).

If only one beneficiary signs the grant agreement ('mono-beneficiary grant'), all provisions referring to the 'coordinator' or the 'beneficiaries' will be considered — mutatis mutandis — as referring to the beneficiary.

The parties referred to above have agreed to enter into the Agreement.

By signing the Agreement and the accession forms, the beneficiaries accept the grant and agree to implement the action under their own responsibility and in accordance with the Agreement, with all the obligations and terms and conditions it sets out.

The Agreement is composed of:

Preamble

Terms and Conditions (including Data Sheet)

- Annex 1 Description of the action<sup>1</sup>
- Annex 2 Estimated budget for the action
- Annex 3 Accession forms (if applicable)<sup>2</sup>
- Annex 3a Declaration on joint and several liability of affiliated entities (if applicable)<sup>3</sup>
- Annex 4 Model for the financial statements
- Annex 5 Specific rules (if applicable)

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<sup>1</sup> Template published on [Portal Reference Documents](#).

<sup>2</sup> Template published on [Portal Reference Documents](#).

<sup>3</sup> Template published on [Portal Reference Documents](#).

## **TERMS AND CONDITIONS**

### **TABLE OF CONTENTS**

<b>GRANT AGREEMENT.....</b>	<b>1</b>
<b>PREAMBLE.....</b>	<b>1</b>
<b>TERMS AND CONDITIONS.....</b>	<b>3</b>
<b>DATASHEET.....</b>	<b>8</b>
<b>CHAPTER 1 GENERAL.....</b>	<b>12</b>
ARTICLE 1 — SUBJECT OF THE AGREEMENT .....	12
ARTICLE 2 — DEFINITIONS.....	12
<b>CHAPTER 2 ACTION.....</b>	<b>13</b>
ARTICLE 3 — ACTION.....	13
ARTICLE 4 — DURATION AND STARTING DATE.....	13
<b>CHAPTER 3 GRANT.....</b>	<b>13</b>
ARTICLE 5 — GRANT.....	13
5.1 Form of grant.....	13
5.2 Maximum grant amount.....	14
5.3 Funding rate.....	14
5.4 Estimated budget, budget categories and forms of funding.....	14
5.5 Budget flexibility.....	14
ARTICLE 6 — ELIGIBLE AND INELIGIBLE CONTRIBUTIONS.....	14
6.1 and 6.2 General and specific eligibility conditions.....	14
6.3 Ineligible contributions.....	15
6.4 Consequences of non-compliance.....	15
<b>CHAPTER 4 GRANT IMPLEMENTATION.....</b>	<b>15</b>
<b>SECTION 1 CONSORTIUM: BENEFICIARIES, AFFILIATED ENTITIES AND OTHER PARTICIPANTS.....</b>	<b>15</b>
ARTICLE 7 — BENEFICIARIES.....	15
ARTICLE 8 — AFFILIATED ENTITIES.....	17
ARTICLE 9 — OTHER PARTICIPANTS INVOLVED IN THE ACTION.....	17
9.1 Associated partners.....	17
9.2 Third parties giving in-kind contributions to the action.....	17
9.3 Subcontractors.....	18
9.4 Recipients of financial support to third parties.....	18

ARTICLE 10 — PARTICIPANTS WITH SPECIAL STATUS.....	18
10.1 Non-EU participants.....	18
10.2 Participants which are international organisations.....	19
10.3 Pillar-assessed participants.....	19
<b>SECTION 2 RULES FOR CARRYING OUT THE ACTION.....</b>	<b>21</b>
ARTICLE 11 — PROPER IMPLEMENTATION OF THE ACTION.....	21
11.1 Obligation to properly implement the action.....	21
11.2 Consequences of non-compliance.....	21
ARTICLE 12 — CONFLICT OF INTERESTS.....	22
12.1 Conflict of interests.....	22
12.2 Consequences of non-compliance.....	22
ARTICLE 13 — CONFIDENTIALITY AND SECURITY.....	22
13.1 Sensitive information.....	22
13.2 Classified information.....	23
13.3 Consequences of non-compliance.....	23
ARTICLE 14 — ETHICS AND VALUES.....	23
14.1 Ethics.....	23
14.2 Values.....	23
14.3 Consequences of non-compliance.....	24
ARTICLE 15 — DATA PROTECTION.....	24
15.1 Data processing by the granting authority.....	24
15.2 Data processing by the beneficiaries.....	24
15.3 Consequences of non-compliance.....	25
ARTICLE 16 — INTELLECTUAL PROPERTY RIGHTS (IPR) — BACKGROUND AND RESULTS — ACCESS RIGHTS AND RIGHTS OF USE.....	25
16.1 Background and access rights to background.....	25
16.2 Ownership of results.....	25
16.3 Rights of use of the granting authority on materials, documents and information received for policy, information, communication, dissemination and publicity purposes.....	25
16.4 Specific rules on IPR, results and background.....	26
16.5 Consequences of non-compliance.....	26
ARTICLE 17 — COMMUNICATION, DISSEMINATION AND VISIBILITY.....	27
17.1 Communication — Dissemination — Promoting the action.....	27
17.2 Visibility — European flag and funding statement.....	27
17.3 Quality of information — Disclaimer.....	28
17.4 Specific communication, dissemination and visibility rules.....	28

17.5	Consequences of non-compliance.....	28
ARTICLE 18 — SPECIFIC RULES FOR CARRYING OUT THE ACTION.....		28
18.1	Specific rules for carrying out the action.....	28
18.2	Consequences of non-compliance.....	28
<b>SECTION 3 GRANT ADMINISTRATION.....</b>		<b>28</b>
ARTICLE 19 — GENERAL INFORMATION OBLIGATIONS.....		28
19.1	Information requests.....	28
19.2	Participant Register data updates.....	29
19.3	Information about events and circumstances which impact the action.....	29
19.4	Consequences of non-compliance.....	29
ARTICLE 20 — RECORD-KEEPING.....		29
20.1	Keeping records and supporting documents.....	29
20.2	Consequences of non-compliance.....	30
ARTICLE 21 — REPORTING.....		30
21.1	Continuous reporting.....	30
21.2	Periodic reporting: Technical reports and financial statements.....	30
21.3	Currency for financial statements and conversion into euros.....	31
21.4	Reporting language.....	31
21.5	Consequences of non-compliance.....	31
ARTICLE 22 — PAYMENTS AND RECOVERIES — CALCULATION OF AMOUNTS DUE.....		31
22.1	Payments and payment arrangements.....	31
22.2	Recoveries.....	32
22.3	Amounts due.....	32
22.4	Enforced recovery.....	37
22.5	Consequences of non-compliance.....	37
ARTICLE 23 — GUARANTEES.....		38
23.1	Prefinancing guarantee.....	38
23.2	Consequences of non-compliance.....	38
ARTICLE 24 — CERTIFICATES.....		39
ARTICLE 25 — CHECKS, REVIEWS, AUDITS AND INVESTIGATIONS — EXTENSION OF FINDINGS.....		39
25.1	Granting authority checks, reviews and audits.....	39
25.2	European Commission checks, reviews and audits in grants of other granting authorities.....	40
25.3	Access to records for assessing simplified forms of funding.....	40
25.4	OLAF, EPPO and ECA audits and investigations.....	40

25.5	Consequences of checks, reviews, audits and investigations — Extension of findings.....	41
25.6	Consequences of non-compliance.....	42
ARTICLE 26 — IMPACT EVALUATIONS.....		42
26.1	Impact evaluation.....	42
26.2	Consequences of non-compliance.....	43
<b>CHAPTER 5 CONSEQUENCES OF NON-COMPLIANCE.....</b>		<b>43</b>
<b>SECTION 1 REJECTIONS AND GRANT REDUCTION.....</b>		<b>43</b>
ARTICLE 27 — REJECTION OF CONTRIBUTIONS.....		43
27.1	Conditions.....	43
27.2	Procedure.....	43
27.3	Effects.....	43
ARTICLE 28 — GRANT REDUCTION.....		43
28.1	Conditions.....	43
28.2	Procedure.....	44
28.3	Effects.....	44
<b>SECTION 2 SUSPENSION AND TERMINATION.....</b>		<b>44</b>
ARTICLE 29 — PAYMENT DEADLINE SUSPENSION.....		44
29.1	Conditions.....	44
29.2	Procedure.....	45
ARTICLE 30 — PAYMENT SUSPENSION.....		45
30.1	Conditions.....	45
30.2	Procedure.....	45
ARTICLE 31 — GRANT AGREEMENT SUSPENSION.....		46
31.1	Consortium-requested GA suspension.....	46
31.2	EU-initiated GA suspension.....	47
ARTICLE 32 — GRANT AGREEMENT OR BENEFICIARY TERMINATION.....		48
32.1	Consortium-requested GA termination.....	48
32.2	Consortium-requested beneficiary termination.....	48
32.3	EU-initiated GA or beneficiary termination.....	50
<b>SECTION 3 OTHER CONSEQUENCES: DAMAGES AND ADMINISTRATIVE SANCTIONS.....</b>		<b>53</b>
ARTICLE 33 — DAMAGES.....		53
33.1	Liability of the granting authority.....	53
33.2	Liability of the beneficiaries.....	53
ARTICLE 34 — ADMINISTRATIVE SANCTIONS AND OTHER MEASURES.....		53
<b>SECTION 4 FORCE MAJEURE.....</b>		<b>54</b>

ARTICLE 35 — FORCE MAJEURE.....	54
<b>CHAPTER 6 FINAL PROVISIONS.....</b>	<b>54</b>
ARTICLE 36 — COMMUNICATION BETWEEN THE PARTIES.....	54
36.1 Forms and means of communication — Electronic management.....	54
36.2 Date of communication.....	55
36.3 Addresses for communication.....	55
ARTICLE 37 — INTERPRETATION OF THE AGREEMENT.....	55
ARTICLE 38 — CALCULATION OF PERIODS AND DEADLINES.....	55
ARTICLE 39 — AMENDMENTS.....	56
39.1 Conditions.....	56
39.2 Procedure.....	56
ARTICLE 40 — ACCESSION AND ADDITION OF NEW BENEFICIARIES.....	56
40.1 Accession of the beneficiaries mentioned in the Preamble.....	56
40.2 Addition of new beneficiaries.....	57
ARTICLE 41 — TRANSFER OF THE AGREEMENT.....	57
ARTICLE 42 — ASSIGNMENTS OF CLAIMS FOR PAYMENT AGAINST THE GRANTING AUTHORITY.....	57
ARTICLE 43 — APPLICABLE LAW AND SETTLEMENT OF DISPUTES.....	57
43.1 Applicable law.....	57
43.2 Dispute settlement.....	58
ARTICLE 44 — ENTRY INTO FORCE.....	58

## DATA SHEET

### 1. General data

Project summary:

Project summary
<p>The Social Integration of Children with Special Needs in an Environment of Diversity and Inclusion: European Approaches is a project aimed at developing students' competence to work with different categories of children with special needs, taking into account European approaches to inclusion which goes beyond disability (Educational Difficulties, Economic Obstacles, Social Obstacles, Geographical Obstacles, gifted). In the context of modern challenges, these include internally displaced persons affected by hostilities Objective: to introduce the EU experience in training specialists to work with an educational institution and in a regional context to create an inclusive environment conducive to the successful social integration of children with special educational needs, the development of civic, personal, and social competence; to prevent rejection and bullying. The leading forms of project implementation are teaching for students of 4 interdisciplinary courses: European Studies of Social Inclusion; Legal, Socio-Pedagogical Bases for Preparing Children with Special Needs for Successful Life: Comparison of European and Ukrainian Experience; European Practices for Developing Social Competence of Gifted Children in a Regional Inclusive Space, Social and Pedagogical Support for Children with Disabilities in a Diversity Environment: EU Experience. Students of the courses will take part in the following online challenges: Ukraine in the European Space of Diversity and Tolerance (dedicated to Europe Day) and Don't Hide Your Talent (for EU Talent Day). They will become co-organizers of the Give Your Child Peace volunteer event, the Legal Submarine tour in Vinnytsia, which will be held for children with special needs. To improve the skills of teachers, representatives of public organizations and parents, a series of training will be held at the Inclusive Band summer school and conducting a training course for teachers-practitioners, members of public associations.</p>

Keywords:

- School education

Project number: 101085267

Project name: Social integration of children with special needs in an environment of diversity and inclusion: European approaches

Project acronym: SEEDUE4UA

Call: ERASMUS-JMO-2022-HEI-TCH-RSCH

Topic: ERASMUS-JMO-2022-MODULE

Type of action: ERASMUS Lump Sum Grants

Granting authority: European Education and Culture Executive Agency

Grant managed through EU Funding & Tenders Portal: Yes (eGrants)

Project starting date: first day of the month following the entry into force date

Project end date: starting date + months of duration

Project duration: 36 months

Consortium agreement: No

### 2. Participants

List of participants:

N°	Role	Short name	Legal name	Ctry	PIC	Max grant amount
1	COO	VSPU	VINNYTSIA MYKHAILO KOTSIUBYNSKYI STATE PEDAGOGICAL UNIVERSITY	UA	918936388	30 000.00
<b>Total</b>						30 000.00

**Coordinator:**

- VINNYTSIA MYKHAILO KOTSIUBYNSKYI STATE PEDAGOGICAL UNIVERSITY (VSPU)

**3. Grant****Maximum grant amount, total estimated eligible costs and contributions and funding rate:**

Maximum grant amount (Annex 2)	Maximum grant amount (award decision)
30 000.00	30 000.00

**Grant form:** Lump Sum**Grant mode:** Action grant**Budget categories/activity types:** Lump sum contributions**Cost eligibility options:** n/a**Budget flexibility:** No**4. Reporting, payments and recoveries****4.1 Continuous reporting** (art 21)**Deliverables:** see Funding & Tenders Portal Continuous Reporting tool**4.2 Periodic reporting and payments****Reporting and payment schedule** (art 21, 22):

Reporting					Payments	
Reporting periods			Type	Deadline	Type	Deadline (time to pay)
RP No	Month from	Month to				
					Initial prefinancing	30 days from entry into force/ financial guarantee (if required) – whichever is the latest
					Final payment	90 days from receiving periodic report
1	1	36	Periodic report	60 days after end of reporting period		

**Prefinancing payments and guarantees:**

Prefinancing payment		Prefinancing guarantee		
Type	Amount	Guarantee amount	Division per participant	
Prefinancing 1 (initial)	21 000.00	n/a	1 - VSPU	n/a

**Reporting and payment modalities** (art 21, 22):

Mutual Insurance Mechanism (MIM): No

Restrictions on distribution of initial prefinancing: The prefinancing may be distributed only if the minimum number of beneficiaries set out in the call conditions (if any) have acceded to the Agreement and only to beneficiaries that have acceded.

Interim payment ceiling (if any): 100% of the maximum grant amount

No-profit rule: n/a

Late payment interest: ECB + 3.5%

Bank account for payments:

UA973020760000026008300402225

Conversion into euros: n/a

Reporting language: Language of the Agreement

**4.3 Certificates** (art 24): n/a

**4.4 Recoveries** (art 22)

**First-line liability for recoveries:**

Beneficiary termination: Beneficiary concerned

Final payment: Coordinator

After final payment: Beneficiary concerned

**Joint and several liability for enforced recoveries (in case of non-payment):**

Limited joint and several liability of other beneficiaries — up to the maximum grant amount of the beneficiary

Joint and several liability of affiliated entities — n/a

## **5. Consequences of non-compliance, applicable law & dispute settlement forum**

**Applicable law** (art 43):

Standard applicable law regime: EU law + law of Belgium

**Dispute settlement forum** (art 43):

Standard dispute settlement forum:

EU beneficiaries: EU General Court + EU Court of Justice (on appeal)

Non-EU beneficiaries: Courts of Brussels, Belgium (unless an international agreement provides for the enforceability of EU court judgements)

## **6. Other**

**Specific rules (Annex 5):** Yes

**Standard time-limits after project end:**

Confidentiality (for X years after final payment): 5

Record-keeping (for X years after final payment): 5 (or 3 for grants of not more than EUR 60 000)

Reviews (up to X years after final payment): 5 (or 3 for grants of not more than EUR 60 000)

Audits (up to X years after final payment): 5 (or 3 for grants of not more than EUR 60 000)

Extension of findings from other grants to this grant (no later than X years after final payment): 5 (or 3 for grants of not more than EUR 60 000)

Impact evaluation (up to X years after final payment): 5 (or 3 for grants of not more than EUR 60 000)

## **CHAPTER 1 GENERAL**

### **ARTICLE 1 — SUBJECT OF THE AGREEMENT**

This Agreement sets out the rights and obligations and terms and conditions applicable to the grant awarded for the implementation of the action set out in Chapter 2.

### **ARTICLE 2 — DEFINITIONS**

For the purpose of this Agreement, the following definitions apply:

**Actions** — The project which is being funded in the context of this Agreement.

**Grant** — The grant awarded in the context of this Agreement.

**EU grants** — Grants awarded by EU institutions, bodies, offices or agencies (including EU executive agencies, EU regulatory agencies, EDA, joint undertakings, etc.).

**Participants** — Entities participating in the action as beneficiaries, affiliated entities, associated partners, third parties giving in-kind contributions, subcontractors or recipients of financial support to third parties.

**Beneficiaries (BEN)** — The signatories of this Agreement (either directly or through an accession form).

**Affiliated entities (AE)** — Entities affiliated to a beneficiary within the meaning of Article 187 of EU Financial Regulation 2018/1046<sup>4</sup> which participate in the action with similar rights and obligations as the beneficiaries (obligation to implement action tasks and right to charge costs and claim contributions).

**Associated partners (AP)** — Entities which participate in the action, but without the right to charge costs or claim contributions.

**Purchases** — Contracts for goods, works or services needed to carry out the action (e.g. equipment, consumables and supplies) but which are not part of the action tasks (see Annex 1).

**Subcontracting** — Contracts for goods, works or services that are part of the action tasks (see Annex 1).

**In-kind contributions** — In-kind contributions within the meaning of Article 2(36) of EU Financial

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<sup>4</sup> For the definition, see Article 187 Regulation (EU, Euratom) 2018/1046 of the European Parliament and of the Council of 18 July 2018 on the financial rules applicable to the general budget of the Union, amending Regulations (EU) No 1296/2013, (EU) No 1301/2013, (EU) No 1303/2013, (EU) No 1304/2013, (EU) No 1309/2013, (EU) No 1316/2013, (EU) No 223/2014, (EU) No 283/2014, and Decision No 541/2014/EU and repealing Regulation (EU, Euratom) No 966/2012 ('EU Financial Regulation') (OJ L 193, 30.7.2018, p. 1): "**affiliated entities** [are]:

- (a) entities that form a sole beneficiary [(i.e. where an entity is formed of several entities that satisfy the criteria for being awarded a grant, including where the entity is specifically established for the purpose of implementing an action to be financed by a grant)];
- (b) entities that satisfy the eligibility criteria and that do not fall within one of the situations referred to in Article 136(1) and 141(1) and that have a link with the beneficiary, in particular a legal or capital link, which is neither limited to the action nor established for the sole purpose of its implementation".

Regulation 2018/1046, i.e. non-financial resources made available free of charge by third parties.

**Fraud** — Fraud within the meaning of Article 3 of EU Directive 2017/1371<sup>5</sup> and Article 1 of the Convention on the protection of the European Communities' financial interests, drawn up by the Council Act of 26 July 1995<sup>6</sup>, as well as any other wrongful or criminal deception intended to result in financial or personal gain.

**Irregularities** — Any type of breach (regulatory or contractual) which could impact the EU financial interests, including irregularities within the meaning of Article 1(2) of EU Regulation 2988/95<sup>7</sup>.

**Grave professional misconduct** — Any type of unacceptable or improper behaviour in exercising one's profession, especially by employees, including grave professional misconduct within the meaning of Article 136(1)(c) of EU Financial Regulation 2018/1046.

**Applicable EU, international and national law** — Any legal acts or other (binding or non-binding) rules and guidance in the area concerned.

**Portal** — EU Funding & Tenders Portal; electronic portal and exchange system managed by the European Commission and used by itself and other EU institutions, bodies, offices or agencies for the management of their funding programmes (grants, procurements, prizes, etc.).

## **CHAPTER 2 ACTION**

### **ARTICLE 3 — ACTION**

The grant is awarded for the action **101085267 — SEEDUE4UA** ('action'), as described in Annex 1.

### **ARTICLE 4 — DURATION AND STARTING DATE**

The duration and the starting date of the action are set out in the Data Sheet (see Point 1).

## **CHAPTER 3 GRANT**

### **ARTICLE 5 — GRANT**

#### **5.1 Form of grant**

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<sup>5</sup> Directive (EU) 2017/1371 of the European Parliament and of the Council of 5 July 2017 on the fight against fraud to the Union's financial interests by means of criminal law (OJ L 198, 28.7.2017, p. 29).

<sup>6</sup> OJ C 316, 27.11.1995, p. 48.

<sup>7</sup> Council Regulation (EC, Euratom) No 2988/95 of 18 December 1995 on the protection of the European Communities financial interests (OJ L 312, 23.12.1995, p. 1).

The grant is an action grant<sup>8</sup> which takes the form of a lump sum grant for the completion of work packages.

## 5.2 Maximum grant amount

The maximum grant amount is set out in the Data Sheet (see Point 3) and in the estimated budget (Annex 2).

## 5.3 Funding rate

Not applicable

## 5.4 Estimated budget, budget categories and forms of funding

The estimated budget for the action (lump sum breakdown) is set out in Annex 2.

It contains the estimated eligible contributions for the action (lump sum contributions), broken down by participant and work package.

Annex 2 also shows the types of contributions (forms of funding)<sup>9</sup> to be used for each work package.

## 5.5 Budget flexibility

Budget flexibility does not apply; changes to the estimated budget (lump sum breakdown) always require an amendment (see Article 39).

Amendments for transfers between *work packages* are moreover possible only if:

- the work packages concerned are not already completed (and declared in a financial statement) and
- the transfers are justified by the technical implementation of the action.

# ARTICLE 6 — ELIGIBLE AND INELIGIBLE CONTRIBUTIONS

## 6.1 and 6.2 General and specific eligibility conditions

Lump sum contributions are eligible ('eligible contributions'), if:

- (a) they are set out in Annex 2 and
- (b) the work packages are completed and the work is properly implemented by the beneficiaries and/or the results are achieved, in accordance with Annex 1 and during in the period set out in Article 4 (with the exception of work/results relating to the submission of the final periodic report, which may be achieved afterwards; see Article 21)

They will be calculated on the basis of the amounts set out in Annex 2.

<sup>8</sup> For the definition, see Article 180(2)(a) EU Financial Regulation 2018/1046: '**action grant**' means an EU grant to finance "an action intended to help achieve a Union policy objective".

<sup>9</sup> See Article 125 EU Financial Regulation 2018/1046.

### 6.3 Ineligible contributions

‘Ineligible contributions’ are:

- (a) lump sum contributions that do not comply with the conditions set out above (see Article 6.1 and 6.2)
- (b) lump sum contributions for activities already funded under other EU grants (or grants awarded by an EU Member State, non-EU country or other body implementing the EU budget), except for the following case:
  - (i) Synergy actions: not applicable
- (c) other:
  - (i) country restrictions for eligible costs: not applicable.

### 6.4 Consequences of non-compliance

If a beneficiary declares lump sum contributions that are ineligible, they will be rejected (see Article 27).

This may also lead to other measures described in Chapter 5.

## **CHAPTER 4 GRANT IMPLEMENTATION**

### **SECTION 1 CONSORTIUM: BENEFICIARIES, AFFILIATED ENTITIES AND OTHER PARTICIPANTS**

#### **ARTICLE 7 — BENEFICIARIES**

The beneficiaries, as signatories of the Agreement, are fully responsible towards the granting authority for implementing it and for complying with all its obligations.

They must implement the Agreement to their best abilities, in good faith and in accordance with all the obligations and terms and conditions it sets out.

They must have the appropriate resources to implement the action and implement the action under their own responsibility and in accordance with Article 11. If they rely on affiliated entities or other participants (see Articles 8 and 9), they retain sole responsibility towards the granting authority and the other beneficiaries.

They are jointly responsible for the *technical* implementation of the action. If one of the beneficiaries fails to implement their part of the action, the other beneficiaries must ensure that this part is implemented by someone else (without being entitled to an increase of the maximum grant amount and subject to an amendment; see Article 39). The *financial* responsibility of each beneficiary in case of recoveries is governed by Article 22.

The beneficiaries (and their action) must remain eligible under the EU programme funding the grant

for the entire duration of the action. Lump sum contributions will be eligible only as long as the beneficiary and the action are eligible.

The **internal roles and responsibilities** of the beneficiaries are divided as follows:

(a) Each beneficiary must:

- (i) keep information stored in the Portal Participant Register up to date (see Article 19)
- (ii) inform the granting authority (and the other beneficiaries) immediately of any events or circumstances likely to affect significantly or delay the implementation of the action (see Article 19)
- (iii) submit to the coordinator in good time:
  - the prefinancing guarantees (if required; see Article 23)
  - the financial statements and certificates on the financial statements (CFS): not applicable
  - the contribution to the deliverables and technical reports (see Article 21)
  - any other documents or information required by the granting authority under the Agreement
- (iv) submit via the Portal data and information related to the participation of their affiliated entities.

(b) The coordinator must:

- (i) monitor that the action is implemented properly (see Article 11)
- (ii) act as the intermediary for all communications between the consortium and the granting authority, unless the Agreement or granting authority specifies otherwise, and in particular:
  - submit the prefinancing guarantees to the granting authority (if any)
  - request and review any documents or information required and verify their quality and completeness before passing them on to the granting authority
  - submit the deliverables and reports to the granting authority
  - inform the granting authority about the payments made to the other beneficiaries (report on the distribution of payments; if required, see Articles 22 and 32)
- (iii) distribute the payments received from the granting authority to the other beneficiaries without unjustified delay (see Article 22).

The coordinator may not delegate or subcontract the above-mentioned tasks to any other beneficiary or third party (including affiliated entities).

However, coordinators which are public bodies may delegate the tasks set out in Point (b)(ii) last

indent and (iii) above to entities with ‘authorisation to administer’ which they have created or which are controlled by or affiliated to them. In this case, the coordinator retains sole responsibility for the payments and for compliance with the obligations under the Agreement.

Moreover, coordinators which are ‘sole beneficiaries’<sup>10</sup> (or similar, such as European research infrastructure consortia (ERICs)) may delegate the tasks set out in Point (b)(i) to (iii) above to one of their members. The coordinator retains sole responsibility for compliance with the obligations under the Agreement.

The beneficiaries must have **internal arrangements** regarding their operation and co-ordination, to ensure that the action is implemented properly.

If required by the granting authority (see Data Sheet, Point 1), these arrangements must be set out in a written **consortium agreement** between the beneficiaries, covering for instance:

- the internal organisation of the consortium
- the management of access to the Portal
- different distribution keys for the payments and financial responsibilities in case of recoveries (if any)
- additional rules on rights and obligations related to background and results (see Article 16)
- settlement of internal disputes
- liability, indemnification and confidentiality arrangements between the beneficiaries.

The internal arrangements must not contain any provision contrary to this Agreement.

## ARTICLE 8 — AFFILIATED ENTITIES

Not applicable

## ARTICLE 9 — OTHER PARTICIPANTS INVOLVED IN THE ACTION

### 9.1 Associated partners

Not applicable

### 9.2 Third parties giving in-kind contributions to the action

Other third parties may give in-kind contributions to the action (i.e. personnel, equipment, other goods, works and services, etc. which are free-of-charge), if necessary for the implementation.

Third parties giving in-kind contributions do not implement any action tasks. They may not charge contributions to the action (no lump sum contributions) and the costs for the in-kind contributions are not eligible (may not be included in the estimated budget in Annex 2).

<sup>10</sup> For the definition, see Article 187(2) EU Financial Regulation 2018/1046: “Where several entities satisfy the criteria for being awarded a grant and together form one entity, that entity may be treated as the **sole beneficiary**, including where it is specifically established for the purpose of implementing the action financed by the grant.”

The third parties and their in-kind contributions should be set out in Annex 1.

### 9.3 Subcontractors

Subcontractors may participate in the action, if necessary for the implementation.

Subcontractors must implement their action tasks in accordance with Article 11. The beneficiaries' costs for subcontracting are considered entirely covered by the lump sum contributions for implementing the work packages (irrespective of the actual subcontracting costs incurred, if any).

The beneficiaries must ensure that their contractual obligations under Articles 11 (proper implementation), 12 (conflict of interest), 13 (confidentiality and security), 14 (ethics), 17.2 (visibility), 18 (specific rules for carrying out action), 19 (information) and 20 (record-keeping) also apply to the subcontractors.

The beneficiaries must ensure that the bodies mentioned in Article 25 (e.g. granting authority, OLAF, Court of Auditors (ECA), etc.) can exercise their rights also towards the subcontractors.

### 9.4 Recipients of financial support to third parties

If the action includes providing financial support to third parties (e.g. grants, prizes or similar forms of support), the beneficiaries must ensure that their contractual obligations under Articles 12 (conflict of interest), 13 (confidentiality and security), 14 (ethics), 17.2 (visibility), 18 (specific rules for carrying out action), 19 (information) and 20 (record-keeping) also apply to the third parties receiving the support (recipients).

The beneficiaries must also ensure that the bodies mentioned in Article 25 (e.g. granting authority, OLAF, Court of Auditors (ECA), etc.) can exercise their rights also towards the recipients.

## ARTICLE 10 — PARTICIPANTS WITH SPECIAL STATUS

### 10.1 Non-EU participants

Participants which are established in a non-EU country (if any) undertake to comply with their obligations under the Agreement and:

- to respect general principles (including fundamental rights, values and ethical principles, environmental and labour standards, rules on classified information, intellectual property rights, visibility of funding and protection of personal data)
- for the submission of certificates under Article 24: use qualified external auditors which are independent and comply with comparable standards as those set out in EU Directive 2006/43/EC<sup>11</sup>
- for the controls under Article 25: allow for checks, reviews, audits and investigations (including on-the-spot checks, visits and inspections) by the bodies mentioned in that Article (e.g. granting authority, OLAF, Court of Auditors (ECA), etc.).

<sup>11</sup> Directive 2006/43/EC of the European Parliament and of the Council of 17 May 2006 on statutory audits of annual accounts and consolidated accounts or similar national regulations (OJ L 157, 9.6.2006, p. 87).



Special rules on dispute settlement apply (see Data Sheet, Point 5).

## 10.2 Participants which are international organisations

Participants which are international organisations (IOs; if any) undertake to comply with their obligations under the Agreement and:

- to respect general principles (including fundamental rights, values and ethical principles, environmental and labour standards, rules on classified information, intellectual property rights, visibility of funding and protection of personal data)
- for the submission of certificates under Article 24: to use either independent public officers or external auditors which comply with comparable standards as those set out in EU Directive 2006/43/EC
- for the controls under Article 25: to allow for the checks, reviews, audits and investigations by the bodies mentioned in that Article, taking into account the specific agreements concluded by them and the EU (if any).

For such participants, nothing in the Agreement will be interpreted as a waiver of their privileges or immunities, as accorded by their constituent documents or international law.

Special rules on applicable law and dispute settlement apply (see Article 43 and Data Sheet, Point 5).

## 10.3 Pillar-assessed participants

Pillar-assessed participants (if any) may rely on their own systems, rules and procedures, in so far as they have been positively assessed and do not call into question the decision awarding the grant or breach the principle of equal treatment of applicants or beneficiaries.

‘Pillar-assessment’ means a review by the European Commission on the systems, rules and procedures which participants use for managing EU grants (in particular internal control system, accounting system, external audits, financing of third parties, rules on recovery and exclusion, information on recipients and protection of personal data; see Article 154 EU Financial Regulation 2018/1046).

Participants with a positive pillar assessment may rely on their own systems, rules and procedures, in particular for:

- record-keeping (Article 20): may be done in accordance with internal standards, rules and procedures
- currency conversion for financial statements (Article 21): may be done in accordance with usual accounting practices
- guarantees (Article 23): for public law bodies, prefinancing guarantees are not needed
- certificates (Article 24):
  - certificates on the financial statements (CFS): may be provided by their regular internal or external auditors and in accordance with their internal financial regulations and procedures

- certificates on usual accounting practices (CoMUC): are not needed if those practices are covered by an ex-ante assessment

and use the following specific rules, for:

- recoveries (Article 22): in case of financial support to third parties, there will be no recovery if the participant has done everything possible to retrieve the undue amounts from the third party receiving the support (including legal proceedings) and non-recovery is not due to an error or negligence on its part
- checks, reviews, audits and investigations by the EU (Article 25): will be conducted taking into account the rules and procedures specifically agreed between them and the framework agreement (if any)
- impact evaluation (Article 26): will be conducted in accordance with the participant's internal rules and procedures and the framework agreement (if any)
- grant agreement suspension (Article 31): certain costs incurred during grant suspension are eligible (notably, minimum costs necessary for a possible resumption of the action and costs relating to contracts which were entered into before the pre-information letter was received and which could not reasonably be suspended, reallocated or terminated on legal grounds)
- grant agreement termination (Article 32): the final grant amount and final payment will be calculated taking into account also costs relating to contracts due for execution only after termination takes effect, if the contract was entered into before the pre-information letter was received and could not reasonably be terminated on legal grounds
- liability for damages (Article 33.2): the granting authority must be compensated for damage it sustains as a result of the implementation of the action or because the action was not implemented in full compliance with the Agreement only if the damage is due to an infringement of the participant's internal rules and procedures or due to a violation of third parties' rights by the participant or one of its employees or individual for whom the employees are responsible.

Participants whose pillar assessment covers procurement and granting procedures may also do purchases, subcontracting and financial support to third parties (Article 6.2) in accordance with their internal rules and procedures for purchases, subcontracting and financial support.

Participants whose pillar assessment covers data protection rules may rely on their internal standards, rules and procedures for data protection (Article 15).

The participants may however not rely on provisions which would breach the principle of equal treatment of applicants or beneficiaries or call into question the decision awarding the grant, such as in particular:

- eligibility (Article 6)
- consortium roles and set-up (Articles 7-9)
- security and ethics (Articles 13, 14)

- IPR (including background and results, access rights and rights of use), communication, dissemination and visibility (Articles 16 and 17)
- information obligation (Article 19)
- payment, reporting and amendments (Articles 21, 22 and 39)
- rejections, reductions, suspensions and terminations (Articles 27, 28, 29-32)

If the pillar assessment was subject to remedial measures, reliance on the internal systems, rules and procedures is subject to compliance with those remedial measures.

Participants whose assessment has not yet been updated to cover (the new rules on) data protection may rely on their internal systems, rules and procedures, provided that they ensure that personal data is:

- processed lawfully, fairly and in a transparent manner in relation to the data subject
- collected for specified, explicit and legitimate purposes and not further processed in a manner that is incompatible with those purposes
- adequate, relevant and limited to what is necessary in relation to the purposes for which they are processed
- accurate and, where necessary, kept up to date
- kept in a form which permits identification of data subjects for no longer than is necessary for the purposes for which the data is processed and
- processed in a manner that ensures appropriate security of the personal data.

Participants must inform the coordinator without delay of any changes to the systems, rules and procedures that were part of the pillar assessment. The coordinator must immediately inform the granting authority.

Pillar-assessed participants that have also concluded a framework agreement with the EU, may moreover — under the same conditions as those above (i.e. not call into question the decision awarding the grant or breach the principle of equal treatment of applicants or beneficiaries) — rely on provisions set out in that framework agreement.

## **SECTION 2 RULES FOR CARRYING OUT THE ACTION**

### **ARTICLE 11 — PROPER IMPLEMENTATION OF THE ACTION**

#### **11.1 Obligation to properly implement the action**

The beneficiaries must implement the action as described in Annex 1 and in compliance with the provisions of the Agreement, the call conditions and all legal obligations under applicable EU, international and national law.

#### **11.2 Consequences of non-compliance**



If a beneficiary breaches any of its obligations under this Article, the grant may be reduced (see Article 28).

Such breaches may also lead to other measures described in Chapter 5.

## **ARTICLE 12 — CONFLICT OF INTERESTS**

### **12.1 Conflict of interests**

The beneficiaries must take all measures to prevent any situation where the impartial and objective implementation of the Agreement could be compromised for reasons involving family, emotional life, political or national affinity, economic interest or any other direct or indirect interest ('conflict of interests').

They must formally notify the granting authority without delay of any situation constituting or likely to lead to a conflict of interests and immediately take all the necessary steps to rectify this situation.

The granting authority may verify that the measures taken are appropriate and may require additional measures to be taken by a specified deadline.

### **12.2 Consequences of non-compliance**

If a beneficiary breaches any of its obligations under this Article, the grant may be reduced (see Article 28) and the grant or the beneficiary may be terminated (see Article 32).

Such breaches may also lead to other measures described in Chapter 5.

## **ARTICLE 13 — CONFIDENTIALITY AND SECURITY**

### **13.1 Sensitive information**

The parties must keep confidential any data, documents or other material (in any form) that is identified as sensitive in writing ('sensitive information') — during the implementation of the action and for at least until the time-limit set out in the Data Sheet (see Point 6).

If a beneficiary requests, the granting authority may agree to keep such information confidential for a longer period.

Unless otherwise agreed between the parties, they may use sensitive information only to implement the Agreement.

The beneficiaries may disclose sensitive information to their personnel or other participants involved in the action only if they:

- (a) need to know it in order to implement the Agreement and
- (b) are bound by an obligation of confidentiality.

The granting authority may disclose sensitive information to its staff and to other EU institutions and bodies.

It may moreover disclose sensitive information to third parties, if:



- (a) this is necessary to implement the Agreement or safeguard the EU financial interests and
- (b) the recipients of the information are bound by an obligation of confidentiality.

The confidentiality obligations no longer apply if:

- (a) the disclosing party agrees to release the other party
- (b) the information becomes publicly available, without breaching any confidentiality obligation
- (c) the disclosure of the sensitive information is required by EU, international or national law.

Specific confidentiality rules (if any) are set out in Annex 5.

### **13.2 Classified information**

The parties must handle classified information in accordance with the applicable EU, international or national law on classified information (in particular, Decision 2015/444<sup>12</sup> and its implementing rules).

Deliverables which contain classified information must be submitted according to special procedures agreed with the granting authority.

Action tasks involving classified information may be subcontracted only after explicit approval (in writing) from the granting authority.

Classified information may not be disclosed to any third party (including participants involved in the action implementation) without prior explicit written approval from the granting authority.

Specific security rules (if any) are set out in Annex 5.

### **13.3 Consequences of non-compliance**

If a beneficiary breaches any of its obligations under this Article, the grant may be reduced (see Article 28).

Such breaches may also lead to other measures described in Chapter 5.

## **ARTICLE 14 — ETHICS AND VALUES**

### **14.1 Ethics**

The action must be carried out in line with the highest ethical standards and the applicable EU, international and national law on ethical principles.

Specific ethics rules (if any) are set out in Annex 5.

### **14.2 Values**

The beneficiaries must commit to and ensure the respect of basic EU values (such as respect for

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<sup>12</sup> Commission Decision 2015/444/EC, Euratom of 13 March 2015 on the security rules for protecting EU classified information (OJ L 72, 17.3.2015, p. 53).



human dignity, freedom, democracy, equality, the rule of law and human rights, including the rights of minorities).

Specific rules on values (if any) are set out in Annex 5.

### **14.3 Consequences of non-compliance**

If a beneficiary breaches any of its obligations under this Article, the grant may be reduced (see Article 28).

Such breaches may also lead to other measures described in Chapter 5.

## **ARTICLE 15 — DATA PROTECTION**

### **15.1 Data processing by the granting authority**

Any personal data under the Agreement will be processed under the responsibility of the data controller of the granting authority in accordance with and for the purposes set out in the Portal Privacy Statement.

For grants where the granting authority is the European Commission, an EU regulatory or executive agency, joint undertaking or other EU body, the processing will be subject to Regulation 2018/1725<sup>13</sup>.

### **15.2 Data processing by the beneficiaries**

The beneficiaries must process personal data under the Agreement in compliance with the applicable EU, international and national law on data protection (in particular, Regulation 2016/679<sup>14</sup>).

They must ensure that personal data is:

- processed lawfully, fairly and in a transparent manner in relation to the data subjects
- collected for specified, explicit and legitimate purposes and not further processed in a manner that is incompatible with those purposes
- adequate, relevant and limited to what is necessary in relation to the purposes for which they are processed
- accurate and, where necessary, kept up to date
- kept in a form which permits identification of data subjects for no longer than is necessary for the purposes for which the data is processed and
- processed in a manner that ensures appropriate security of the data.

<sup>13</sup> Regulation (EU) 2018/1725 of the European Parliament and of the Council of 23 October 2018 on the protection of natural persons with regard to the processing of personal data by the Union institutions, bodies, offices and agencies and on the free movement of such data, and repealing Regulation (EC) No 45/2001 and Decision No 1247/2002/EC (OJ L 295, 21.11.2018, p. 39).

<sup>14</sup> Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC ('GDPR') (OJ L 119, 4.5.2016, p. 1).

The beneficiaries may grant their personnel access to personal data only if it is strictly necessary for implementing, managing and monitoring the Agreement. The beneficiaries must ensure that the personnel is under a confidentiality obligation.

The beneficiaries must inform the persons whose data are transferred to the granting authority and provide them with the Portal Privacy Statement.

### **15.3 Consequences of non-compliance**

If a beneficiary breaches any of its obligations under this Article, the grant may be reduced (see Article 28).

Such breaches may also lead to other measures described in Chapter 5.

## **ARTICLE 16 — INTELLECTUAL PROPERTY RIGHTS (IPR) — BACKGROUND AND RESULTS — ACCESS RIGHTS AND RIGHTS OF USE**

### **16.1 Background and access rights to background**

The beneficiaries must give each other and the other participants access to the background identified as needed for implementing the action, subject to any specific rules in Annex 5.

‘Background’ means any data, know-how or information — whatever its form or nature (tangible or intangible), including any rights such as intellectual property rights — that is:

- (a) held by the beneficiaries before they acceded to the Agreement and
- (b) needed to implement the action or exploit the results.

If background is subject to rights of a third party, the beneficiary concerned must ensure that it is able to comply with its obligations under the Agreement.

### **16.2 Ownership of results**

The granting authority does not obtain ownership of the results produced under the action.

‘Results’ means any tangible or intangible effect of the action, such as data, know-how or information, whatever its form or nature, whether or not it can be protected, as well as any rights attached to it, including intellectual property rights.

### **16.3 Rights of use of the granting authority on materials, documents and information received for policy, information, communication, dissemination and publicity purposes**

The granting authority has the right to use non-sensitive information relating to the action and materials and documents received from the beneficiaries (notably summaries for publication, deliverables, as well as any other material, such as pictures or audio-visual material, in paper or electronic form) for policy information, communication, dissemination and publicity purposes — during the action or afterwards.

The right to use the beneficiaries’ materials, documents and information is granted in the form of a royalty-free, non-exclusive and irrevocable licence, which includes the following rights:



- (a) **use for its own purposes** (in particular, making them available to persons working for the granting authority or any other EU service (including institutions, bodies, offices, agencies, etc.) or EU Member State institution or body; copying or reproducing them in whole or in part, in unlimited numbers; and communication through press information services)
- (b) **distribution to the public** (in particular, publication as hard copies and in electronic or digital format, publication on the internet, as a downloadable or non-downloadable file, broadcasting by any channel, public display or presentation, communicating through press information services, or inclusion in widely accessible databases or indexes)
- (c) **editing or redrafting** (including shortening, summarising, inserting other elements (e.g. meta-data, legends, other graphic, visual, audio or text elements), extracting parts (e.g. audio or video files), dividing into parts, use in a compilation)
- (d) **translation**
- (e) **storage** in paper, electronic or other form
- (f) **archiving**, in line with applicable document-management rules
- (g) the right to authorise **third parties** to act on its behalf or sub-license to third parties the modes of use set out in Points (b), (c), (d) and (f), if needed for the information, communication and publicity activity of the granting authority and
- (h) **processing**, analysing, aggregating the materials, documents and information received and **producing derivative works**.

The rights of use are granted for the whole duration of the industrial or intellectual property rights concerned.

If materials or documents are subject to moral rights or third party rights (including intellectual property rights or rights of natural persons on their image and voice), the beneficiaries must ensure that they comply with their obligations under this Agreement (in particular, by obtaining the necessary licences and authorisations from the rights holders concerned).

Where applicable, the granting authority will insert the following information:

“© – [year] – [name of the copyright owner]. All rights reserved. Licensed to the [name of granting authority] under conditions.”

## 16.4 Specific rules on IPR, results and background

Specific rules regarding intellectual property rights, results and background (if any) are set out in Annex 5.

## 16.5 Consequences of non-compliance

If a beneficiary breaches any of its obligations under this Article, the grant may be reduced (see Article 28).

Such a breach may also lead to other measures described in Chapter 5.

## ARTICLE 17 — COMMUNICATION, DISSEMINATION AND VISIBILITY

### 17.1 Communication — Dissemination — Promoting the action

Unless otherwise agreed with the granting authority, the beneficiaries must promote the action and its results by providing targeted information to multiple audiences (including the media and the public), in accordance with Annex 1 and in a strategic, coherent and effective manner.

Before engaging in a communication or dissemination activity expected to have a major media impact, the beneficiaries must inform the granting authority.

### 17.2 Visibility — European flag and funding statement

Unless otherwise agreed with the granting authority, communication activities of the beneficiaries related to the action (including media relations, conferences, seminars, information material, such as brochures, leaflets, posters, presentations, etc., in electronic form, via traditional or social media, etc.), dissemination activities and any infrastructure, equipment, vehicles, supplies or major result funded by the grant must acknowledge the EU support and display the European flag (emblem) and funding statement (translated into local languages, where appropriate):



Funded by the  
European Union



Co-funded by the  
European Union



Funded by the  
European Union



Co-funded by the  
European Union

The emblem must remain distinct and separate and cannot be modified by adding other visual marks, brands or text.

Apart from the emblem, no other visual identity or logo may be used to highlight the EU support.

When displayed in association with other logos (e.g. of beneficiaries or sponsors), the emblem must be displayed at least as prominently and visibly as the other logos.

For the purposes of their obligations under this Article, the beneficiaries may use the emblem without first obtaining approval from the granting authority. This does not, however, give them the right to

exclusive use. Moreover, they may not appropriate the emblem or any similar trademark or logo, either by registration or by any other means.

### **17.3 Quality of information — Disclaimer**

Any communication or dissemination activity related to the action must use factually accurate information.

Moreover, it must indicate the following disclaimer (translated into local languages where appropriate):

“Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or [name of the granting authority]. Neither the European Union nor the granting authority can be held responsible for them.”

### **17.4 Specific communication, dissemination and visibility rules**

Specific communication, dissemination and visibility rules (if any) are set out in Annex 5.

### **17.5 Consequences of non-compliance**

If a beneficiary breaches any of its obligations under this Article, the grant may be reduced (see Article 28).

Such breaches may also lead to other measures described in Chapter 5.

## **ARTICLE 18 — SPECIFIC RULES FOR CARRYING OUT THE ACTION**

### **18.1 Specific rules for carrying out the action**

Specific rules for implementing the action (if any) are set out in Annex 5.

### **18.2 Consequences of non-compliance**

If a beneficiary breaches any of its obligations under this Article, the grant may be reduced (see Article 28).

Such a breach may also lead to other measures described in Chapter 5.

## **SECTION 3 GRANT ADMINISTRATION**

## **ARTICLE 19 — GENERAL INFORMATION OBLIGATIONS**

### **19.1 Information requests**

The beneficiaries must provide — during the action or afterwards and in accordance with Article 7 — any information requested in order to verify eligibility of the lump sum contributions declared, proper implementation of the action and compliance with the other obligations under the Agreement.

The information provided must be accurate, precise and complete and in the format requested, including electronic format.

## 19.2 Participant Register data updates

The beneficiaries must keep — at all times, during the action or afterwards — their information stored in the Portal Participant Register up to date, in particular, their name, address, legal representatives, legal form and organisation type.

## 19.3 Information about events and circumstances which impact the action

The beneficiaries must immediately inform the granting authority (and the other beneficiaries) of any of the following:

- (a) **events** which are likely to affect or delay the implementation of the action or affect the EU's financial interests, in particular:
  - (i) changes in their legal, financial, technical, organisational or ownership situation (including changes linked to one of the exclusion grounds listed in the declaration of honour signed before grant signature)
  - (ii) linked action information: not applicable
- (b) **circumstances** affecting:
  - (i) the decision to award the grant or
  - (ii) compliance with requirements under the Agreement.

## 19.4 Consequences of non-compliance

If a beneficiary breaches any of its obligations under this Article, the grant may be reduced (see Article 28).

Such breaches may also lead to other measures described in Chapter 5.

## ARTICLE 20 — RECORD-KEEPING

### 20.1 Keeping records and supporting documents

The beneficiaries must — at least until the time-limit set out in the Data Sheet (see Point 6) — keep records and other supporting documents to prove the proper implementation of the action (proper implementation of the work and/or achievement of the results as described in Annex 1) in line with the accepted standards in the respective field (if any); beneficiaries do not need to keep specific records on the actual costs incurred.

The records and supporting documents must be made available upon request (see Article 19) or in the context of checks, reviews, audits or investigations (see Article 25).

If there are on-going checks, reviews, audits, investigations, litigation or other pursuits of claims under the Agreement (including the extension of findings; see Article 25), the beneficiaries must keep these records and other supporting documentation until the end of these procedures.

The beneficiaries must keep the original documents. Digital and digitalised documents are considered

originals if they are authorised by the applicable national law. The granting authority may accept non-original documents if they offer a comparable level of assurance.

## 20.2 Consequences of non-compliance

If a beneficiary breaches any of its obligations under this Article, lump sum contributions insufficiently substantiated will be ineligible (see Article 6) and will be rejected (see Article 27), and the grant may be reduced (see Article 28).

Such breaches may also lead to other measures described in Chapter 5.

## ARTICLE 21 — REPORTING

### 21.1 Continuous reporting

The beneficiaries must continuously report on the progress of the action (e.g. **deliverables, milestones, outputs/outcomes, critical risks, indicators**, etc; if any), in the Portal Continuous Reporting tool and in accordance with the timing and conditions it sets out (as agreed with the granting authority).

Standardised deliverables (e.g. progress reports not linked to payments, reports on cumulative expenditure, special reports, etc; if any) must be submitted using the templates published on the Portal.

### 21.2 Periodic reporting: Technical reports and financial statements

In addition, the beneficiaries must provide reports to request payments, in accordance with the schedule and modalities set out in the Data Sheet (see Point 4.2):

- for additional prefinancements (if any): **an additional prefinancing report**
- for interim payments (if any) and the final payment: a **periodic report**

The prefinancing and periodic reports include a technical and financial part.

The technical part includes an overview of the action implementation. It must be prepared using the template available in the Portal Periodic Reporting tool.

The financial part of the additional prefinancing report includes a statement on the use of the previous prefinancing payment.

The financial part of the periodic report includes:

- the financial statement (consolidated statement for the consortium)
- the explanation on the use of resources (or detailed cost reporting table): not applicable
- the certificates on the financial statements (CFS): not applicable.

The **financial statement** must contain the lump sum contributions indicated in Annex 2, for the work packages that were completed during the reporting period.

For the last reporting period, the beneficiaries may exceptionally also declare partial lump sum

contributions for work packages that were not completed (e.g. due to force majeure or technical impossibility).

Lump sum contributions which are not declared in a financial statement will not be taken into account by the granting authority.

By signing the financial statement (directly in the Portal Periodic Reporting tool), the coordinator confirms (on behalf of the consortium) that:

- the information provided is complete, reliable and true
- the lump sum contributions declared are eligible (in particular, the work packages have been completed, that the work has been properly implemented and/or the results were achieved in accordance with Annex 1; see Article 6)
- the proper implementation and/or achievement can be substantiated by adequate records and supporting documents (see Article 20) that will be produced upon request (see Article 19) or in the context of checks, reviews, audits and investigations (see Article 25).

In case of recoveries (see Article 22), beneficiaries will be held responsible also for the lump sum contributions declared for their affiliated entities (if any).

### **21.3 Currency for financial statements and conversion into euros**

The financial statements must be drafted in euro.

### **21.4 Reporting language**

The reporting must be in the language of the Agreement, unless otherwise agreed with the granting authority (see Data Sheet, Point 4.2).

### **21.5 Consequences of non-compliance**

If a report submitted does not comply with this Article, the granting authority may suspend the payment deadline (see Article 29) and apply other measures described in Chapter 5.

If the coordinator breaches its reporting obligations, the granting authority may terminate the grant or the coordinator's participation (see Article 32) or apply other measures described in Chapter 5.

## **ARTICLE 22 — PAYMENTS AND RECOVERIES — CALCULATION OF AMOUNTS DUE**

### **22.1 Payments and payment arrangements**

Payments will be made in accordance with the schedule and modalities set out in the Data Sheet (see Point 4.2).

They will be made in euro to the bank account indicated by the coordinator (see Data Sheet, Point 4.2) and must be distributed without unjustified delay (restrictions may apply to distribution of the initial prefinancing payment; see Data Sheet, Point 4.2).

Payments to this bank account will discharge the granting authority from its payment obligation.

The cost of payment transfers will be borne as follows:

- the granting authority bears the cost of transfers charged by its bank
- the beneficiary bears the cost of transfers charged by its bank
- the party causing a repetition of a transfer bears all costs of the repeated transfer.

Payments by the granting authority will be considered to have been carried out on the date when they are debited to its account.

## 22.2 Recoveries

Recoveries will be made, if — at beneficiary termination, final payment or afterwards — it turns out that the granting authority has paid too much and needs to recover the amounts undue.

The general liability regime for recoveries (first-line liability) is as follows: At final payment, the coordinator will be fully liable for recoveries, even if it has not been the final recipient of the undue amounts. At beneficiary termination or after final payment, recoveries will be made directly against the beneficiaries concerned.

Beneficiaries will be fully liable for repaying the debts of their affiliated entities.

In case of enforced recoveries (see Article 22.4):

- the beneficiaries will be jointly and severally liable for repaying debts of another beneficiary under the Agreement (including late-payment interest), if required by the granting authority (see Data Sheet, Point 4.4)
- affiliated entities will be held liable for repaying debts of their beneficiaries under the Agreement (including late-payment interest), if required by the granting authority (see Data Sheet, Point 4.4).

## 22.3 Amounts due

### 22.3.1 Prefinancing payments

The aim of the prefinancing is to provide the beneficiaries with a float.

It remains the property of the EU until the final payment.

For **initial prefinancings** (if any), the amount due, schedule and modalities are set out in the Data Sheet (see Point 4.2).

For **additional prefinancings** (if any), the amount due, schedule and modalities are also set out in the Data Sheet (see Point 4.2). However, if the statement on the use of the previous prefinancing payment shows that less than 70% was used, the amount set out in the Data Sheet will be reduced by the difference between the 70% threshold and the amount used.

Prefinancing payments (or parts of them) may be offset (without the beneficiaries' consent) against amounts owed by a beneficiary to the granting authority — up to the amount due to that beneficiary.

For grants where the granting authority is the European Commission or an EU executive agency,

offsetting may also be done against amounts owed to other Commission services or executive agencies.

Payments will not be made if the payment deadline or payments are suspended (see Articles 29 and 30).

### 22.3.2 Amount due at beneficiary termination — Recovery

In case of beneficiary termination, the granting authority will determine the provisional amount due for the beneficiary concerned.

This will be done on the basis of work packages already completed in previous interim payments. Payments for ongoing/not yet completed work packages which the beneficiary was working on before termination (if any) will therefore be made only later on, with the next interim or final payments when those work packages have been completed.

The **amount due** will be calculated in the following step:

Step 1 — Calculation of the total accepted EU contribution

#### Step 1 — Calculation of the total accepted EU contribution

The granting authority will first calculate the ‘accepted EU contribution’ for the beneficiary, on the basis of the beneficiary’s lump sum contributions for the work packages which were approved in previous interim payments.

After that, the granting authority will take into account grant reductions (if any). The resulting amount is the ‘total accepted EU contribution’ for the beneficiary.

The **balance** is then calculated by deducting the payments received (if any; see report on the distribution of payments in Article 32), from the total accepted EU contribution:

$$\begin{aligned} &\{\text{total accepted EU contribution for the beneficiary} \\ &\text{minus} \\ &\{\text{prefinancing and interim payments received (if any)}\} \}. \end{aligned}$$

If the balance is **negative**, it will be **recovered** in accordance with the following procedure:

The granting authority will send a **pre-information letter** to the beneficiary concerned:

- formally notifying the intention to recover, the amount due, the amount to be recovered and the reasons why and
- requesting observations within 30 days of receiving notification.

If no observations are submitted (or the granting authority decides to pursue recovery despite the observations it has received), it will confirm the amount to be recovered and ask this amount to be paid to the coordinator (**confirmation letter**).

### 22.3.3 Interim payments

Interim payments reimburse the eligible lump sum contributions claimed for work packages implemented during the reporting periods (if any).

Interim payments (if any) will be made in accordance with the schedule and modalities set out the Data Sheet (see Point 4.2).

Payment is subject to the approval of the periodic report and the work packages declared. Their approval does not imply recognition of compliance, authenticity, completeness or correctness of their content.

Incomplete work packages and work packages that have not been delivered or cannot be approved will be rejected (see Article 27).

The **interim payment** will be calculated by the granting authority in the following steps:

Step 1 — Calculation of the total accepted EU contribution

Step 2 — Limit to the interim payment ceiling

#### Step 1 — Calculation of the total accepted EU contribution

The granting authority will first calculate the ‘accepted EU contribution’ for the action for the reporting period, by calculating the lump sum contributions for the approved work packages.

After that, the granting authority will take into account grant reductions from beneficiary termination (if any). The resulting amount is the ‘total accepted EU contribution’.

#### Step 2 — Limit to the interim payment ceiling

The resulting amount is then capped to ensure that the total amount of prefinancing and interim payments (if any) does not exceed the interim payment ceiling set out in the Data Sheet (see Point 4.2).

Interim payments (or parts of them) may be offset (without the beneficiaries’ consent) against amounts owed by a beneficiary to the granting authority — up to the amount due to that beneficiary.

For grants where the granting authority is the European Commission or an EU executive agency, offsetting may also be done against amounts owed to other Commission services or executive agencies.

Payments will not be made if the payment deadline or payments are suspended (see Articles 29 and 30).

### **22.3.4 Final payment — Final grant amount — Revenues and Profit — Recovery**

The final payment (payment of the balance) reimburses the remaining eligible lump sum contributions claimed for the implemented work packages (if any).

The final payment will be made in accordance with the schedule and modalities set out in the Data Sheet (see Point 4.2).

Payment is subject to the approval of the final periodic report and the work packages declared. Their approval does not imply recognition of compliance, authenticity, completeness or correctness of their content.

Work packages (or parts of them) that have not been delivered or cannot be approved will be rejected (see Article 27).

The **final grant amount for the action** will be calculated in the following steps:

Step 1 — Calculation of the total accepted EU contribution

Step 2 — Limit to the maximum grant amount

Step 3 — Reduction due to the no-profit rule

#### Step 1 — Calculation of the total accepted EU contribution

The granting authority will first calculate the ‘accepted EU contribution’ for the action for all reporting periods, by calculating the lump sum contributions for the approved work packages.

After that, the granting authority will take into account grant reductions (if any). The resulting amount is the ‘total accepted EU contribution’.

#### Step 2 — Limit to the maximum grant amount

Not applicable

#### Step 3 — Reduction due to the no-profit rule

Not applicable

The **balance** (final payment) is then calculated by deducting the total amount of prefinancing and interim payments already made (if any), from the final grant amount:

$$\begin{aligned} &\{\text{final grant amount} \\ &\text{minus} \\ &\{\text{prefinancing and interim payments made (if any)}\}\}. \end{aligned}$$

If the balance is **positive**, it will be **paid** to the coordinator.

The final payment (or part of it) may be offset (without the beneficiaries’ consent) against amounts owed by a beneficiary to the granting authority — up to the amount due to that beneficiary.

For grants where the granting authority is the European Commission or an EU executive agency, offsetting may also be done against amounts owed to other Commission services or executive agencies.

Payments will not be made if the payment deadline or payments are suspended (see Articles 29 and 30).

If the balance is **negative**, it will be **recovered** in accordance with the following procedure:

The granting authority will send a **pre-information letter** to the coordinator:

- formally notifying the intention to recover, the final grant amount, the amount to be recovered and the reasons why

- requesting observations within 30 days of receiving notification.

If no observations are submitted (or the granting authority decides to pursue recovery despite the observations it has received), it will confirm the amount to be recovered (**confirmation letter**), together with a **debit note** with the terms and date for payment.

If payment is not made by the date specified in the debit note, the granting authority will **enforce recovery** in accordance with Article 22.4.

### 22.3.5 Audit implementation after final payment — Revised final grant amount — Recovery

If — after the final payment (in particular, after checks, reviews, audits or investigations; see Article 25) — the granting authority rejects lump sum contributions (see Article 27) or reduces the grant (see Article 28), it will calculate the **revised final grant amount** for the beneficiary concerned.

The **beneficiary revised final grant amount** will be calculated in the following step:

Step 1 — Calculation of the revised total accepted EU contribution

#### Step 1 — Calculation of the revised total accepted EU contribution

The granting authority will first calculate the ‘revised accepted EU contribution’ for the beneficiary, by calculating the ‘revised accepted contributions’.

After that, it will take into account grant reductions (if any). The resulting ‘revised total accepted EU contribution’ is the beneficiary revised final grant amount.

If the revised final grant amount is lower than the beneficiary’s final grant amount (i.e. its share in the final grant amount for the action), it will be **recovered** in accordance with the following procedure:

The **beneficiary final grant amount** (i.e. share in the final grant amount for the action) is calculated as follows:

$$\left\{ \begin{array}{l} \text{total accepted EU contribution for the beneficiary} \\ \text{divided by} \\ \text{total accepted EU contribution for the action} \end{array} \right\} \times \text{final grant amount for the action}$$

The granting authority will send a **pre-information letter** to the beneficiary concerned:

- formally notifying the intention to recover, the amount to be recovered and the reasons why and
- requesting observations within 30 days of receiving notification.

If no observations are submitted (or the granting authority decides to pursue recovery despite the observations it has received), it will confirm the amount to be recovered (**confirmation letter**), together with a **debit note** with the terms and the date for payment.

Recoveries against affiliated entities (if any) will be handled through their beneficiaries.

If payment is not made by the date specified in the debit note, the granting authority will **enforce recovery** in accordance with Article 22.4.

## 22.4 Enforced recovery

If payment is not made by the date specified in the debit note, the amount due will be recovered:

- (a) by offsetting the amount — without the coordinator or beneficiary's consent — against any amounts owed to the coordinator or beneficiary by the granting authority.

In exceptional circumstances, to safeguard the EU financial interests, the amount may be offset before the payment date specified in the debit note.

For grants where the granting authority is the European Commission or an EU executive agency, debts may also be offset against amounts owed by other Commission services or executive agencies.

- (b) by drawing on the financial guarantee(s) (if any)
- (c) by holding other beneficiaries jointly and severally liable (if any; see Data Sheet, Point 4.4)
- (d) by holding affiliated entities jointly and severally liable (if any, see Data Sheet, Point 4.4)
- (e) by taking legal action (see Article 43) or, provided that the granting authority is the European Commission or an EU executive agency, by adopting an enforceable decision under Article 299 of the Treaty on the Functioning of the EU (TFEU) and Article 100(2) of EU Financial Regulation 2018/1046.

The amount to be recovered will be increased by **late-payment interest** at the rate set out in Article 23.5, from the day following the payment date in the debit note, up to and including the date the full payment is received.

Partial payments will be first credited against expenses, charges and late-payment interest and then against the principal.

Bank charges incurred in the recovery process will be borne by the beneficiary, unless Directive 2015/2366<sup>15</sup> applies.

For grants where the granting authority is an EU executive agency, enforced recovery by offsetting or enforceable decision will be done by the services of the European Commission (see also Article 43).

## 22.5 Consequences of non-compliance

**22.5.1** If the granting authority does not pay within the payment deadlines (see above), the beneficiaries are entitled to **late-payment interest** at the reference rate applied by the European Central Bank (ECB) for its main refinancing operations in euros, plus the percentage specified in the Data Sheet (Point 4.2). The ECB reference rate to be used is the rate in force on the first day of the

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<sup>15</sup> Directive (EU) 2015/2366 of the European Parliament and of the Council of 25 November 2015 on payment services in the internal market, amending Directives 2002/65/EC, 2009/110/EC and 2013/36/EU and Regulation (EU) No 1093/2010, and repealing Directive 2007/64/EC (OJ L 337, 23.12.2015, p. 35).



month in which the payment deadline expires, as published in the C series of the *Official Journal of the European Union*.

If the late-payment interest is lower than or equal to EUR 200, it will be paid to the coordinator only on request submitted within two months of receiving the late payment.

Late-payment interest is not due if all beneficiaries are EU Member States (including regional and local government authorities or other public bodies acting on behalf of a Member State for the purpose of this Agreement).

If payments or the payment deadline are suspended (see Articles 29 and 30), payment will not be considered as late.

Late-payment interest covers the period running from the day following the due date for payment (see above), up to and including the date of payment.

Late-payment interest is not considered for the purposes of calculating the final grant amount.

**22.5.2** If the coordinator breaches any of its obligations under this Article, the grant may be reduced (see Article 29) and the grant or the coordinator may be terminated (see Article 32).

Such breaches may also lead to other measures described in Chapter 5.

## **ARTICLE 23 — GUARANTEES**

### **23.1 Prefinancing guarantee**

If required by the granting authority (see Data Sheet, Point 4.2), the beneficiaries must provide (one or more) prefinancing guarantee(s) in accordance with the timing and the amounts set out in the Data Sheet.

The coordinator must submit them to the granting authority in due time before the prefinancing they are linked to.

The guarantees must be drawn up using the template published on the Portal and fulfil the following conditions:

- (a) be provided by a bank or approved financial institution established in the EU or — if requested by the coordinator and accepted by the granting authority — by a third party or a bank or financial institution established outside the EU offering equivalent security
- (b) the guarantor stands as first-call guarantor and does not require the granting authority to first have recourse against the principal debtor (i.e. the beneficiary concerned) and
- (c) remain explicitly in force until the final payment and, if the final payment takes the form of a recovery, until five months after the debit note is notified to a beneficiary.

They will be released within the following month.

### **23.2 Consequences of non-compliance**

If the beneficiaries breach their obligation to provide the prefinancing guarantee, the prefinancing will not be paid.

Such breaches may also lead to other measures described in Chapter 5.

## ARTICLE 24 — CERTIFICATES

Not applicable

## ARTICLE 25 — CHECKS, REVIEWS, AUDITS AND INVESTIGATIONS — EXTENSION OF FINDINGS

### 25.1 Granting authority checks, reviews and audits

#### 25.1.1 Internal checks

The granting authority may — during the action or afterwards — check the proper implementation of the action and compliance with the obligations under the Agreement, including assessing lump sum contributions, deliverables and reports.

#### 25.1.2 Project reviews

The granting authority may carry out reviews on the proper implementation of the action and compliance with the obligations under the Agreement (general project reviews or specific issues reviews).

Such project reviews may be started during the implementation of the action and until the time-limit set out in the Data Sheet (see Point 6). They will be formally notified to the coordinator or beneficiary concerned and will be considered to start on the date of the notification.

If needed, the granting authority may be assisted by independent, outside experts. If it uses outside experts, the coordinator or beneficiary concerned will be informed and have the right to object on grounds of commercial confidentiality or conflict of interest.

The coordinator or beneficiary concerned must cooperate diligently and provide — within the deadline requested — any information and data in addition to deliverables and reports already submitted. The granting authority may request beneficiaries to provide such information to it directly. Sensitive information and documents will be treated in accordance with Article 13.

The coordinator or beneficiary concerned may be requested to participate in meetings, including with the outside experts.

For **on-the-spot visits**, the beneficiary concerned must allow access to sites and premises (including to the outside experts) and must ensure that information requested is readily available.

Information provided must be accurate, precise and complete and in the format requested, including electronic format.

On the basis of the review findings, a **project review report** will be drawn up.

The granting authority will formally notify the project review report to the coordinator or beneficiary concerned, which has 30 days from receiving notification to make observations.

Project reviews (including project review reports) will be in the language of the Agreement.

### 25.1.3 Audits

The granting authority may carry out audits on the proper implementation of the action and compliance with the obligations under the Agreement.

Such audits may be started during the implementation of the action and until the time-limit set out in the Data Sheet (see Point 6). They will be formally notified to the beneficiary concerned and will be considered to start on the date of the notification.

The granting authority may use its own audit service, delegate audits to a centralised service or use external audit firms. If it uses an external firm, the beneficiary concerned will be informed and have the right to object on grounds of commercial confidentiality or conflict of interest.

The beneficiary concerned must cooperate diligently and provide — within the deadline requested — any information (including complete accounts, individual salary statements or other personal data) to verify compliance with the Agreement. Sensitive information and documents will be treated in accordance with Article 13.

For **on-the-spot** visits, the beneficiary concerned must allow access to sites and premises (including for the external audit firm) and must ensure that information requested is readily available.

Information provided must be accurate, precise and complete and in the format requested, including electronic format.

On the basis of the audit findings, a **draft audit report** will be drawn up.

The auditors will formally notify the draft audit report to the beneficiary concerned, which has 30 days from receiving notification to make observations (contradictory audit procedure).

The **final audit report** will take into account observations by the beneficiary concerned and will be formally notified to them.

Audits (including audit reports) will be in the language of the Agreement.

## 25.2 European Commission checks, reviews and audits in grants of other granting authorities

Where the granting authority is not the European Commission, the latter has the same rights of checks, reviews and audits as the granting authority.

## 25.3 Access to records for assessing simplified forms of funding

The beneficiaries must give the European Commission access to their statutory records for the periodic assessment of simplified forms of funding which are used in EU programmes.

## 25.4 OLAF, EPPO and ECA audits and investigations

The following bodies may also carry out checks, reviews, audits and investigations — during the action or afterwards:



- the European Anti-Fraud Office (OLAF) under Regulations No 883/2013<sup>16</sup> and No 2185/96<sup>17</sup>
- the European Public Prosecutor's Office (EPPO) under Regulation 2017/1939
- the European Court of Auditors (ECA) under Article 287 of the Treaty on the Functioning of the EU (TFEU) and Article 257 of EU Financial Regulation 2018/1046.

If requested by these bodies, the beneficiary concerned must provide full, accurate and complete information in the format requested (including complete accounts, individual salary statements or other personal data, including in electronic format) and allow access to sites and premises for on-the-spot visits or inspections — as provided for under these Regulations.

To this end, the beneficiary concerned must keep all relevant information relating to the action, at least until the time-limit set out in the Data Sheet (Point 6) and, in any case, until any ongoing checks, reviews, audits, investigations, litigation or other pursuits of claims have been concluded.

## **25.5 Consequences of checks, reviews, audits and investigations — Extension of findings**

### **25.5.1 Consequences of checks, reviews, audits and investigations in this grant**

Findings in checks, reviews, audits or investigations carried out in the context of this grant may lead to rejections (see Article 27), grant reduction (see Article 28) or other measures described in Chapter 5.

Rejections or grant reductions after the final payment will lead to a revised final grant amount (see Article 22).

Findings in checks, reviews, audits or investigations during the action implementation may lead to a request for amendment (see Article 39), to change the description of the action set out in Annex 1.

Checks, reviews, audits or investigations that find systemic or recurrent errors, irregularities, fraud or breach of obligations in any EU grant may also lead to consequences in other EU grants awarded under similar conditions ('extension to other grants').

Moreover, findings arising from an OLAF or EPPO investigation may lead to criminal prosecution under national law.

### **25.5.2 Extension from other grants**

Findings of checks, reviews, audits or investigations in other grants may be extended to this grant, if:

- (a) the beneficiary concerned is found, in other EU grants awarded under similar conditions, to have committed systemic or recurrent errors, irregularities, fraud or breach of obligations that have a material impact on this grant and
- (b) those findings are formally notified to the beneficiary concerned — together with the list of

<sup>16</sup> Regulation (EU, Euratom) No 883/2013 of the European Parliament and of the Council of 11 September 2013 concerning investigations conducted by the European Anti-Fraud Office (OLAF) and repealing Regulation (EC) No 1073/1999 of the European Parliament and of the Council and Council Regulation (Euratom) No 1074/1999 (OJ L 248, 18/09/2013, p. 1).

<sup>17</sup> Council Regulation (Euratom, EC) No 2185/1996 of 11 November 1996 concerning on-the-spot checks and inspections carried out by the Commission in order to protect the European Communities' financial interests against fraud and other irregularities (OJ L 292, 15/11/1996, p. 2).

grants affected by the findings — within the time-limit for audits set out in the Data Sheet (see Point 6).

The granting authority will formally notify the beneficiary concerned of the intention to extend the findings and the list of grants affected.

If the extension concerns **rejections of lump sum contributions**: the notification will include:

- (a) an invitation to submit observations on the list of grants affected by the findings
- (b) the request to submit revised financial statements for all grants affected
- (c) the correction rate for extrapolation, established on the basis of the systemic or recurrent errors, to calculate the amounts to be rejected, if the beneficiary concerned:
  - (i) considers that the submission of revised financial statements is not possible or practicable or
  - (ii) does not submit revised financial statements.

If the extension concerns **grant reductions**: the notification will include:

- (a) an invitation to submit observations on the list of grants affected by the findings and
- (b) the **correction rate for extrapolation**, established on the basis of the systemic or recurrent errors and the principle of proportionality.

The beneficiary concerned has **60 days** from receiving notification to submit observations, revised financial statements or to propose a duly substantiated **alternative correction method/rate**.

On the basis of this, the granting authority will analyse the impact and decide on the implementation (i.e. start rejection or grant reduction procedures, either on the basis of the revised financial statements or the announced/alternative method/rate or a mix of those; see Articles 27 and 28).

## 25.6 Consequences of non-compliance

If a beneficiary breaches any of its obligations under this Article, lump sum contributions insufficiently substantiated will be ineligible (see Article 6) and will be rejected (see Article 27), and the grant may be reduced (see Article 28).

Such breaches may also lead to other measures described in Chapter 5.

## ARTICLE 26 — IMPACT EVALUATIONS

### 26.1 Impact evaluation

The granting authority may carry out impact evaluations of the action, measured against the objectives and indicators of the EU programme funding the grant.

Such evaluations may be started during implementation of the action and until the time-limit set out in the Data Sheet (see Point 6). They will be formally notified to the coordinator or beneficiaries and will be considered to start on the date of the notification.

If needed, the granting authority may be assisted by independent outside experts.

The coordinator or beneficiaries must provide any information relevant to evaluate the impact of the action, including information in electronic format.

## **26.2 Consequences of non-compliance**

If a beneficiary breaches any of its obligations under this Article, the granting authority may apply the measures described in Chapter 5.

# **CHAPTER 5 CONSEQUENCES OF NON-COMPLIANCE**

## **SECTION 1 REJECTIONS AND GRANT REDUCTION**

### **ARTICLE 27 — REJECTION OF CONTRIBUTIONS**

#### **27.1 Conditions**

The granting authority will — at interim payment, final payment or afterwards — reject any lump sum contributions which are ineligible (see Article 6), in particular following checks, reviews, audits or investigations (see Article 25).

The rejection may also be based on the extension of findings from other grants to this grant (see Article 25).

Ineligible lump sum contributions will be rejected.

#### **27.2 Procedure**

If the rejection does not lead to a recovery, the granting authority will formally notify the coordinator or beneficiary concerned of the rejection, the amounts and the reasons why. The coordinator or beneficiary concerned may — within 30 days of receiving notification — submit observations if it disagrees with the rejection (payment review procedure).

If the rejection leads to a recovery, the granting authority will follow the contradictory procedure with pre-information letter set out in Article 22.

#### **27.3 Effects**

If the granting authority rejects lump sum contributions, it will deduct them from the lump sum contributions declared and then calculate the amount due (and, if needed, make a recovery; see Article 22).

### **ARTICLE 28 — GRANT REDUCTION**

#### **28.1 Conditions**

The granting authority may — at beneficiary termination, final payment or afterwards — reduce the grant for a beneficiary, if:



- (a) the beneficiary (or a person having powers of representation, decision-making or control, or person essential for the award/implementation of the grant) has committed:
  - (i) substantial errors, irregularities or fraud or
  - (ii) serious breach of obligations under this Agreement or during its award (including improper implementation of the action, non-compliance with the call conditions, submission of false information, failure to provide required information, breach of ethics or security rules (if applicable), etc.), or
- (b) the beneficiary (or a person having powers of representation, decision-making or control, or person essential for the award/implementation of the grant) has committed — in other EU grants awarded to it under similar conditions — systemic or recurrent errors, irregularities, fraud or serious breach of obligations that have a material impact on this grant (extension of findings; see Article 25.5).

The amount of the reduction will be calculated for each beneficiary concerned and proportionate to the seriousness and the duration of the errors, irregularities or fraud or breach of obligations, by applying an individual reduction rate to their accepted EU contribution.

## **28.2 Procedure**

If the grant reduction does not lead to a recovery, the granting authority will formally notify the coordinator or beneficiary concerned of the reduction, the amount to be reduced and the reasons why. The coordinator or beneficiary concerned may — within 30 days of receiving notification — submit observations if it disagrees with the reduction (payment review procedure).

If the grant reduction leads to a recovery, the granting authority will follow the contradictory procedure with pre-information letter set out in Article 22.

## **28.3 Effects**

If the granting authority reduces the grant, it will deduct the reduction and then calculate the amount due (and, if needed, make a recovery; see Article 22).

# **SECTION 2 SUSPENSION AND TERMINATION**

## **ARTICLE 29 — PAYMENT DEADLINE SUSPENSION**

### **29.1 Conditions**

The granting authority may — at any moment — suspend the payment deadline if a payment cannot be processed because:

- (a) the required report (see Article 21) has not been submitted or is not complete or additional information is needed
- (b) there are doubts about the amount to be paid (e.g. ongoing extension procedure, queries about eligibility, need for a grant reduction, etc.) and additional checks, reviews, audits or investigations are necessary, or

(c) there are other issues affecting the EU financial interests.

## 29.2 Procedure

The granting authority will formally notify the coordinator of the suspension and the reasons why.

The suspension will **take effect** the day the notification is sent.

If the conditions for suspending the payment deadline are no longer met, the suspension will be **lifted** — and the remaining time to pay (see Data Sheet, Point 4.2) will resume.

If the suspension exceeds two months, the coordinator may request the granting authority to confirm if the suspension will continue.

If the payment deadline has been suspended due to the non-compliance of the report and the revised report is not submitted (or was submitted but is also rejected), the granting authority may also terminate the grant or the participation of the coordinator (see Article 32).

## ARTICLE 30 — PAYMENT SUSPENSION

### 30.1 Conditions

The granting authority may — at any moment — suspend payments, in whole or in part for one or more beneficiaries, if:

- (a) a beneficiary (or a person having powers of representation, decision-making or control, or person essential for the award/implementation of the grant) has committed or is suspected of having committed:
  - (i) substantial errors, irregularities or fraud or
  - (ii) serious breach of obligations under this Agreement or during its award (including improper implementation of the action, non-compliance with the call conditions, submission of false information, failure to provide required information, breach of ethics or security rules (if applicable), etc.), or
- (b) a beneficiary (or a person having powers of representation, decision-making or control, or person essential for the award/implementation of the grant) has committed — in other EU grants awarded to it under similar conditions — systemic or recurrent errors, irregularities, fraud or serious breach of obligations that have a material impact on this grant (extension of findings; see Article 25.5).

If payments are suspended for one or more beneficiaries, the granting authority will make partial payment(s) for the part(s) not suspended. If suspension concerns the final payment, the payment (or recovery) of the remaining amount after suspension is lifted will be considered to be the payment that closes the action.

### 30.2 Procedure

Before suspending payments, the granting authority will send a **pre-information letter** to the beneficiary concerned:

- formally notifying the intention to suspend payments and the reasons why and
- requesting observations within 30 days of receiving notification.

If the granting authority does not receive observations or decides to pursue the procedure despite the observations it has received, it will confirm the suspension (**confirmation letter**). Otherwise, it will formally notify that the procedure is discontinued.

At the end of the suspension procedure, the granting authority will also inform the coordinator.

The suspension will **take effect** the day after the confirmation notification is sent.

If the conditions for resuming payments are met, the suspension will be **lifted**. The granting authority will formally notify the beneficiary concerned (and the coordinator) and set the suspension end date.

During the suspension, no prefinancing will be paid to the beneficiaries concerned. For interim payments, the periodic reports for all reporting periods except the last one (see Article 21) must not contain any financial statements from the beneficiary concerned (or its affiliated entities). The coordinator must include them in the next periodic report after the suspension is lifted or — if suspension is not lifted before the end of the action — in the last periodic report.

## ARTICLE 31 — GRANT AGREEMENT SUSPENSION

### 31.1 Consortium-requested GA suspension

#### 31.1.1 Conditions and procedure

The beneficiaries may request the suspension of the grant or any part of it, if exceptional circumstances — in particular *force majeure* (see Article 35) — make implementation impossible or excessively difficult.

The coordinator must submit a request for **amendment** (see Article 39), with:

- the reasons why
- the date the suspension takes effect; this date may be before the date of the submission of the amendment request and
- the expected date of resumption.

The suspension will **take effect** on the day specified in the amendment.

Once circumstances allow for implementation to resume, the coordinator must immediately request another **amendment** of the Agreement to set the suspension end date, the resumption date (one day after suspension end date), extend the duration and make other changes necessary to adapt the action to the new situation (see Article 39) — unless the grant has been terminated (see Article 32). The suspension will be **lifted** with effect from the suspension end date set out in the amendment. This date may be before the date of the submission of the amendment request.

During the suspension, no prefinancing will be paid. Moreover, no work may be done. Ongoing work packages must be interrupted and no new work packages may be started.

## 31.2 EU-initiated GA suspension

### 31.2.1 Conditions

The granting authority may suspend the grant or any part of it, if:

- (a) a beneficiary (or a person having powers of representation, decision-making or control, or person essential for the award/implementation of the grant) has committed or is suspected of having committed:
  - (i) substantial errors, irregularities or fraud or
  - (ii) serious breach of obligations under this Agreement or during its award (including improper implementation of the action, non-compliance with the call conditions, submission of false information, failure to provide required information, breach of ethics or security rules (if applicable), etc.), or
- (b) a beneficiary (or a person having powers of representation, decision-making or control, or person essential for the award/implementation of the grant) has committed — in other EU grants awarded to it under similar conditions — systemic or recurrent errors, irregularities, fraud or serious breach of obligations that have a material impact on this grant (extension of findings; see Article 25.5)
- (c) other:
  - (i) linked action issues: not applicable
  - (ii) additional GA suspension grounds: not applicable.

### 31.2.2 Procedure

Before suspending the grant, the granting authority will send a **pre-information letter** to the coordinator:

- formally notifying the intention to suspend the grant and the reasons why and
- requesting observations within 30 days of receiving notification.

If the granting authority does not receive observations or decides to pursue the procedure despite the observations it has received, it will confirm the suspension (**confirmation letter**). Otherwise, it will formally notify that the procedure is discontinued.

The suspension will **take effect** the day after the confirmation notification is sent (or on a later date specified in the notification).

Once the conditions for resuming implementation of the action are met, the granting authority will formally notify the coordinator a **lifting of suspension letter**, in which it will set the suspension end date and invite the coordinator to request an amendment of the Agreement to set the resumption date (one day after suspension end date), extend the duration and make other changes necessary to adapt the action to the new situation (see Article 39) — unless the grant has been terminated (see Article 32). The suspension will be **lifted** with effect from the suspension end date set out in the lifting of suspension letter. This date may be before the date on which the letter is sent.

During the suspension, no prefinancing will be paid. Moreover, no work may be done. Ongoing work packages must be interrupted and no new work packages may be started.

The beneficiaries may not claim damages due to suspension by the granting authority (see Article 33).

Grant suspension does not affect the granting authority's right to terminate the grant or a beneficiary (see Article 32) or reduce the grant (see Article 28).

## ARTICLE 32 — GRANT AGREEMENT OR BENEFICIARY TERMINATION

### 32.1 Consortium-requested GA termination

#### 32.1.1 Conditions and procedure

The beneficiaries may request the termination of the grant.

The coordinator must submit a request for **amendment** (see Article 39), with:

- the reasons why
- the date the consortium ends work on the action ('end of work date') and
- the date the termination takes effect ('termination date'); this date must be after the date of the submission of the amendment request.

The termination will **take effect** on the termination date specified in the amendment.

If no reasons are given or if the granting authority considers the reasons do not justify termination, it may consider the grant terminated improperly.

#### 32.1.2 Effects

The coordinator must — within 60 days from when termination takes effect — submit a **periodic report** (for the open reporting period until termination).

The granting authority will calculate the final grant amount and final payment on the basis of the report submitted and taking into account the lump sum contributions for activities implemented before the end of work date (see Article 22). Partial lump sum contributions for work packages that were not completed (e.g. due to technical reasons) may exceptionally be taken into account.

If the granting authority does not receive the report within the deadline, only lump sum contributions which are included in an approved periodic report will be taken into account (no contributions if no periodic report was ever approved).

Improper termination may lead to a grant reduction (see Article 28).

After termination, the beneficiaries' obligations (in particular Articles 13 (confidentiality and security), 16 (IPR), 17 (communication, dissemination and visibility), 21 (reporting), 25 (checks, reviews, audits and investigations), 26 (impact evaluation), 27 (rejections), 28 (grant reduction) and 41 (assignment of claims)) continue to apply.

### 32.2 Consortium-requested beneficiary termination

### 32.2.1 Conditions and procedure

The coordinator may request the termination of the participation of one or more beneficiaries, on request of the beneficiary concerned or on behalf of the other beneficiaries.

The coordinator must submit a request for **amendment** (see Article 39), with:

- the reasons why
- the opinion of the beneficiary concerned (or proof that this opinion has been requested in writing)
- the date the beneficiary ends work on the action ('end of work date')
- the date the termination takes effect ('termination date'); this date must be after the date of the submission of the amendment request.

If the termination concerns the coordinator and is done without its agreement, the amendment request must be submitted by another beneficiary (acting on behalf of the consortium).

The termination will **take effect** on the termination date specified in the amendment.

If no information is given or if the granting authority considers that the reasons do not justify termination, it may consider the beneficiary to have been terminated improperly.

### 32.2.2 Effects

The coordinator must — within 60 days from when termination takes effect — submit:

- (i) a **report on the distribution of payments** to the beneficiary concerned
- (ii) a **termination report** from the beneficiary concerned, for the open reporting period until termination, containing an overview of the progress of the work
- (iii) a second **request for amendment** (see Article 39) with other amendments needed (e.g. reallocation of the tasks and the estimated budget of the terminated beneficiary; addition of a new beneficiary to replace the terminated beneficiary; change of coordinator, etc.).

The granting authority will calculate the amount due to the beneficiary on the basis of the reports submitted in previous interim payments (i.e. beneficiary's lump sum contributions for completed and approved work packages).

Lump sum contributions for ongoing/not yet completed work packages will have to be included in the periodic report for the next reporting periods when those work packages have been completed.

If the granting authority does not receive the report on the distribution of payments within the deadline, it will consider that:

- the coordinator did not distribute any payment to the beneficiary concerned and that
- the beneficiary concerned must not repay any amount to the coordinator.

If the second request for amendment is accepted by the granting authority, the Agreement is **amended** to introduce the necessary changes (see Article 39).

If the second request for amendment is rejected by the granting authority (because it calls into question the decision awarding the grant or breaches the principle of equal treatment of applicants), the grant may be terminated (see Article 32).

Improper termination may lead to a reduction of the grant (see Article 31) or grant termination (see Article 32).

After termination, the concerned beneficiary's obligations (in particular Articles 13 (confidentiality and security), 16 (IPR), 17 (communication, dissemination and visibility), 21 (reporting), 25 (checks, reviews, audits and investigations), 26 (impact evaluation), 27 (rejections), 28 (grant reduction) and 41 (assignment of claims)) continue to apply.

### **32.3 EU-initiated GA or beneficiary termination**

#### **32.3.1 Conditions**

The granting authority may terminate the grant or the participation of one or more beneficiaries, if:

- (a) one or more beneficiaries do not accede to the Agreement (see Article 40)
- (b) a change to the action or the legal, financial, technical, organisational or ownership situation of a beneficiary is likely to substantially affect the implementation of the action or calls into question the decision to award the grant (including changes linked to one of the exclusion grounds listed in the declaration of honour)
- (c) following termination of one or more beneficiaries, the necessary changes to the Agreement (and their impact on the action) would call into question the decision awarding the grant or breach the principle of equal treatment of applicants
- (d) implementation of the action has become impossible or the changes necessary for its continuation would call into question the decision awarding the grant or breach the principle of equal treatment of applicants
- (e) a beneficiary (or person with unlimited liability for its debts) is subject to bankruptcy proceedings or similar (including insolvency, winding-up, administration by a liquidator or court, arrangement with creditors, suspension of business activities, etc.)
- (f) a beneficiary (or person with unlimited liability for its debts) is in breach of social security or tax obligations
- (g) a beneficiary (or person having powers of representation, decision-making or control, or person essential for the award/implementation of the grant) has been found guilty of grave professional misconduct
- (h) a beneficiary (or person having powers of representation, decision-making or control, or person essential for the award/implementation of the grant) has committed fraud, corruption, or is involved in a criminal organisation, money laundering, terrorism-related crimes (including terrorism financing), child labour or human trafficking

- (i) a beneficiary (or person having powers of representation, decision-making or control, or person essential for the award/implementation of the grant) was created under a different jurisdiction with the intent to circumvent fiscal, social or other legal obligations in the country of origin (or created another entity with this purpose)
- (j) a beneficiary (or person having powers of representation, decision-making or control, or person essential for the award/implementation of the grant) has committed:
  - (i) substantial errors, irregularities or fraud or
  - (ii) serious breach of obligations under this Agreement or during its award (including improper implementation of the action, non-compliance with the call conditions, submission of false information, failure to provide required information, breach of ethics or security rules (if applicable), etc.)
- (k) a beneficiary (or person having powers of representation, decision-making or control, or person essential for the award/implementation of the grant) has committed — in other EU grants awarded to it under similar conditions — systemic or recurrent errors, irregularities, fraud or serious breach of obligations that have a material impact on this grant (extension of findings; see Article 25.5)
- (l) despite a specific request by the granting authority, a beneficiary does not request — through the coordinator — an amendment to the Agreement to end the participation of one of its affiliated entities or associated partners that is in one of the situations under points (d), (f), (e), (g), (h), (i) or (j) and to reallocate its tasks, or
- (m) other:
  - (i) linked action issues: not applicable
  - (ii) additional GA termination grounds: not applicable.

### 32.3.2 Procedure

Before terminating the grant or participation of one or more beneficiaries, the granting authority will send a **pre-information letter** to the coordinator or beneficiary concerned:

- formally notifying the intention to terminate and the reasons why and
- requesting observations within 30 days of receiving notification.

If the granting authority does not receive observations or decides to pursue the procedure despite the observations it has received, it will confirm the termination and the date it will take effect (**confirmation letter**). Otherwise, it will formally notify that the procedure is discontinued.

For beneficiary terminations, the granting authority will — at the end of the procedure — also inform the coordinator.

The termination will **take effect** the day after the confirmation notification is sent (or on a later date specified in the notification; ‘termination date’).

### 32.3.3 Effects

**(a) for GA termination:**

The coordinator must — within 60 days from when termination takes effect — submit a **periodic report** (for the last open reporting period until termination).

The granting authority will calculate the final grant amount and final payment on the basis of the report submitted and taking into account the lump sum contributions for activities implemented before termination takes effect (see Article 22). Partial lump sum contributions for work packages that were not completed (e.g. due to technical reasons) may exceptionally be taken into account.

If the grant is terminated for breach of the obligation to submit reports, the coordinator may not submit any report after termination.

If the granting authority does not receive the report within the deadline, only lump sum contributions which are included in an approved periodic report will be taken into account (no contributions if no periodic report was ever approved).

Termination does not affect the granting authority's right to reduce the grant (see Article 28) or to impose administrative sanctions (see Article 34).

The beneficiaries may not claim damages due to termination by the granting authority (see Article 33).

After termination, the beneficiaries' obligations (in particular Articles 13 (confidentiality and security), 16 (IPR), 17 (communication, dissemination and visibility), 21 (reporting), 25 (checks, reviews, audits and investigations), 26 (impact evaluation), 27 (rejections), 28 (grant reduction) and 41 (assignment of claims)) continue to apply.

**(b) for beneficiary termination:**

The coordinator must — within 60 days from when termination takes effect — submit:

- (i) a **report on the distribution of payments** to the beneficiary concerned
- (ii) a **termination report** from the beneficiary concerned, for the open reporting period until termination, containing an overview of the progress of the work
- (iii) a **request for amendment** (see Article 39) with any amendments needed (e.g. reallocation of the tasks and the estimated budget of the terminated beneficiary; addition of a new beneficiary to replace the terminated beneficiary; change of coordinator, etc.).

The granting authority will calculate the amount due to the beneficiary on the basis of the reports submitted in previous interim payments (i.e. beneficiary's lump sum contributions for completed and approved work packages).

Lump sum contributions for ongoing/not yet completed work packages will have to be included in the periodic report for the next reporting periods when those work packages have been completed.



If the granting authority does not receive the report on the distribution of payments within the deadline, it will consider that:

- the coordinator did not distribute any payment to the beneficiary concerned and that
- the beneficiary concerned must not repay any amount to the coordinator.

If the request for amendment is accepted by the granting authority, the Agreement is **amended** to introduce the necessary changes (see Article 39).

If the request for amendment is rejected by the granting authority (because it calls into question the decision awarding the grant or breaches the principle of equal treatment of applicants), the grant may be terminated (see Article 32).

After termination, the concerned beneficiary's obligations (in particular Articles 13 (confidentiality and security), 16 (IPR), 17 (communication, dissemination and visibility), 21 (reporting), 25 (checks, reviews, audits and investigations), 26 (impact evaluation), 27 (rejections), 28 (grant reduction) and 41 (assignment of claims)) continue to apply.

## **SECTION 3 OTHER CONSEQUENCES: DAMAGES AND ADMINISTRATIVE SANCTIONS**

### **ARTICLE 33 — DAMAGES**

#### **33.1 Liability of the granting authority**

The granting authority cannot be held liable for any damage caused to the beneficiaries or to third parties as a consequence of the implementation of the Agreement, including for gross negligence.

The granting authority cannot be held liable for any damage caused by any of the beneficiaries or other participants involved in the action, as a consequence of the implementation of the Agreement.

#### **33.2 Liability of the beneficiaries**

The beneficiaries must compensate the granting authority for any damage it sustains as a result of the implementation of the action or because the action was not implemented in full compliance with the Agreement, provided that it was caused by gross negligence or wilful act.

The liability does not extend to indirect or consequential losses or similar damage (such as loss of profit, loss of revenue or loss of contracts), provided such damage was not caused by wilful act or by a breach of confidentiality.

### **ARTICLE 34 — ADMINISTRATIVE SANCTIONS AND OTHER MEASURES**

Nothing in this Agreement may be construed as preventing the adoption of administrative sanctions (i.e. exclusion from EU award procedures and/or financial penalties) or other public law measures, in addition or as an alternative to the contractual measures provided under this Agreement (see,

for instance, Articles 135 to 145 EU Financial Regulation 2018/1046 and Articles 4 and 7 of Regulation 2988/95<sup>18</sup>).

## **SECTION 4 FORCE MAJEURE**

### **ARTICLE 35 — FORCE MAJEURE**

A party prevented by force majeure from fulfilling its obligations under the Agreement cannot be considered in breach of them.

‘Force majeure’ means any situation or event that:

- prevents either party from fulfilling their obligations under the Agreement,
- was unforeseeable, exceptional situation and beyond the parties’ control,
- was not due to error or negligence on their part (or on the part of other participants involved in the action), and
- proves to be inevitable in spite of exercising all due diligence.

Any situation constituting force majeure must be formally notified to the other party without delay, stating the nature, likely duration and foreseeable effects.

The parties must immediately take all the necessary steps to limit any damage due to force majeure and do their best to resume implementation of the action as soon as possible.

## **CHAPTER 6 FINAL PROVISIONS**

### **ARTICLE 36 — COMMUNICATION BETWEEN THE PARTIES**

#### **36.1 Forms and means of communication — Electronic management**

EU grants are managed fully electronically through the EU Funding & Tenders Portal (‘Portal’).

All communications must be made electronically through the Portal in accordance with the Portal Terms and Conditions and using the forms and templates provided there (except if explicitly instructed otherwise by the granting authority).

Communications must be made in writing and clearly identify the grant agreement (project number and acronym).

Communications must be made by persons authorised according to the Portal Terms and Conditions. For naming the authorised persons, each beneficiary must have designated — before the signature of this Agreement — a ‘legal entity appointed representative (LEAR)’. The role and tasks of the LEAR are stipulated in their appointment letter (see Portal Terms and Conditions).

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<sup>18</sup> Council Regulation (EC, Euratom) No 2988/95 of 18 December 1995 on the protection of the European Communities financial interests (OJ L 312, 23.12.1995, p. 1).



If the electronic exchange system is temporarily unavailable, instructions will be given on the Portal.

### **36.2 Date of communication**

The sending date for communications made through the Portal will be the date and time of sending, as indicated by the time logs.

The receiving date for communications made through the Portal will be the date and time the communication is accessed, as indicated by the time logs. Formal notifications that have not been accessed within 10 days after sending, will be considered to have been accessed (see Portal Terms and Conditions).

If a communication is exceptionally made on paper (by e-mail or postal service), general principles apply (i.e. date of sending/receipt). Formal notifications by registered post with proof of delivery will be considered to have been received either on the delivery date registered by the postal service or the deadline for collection at the post office.

If the electronic exchange system is temporarily unavailable, the sending party cannot be considered in breach of its obligation to send a communication within a specified deadline.

### **36.3 Addresses for communication**

The Portal can be accessed via the Europa website.

The address for paper communications to the granting authority (if exceptionally allowed) is the official mailing address indicated on its website.

For beneficiaries, it is the legal address specified in the Portal Participant Register.

## **ARTICLE 37 — INTERPRETATION OF THE AGREEMENT**

The provisions in the Data Sheet take precedence over the rest of the Terms and Conditions of the Agreement.

Annex 5 takes precedence over the Terms and Conditions.

The Terms and Conditions take precedence over the Annexes other than Annex 5.

Annex 2 takes precedence over Annex 1.

## **ARTICLE 38 — CALCULATION OF PERIODS AND DEADLINES**

In accordance with Regulation No 1182/71<sup>19</sup>, periods expressed in days, months or years are calculated from the moment the triggering event occurs.

The day during which that event occurs is not considered as falling within the period.

‘Days’ means calendar days, not working days.

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<sup>19</sup> Regulation (EEC, Euratom) No 1182/71 of the Council of 3 June 1971 determining the rules applicable to periods, dates and time-limits (OJ L 124, 8/6/1971, p. 1).

## ARTICLE 39 — AMENDMENTS

### 39.1 Conditions

The Agreement may be amended, unless the amendment entails changes to the Agreement which would call into question the decision awarding the grant or breach the principle of equal treatment of applicants.

Amendments may be requested by any of the parties.

### 39.2 Procedure

The party requesting an amendment must submit a request for amendment signed directly in the Portal Amendment tool.

The coordinator submits and receives requests for amendment on behalf of the beneficiaries (see Annex 3). If a change of coordinator is requested without its agreement, the submission must be done by another beneficiary (acting on behalf of the other beneficiaries).

The request for amendment must include:

- the reasons why
- the appropriate supporting documents and
- for a change of coordinator without its agreement: the opinion of the coordinator (or proof that this opinion has been requested in writing).

The granting authority may request additional information.

If the party receiving the request agrees, it must sign the amendment in the tool within 45 days of receiving notification (or any additional information the granting authority has requested). If it does not agree, it must formally notify its disagreement within the same deadline. The deadline may be extended, if necessary for the assessment of the request. If no notification is received within the deadline, the request is considered to have been rejected.

An amendment **enters into force** on the day of the signature of the receiving party.

An amendment **takes effect** on the date of entry into force or other date specified in the amendment.

## ARTICLE 40 — ACCESSION AND ADDITION OF NEW BENEFICIARIES

### 40.1 Accession of the beneficiaries mentioned in the Preamble

The beneficiaries which are not coordinator must accede to the grant by signing the accession form (see Annex 3) directly in the Portal Grant Preparation tool, within 30 days after the entry into force of the Agreement (see Article 44).

They will assume the rights and obligations under the Agreement with effect from the date of its entry into force (see Article 44).

If a beneficiary does not accede to the grant within the above deadline, the coordinator must — within



30 days — request an amendment (see Article 39) to terminate the beneficiary and make any changes necessary to ensure proper implementation of the action. This does not affect the granting authority's right to terminate the grant (see Article 32).

## **40.2 Addition of new beneficiaries**

In justified cases, the beneficiaries may request the addition of a new beneficiary.

For this purpose, the coordinator must submit a request for amendment in accordance with Article 39. It must include an accession form (see Annex 3) signed by the new beneficiary directly in the Portal Amendment tool.

New beneficiaries will assume the rights and obligations under the Agreement with effect from the date of their accession specified in the accession form (see Annex 3).

Additions are also possible in mono-beneficiary grants.

## **ARTICLE 41 — TRANSFER OF THE AGREEMENT**

In justified cases, the beneficiary of a mono-beneficiary grant may request the transfer of the grant to a new beneficiary, provided that this would not call into question the decision awarding the grant or breach the principle of equal treatment of applicants.

The beneficiary must submit a request for **amendment** (see Article 39), with

- the reasons why
- the accession form (see Annex 3) signed by the new beneficiary directly in the Portal Amendment tool and
- additional supporting documents (if required by the granting authority).

The new beneficiary will assume the rights and obligations under the Agreement with effect from the date of accession specified in the accession form (see Annex 3).

## **ARTICLE 42 — ASSIGNMENTS OF CLAIMS FOR PAYMENT AGAINST THE GRANTING AUTHORITY**

The beneficiaries may not assign any of their claims for payment against the granting authority to any third party, except if expressly approved in writing by the granting authority on the basis of a reasoned, written request by the coordinator (on behalf of the beneficiary concerned).

If the granting authority has not accepted the assignment or if the terms of it are not observed, the assignment will have no effect on it.

In no circumstances will an assignment release the beneficiaries from their obligations towards the granting authority.

## **ARTICLE 43 — APPLICABLE LAW AND SETTLEMENT OF DISPUTES**

### **43.1 Applicable law**

The Agreement is governed by the applicable EU law, supplemented if necessary by the law of Belgium.

Special rules may apply for beneficiaries which are international organisations (if any; see Data Sheet, Point 5).

### **43.2 Dispute settlement**

If a dispute concerns the interpretation, application or validity of the Agreement, the parties must bring action before the EU General Court — or, on appeal, the EU Court of Justice — under Article 272 of the Treaty on the Functioning of the EU (TFEU).

For non-EU beneficiaries (if any), such disputes must be brought before the courts of Brussels, Belgium — unless an international agreement provides for the enforceability of EU court judgements.

For beneficiaries with arbitration as special dispute settlement forum (if any; see Data Sheet, Point 5), the dispute will — in the absence of an amicable settlement — be settled in accordance with the Rules for Arbitration published on the Portal.

If a dispute concerns administrative sanctions, offsetting or an enforceable decision under Article 299 TFEU (see Articles 22 and 34), the beneficiaries must bring action before the General Court — or, on appeal, the Court of Justice — under Article 263 TFEU.

For grants where the granting authority is an EU executive agency (see Preamble), actions against offsetting and enforceable decisions must be brought against the European Commission (not against the granting authority; see also Article 22).

## **ARTICLE 44 — ENTRY INTO FORCE**

The Agreement will enter into force on the day of signature by the granting authority or the coordinator, depending on which is later.

### **SIGNATURES**

For the coordinator

For the granting authority

## **ANNEX 1**



# **Erasmus+ Programme (ERASMUS)**

## **Description of the action (DoA)**

**Part A**

**Part B**

## DESCRIPTION OF THE ACTION (PART A)

### COVER PAGE

*Part A of the Description of the Action (DoA) must be completed directly on the Portal Grant Preparation screens.*

<b>PROJECT</b>	
<i>Grant Preparation (General Information screen) — Enter the info.</i>	
<b>Project number:</b>	101085267
<b>Project name:</b>	Social integration of children with special needs in an environment of diversity and inclusion: European approaches
<b>Project acronym:</b>	SEEDUE4UA
<b>Call:</b>	ERASMUS-JMO-2022-HEI-TCH-RSCH
<b>Topic:</b>	ERASMUS-JMO-2022-MODULE
<b>Type of action:</b>	ERASMUS-LS
<b>Service:</b>	EACEA/A/01
<b>Project starting date:</b>	first day of the month following the entry into force date
<b>Project duration:</b>	36 months

### TABLE OF CONTENTS

Project summary .....	3
List of participants .....	3
List of work packages .....	4
Staff effort .....	6
List of deliverables .....	7
List of milestones (outputs/outcomes) .....	10
List of critical risks .....	10

## PROJECT SUMMARY

### Project summary

*Grant Preparation (General Information screen) — Provide an overall description of your project (including context and overall objectives, planned activities and main achievements, and expected results and impacts (on target groups, change procedures, capacities, innovation etc)). This summary should give readers a clear idea of what your project is about.*

*Use the project summary from your proposal.*

The Social Integration of Children with Special Needs in an Environment of Diversity and Inclusion: European Approaches is a project aimed at developing students' competence to work with different categories of children with special needs, taking into account European approaches to inclusion which goes beyond disability (Educational Difficulties, Economic Obstacles, Social Obstacles, Geographical Obstacles, gifted). In the context of modern challenges, these include internally displaced persons affected by hostilities

Objective: to introduce the EU experience in training specialists to work with an educational institution and in a regional context to create an inclusive environment conducive to the successful social integration of children with special educational needs, the development of civic, personal, and social competence; to prevent rejection and bullying.

The leading forms of project implementation are teaching for students of 4 interdisciplinary courses: European Studies of Social Inclusion; Legal, Socio-Pedagogical Bases for Preparing Children with Special Needs for Successful Life: Comparison of European and Ukrainian Experience; European Practices for Developing Social Competence of Gifted Children in a Regional Inclusive Space, Social and Pedagogical Support for Children with Disabilities in a Diversity Environment: EU Experience.

Students of the courses will take part in the following online challenges: Ukraine in the European Space of Diversity and Tolerance (dedicated to Europe Day) and Don't Hide Your Talent (for EU Talent Day). They will become co-organizers of the Give Your Child Peace volunteer event, the Legal Submarine tour in Vinnytsia, which will be held for children with special needs. To improve the skills of teachers, representatives of public organizations and parents, a series of training will be held at the Inclusive Band summer school and conducting a training course for teachers-practitioners, members of public associations.

## LIST OF PARTICIPANTS

### PARTICIPANTS

*Grant Preparation (Beneficiaries screen) — Enter the info.*

Number	Role	Short name	Legal name	Country	PIC
1	COO	VSPU	VINNYTSIA MYKHAILO KOTSIUBYNSKYI STATE PEDAGOGICAL UNIVERSITY	UA	918936388

## LIST OF WORK PACKAGES

<b>Work packages</b> <i>Grant Preparation (Work Packages screen) — Enter the info.</i>						
Work Package No	Work Package name	Lead Beneficiary	Effort (Person-Months)	Start Month	End Month	Deliverables
WP1	WP	1 - VSPU	216.00	1	36	D1.1 – D1.1 D1.2 – D1.2 D1.3 – D1.3 D1.4 – D1.4 D1.5 – D1.5 D1.6 – D1.

**Work package WP1 – WP**

<b>Work Package Number</b>	WP1	<b>Lead Beneficiary</b>	1. VSPU
<b>Work Package Name</b>	WP		
<b>Start Month</b>	1	<b>End Month</b>	36

**Objectives**

- to assimilate a system of interdisciplinary knowledge on preparing children with special needs for successful life and social interaction in an environment of diversity;
- to study the European regulatory framework, theory and techniques of social inclusion of children with special needs, prevention of rejection and bowdlerisation;
- development of the ability to interact in the process of creating an accessible educational design within the psycho-pedagogical support team, co-operation with specialists from social services, members of public organisations, volunteers, parents;
- formation of the need and ability to implement and popularize in Ukraine inclusive, social and educational practices of EU countries on the preparation of children with special needs for successful social interaction.

**Description**

The goal of the WP is to develop students' positive motivation for social and educational work with gifted children; to study the legal and socio-pedagogical basis for recognising the status of gifted children as persons with special needs in EU countries; mastering the system of interdisciplinary knowledge on the development of social competence of gifted children, overcoming their social and psychological problems, prevention of rejection and bullying; studying European practices and experience of social and educational work with gifted children in educational systems of EU countries; developing the ability to interact with members of public organizations, parents of gifted children, volunteers in creating a favorable environment for social integration and meeting the special needs of gifted children.

## STAFF EFFORT

Staff effort per participant		
<i>Grant Preparation (Work packages - Effort screen) — Enter the info.</i>		
Participant	WP1	Total Person-Months
1 - VSPU	216.00	216.00
Total Person-Months	216.00	216.00

## LIST OF DELIVERABLES

### Deliverables

*Grant Preparation (Deliverables screen) — Enter the info.*

*The labels used mean:*

*Public — fully open ( automatically posted online)*

*Sensitive — limited under the conditions of the Grant Agreement*

*EU classified — RESTREINT-UE/EU-RESTRICTED, CONFIDENTIEL-UE/EU-CONFIDENTIAL, SECRET-UE/EU-SECRET under Decision [2015/444](#)*

Deliverable No	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month)
D1.1	D1.1	WP1	1 - VSPU	R — Document, report	PU - Public	33
D1.2	D1.2	WP1	1 - VSPU	R — Document, report	PU - Public	25
D1.3	D1.3	WP1	1 - VSPU	R — Document, report	PU - Public	9
D1.4	D1.4	WP1	1 - VSPU	R — Document, report	PU - Public	21
D1.5	D1.5	WP1	1 - VSPU	DEC — Websites, patent filings, videos, etc	PU - Public	1
D1.6	D1.	WP1	1 - VSPU	R — Document, report	PU - Public	36

**Deliverable D1.1 – D1.1**

<b>Deliverable Number</b>	D1.1	<b>Lead Beneficiary</b>	1. VSPU
<b>Deliverable Name</b>	D1.1		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	PU - Public
<b>Due Date (month)</b>	33	<b>Work Package No</b>	WP1

Description
Regional Guide «Social Inclusion: A Regional Guide»

**Deliverable D1.2 – D1.2**

<b>Deliverable Number</b>	D1.2	<b>Lead Beneficiary</b>	1. VSPU
<b>Deliverable Name</b>	D1.2		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	PU - Public
<b>Due Date (month)</b>	25	<b>Work Package No</b>	WP1

Description
Motivational calendar "Steps Together - Shared Success

**Deliverable D1.3 – D1.3**

<b>Deliverable Number</b>	D1.3	<b>Lead Beneficiary</b>	1. VSPU
<b>Deliverable Name</b>	D1.3		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	PU - Public
<b>Due Date (month)</b>	9	<b>Work Package No</b>	WP1

Description
Monograph "Inclusive Socio-Educational Space: Comparative Characteristics of European and Ukrainian Experience

**Deliverable D1.4 – D1.4**

<b>Deliverable Number</b>	D1.4	<b>Lead Beneficiary</b>	1. VSPU
<b>Deliverable Name</b>	D1.4		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	PU - Public
<b>Due Date (month)</b>	21	<b>Work Package No</b>	WP1

Description
Handbook on "Inclusive Practices in the EU and Ukraine to Prepare Children for Social Interaction

**Deliverable D1.5 – D1.5**

<b>Deliverable Number</b>	D1.5	<b>Lead Beneficiary</b>	1. VSPU
<b>Deliverable Name</b>	D1.5		
<b>Type</b>	DEC — Websites, patent filings, videos, etc	<b>Dissemination Level</b>	PU - Public
<b>Due Date (month)</b>	1	<b>Work Package No</b>	WP1

Description
Web-page on the official website of Vinnitsa Mykhailo Kotsyubinsky State Pedagogical University Project Jean Monnet Module "Social integration of children with special needs in an environment of diversity and inclusion: European approaches"

**Deliverable D1.6 – D1.**

<b>Deliverable Number</b>	D1.6	<b>Lead Beneficiary</b>	1. VSPU
<b>Deliverable Name</b>	D1.		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	PU - Public
<b>Due Date (month)</b>	36	<b>Work Package No</b>	WP1

Description
Analytical report on the results of the implementation of the project "Training of members of the psycho-pedagogical support team for social inclusion in the context of the EU Erasmus + Jean Monnet module project: experience and perspectives".

## LIST OF MILESTONES

<b>Milestones</b> <i>Grant Preparation (Milestones screen) — Enter the info.</i>					
<b>Milestone No</b>	<b>Milestone Name</b>	<b>Work Package No</b>	<b>Lead Beneficiary</b>	<b>Means of Verification</b>	<b>Due Date (month)</b>
1	MS1	WP1	1-VSPU	Creation of a calendar of events for the first year of project implementation	12
2	MS2	WP1	1-VSPU	Creation of events calendar for the second year of project implementation	24
3	MS3	WP1	1-VSPU	Creation of events calendar for the third year of project implementation	36

## LIST OF CRITICAL RISKS

<b>Critical risks &amp; risk management strategy</b> <i>Grant Preparation (Critical Risks screen) — Enter the info.</i>			
<b>Risk number</b>	<b>Description</b>	<b>Work Package No(s)</b>	<b>Proposed Mitigation Measures</b>
1	Closed personalized information system of social services on children with special needs	WP1	<p>This problem is related to the Law of Ukraine "On Personal Data" and will be solved through cooperation with stakeholders and organizations, implementation of state policies to improve the social situation of disadvantaged people:</p> <p>1. interaction within the framework of the project implementation with social service centres, centres for socio-psychological rehabilitation of children and youth with functional limitations, services for children, will improve the quality of organization of work with children, which we refer to as having functional disabilities, economic obstacles , cultural differences; social obstacles; geographical obstacles; gifted)</p>

<b>Critical risks &amp; risk management strategy</b> <i>Grant Preparation (Critical Risks screen) — Enter the info.</i>			
<b>Risk number</b>	<b>Description</b>	<b>Work Package No(s)</b>	<b>Proposed Mitigation Measures</b>
			2. collaboration with NGOs working with children with disabilities and the categories listed previously; 3. Interaction with clubs, private educational institutions, children and youth palace, etc. for work with gifted children.
2	Difficulties related to the epidemiological situation and quarantine	WP1	In case of quarantine, we plan to change the format of the events from face-to-face meetings to online communication via Google Meet, Zoom and partly group video calls in different messenger (including technical and other factors independent from the organisers, and the participants' capabilities). In the case of partial quarantine, the 2019-2020 practice allows for micro-group work in person, not exceeding 10 people per class, or a combination of face-to-face and remote participation in events. Work of an informational nature, creation and dissemination of project materials will take place as scheduled and unchanged.



## ANNEX 1



# Erasmus+ Programme (ERASMUS)

## Description of the action (DoA) *[for FPAs: Action plan]*

Part A

Part B



## TECHNICAL DESCRIPTION (PART B)

### COVER PAGE

Part B of the Application Form must be downloaded from the Portal Submission System, completed and then assembled and re-uploaded as PDF in the system.

**Note:** Please read carefully the conditions set out in the Call document/Programme Guide (for open calls: published on the Portal). Pay particular attention to the award criteria; they explain how the application will be evaluated.

PROJECT	
<b>Project name:</b>	Social integration of children with special needs in an environment of diversity and inclusion: European approaches
<b>Project acronym:</b>	SEED:EU4UA
<b>Coordinator contact:</b>	Anna KHILYA Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University

### PROJECT SUMMARY

#### Project summary (in English)

The Social Integration of Children with Special Needs in an Environment of Diversity and Inclusion: European Approaches is a project aimed at developing students' competence to work with different categories of children with special needs, taking into account European approaches to inclusion which goes beyond disability (Educational Difficulties, Economic Obstacles, Social Obstacles, Geographical Obstacles, gifted). In the context of modern challenges, these include internally displaced persons affected by hostilities

Objective: to introduce the EU experience in training specialists to work with an educational institution and in a regional context to create an inclusive environment conducive to the successful social integration of children with special educational needs, the development of civic, personal, and social competence; to prevent rejection and bullying.

The leading forms of project implementation are teaching for students of 4 interdisciplinary courses: European Studies of Social Inclusion; Legal, Socio-Pedagogical Bases for Preparing Children with Special Needs for Successful Life: Comparison of European and Ukrainian Experience; European Practices for Developing Social Competence of Gifted Children in a Regional Inclusive Space, Social and Pedagogical Support for Children with Disabilities in a Diversity Environment: EU Experience.

Students of the courses will take part in *the following online challenges: Ukraine in the European Space of Diversity and Tolerance (dedicated to Europe Day) and Don't Hide Your Talent (for EU Talent Day)*. They will become co-organizers of the Give Your Child Peace volunteer event, the Legal Submarine tour in Vinnytsia, which will be held for children with special needs. To improve the skills of teachers, representatives of public organizations and parents, a series of training will be held at the Inclusive Band summer school and conducting a training course for teachers-practitioners, members of public associations.

## 1. RELEVANCE

### 1.1 Background and general objectives

#### Background and general objectives

Inclusion of people with special educational needs in different areas of social life is a challenge of the 21<sup>st</sup> century for the whole world (Resolution adopted by the General Assembly Transformation of Our World: 2030 Agenda for Sustainable Development by 2030, the UN Sustainable Development Goals – SDGs), Europe and Ukraine.

The Social Integration of Children with Special Needs in an Environment of Diversity and Inclusion: European Approaches project corresponds to the EU policy, Sustainable Development Goals by 2030, the Europe 2020 strategy, Incheon Declaration and other. An important area of EU policy is the creation of a tolerant socio-cultural environment of diversity and inclusion, free from violence and social barriers (Treaty on European Union, (TEU), Charter of Fundamental Rights of the European Union ("CFR"), Rome Declaration, EASIE, ET 2020, etc).

An inclusive approach extends to all spheres of life, including culture and art (the Creative Europe project). A special

attention is paid to the implementation of inclusion principles of in education, organization of the European educational space as the basis of social cohesion and mobility, a just society (Social Summit in Gothenburg, ET 2020, EU Council Recommendation on key competences for lifelong learning, etc.). Inclusion is aimed to promote social integration and successful life of children with special educational needs in a diverse environment, development of their social and personal competence and to prevent their exclusion and bullying (EU Council Recommendation on key competences for lifelong learning, Davos Declaration “Towards a high-quality Baukultur for Europe”, ET 2020 and other).

The project is developed in accordance with the aim of the EU Erasmus+ Program, which is to promote cooperation, quality, inclusion, creativity and innovation at the organizational level and the implementation of strategies in the field of education, professional development, and youth. It meets the key priorities of the Program, as it will improve the quality of training of future teachers and assistant teachers of children with special educational needs, promote introduction of innovative pedagogical technologies in working with such children to meet their special educational needs, ensuring gender equality in education for men and women with special educational needs.

The project is developed in accordance with the key priorities of the EU Erasmus+ Program for 2021-2027 **in the fields of education, training, youth and sport**, involving inclusion and gender equality, teacher and mentor training, higher education, etc. Implementation of the project will **help to improve** the quality of training of future teachers and mentors in order to create conditions to meet special educational needs of students in educational institutions, their socialization, overcoming gender stereotypes.

In recent decades, an inclusive approach has been implemented at the legislative level, in theory and in educational practice in Ukraine. In the framework of European integration processes, there have been introduced changes to the legislation on the basis of ratified and adopted as a basis for further development of the environment of diversity and implementation of an inclusive approach in all areas of living environment. An inclusive approach is reflected in the legislation of Ukraine, which regulates work of educational institutions and this industry in general (Law of Ukraine “On Education”, Law of Ukraine “On Higher Education” and other), as well as in the Concepts of pedagogical education and inclusive education development. One of the priority tasks in the development of an inclusive society and educational space in recent years has become training of a multidisciplinary team of psychological and pedagogical support of children with special educational needs in educational institutions (Order of Ministry of Education and Science of Ukraine No. 609 dated June 08, 2018). Current guidelines for the organization of inclusive education are valid since 2022.

From 2010 to 2014, a pilot project of the Canadian model of inclusive education was implemented in Ukraine, in which Vinnytsia region was one of the pilots.

The development of the department is the result of scientific, creative and organizational work at *Vinnytsia Mykhailo Kotsyubynsky State Pedagogical University (Ukraine)*.

The methodology of the project is based on the research by Mykola Yarmachenko Institute of Special Education and Psychology of National Academy of Educational Sciences of Ukraine and cooperation with the leading European higher education institutions in the framework of agreement implementation: Folkuniversitet (Uppsala, Sweden), Pedagogium, Wyższa Szkoła Nauk Społecznych (Warsaw, Poland), Staropolska Szkoła Wyższa (Kielce, Poland), Rezekne Academy of Technologies (Rezekne, Latvia), College for Foreign Languages (Czestochowa, Poland), Masaryk University (Czech Republic), Modern Education & Research Institute, Brussels (Belgium).

To develop the content of the course the results of the thesis research for the degree of Candidate of Pedagogical Sciences “Education of Children with Functional Limitations of Values to Life by Means of Art Therapy” (Anna KHILIA, Leader of the Project Team) were used.

The project was developed using European research, conducted during the implementation of scientific topics of the Department of Preschool Education “Training of Preschool and Primary Education Specialists in the Context of Ukraine’s Integration into the European Educational Space”; Department of Primary Education “Improving the Quality of Future Primary School Teachers Training in the Context of European Integration” (State registration number: 0121U108285, dated February 11, 2021); “Art Education: Problems and Prospects for Development in the Context of European Integration.”

In the development of the project was used experience of *Vinnytsia Mykhailo Kotsyubynsky State Pedagogical University* Congress (2016), Ukrainian scientific-practical conferences with international participation “Inclusive Education as an Individual Trajectory of Personal Growth of a Child with Special Educational Needs (2018, 2019, 2020, 2021), on the basis of which in 2021 was launched a section **“Socio-Cultural Values of Creating a European Environment of Diversity and Inclusion: Lessons for Ukraine**.

The project uses the results of teaching disciplines “Inclusive Education in Preschool Education”, “Inclusive Pedagogy of Primary Education”, “Fundamentals of Inclusive Education”, “Pedagogical Technologies of Inclusive Education in Primary Schools”, “Assistance in an Inclusive Environment”, “Social Work in the Community”, “Social Guardianship and Care”, “Social Work with Risk Groups”, “Socio-Psychological Support of Behavioral Disorders”, “Corrective Work in the Process of Socio-Pedagogical Rehabilitation”, “Work with Gifted Children within the Developmental Space of Educational Institutions” by members of the project team. The project is based on the work of LogoClub speech therapy laboratories, ARTEX interactive art-therapeutic technologies, COVERING OF CREATIVE scientific laboratory of future creative teachers of gifted children.

The issue of inclusion is relevant for the university with a positive experience of creating an inclusive environment. At the university are studying 110 students with special educational needs, accompanied by mentor students and teachers, which contributes to their adaptation and socialization. Among the teachers there are 23 people with special educational needs who actively interact with students, administrative, scientific, pedagogical staff of the university, scientific and pedagogical community of Ukraine and the whole world.

The ideas underlying the project were presented during the membership and scientific events of the Ukrainian Educational Research Association (UERA), the Center for Ukrainian and European Scientific Cooperation, the International Association of Modern Education, Science and Culture. The university organizers Ukrainian scientific-

practical conference with international participation “Inclusive Education as an Individual Trajectory of Personal Growth of a Child with Special Educational Needs” (2018-2021).

Implementation of the module will be a follow-up of the project “EQAVET for inclusion and prevention of drop-out in vocational education”, project acronym: EQAVET-4-INCLUSION, AGREEMENT Number – 2021-1-SE01-KA220-VET-000033282MD, Teaching will be a continuation of the Erasmus+ project Jean Monnet Module 620252-EPP-1-2020-1-UA-EPPJMO-MODULE “EU experience of soft skills development of preschool and primary school-age children by theatre activities in teacher training” (<https://www.facebook.com/groups/754951105361978>).

Students took part in the activities of the World Youth Alliance Europe (2019); in the Youth Policy of Multiculturalism and Ethnic Diversity regional trainings by ECMI (2019); weve involved in the Numicon program, provided day assistance within summer projects of Vidkryti Sercya NGO and conducted art therapy classes (2017-2020); carried out information activities on inclusive education within the framework of the Educational Hackathon (2019-2021), etc. Work of teachers and students with children with SEN is carried out within the School of Volunteering project, (<https://www.facebook.com/shkolavolonterstva>), launched in 2017.

The project uses the experience of working with children with special educational needs in educational institutions of Vinnytsia: Municipal Institution Vinnytsia O. Sukhomovskiy Lyceum No. 7 (<https://sch7.edu.vn.ua/>), Vinnytsia D.I. Mendeleev Lyceum No. 4 (<https://sch4.edu.vn.ua/>). Members of the project team cooperate with NGOs ParoStok, Kolping Case, Open Hearts, which contribute to the formation of conditions for changes in the attitude of each individual to interact in an environment of diversity and inclusion. The Inclusive Art and Inclusive Law for Children projects have been implemented.

The results of future teachers training are covered on social networks, in particular in the Educational Hackathon Facebook group (<https://www.facebook.com/events/267654118726850/>).

## 1.2 Needs analysis and specific objectives

### Needs analysis and specific objectives

European and Ukrainian experience in the education of children with special educational needs has shown both successful and contradictive results. The main issues are outlined in the Summary of the Education Inclusion and Education: Means for All World Monitoring Report, Paris, UNESCO, 2020 (<https://education-profiles.org/>), overcoming which will be the aim of activities within the project.

1. To guarantee equal access to quality education, ensuring the principle of accessibility, which is formulated on the basis of adherence to human rights. Laws and policies on the disability of people with disabilities differ with regard to secondary schools (about 10% of countries have policies to integrate children with disabilities into education, 17% require an inclusive approach, while others choose a combination of segregation and co-education in one form or another. Every third student in Central and Eastern Europe still studies in a special school).

2. Diversity of scientific approaches in research of inclusive education, models of its implementation. Legislation does not always specify a broad concept of the inclusion of all students in the education system, and in national laws, it is mostly absent. Only 10% of countries have included comprehensive provisions for all students in their laws on general or inclusive education.

3. Terminological problems, imbalance of the conceptual apparatus, usage of a large number of foreign language concepts and categories, which are variously interpreted and discussed in the scientific environment. Although most definitions are similar, they are not identical. As a result, there are difficulties in understanding the meaning of these concepts, as well as their active usage. For example, integration is often considered equivalent to inclusion.

4. In some cases there is discrimination, prejudice against children with special needs from other people. There are also stereotypes and misconceptions about their capabilities, including gender. Not all countries promote policies or action plans that address bullying and prohibition of sexual or gender harassment. Quite often children with special educational needs have conflicts in relationships with neurotypical peers. Parents of children with disabilities also have discriminatory feelings about gender, disability, ethnicity, race or religion.

One of the topical issues to be addressed within the project is to increase competence of psychological and pedagogical specialists to create an inclusive educational space. Specially trained specialists are needed to implement the tasks of inclusion in educational institutions, psychological and pedagogical support of children with special educational needs and their successful socialization. European higher education pays great attention to the professional training of teachers working in the context of inclusion and involvement of children with special needs in all spheres of social life. This task is implemented within the TPL4I Project (2018-2021).

However, the Global Education Monitoring Report “Inclusion and Education: All means all” notes the lack of willingness of teachers to implement inclusive education. About 25% of the teachers reported a high need for training in the education of students with special educational needs. There is still a shortage of people in the EU countries in the field of inclusive education, including teaching assistants, correctional teachers, etc. Therefore, educational institutions need professionals who are experts in their field, and have the necessary competencies to implement the educational process in an inclusive space.

Ukraine needs to pay special attention to the development of inclusive education for children with special educational needs, where these and other contradictions can be traced. Ukrainian researchers and educators are insufficiently acquainted with the EU policy on support for children with special educational needs, theories of inclusive education, the activities of European and national organizations to build an inclusive environment, EU legislation on inclusion, experience of educational institutions to ensure access to education for children with special educational needs.

The activities planned within the work of the interdisciplinary team of the project “Social integration of children with

special needs in an environment of diversity and inclusion: European approaches" will help to overcome these contradictions and implement the experience of EU countries in the following areas:

1) recognizing in Ukraine, combining the efforts of scientists, educators, NGOs, parents to the problems and needs of children with special educational needs based on the experience of EU countries; increase of activity, social cohesion in the field of education of children with SEN (holding of the Ukrainian scientific-practical conference with international participation "Inclusive Education as an Individual Trajectory of Personal Growth of a Child with Special Educational Needs" section "Preparation of Children with Special Needs for Social Adaptation Approaches and Ukrainian Experience", mini-symposium "Socio-Cultural Values of Creating a European Environment of Diversity and Inclusion: Lessons for Ukraine", participation in the work of NGOs ParoStok, Kolping Case, Open Hearts);

2) study, implementation and popularization of European experience of special training of future teachers to work with children with special educational needs in universities (teaching 4 interdisciplinary courses of European integration);

3) further training for teachers who already work with children with SEN in educational institutions, out-of-school institutions (Inclusive Band summer school);

4) conducting of psychological and pedagogical research on building equal opportunities by combating social exclusion, overcoming inequality, marginality and deprivation based on EU experience and Ukrainian traditions jointly with teachers of higher education institutions, scientists of research institutions, students, and teachers-practitioners;

5) advising parents of children with SEN on their upbringing and development within the family (simulation game Together, online counseling New Opportunities);

6) expanding educational opportunities for children and youth with SEN through the introduction of European practices in the work of educational institutions in Vinnytsia (information tour of Vinnytsia for children with special needs Legal Submarine, an online challenge Ukraine in the European Space of Diversity and Tolerance (to the Day of Europe), educational hackathon, volunteer actions Give a Child the World).

### 1.3 Complementarity with other actions and innovation— European added value

#### Complementarity with other actions and innovation

The work of the interdisciplinary team of the Social Integration of Children with Special Needs in an Environment of Diversity and Inclusion: European Approaches project to prepare future teachers to work with children with special educational needs will be based on legislation, European theoretical and practical experience, comparison of EU experience and Ukraine.

The platform for the implementation of inclusion in Europe is EASIE, whose member states adopt laws to implement the right of every child to education, successful integration into society. Its charter understands inclusion as part of the Education for All agenda and goes beyond disability. It aims to create an accessible educational design, a barrier-free environment for all secondary school students. An important driver of inclusion in the EU are international organizations that conduct research, develop recommendations for governments, and promote inclusive policies. Such organizations namely are: the United Nations (UN), whose activities are aimed at deploying and supporting inclusive education. UNESCO has organized several World Conferences on Education for People with Special Educational Needs. The Organization for Economic Co-operation and Development (OECD) works closely with UNESCO and EUROSTAT and is the largest statistical center of the European Union. UNICEF promotes inclusive education and sets out a conceptual framework that recognizes the importance of context and environmental factors in including or excluding individuals from effective participation in society. EU countries are developing projects to bring together researchers, educators and educators of children with SEN. In the Netherlands, for example, the Weer Samen Naar School national project has been launched since 1994, as a result of which schools receive financial assistance from the government to ensure the full implementation of the necessary educational reforms and conditions. In Germany is being implemented a project (IQUA – Inclusion, Qualifikation, Assistenz), which has started training specialists for inclusive institutions operating under the slogans "kindergarten for everybody", "school for everybody" and provides joint training of standard children with those who have psychophysiological disorders. The project provides for reorientation of educational staff and programs to the joint didactic process of children with SEN. The Quality Education for Children at Social Risk. Individualization and Learning Support project, Supported by the Estonian Ministry of Foreign Affairs Developmental Cooperation program, 2016. Biarritz Partnership International Project, launched by the leaders of the Group of Seven (G7) countries – Canada, France, Germany, Italy, Japan, Great Britain and USA. The purpose of the partnership is to consolidate efforts to ensure gender equality, achieve equal rights and opportunities in society and the absence of restrictions on any grounds. The Lithuanian Trade Union of Education and Science is one of the partners in the Erasmus+ ECO-IN project, aimed at improving inclusive education policies and practices from pre-school to primary school through the active involvement of all major education stakeholders (including teachers, leaders) educational institutions, educators, parents, and public authorities). Preparation and support activities are carried out to facilitate teamwork in the fight against segregation and radicalization, thus enabling additional qualitative and quantitative measures to implement, monitor and assess school inclusiveness.

In the EU countries (Austria, Belgium, Bulgaria, Greece, Denmark, the Netherlands, Spain, Ireland, Lithuania, Hungary, Germany, Italy, Switzerland, Slovakia, Slovenia, the Czech Republic) is being gradually organized comprehensive support for children with SEN. It was initiated both within the mass school, in the classroom and outside, and as part of special education.

Thus, any public or non-state (private, municipal, regional) school in Italy admits all people with special educational needs, even with severe disabilities. France guarantees the implementation of a program to support students, in particular those with learning difficulties, and creates additional positions for teachers and teaching assistants. Education system of

Poland is designed so that from an early age a child with special educational needs is included in the educational process alongside healthy children. Social upbringing of children with SEN in Polish educational institutions is based on an inclusive model, etc.

Scientific principles of inclusion, the state of its implementation in educational institutions are studied by scientists from EU countries (M. Ainscow, J. Ainley, T. Booth, S. Ebersold, C. Dyssegaard, D.Kerr, M.Larsen, B. Lindqvist, B. Losito, C.Meijer, A.Watkins, M. Rouse, W. Schulz, J. Fraillon and other).

European higher education pays great attention to the professional training of teachers to work in the context of inclusion and involvement of children with special needs in all spheres of social life. This task is implemented within the TPL4I (2018-2021) Project. Training of future teachers to work with children with PLO is carried out in higher education institutions of the EU: The University of Aberdeen (UK), Queen's University Belfast (UK), The University of Edinburgh (Scotland), Folkuniversitet (Uppsala, Sweden), Pedagogium. Wyższa Szkoła Nauk Społecznych (Warsaw, Poland), Staropolska Szkoła Wyższa (Kielce, Poland), Rezekne Academy of Technologies (Rezekne, Latvia), College for Foreign Languages (Częstochowa, Poland), Masaryk University & Research, Brussels (Belgium) and other.

The education of children with SEN in Ukraine and training of skilled staff for its implementation is in its infancy, so the study and implementation of the EU experience in the context of its development is of particular importance.

## 2. QUALITY

### 2.1 PROJECT DESIGN AND IMPLEMENTATION

#### 2.1.1 Concept and methodology

##### Concept and methodology

Project "Social integration of children with special needs in an environment of diversity and inclusion : European approaches " is based on modern methodological approaches that will be developed in both European and Ukrainian legislative basis and science. A personality-oriented, inclusive educational model for different categories of children with special educational needs will be implemented within the framework of the project.

Implementation of an inclusive approach in the EU and Ukraine constitutes basis of the scope and content of the developed module. Equality, fairness, non-discrimination and promotion of civic competences shall be deemed priority directions of the European cooperation in the field of education and training. The Rome Declaration states that education and culture are key to building inclusive and cohesive societies for all as well as maintaining European competitiveness. In accordance to the Davos Declaration, the Baukultur concept covers all factors having a direct impact on the quality of life of citizens and communities, thus contributing to inclusiveness, cohesion and sustainability in a very specific way. A contribution to the development of an inclusive society has been made in the "Creative Europe" program which creates conditions for the cultural participation of people with disabilities from disadvantaged families. An important task of inclusion is to promote social integration of people with special needs, prevent rejection, bullying and violent radicalization among young people.

The course is aimed at preparing students to work with different categories of people with special needs. These include individuals with disabilities and health limitations (IFF, WHO, 2018). We take into account European approaches that inclusion already goes beyond the limits of disability and is aimed at working with other categories of pupils studying at secondary schools who are at risk of marginalization, rejection and failure (Educational Difficulties, Economic Obstacles, Cultural Differences; Social Obstacles; Geographical Obstacles; gifted children). Inclusion aims to meet the special needs of students, including those related to successful socialization: the creation of affordable educational design, the need for socio-psychological assistance and support in typical situations as well as rejection and bullying; assistance in social integration, preparation for successful living in an environment of diversity and situations of uncertainty, development of skills of interpersonal interaction and non-conflict behavior.

Project development and implementation is based on the principle of an integrated approach to creating an inclusive educational space. Achieving such goals is possible by combining the efforts of members of a multidisciplinary team (Order of the Ministry of Education and Science of Ukraine No. 609 dated 08.06.2018) in order to provide professional support for children with special needs by creating an individual trajectory of personal growth for them. In the process of creating an inclusive space such a team of teachers, psychologists, social workers should interact with doctors, lawyers, members of public organizations, volunteers, parents of children. The module " Social integration of children with special needs in an environment of diversity and inclusion : European approaches » is oriented towards the formation of inclusive competence in students of socioeconomic profile necessary for such activities as part of teams of psychological and pedagogical support of children with special needs.

Accordingly, the content of the module is integrated, combines theoretical and methodological knowledge of comparative studies which foresees comparison of the history and theory of socio-pedagogical work, special psychology, inclusive pedagogy, legal framework for inclusion, volunteer work, theory and methods of teaching and education of gifted children in the EU countries and Ukraine. It is based on a comparison of European and Ukrainian approaches to inclusive education in general, preparing students for the social integration of children with special needs, preventing their rejection and bullying, studying and implementing modern European practices.

The team of project developers is also multidisciplinary, it includes scientists from different departments (preschool, primary education, psychology and social work, law and public administration). They are specialists in various

fields: pedagogy, history and theory of social work, inclusive education, social law, basics of volunteering. Members of the project group are experienced scientists (candidates of pedagogical, legal sciences, doctors of philosophy) and young scientists from different departments of the university. They have various professional and scientific training, experience in educational institutions at school, social services, practical work experience. They systematically improve their professional level, participate in international projects, conduct trainings. They are volunteers, organizers and members of public organizations ("Information and intellectual space of legal development "SOLOMON", Podillia Centre for Children's Rights, "Volunteer School").

Teachers-practitioners (members of the team of psychological and pedagogical support), lawyers, specialists of social services, representatives of public organizations, parents, student-volunteers will be involved in the classes.

The project takes into account the gender approach which is one of the priorities of the Erasmus+ program for 2021-2027. It is enshrined in EU documents, priority goals, directions and values (Treaty on the Functioning of the European Union, "Creative Europe", etc. Gender equality and tolerance, lack of sexual discrimination, violence against women are important in working with individuals with special educational needs.

### 2.1.2 Project management, quality assurance, and monitoring and evaluation strategy

#### Project management, quality assurance and monitoring and evaluation strategy

In order to ensure sustainability of the results of educational, research and volunteer activities of students as well as the quality of project implementation:

- All planned activities included into the application form with the involvement of various categories of stakeholders in accordance with the deadlines will be performed.

To ensure the sustainability of the project, assess its applicability, results, and quality of implementation, the following measures will be implemented:

- a working group on project implementation has been created, which, in addition to the project team members, will include the vice-rector, accountant, representatives of the International Department and other employees of the University;

- a working program for the project implementation has been developed for 3 years, which will be approved by the rector and will include various areas of work and scientific, organizational, and other activities provided for by the project;

- a meeting of the working group will be held (1 time in 3 months), where issues related to the preparation and implementation of all activities planned within the framework of the module implementation will be analyzed and discussed;

- systematic monitoring and analysis of the work carried out by teachers and project team members; professional reflection and introspection of participation in the project, keeping records, writing reflexive notes;

- implementation of permanent feedback with all target groups (teachers, students, teachers-practitioners, experts of social services, representatives of social services, parents, elderly people) who will participate in the project, through the use of reflexive exercises and writing reflexive notes, the development and conduct of surveys;

- reflexive monitoring of students of the *My Personal Growth in the Project course*;

- a survey was conducted to study the motivation of volunteer students called *Am I Ready to Work with Children Having Special Educational Needs*;

- the Diagnostics of Students' Readiness to Implement Inclusive EU Practices in Social and Educational Work with Children Having Special Educational Needs and Diagnostics of Teachers' Readiness for Social and Pedagogical Support of Gifted Children as Individuals with Special Educational Needs surveys of course participants have been conducted, at the beginning and after its study;

- holding mini-symposia by project team members together with representatives of various target groups, project participants, to analyze and evaluate the project implementation process, achieve tasks, and evaluate projected results (at the end of each Module course);

- entering the results of project implementation in scientific and professional reports that are compiled annually;

- conducting all forms of reporting according to the requirements of the Jean Monnet Module project implementation;

- the creation of the Preparation of Members of the Psychological and Pedagogical Support Team for Social Inclusion in the Context of the Implementation of the EU Erasmus + Jean Monnet Module Project: Experience and Prospects annual and final analytical reports. - an analytical report on the results of the Preparation of Members of the Psychological and Pedagogical Support Team for Social Inclusion in the Context of the Implementation of the EU Erasmus + Jean Monnet Module Project: Experience and Prospects project has been prepared and posted on the official website of the University, Facebook, and Instagram.

### 2.1.3 Project teams, staff and experts

#### Project teams and staff

Name and	Organisatio	Role/tasks/professional profile and expertise
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function	n	
<b>Anna KHILYA</b> project manager, teacher, researcher, research manager	VSPU	<p><b>The main functions, tasks and areas of work in the project:</b></p> <ul style="list-style-type: none"> <li>- organisation of the project team's work;</li> <li>- project development and academic management during the preparatory phase;</li> <li>- teaching the course for students;</li> <li>- academic management at the implementation stage, ensuring its continuity, implementing the overall management of the project: organisational management of all project activities, maintenance of reporting documentation and budgeting, compliance with all terms of cooperation, promoting and publicising the project in the social media;</li> <li>- ensuring cooperation with other project groups within the Erasmus+Module Jean Monnet programme; cooperation with scientists from domestic and foreign university;</li> <li>- preparing research results within the project, producing an analytical report for public dissemination and printed materials in accordance with the action plan and the planned project outputs. the context of the EU Erasmus + Jean Monnet Module;</li> <li>- conducting a reflective monitoring of the results of each stage of the project and presenting relevant comparative cross-sections in the form of an analytical report;</li> <li>- responsible for organizing the work of the section at the All-Ukrainian scientific-practical conference with international participation "Inclusive education as an individual trajectory of personal growth of the child with special needs</li> <li>- responsible for the publication of conference abstracts;</li> <li>- the research and monitoring of the quality of implementation of the project, presentations at the scientific-practical conferences, writing articles and conference abstracts;</li> <li>- responsible for the preparation and publication of the regional guide "Social Inclusion: A Regional Guide", motivational calendar "Joint Steps - Common Success"; monograph "Inclusive social and educational space: a comparative analysis of European and Ukrainian experience", the manual "Inclusive practices in the EU and Ukraine to prepare children for social interaction</li> <li>- responsible for the organization of the summer school for professional development of teachers, teachers, representatives of public organizations and parents "Inclusive Band" and the conducting of a series of trainings on "European studios of formation of inclusive education in the environment of diversity and inclusion", "Training of socio-economic specialists to work in the environment of 'diversity and inclusion'";</li> <li>- Responsible for organizing the stimulation game "Total", online counselling "New Opportunities".</li> </ul> <p>Education, skills and experience:</p> <p>Doctor of Philosophy, Ph.D., Senior Lecturer of the Department of Primary Education at Vinnitsa State Pedagogical University named after Kotsyubynskiy. Researcher in the field of training future specialists in socio-nomic profile (educators, teachers, social workers and practical psychologists) to create a diversity environment for children with special educational needs.</p> <p>Senior Lecturer at the Elementary Education Department for 5 years. Experience of teaching in high education, volunteering and art-therapeutic support for children from families in difficult circumstances, young professionals and students. Experience of working in social services center for 9 years.</p> <p>She teaches the following disciplines: "The basics of inclusive pedagogy", "Assistantships in inclusive environments", "Educational technology for inclusive education", "Art-therapy in leisure time activities", "Pedagogical innovations abroad" and others.</p> <p>Sphere of academic interests: children, youth and families in difficult situations, children with disabilities, orphans, internally displaced people, dismissed, convicted and probationed teenagers, HIV-positive people and their families, research on inclusive education, art therapy technologies of education and rehabilitation, preparing future teachers to work with children whis SEN in the context of European integration, creating a developing and inclusive environment for children with SEN.</p> <p>Co-founder member, art therapist of the Vinnitsa branch of the Association of Art Therapists of Ukraine, "Counseling and Information Center for Family, Children and Youth".</p> <p>Author of trainings for teachers of HEAs and educators on a cycle of inclusive disciplines "Assisting in an Inclusive Environment", four component art therapy program.</p> <p>Participant and implementer of the projects to train professionals in social and educational areas to use art therapy techniques in practice "Facets of Excellence", group art therapy sessions on teamwork "Pyramid of Success", a project of Vinnytsia Regional State Administration and Vinnytsia regional public organization "Territory of Moms" - "Family Art Space: creating a positive environment to maintain long-term relationships between foster children and foster parents, parents-in-law.</p>



		Around 62 works have been published on the project topic.
<b>Olena DEMCHENKO</b> senior advisor, teacher	VSPU	<p><b>The main functions, tasks and areas of work in the project:</b></p> <ul style="list-style-type: none"> <li>- academic management at the stage of implementation, ensuring its sustainability: participation in the organizational management of all activities within the project;</li> <li>- ensuring cooperation with local governments and partner institutions, with scientists from domestic and foreign free economic zones;</li> <li>- advising members of the project team on European approaches in the organization of higher education;</li> <li>- teaching the course "European practices for the development of social competence of gifted children in the regional inclusive space" for student youth, who will learn the basic practices and approaches to work in the EU with gifted children in a diverse environment;</li> <li>- organizing and conducting a mini-symposium «Socio-cultural values of creating a European environment of diversity and inclusion: lessons for Ukraine»;</li> </ul> <p>researcher, conducting research, speaking at scientific and practical conferences, writing articles and abstracts of conferences, co-authored in the collective monograph "Inclusive social and educational space: a comparative description of European and Ukrainian experience", manual "Inclusive practices of the EU and Ukraine children to social interaction";</p> <ul style="list-style-type: none"> <li>- member of the editorial board of publishing conference abstracts;</li> <li>- consulting and participation in the development of the incoming and final survey of project participants;</li> <li>- preparation of research results within the project, creation of an analytical report for wide information of the public and printed products in accordance with the action plan and planned project results.</li> </ul> <p><b>Education, skills and experience:</b></p> <p>Candidate of Pedagogical Sciences, Doctor of Philosophy, Ph.D. , Associate Professor of Primary Education, Vinnytsia Mykhailo Kotsiubynskiy State Pedagogical University. Scientist in the field of training future socionic specialists (educators, teachers, social workers and practical psychologists) to create conditions for the development of talents and giftedness of children as individuals with special educational needs. Head of the "Laboratory of European Studies in Teacher Training".</p> <p>More than 25 years of teaching experience in higher education. She has an education in the field of theory and methods of educational work, preschool education.</p> <p>Research interests: giftedness, creativity, training of future teachers to work with gifted children in the context of European integration, education of gifted and talent development in leading EU countries; developing a creative environment for socialization and self-realization of gifted children in the context of studying the European experience.</p> <p>Developed and taught courses related to the project : «Education and upbringing of gifted children», "Fundamentals of inclusive education", "Assistance in an inclusive environment", "Social work with vulnerable groups".</p> <p>The author of about 150 scientific works, including the individual educational and methodical manual with the stamp of the Ministry of Education and Science of Ukraine. "Practical training and activity on the History of Pedagogy" (2012); monograph "Educational situations in the personal orientated space area of the primary school" (2014). The co-author of 8 published articles in publications registered in the international scientometric database Web of Science, among which 2 are indexed. Also the co-author of 7 collective monographs, 5 of which are in English.</p> <p>The author of 7 individual articles, which 5 of them are co-authored, and one of which is with foreign scientists in publications registered in the international scientometric database Index Copernicus. And the author of the publications in professional journals, where 17 are individual and 1 is co-authored. Author of publications in professional editions , 17 single and 7 co-authored .</p> <p>Author of trainings for teachers "Philosophical dialogue in the training of a democratic and creative teacher", " Theater in the socio-pedagogical work: art form , "school of feelings and emotions ".</p> <p>Member of GER NAQA OF UKRAINE 01 Education / Pedagogy (2019-2020), GER 01 Education (2021-2022). Member of the All-Ukrainian Olympiad in Specialty 012 Preschool Education (2022). Member of the Ukrainian Association of Educational Researchers (UAER), scientific organization "Center for Ukrainian-European Scientific Cooperation", public organization (Academy of Personal Development), NGO "International Association of Modern Education, Science and Culture".</p> <p>Member of the editorial board of scientific publications category B: collection of scientific works of Kamyanets-Podilsky National University named after Ivan Ogienko "Pedagogical education: theory and practice", included in the list of scientific professional publications of Ukraine, Category "B", pedagogical specialties - 011, 012 , 013, 014, 015;</p>



		<p>electronic scientific journal "NEW INCEPTION" of the National University "Chernihiv Collegium" named after Taras Shevchenko, collection of scientific papers "Modern information technologies and innovative teaching methods in training: methodology, theory, experience, problems" Vinnytsia Mykhailo Kotsiubynskiy State Pedagogical University, editor-in-chief of the collection of theses "Inclusive education as an individual trajectory of personal growth of a child with special educational needs."</p> <p>Participant in about 20 projects, including the international "Development of social and civic competencies in the system of teacher training in Ukraine" in the frame of the European Vergeland Center "Democratic School: Supporting Educational Reforms in Ukraine in 2017-2021"; "Development of a culture of democracy in teacher education in Norway, Ukraine and Palestine" (CPEA-LT-2017/10037) (direction "Implementation of democracy in communication in the educational process") (2018-2019), etc., trainer of the project "Finnish support for Ukrainian reform" schools (" Learning together ") (2021-2022).</p> <p>Author of the idea, developer, academic manager of the Erasmus + project implementation team Jean Monnet 620252-EPP-1-2020-1-UA-EPPJMO-MODULE «EU experience of soft skills development of preschool and primary school-age children by theater activities in teacher training». Teaches the course "Theatrical activities in social and educational work on the basis of an inclusive approach: the experience of the EU", provides organizational guidance and scientific support for the project.</p>
<p><b>Tetyana KRONIVETS</b> senior researcher, teacher</p>	VSPU	<p><b>The main functions, tasks and areas of work in the project:</b></p> <ul style="list-style-type: none"> <li>- Teaching a course for students on "Legal, social and pedagogical principles of preparation of children with special needs for successful life activity: comparison of the European and Ukrainian experience";</li> <li>preparation and implementation of training on "Legal, social and pedagogical principles of preparation of children with special needs to the successful life activity: comparison of the European and Ukrainian experience".</li> <li>- Participate in the organization of the All-Ukrainian scientific-practical conference with international participation "Inclusive education as an individual trajectory of personal growth of the child with special educational needs";</li> <li>- researcher, conducting research, presentations at scientific conferences, writing articles and conference abstracts, co-authorship in the collective monograph "Inclusive social and educational space: a comparative study of European and Ukrainian experience", the manual "Inclusive practices in the EU and Ukraine to prepare children for social interaction;</li> </ul> <p>Monographs in the framework of and based on the project "Inclusive social and educational space: comparative characteristics of European and Ukrainian experience";</p> <ul style="list-style-type: none"> <li>- Participation in the "European Studies Laboratory in Teacher Education" (area "Diversity and Inclusion Environment: Comparative Characteristics of European and Ukrainian Experience")</li> <li>- participation in the organization of the online consultation for parents of children with special needs on their upbringing and development in the family "New Opportunities";</li> <li>- organization of informational excursion through Vinnitsa for children with special educational needs "Legal Submarine", online-challenges "Ukraine in the European space of diversity and tolerance" (by the Day of Europe)</li> <li>- organising and conducting a survey of children on their willingness to interact in the legal field of a diverse environment.</li> </ul> <p><b>Education, skills and experience:</b></p> <p>Senior Lecturer at the Department of Law and Public Administration. Experience of teaching in higher education - more than 10 years and has been practising law for more than 14 years.</p> <p>From 2020 - specifically legal support of the project Erasmus+ Module Jean Monnet 620252-EPP-1-2020-1-UA-EPPJMO-MODULE «EU experience of soft skills development of preschool and primary school-age children by theatre activities in teacher training».</p> <p>She teaches more than 30 courses that relate to the project topic and aim to raise the level of legal awareness among young people, increase children's legal awareness, including "Cyber Law for Children", "Inclusive Law for Children", "Information Law", "Civil Law"; author of child development courses at the Podolsk Child Rights Centre.</p> <p>Sphere of academic interests: protection of confidentiality of human life, especially of a child with special educational needs or/and in difficult life circumstances, increasing of legal literacy of children, social protection of a person, social adaptation of a person to independent life in an environment of diversity, formation of readiness of future lawyers to work with children from OOP in leading EU countries; creation of legal conditions for socialization and self-realization of different categories of children in the context of study of European experience.</p> <p>Author of the training for children in difficult circumstances "Back to society".</p> <p>Member of the scientific organisation "Centre for Ukrainian-European Scientific</p>



		<p>Cooperation". Founder and head of the NGO "Information and Intellectual Space for Legal Development "SOLOMON".</p> <p>Author of the winning projects of the Public Initiative Budget contest "Children's Rights Centre of Podolsk" (2020), "Volunteers of Justice" (2021). She is the member of the group for realization, namely the legal support of the project Erasmus + Jean Monnet 620252-EPP-1-2020-1-UA-EPPJMO-MODULE".</p> <p>Author of more than 30 works related to the topic of the project.</p>
<p><b>Iryna SARANCHA</b> senior researcher, teacher</p>	VSPU	<p><b>Main functions, tasks, and directions of work in the project:</b></p> <ul style="list-style-type: none"> <li>- teaching a course for students "Socio-pedagogical support for children with disabilities in a diverse environment: EU experience";</li> <li>- cooperation with Ukrainian and foreign university scientists;</li> <li>- participation in the organization of the All-Ukrainian scientific-practical conference with international participation "Inclusive education as an individual trajectory of personal growth of a child with special educational needs";</li> <li>- researcher, conducting research, speaking at scientific and practical conferences, writing articles and abstracts of conferences, co-authorship of the collective monograph "Inclusive social and educational space: a comparative description of European and Ukrainian experience", manual "Inclusive practices of the EU and Ukraine to social interaction";</li> <li>- Monographs in the framework and results of the project on "Inclusive social and educational space: comparative characteristics of European and Ukrainian experience";</li> <li>- participation in the work of the "Laboratory of European Studies in teacher training" (direction "Environment of diversity and inclusion: a comparison of European and Ukrainian experience");</li> <li>- participation in the organization of online consultations for parents of children with special educational needs on their upbringing and development in the family "New Opportunities";</li> <li>- organization of research and relevant Volunteer questionnaire "Am I ready to work with children with special educational needs?";</li> <li>- organization and holding of a training on "Socio-pedagogical support for children with disabilities in a diverse environment: the EU experience";</li> <li>- co-authorship in the publication of the regional handbook "Social Inclusion: A Regional Guide" and the motivational calendar "Common steps - common success";</li> <li>- organization of cooperation with public organizations "Parostok", "Kolping's Case", "Open Hearts").</li> </ul> <p><b>Education, skills and experience:</b></p> <p>Associate Professor at the Department of psychology and social work. Experience of teaching in higher education - more than 8 years. Work experience in a centre for social and psychological rehabilitation of children and young people with functional limitations «Promin» - 10 years, leader of Vinnitsa city organisation of social development and formation of some poor categories of youth "Parostok"- 22 years. 2020 - engaged specialist in an Erasmus+ project 618270-EPP-1-2020-1-LT-EPPKA2-CBHE-JP «Digitalization of economic as an element of sustainable development of Ukraine and Tajikistan (DigEco)».</p> <p>She teaches courses related to the project's topic: "Assistance in an inclusive environment", "Social guardianship and care", "Corrective work in the process of socio-psychological rehabilitation", "Socio-psychological support of behavioral disorders".</p> <p>Research interests: socialization of people with disabilities, development of rehabilitation services, inclusive education, management of social projects.</p> <p>Author of training for university teachers "Features of the implementation of inclusive educational services in universities".</p> <p>Chairman of the Board of Vinnytsia City Organization for Social Development and Formation of Certain Vulnerable Categories of Youth "Parostok", member of the Ukrainian Association of Organizational Psychologists and Labor Psychologists, member of the Modern Education &amp; Research Institute (Belgium), member of the Ukrainian NGO Institute for Symbolism and deep psychology".</p> <p>Leader of more than 150 social projects supported by Ukrainian and international donors. NGO "Parostok" is a participant in the project "Digitalization of economic as an element of sustainable development of Ukraine and Tajikistan" supported by Erasmus + Capacity Building Projects in the Field of Higher Education with Ukrainian Partners.</p>
<p><b>Olena KOLOSOVA</b> senior researcher, teacher</p>	VSPU	<p><b>The main functions, tasks and areas of work in the project:</b></p> <ul style="list-style-type: none"> <li>- teaching a course for students "European Studies of Social Inclusion";</li> <li>- participation in the organizing committee of the All-Ukrainian scientific-practical conference with international participation "Inclusive education as an individual trajectory of personal growth of a child with special educational needs";</li> <li>- researcher, conducting research, speaking at scientific and practical conferences, writing articles and abstracts of conferences, co-authored in the collective monograph</li> </ul>

		<p>"Inclusive social and educational space: a comparative description of European and Ukrainian experience", manual "Inclusive practices of the EU and Ukraine children to social interaction";</p> <ul style="list-style-type: none"> <li>- organization of research and appropriate Diagnosis of students' readiness to implement inclusive EU practices in social and educational work with children with special educational needs;</li> <li>- participation in the organization of the summer school to improve the skills of teachers, teachers, NGOs and parents "Inclusive Band" and a series of trainings on "European studies of inclusive education in a diverse environment", "Training of socionomic specialists to work in the environment" of diversity and inclusion », « Legal, social and pedagogical principles of preparation of children with special needs to the successful life activity: comparison of the European and Ukrainian experience».</li> </ul> <p><b>Education, skills and experience:</b></p> <p>She is Candidate of Pedagogical Sciences, Senior Lecturer at Department of Preschool Education, Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University. She is a researcher in the field of training future socionomic professionals (educators, teachers, social workers and practical psychologists) to create a diverse environment for children with special educational needs.</p> <p>She has 14 years of teaching experience in high school. She has a background in the field of primary education, theory and methods of educational work, preschool education, legal education.</p> <p>She teaches disciplines related to the project topic, such as: «Inclusive education in preschool institutions», «Inclusive pedagogy of primary education», «Fundamentals of inclusive education», «Pedagogical technologies of inclusive education in primary school», «Pedagogical technologies of inclusive education in preschool institutions», «Assistance in an inclusive environment».</p> <p>Research interests: art, psychology, humanities, art therapy, preschool and primary education, inclusive education, pedagogical technologies, children with disabilities, European learning practices.</p> <p>She is an author of trainings for teachers of Higher Education Institutions «Democracy in Humanities» (no. CPEA-LT-2017/10037).</p> <p>She is a member of the Ukrainian Educational Research Association and public organizations, such as «Academy of Personal Development», «International Association of Modern Education, Science and Culture», «Wave of Life», «LogoClub».</p> <p>She participates in such projects as: «Development of the culture of democracy in pedagogical education of Ukraine, Norway and Palestine» of the International program «Democracy in Social Science» (Norway - Palestine - Ukraine) (2019-2020); «Art in action. Art therapy in the practice of Polish specialists» of Embassy of Poland Republic in Kyiv and the Polish Art Therapy Association (2021); «Nonviolent communication in Ukraine» (Germany) (2021); «The book comes to life in the theater» (Ukraine 2022), aimed on creating an inclusive environment for the effective integration of children with special educational needs in the society.</p> <p>She is an author of more than 20 studies related to the project.</p>
<p><b>Yaroslava PYLYPENKO</b> teacher technical personnel, junior researcher</p>	VSPU	<p><b>Main functions, tasks and directions of work in the project:</b></p> <ul style="list-style-type: none"> <li>- teaching a course for students "European practices for the development of social competence of gifted children in the regional inclusive space";</li> <li>- participation in the organization of the section "Preparation of children with special needs for social adaptation in a diverse environment: European approaches and Ukrainian experience" at the All-Ukrainian scientific-practical conference with international participation "Inclusive education as an individual trajectory of personal growth of a child with special educational needs";</li> <li>- researcher, conducting research, speaking at scientific and practical conferences, writing articles and abstracts of conferences, co-authorship of the collective monograph "Inclusive social and educational space: a comparative description of European and Ukrainian experience", manual "Inclusive practices of the EU and Ukraine children to social interaction";</li> <li>- preparation and organization of research and appropriate Diagnosis of teachers' readiness for social and pedagogical support of gifted children as individuals with special educational needs;</li> <li>- organization and holding of the Online challenge "Ukraine in the European space of diversity and tolerance" (for Europe Day);</li> <li>- organization and holding of the Online challenge on social networks "Don't hide your talent" (before EU Talent Day);</li> <li>- co-authorship in the publication of the regional handbook "Social Inclusion: A Regional Guide" and the motivational calendar "Joint steps - joint success" Motivational calendar "Joint steps - joint success";</li> <li>- creation and moderation of the Web-page on the official website of Vinnytsia</li> </ul>



		<p>Mykhailo Kotsyubynsky State Pedagogical University Project Jean Monnet Module "Social integration of children with special needs in an environment of diversity and inclusion: European approaches";</p> <ul style="list-style-type: none"> <li>- organization and holding of a simulation game "Together", online consulting "New Opportunities";</li> <li>- organization and holding of volunteer actions "Give the child peace".</li> </ul> <p><b>Education, skills and experience:</b></p> <p>-PhD student, assistant of the Department of Pre-School Education. Experience of teaching in higher education - 3 years. Winner of the All-Ukrainian competition of academic papers on inclusive education. Certified international trainer in inclusive education. Founder of the officially registered in Ukraine «School of Volunteering». Researcher in the field of preparation of future specialists of socio-nomic profile (tutors, teachers, assistant tutors / teachers, speech therapists) for organization of educational work with different categories of children with special educational needs.</p> <p>Teaches a discipline related to the topic of the project "Gender-Sensitive Pedagogy".</p> <p>Research interests: Formation of inclusive competence of future specialists in preschool education in the process of volunteering; volunteering in the European context: main global trends; inclusive as an individual trajectory of personal growth, a methodology for preparing teachers to work in an inclusive learning environments.</p> <p>Winner of the All-Ukrainian competition of academic papers on inclusive education. Certified international trainer in inclusive education. Founder of the officially registered in Ukraine «School of Volunteering», which was included in the «Catalog of best practices of youth work in Ukraine - 2017» of the Ministry of Social Policy of Ukraine and has the copyright. Winner of the competition "Young Person of the Year" in the category "Volunteer of the Year". According to the All-Ukrainian magazine Ukrainian People, she was included in the TOP 100 successful Ukrainian women in the nomination «Volunteering. A new generation, the intellectual elite of the nation »; "Woman of Vinnitsa 2020" in the category of "Public Activity. Volunteering".</p> <p>Organizer of about 100 charitable projects for people with special needs ("Happiness in Children's Hands", "Creative Playland", "Active Age", "Give Good in Circle", "Give the Joy of Creativity to a Special Child"). Participant and author of the German project "Volunteer school as a center for interethnic social protection" (German foundation ZEIT under the program "BEYOND BORDERS" for scientists writing their dissertations for PhD in the field of inclusive education.</p>
<p><b>Nataliia SHKREBETA</b></p> <p>Expert consultant</p>	Norway	<p><b>The main functions, tasks and areas of work in the project:</b></p> <ul style="list-style-type: none"> <li>- advising the team on the organization of international scientific, scientific and practical activities and cooperation with government agencies and institutions on social integration of children with special needs, exchange of experiences and the creation of research and analytical reports of European standard;</li> <li>- examination of the quality and sustainability of the project;</li> <li>- advising all members of the project team on children with special educational needs;</li> <li>- advising and assisting in the creation of questionnaires and questionnaires;</li> <li>- participation in the section "Preparation of children with special needs for social adaptation in a diverse environment: European approaches and Ukrainian experience" at the All-Ukrainian scientific-practical conference with international participation "Inclusive education as an individual trajectory of personal growth of a child with special educational needs."</li> </ul> <p><b>Education, skills and experience:</b></p> <p>She graduated from Vinnytsia Mykhailo Kotsyubynsky State Pedagogical University, majoring in "Primary Education", received a master's degree, a primary school teacher. Works as a clerk at the City Council in Stokmarknes, Norway.</p> <p>Research interests: social integration of children with special educational needs, inclusive education.</p> <p>Participant of the event "Active citizens" British council under the leadership of the public organization for people with disabilities "Harmony" Vinnytsia; training on media culture, technical skills and awareness of people with disabilities and people living with HIV / AIDS - Ukrainian Network of Blogs on Disability and HIV / AIDS with the assistance of the NGO "Sprout" Vinnytsia. Participant of the All-Ukrainian training seminar "Job Search Techniques" All-Ukrainian public organization "Scientific Society of the Disabled. Institute of Social Policy".</p> <p>Has experience in project work on the course INTEL "Learning for the Future" on the use of information and communication technologies in teaching subjects in accordance with the State Standard of Education of Ukraine</p> <p><a href="https://www.blogger.com/blog/post/edit/8947581714846241883/4120877858676021611">https://www.blogger.com/blog/post/edit/8947581714846241883/4120877858676021611</a></p>
<p><b>Ekaterina TSARANOK</b></p> <p>Expert</p>	Belgium	<p><b>The main functions, tasks and areas of work in the project:</b></p> <ul style="list-style-type: none"> <li>- examination of the quality and sustainability of the project;</li> <li>- advising the team on the organization of international scientific, scientific and practical</li> </ul>



consultant senior advisor		<p>activities and cooperation with government agencies and institutions on social integration of children with special needs, exchange of experiences and the creation of research and analytical reports of European standard;</p> <ul style="list-style-type: none"> <li>- participation in the section "Preparation of children with special needs for social adaptation in a diverse environment: European approaches and Ukrainian experience" at the All-Ukrainian scientific-practical conference with international participation "Inclusive education as an individual trajectory of personal growth of a child with special educational needs."</li> </ul> <p><b>Education, skills and experience:</b></p> <p>Co-Founder and Director Modern Education &amp; Research Institute, Brussels (Belgium)</p> <p>Responsibilities: Strategic planning and decision making; Strategic communication with the MERI member-universities and stakeholders. Participation as a lecturer, speaker or chairwoman at events aimed at exchange of best practices in teaching and learning; Drafting project concepts, monitoring and assessment of work done by the members of the consortia. MERI specialises in research of the reform and modernisation of education and provides advanced training courses to the university professors in the Eastern European and Central Asian countries.</p> <p>Title of qualification awarded Master of Arts in European Studies Principal subjects Political Economics and European Integration, Europa-Universität Viadrina, Frankfurt-Oder (Germany).</p> <p>Selected publications Author of the blog about the developments in higher education: <a href="http://modernducationinstitute.blogspot.com">http://modernducationinstitute.blogspot.com</a></p> <p>Editor in chief of The Scientific Journal of the Modern Education &amp; Research Institute (ISSN 2506-8040).</p> <p>"Reforms &amp; Agility: Higher Education in Uzbekistan" Diplomatic World Magazine, Special Edition Uzbekistan. Brussels, 2021.</p> <p>"Regional Universities Go Global Amid Corona." EU Political Report. Brussels, 2020. <a href="https://www.eupoliticalreport.eu/regional-universities-go-global-amid-corona/">https://www.eupoliticalreport.eu/regional-universities-go-global-amid-corona/</a></p> <p>"The role of the regional academic cooperation in Central Asia in the framework of Erasmus+ (2021-2027)." Materials of the second cycle of international scientific events "The economic role of international educational projects in the global world."</p> <p>MPHTI: 12.81.67 - Almaty, 2019.</p> <p>"Sci-future of education." Materials of the IV Scientific conference "Modern approaches in preparing professional educators: methodology, theory, practice." Turan - Astana, 2017.</p> <p>Highlighted skills: strong working discipline, excellent presentation &amp; moderation, skills strong research &amp; drafting skills, great attention to detail while multitasking, solid interpersonal and intercultural communication skills, good sense of team work, strong work ethics</p> <p>References are available on my LinkedIn profile (<a href="#">Ekaterina Tsaranok - Founder - Modern Education &amp; Research Institute   LinkedIn</a>)</p>
Ali RASHIDI Expert consultant	Sweden	<p><b>Main functions, tasks and directions of work in the project:</b></p> <ul style="list-style-type: none"> <li>- examination of the quality and sustainability of the project;</li> <li>- advising the team on the organization of international scientific, scientific and practical activities and cooperation with government agencies and institutions on social integration of children with special needs, exchange of experiences and the creation of research and analytical reports of European standard;</li> <li>- participation in the section "Preparation of children with special needs for social adaptation in a diverse environment: European approaches and Ukrainian experience" at the All-Ukrainian scientific-practical conference with international participation "Inclusive education as an individual trajectory of personal growth of a child with special educational needs."</li> </ul> <p><b>Education, skills and experience:</b></p> <p>EQAVET QSE VET, ARIVE project</p> <p>Coordinating the work of partnership, participating in the work process of development of methods for qualification assessment, Vocational Education, Integration of Immigrants Folkuniversitetet Uppsala</p> <p>Manager transnational projects</p> <p>2000 Financial management Folkuniversitetet Uppsala</p> <p>Social skills and competences: Highly flexible and solution focused</p> <p>Organisational skills and competences: Team leader/player and easy to motivate people to achieve targets.</p> <p>Conferences (October 2009, Gothenburg, Sweden) Active citizenship in Europe : Participant at the workshop "Dare to dream"</p> <p>Adult: education projects in England and Belarus provide women in vulnerable situations with an opportunity for further education. In England the women are from Pakistan, Bangladesh and Somalia, while the Belarus project focuses on single mothers and young women with little education.</p>



		<p>May 2010, Malaga, Spain "European Civic Days 2010" workshop "Territories as areas for development. Best practices in NGO cooperation with local authorities"</p> <p>The conference was organised within the programme "Europe for citizens" as a part of the public debate programme of the Spanish Presidency of the European Union.</p>
<p><b>Olena RUDYSHINA</b> Expert consultant</p>	<p>Vinnytsia, Ukraine</p>	<p><b>Main functions, tasks and directions of work in the project:</b></p> <ul style="list-style-type: none"> <li>- speeches at scientific and practical conferences, writing articles and abstracts of conferences, co-authorship of the written collective monograph "Inclusive social and educational space: a comparative description of European and Ukrainian experience";</li> <li>- participation in the section "Preparation of children with special needs for social adaptation in a diverse environment: European approaches and Ukrainian experience" at the All-Ukrainian scientific-practical conference with international participation "Inclusive education as an individual trajectory of personal growth of a child with special educational needs";</li> <li>- participation in the work of the summer school for advanced training of teachers, teachers, representatives of public organizations and parents "Inclusive Band" and conducting master classes;</li> <li>- providing communication with stockholders;</li> <li>- popularization of the project among the leaders of creative associations, public organizations in Ukraine and in the EU countries.</li> </ul> <p><b>Education, skills and experience:</b></p> <p>The director of theatrical school club, screenwriter, art director (Vinnitsa Mendeleev Lyceum № 4, Vinnitsa Lyceum № 7, Vinnitsa Humanitarian Pirogov Lyceum № 1, Vinnitsa Lyceum № 15).</p> <p>The second higher education: The Specialist (the Preschool and Primary education) National Pedagogical Dovzhenko University, Gluhiv.</p> <p>The Courses: artistic and aesthetic training of pupils by means of the theatrical art Vinnitsa Academy of Continuous Education, The courses of the Pedagogical Methodist rank assignment</p> <p>Skills: Author's poetry screenplay (national and ethnic holidays, fairytales, patriotic and ecological events); Author's theatrical performances and plays with the preschool children, primary pupils and students; Author speaks English freely.</p> <p>Area of interests: ethnology, folklore, ornithology, соціалізація дітей з ООП, театральна діяльність.</p> <p>The Author of the School's Project "The Theatre comes alive in the Book" that includes: two tactile fairytale books production such as "The Mitten" and "The Lame Duck" with a convex pictures and toys of main heroes; All-Ukrainian Project "The Book comes alive in the Theatre" includes the Fairytale "The Wondrous Duck" Book production with the author's poetic theatrical play that concerns the Ukrainian authentic fairy story that originated in the Dniester's Canyon region in the Western Podillya of Ukraine.</p>

#### 2.1.4 Cost effectiveness and financial management

Cost effectiveness and financial management (n/a for JMO Chairs and JMO Modules)

N/A

#### 2.1.5 Risk management

##### Critical risks and risk management strategy

Describe critical risks, uncertainties or difficulties related to the implementation of your project, and your measures/strategy for addressing them.

Indicate for each risk (in the description) the impact and the likelihood that the risk will materialise (high, medium, low), even after taking account the mitigating measures.

**Note:** Uncertainties and unexpected events occur in all organisations, even if very well-run. The risk analysis will help you to predict issues that could delay or hinder project activities. A good risk management strategy is essential for good project management.

Risk No	Description	Work package	Proposed risk-mitigation measures
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		key No	
1	Closed personalized information system of social services on children with special needs	1	This problem is related to the Law of Ukraine "On Personal Data" and will be solved through cooperation with stakeholders and organizations, implementation of state policies to improve the social situation of disadvantaged people: 1. interaction within the framework of the project implementation with social service centres, centres for socio-psychological rehabilitation of children and youth with functional limitations, services for children, will improve the quality of organization of work with children, which we refer to as having functional disabilities, economic obstacles, cultural differences; social obstacles; geographical obstacles; gifted) 2. collaboration with NGOs working with children with disabilities and the categories listed previously; 3. Interaction with clubs, private educational institutions, children and youth palace, etc. for work with gifted children.
2	Difficulties related to the epidemiological situation and quarantine	1	In case of quarantine, we plan to change the format of the events from face-to-face meetings to online communication via Google Meet, Zoom and partly group video calls in different messenger (including technical and other factors independent from the organisers, and the participants' capabilities). In the case of partial quarantine, the 2019-2020 practice allows for micro-group work in person, not exceeding 10 people per class, or a combination of face-to-face and remote participation in events. Work of an informational nature, creation and dissemination of project materials will take place as scheduled and unchanged.

## 2.2 PARTNERSHIP AND COOPERATION ARRANGEMENTS

### 2.2.1 Consortium set-up

#### Consortium cooperation and division of roles (if applicable)

Please address the points presented in the Call document/Programme Guide under the criterion 'Partnership and Cooperation arrangements'.

N/A

### 2.2.2 Consortium management and decision-making

#### Consortium management and decision-making mechanisms(if applicable)

N/A

## 3. IMPACT

### 3.1 Impact and ambition

#### Impact and ambition

The short-term goals of the implementation of the module and Social Integration of Children with Special Needs in an Environment of Diversity and Inclusion: European Approaches are to train specialists to work in an interdisciplinary team of psychological and pedagogical support, which will become multipliers of project ideas. This will improve the education of people with special educational needs, their socialization, and their inclusion in an active life. It will create great opportunities for self-fulfillment by including them in various forms of educational activities.

The potential of the Vinnytsia State Pedagogical University to implement the EU experience in training future experts to work in an inclusive educational space will be increased. The rating and status of the university have been improved thanks to the successfully implemented project of the EU project Erasmus+. Teachers and members of the project team will improve their scientific level and teaching skills by introducing European approaches to training future experts to work in an inclusive educational space. They will expand and complement the range of their research interests with European studies.

The medium-term prospects are that the European experience of social inclusion will spread in Ukraine, in the Vinnytsia region and partner territorial communities thanks to the implementation of the project. This will improve the attitude and interaction of society, the state and Ukrainian society towards people with special educational needs and the formation of a society of equal opportunities.

Long-term prospects include establishing long-term partnerships with higher education institutions in the EU countries, conducting joint research, scientific and practical conferences, and conducting scientific visits.

The formation of a regional inclusive space in the Vinnytsia region that is favorable for the education and social adaptation of people with special needs is a distant prospect. Its implementation is possible thanks to the joint efforts of scientists, teachers-practitioners, representatives of public organizations, and social services.

The project will be useful for all target groups that will be involved in various activities during its implementation. The target groups of the project and students of the module will be annually in the amount of 20-25 second-year undergraduate students of various specialties ("Primary Education", "Practical Psychology", "Social Work", "Law") in Vinnytsia Mykhailo Kotsyubynsky State Pedagogical University (Ukraine). For students of these specialties, members of the project team will make a presentation of the Module. After completing the online questionnaire, the most motivated students will be selected. They will directly study the module, master the knowledge and skills of working in a team of psychological and pedagogical support to help children with special needs in social integration, prevent their rejection and bullying. During practical classes and preparation for forms of control, they will work in micro-groups (5-6 people). Each group will include representatives of various specialties, future teachers, psychologists, social educators, lawyers, speech therapists. Students will practice the interactive skills of the psychological and pedagogical support team in an inclusive educational space. Students will be involved in all activities planned within the project: research, participation in scientific conferences, training, volunteer projects (summer school of social experience "Inclusive Band", an informational tour of Vinnytsia "Legal Submarine").

The project will involve practitioners, specialists in the psychological and pedagogical profile of educational institutions of the Vinnytsia region (20 people). During the courses within the Module they will be involved in practical classes with students, workshops, organization of student internships, training, volunteer projects (summer school of social experience "Inclusive Band", an informational tour of Vinnytsia "Legal submarine"). Within the framework of the project implementation, training will also be organized for them, which will be developed based on the Module. Practitioners will receive certificates of advanced training in inclusive education, social and psychological support of children with special needs, their social integration. This target group will participate in scientific and practical conferences.

The target group will be Vinnytsia Mykhailo Kotsyubynsky State Pedagogical University (Ukraine), European and domestic partner universities (50 people). During the All-Ukrainian scientific-practical conference with international participation "Inclusive education as an individual trajectory of personal child growth with special educational needs" there will be organized the work of the section and mini-symposium "Socio-cultural values of creating a European environment of diversity and inclusion: lessons for Ukraine" and masterclasses on the presentation of the developed Module for them. Together with scientists Pedagogium.Wyższa Szkoła Nauk Społecznych (Warsaw, Poland), Staropolska Szkoła Wyższa (Kielce, Poland), Masaryk University (Brno, Czech Republic) it is planned to exchange experience (online format) on training socionomics specialists to work in an environment of diversity and inclusion. Such work will promote the project, exchange experience of project activities, increase the teaching skills of NPP, which are part of the project team.

Among the target group of the Module are representatives of public organizations (10 people), volunteers (10 people), who will be involved on a partnership basis in teaching the course, conducting practical classes, workshops, training, scientific and practical conferences, presenting their experience. Volunteer projects will be organized together with them, namely the summer school of social experience "Inclusive Band", an informational trip to Vinnytsia "Legal Submarine".

For children with special needs (15 people), who are the target group of the project, volunteer projects will be organized: summer school of social experience "Inclusive Band", an informational tour of Vinnytsia "Legal Submarine". For their parents (15 people) training will be held within the summer school of social experience "Inclusive Band", the purpose of which is to gain knowledge and skills of cooperation with the team of psychological and pedagogical support. To provide legal support for children with special educational needs and expand their social communication skills, there will be held online and offline meetings with representatives of social services that protect the rights of the child in the informational trip to Vinnytsia "Legal Submarine".

### 3.2 Communication, dissemination and visibility

#### Communication, dissemination and visibility of funding

To disseminate and share the teaching experience of the Social Integration of Children with Special Needs in an Environment of Diversity and Inclusion: European Approaches module, the following work will be carried out:

- tabs have been created on the official website of the University, Facebook, and Instagram pages, which will systematically cover information about the project implementation, all planned areas of work;
- publication by teachers and students of posts about the project implementation experience in social networks, on the Facebook page of the Department of Elementary Education;
- EU financial support will be provided on all printed products, advertising materials, and during all events, and symbols will be used;
- a special project logo has been developed, which together with an acronym will be used during all events, on advertising and printed products, presentations, banners;
- a banner has been created, advertising information and products have been prepared, which will be distributed in social networks during events planned within the project; distributed during volunteer projects;
- a separate Personal and Social Competence of a Child in the Context of Inclusion: European Approaches course has been included in the Inclusive Education as an Individual Trajectory of Personal Growth of Children with Special

Educational Needs program of the All-Ukrainian scientific and practical conference with international participation, also a separate breakout session, trainings for practitioners, students and teachers of higher education institutions have been held;

- the experience of implementing the Module during international scientific and practical conferences has been highlighted in articles in professional journals and publications in the scientometric databases such as Scopus, Web of Science;
- participation in the events of the Erasmus + office in Ukraine to cover the progress of the project, exchange experience with other higher education institutions that implement similar projects with the Erasmus + Program, the Jean Monnet Module.

### 3.3 Sustainability and continuation

#### Sustainability, long-term impact and continuation

After the completion of the project, its developers plan to continue to carry out all planned areas of work, conduct research and issue them in publications. Scientific and methodological materials obtained during the implementation of the Module will be the basis for the development of elective courses for students. The materials of the module will be used during the teaching of socio-pedagogical disciplines, in extracurricular activities; conducting training and distance courses for practitioners.

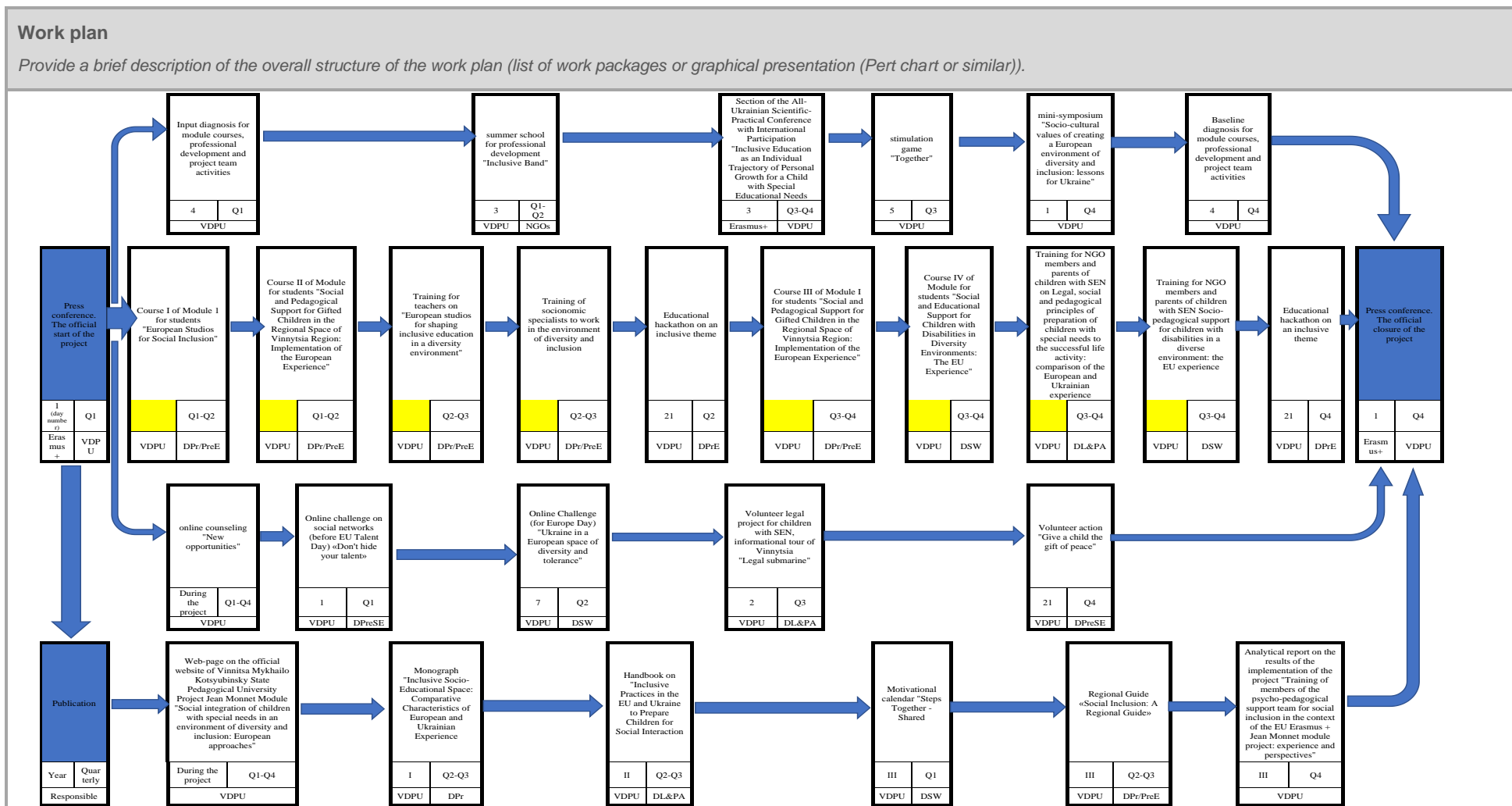
Based on the work carried out, research conducted in synergy between university departments (primary education, psychology and social work, law and public administration, pre-school education) will continue cooperation and further develop project proposals in the framework of EU programmes. There will also be an exchange of selected module-based disciplines for other university departments and deepening cooperation between them.

In particular works will be performed in the following areas:

- project participants who write dissertations have included in their content theoretical and methodological materials obtained during the development and implementation of the project;
- the content of syllabuses of disciplines studied by students within the framework of educational programs has been supplemented with the material of European-meaning content obtained in the course of teaching the module;
- selected disciplines based on the detailed and methodological content of the Module have been included in the Bachelor educational program;
- a database of scientific and methodological literature and media libraries based on the project results and presentation of the EU experience in diversity and inclusion for sustainable development in Ukraine have been created;
- cooperation with domestic and foreign institutions, universities, scientists, public organizations on inclusive education issues is continued;
- the following projects of the Erasmus+ Program, search for partners to participate in the project, KA2 continue to be developed;

## 4. WORK PLAN, WORK PACKAGES, TIMING AND SUBCONTRACTING

### 4.1 Work plan



**Abbreviations:**

VDPU Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University  
 \* DSW Department of Psychology and Social Work  
 \*\* DL&PA Department of Law and Public Administration  
 \*\*\* DPr Department of Primary Education  
 \*\*\*\* DPreSE Department of Preschool Education

**4.2 Work packages and activities****WORK PACKAGES****Work Package 1****Work Package 1: [Name, e.g. Project management and coordination]****Duration:**

01 – 36

**Lead Beneficiary:**

Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University

**Objectives***List the specific objectives to which this work package is linked.*

The aim of the course "European practices for the development of social competence of gifted children in the regional inclusive space" is to develop students' positive motivation for social and educational work with gifted children; to study the legal and socio-pedagogical basis for recognising the status of gifted children as persons with special needs in EU countries; mastering the system of interdisciplinary knowledge on the development of social competence of gifted children, overcoming their social and psychological problems, prevention of rejection and bullying; studying European practices and experience of social and educational work with gifted children in educational systems of EU countries; developing the ability to interact with members of public organizations, parents of gifted children, volunteers in creating a favorable environment for social integration and meeting the special needs of gifted children.

Aim: to assimilate EU experience in training a team of psychological and pedagogical support of children with special needs to create an inclusive environment in the educational institution and the regional context, favorable to their successful social integration; to prevent exclusion and bullying; development of civic, personal and social competence of children. Training courses foster a favourable microclimate for the development of relevant competences based on critical thinking, debating and philosophical dialogue, and non-discriminatory

interaction processes. Student competencies as abilities:

- to analyze and learn the EU regulatory and legal framework, European theories of social, psychological and pedagogical support of children with special educational needs, prevention of exclusion and bullying;
- to use Western European experience and practices of preparing children with special needs for successful living in a diverse environment;
- to cooperate with representatives of social service centers, children's services, territorial centers, centers of social and psychological rehabilitation; public organizations and non-governmental institutions; parents, volunteers in creating an inclusive educational space.

Module Objective:

- to assimilate a system of interdisciplinary knowledge on preparing children with special needs for successful life and social interaction in an environment of diversity;
- to study the European regulatory framework, theory and techniques of social inclusion of children with special needs, prevention of rejection and bowdlerisation;
- development of the ability to interact in the process of creating an accessible educational design within the psycho-pedagogical support team, co-operation with specialists from social services, members of public organisations, volunteers, parents;
- formation of the need and ability to implement and popularize in Ukraine inclusive, social and educational practices of EU countries on the preparation of children with special needs for successful social interaction.

The study of the module will contribute to the formation of students' competence as an ability to:

- Analyse and assimilate the EU regulatory framework, European theories of social, psychological and pedagogical support for children with special educational needs, prevention of rejection and bullying;
- to use Western European experience and practice in preparing children with special needs for successful life in a diverse environment;
- cooperate with representatives of social services centres, children's services, territorial centres, centres for social and psychological rehabilitation; NGOs and non-governmental institutions; parents, volunteers in creating an inclusive educational space.

#### Activities (what, how, where) and division of work

*Provide a concise overview of the work (planned tasks). Be specific and give a short name and number for each task.*

*Show who is participating in each task: Coordinator (COO), Beneficiaries (BEN), Affiliated Entities (AE), Associated Partners (AP), indicating **in bold** the task leader.*

*Add information on other participants' involvement in the project e.g. subcontractors, in-kind contributions.*

#### Note:

*In-kind contributions: In-kind contributions for free are cost-neutral, i.e. cannot be declared as cost. Please indicate the in-kind contributions that are provided in the context of this work package.*

*The coordinator remains fully responsible for the coordination tasks, even if they are delegated to someone else. Coordinator tasks cannot be subcontracted.*

*If there is subcontracting, please also complete the table below.*

Task No (continuous numbering linked to WP)	Task Name	Description	Participants		In-kind Contributions and Subcontracting (Yes/No and which)
			Name	Role (COO, BEN, AE, AP, OTHER)	
T1.1	Course I of Module 1 for students "European Studios for Social Inclusion"	The aim of the course assumes assimilation of philosophical, social, psychological and pedagogical foundations of inclusion in the EU countries and Ukraine; European theories and experience of social, socio-pedagogical and psychological work of the team of psychological and pedagogical support to prepare children with special needs for social interaction in a diverse environment; creating conditions for social integration of people with special educational needs, preventing their rejection and bullying; development of prospects for implementation of EU countries experience in Ukraine. Methods of work during the course: blended learning, mini-training, question squares; problem tree, brainstorming, focus groups, experiential and play-based exercises.	Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University	COO	No

		<p>Course topics:</p> <ul style="list-style-type: none"> <li>- European markers of diversity environments and their role in inclusive learning;</li> <li>- The structure of the international classification of functioning as a fundamental factor in the implementation of a new strategy for an inclusive educational space;</li> <li>- Functions of body and structure in determining priorities for child guidance and selection of best educational strategies in European practice</li> <li>- Activity and participation - a basic factor in determining the priority areas of child guidance and selection of the best educational strategies in the European practice</li> <li>- European practice in search of educational strategies based on environmental factors</li> <li>- Psycho-pedagogical foundations for formation of diversity environment and quality of education for children with educational difficulties in the EU and Ukraine</li> <li>- Psychological and pedagogical foundations for creating an environment of diversity and quality of education for children with educational difficulties</li> <li>- Psychological and pedagogical foundations for creating an environment of diversity and quality of education for children with Cultural Differences</li> <li>- Psychological and pedagogical foundations for creating an environment of diversity and quality of education for children with Social Obstacles</li> <li>- Psychological and pedagogical basis of creating an environment of diversity and quality of education for children with Geographical Obstacles</li> </ul> <p>The work will result in participation in an educational hackathon on inclusive topics</p>			
T1.2	Course II of Module for students "Legal, Socio-Pedagogical Bases for Preparing Children with Special Needs for Successful Life: Comparison of European and Ukrainian Experience "	<p>The aim of the course is to learn the legal foundations of inclusion in the EU countries and Ukraine; European theories and experience of the legal work of the psychological and pedagogical support team to prepare children with special needs for social interaction in an abundant environment; discuss the prospects for introducing the experience of the EU countries in Ukraine.</p> <p>Work format in teaching the course will be focused on interactive forms of work, training examples of interaction in different groups, the implementation of individual and joint creative projects.</p> <p>Course topics:</p> <ul style="list-style-type: none"> <li>- Legal and regulatory support for inclusive education: European and Ukrainian law-making and legal implementation</li> <li>- Legal support for people with inclusion in crisis situations: The mission of the state and public institutions in European states and Ukraine</li> <li>- Supportive Living in Diversity: Legal and Institutional Principles</li> <li>- Realising the social and economic rights of persons with disabilities from an inclusive perspective: the relationship with the individual and the state</li> <li>- Legal Protection of the Individual with Special Needs in the Context of Inclusion: Mechanisms of Interaction for Social Adaptation</li> <li>- The case law of the European Court of Human Rights on protecting the rights of persons with inclusion</li> </ul> <p>The legal activity will result in the development and creation by students of a creative project-presentation of the experience of interaction between educational institutions, social services and NGOs in the preparation of children with special educational needs for successful life in a diverse environment (based on the example of an eu country)</p>	Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University	COO	No
T1.3	Course III of Module I for	<p>The aim of the course "European practices of development of social competence of gifted children in the regional inclusive space" is to develop students' positive motivation for social and educational</p>	Vinnytsia Mykhailo	COO	No

	students "European Practices for Developing Social Competence of Gifted Children in a Regional Inclusive Space"	<p>work with gifted children; to study legal and socio-pedagogical bases of recognition of the status of gifted children as persons with special needs in EU countries; to master the system of interdisciplinary knowledge on development of social competence of gifted children, overcoming their social and psychological problems, prevention of exclusion and bullying.</p> <p>The format of the course will focus on interactive lectures, practical exercises, business games and creating/participating in creative projects and charity events.</p> <p>Course topics:</p> <ul style="list-style-type: none"> <li>• The concept of giftedness as asynchronous development in foreign and domestic science.</li> <li>• Status of gifted children as individuals with special educational needs in EU countries and Ukraine.</li> <li>• Socio-psychological problems and special needs of gifted children in the scientific field of EU countries and Ukraine.</li> <li>• Experience of educational systems of EU countries in meeting the special needs of gifted children, their socio-psychological support.</li> <li>• Cooperation of teachers, social workers and representatives of social services in socio-educational work with gifted children.</li> <li>• Socially oriented volunteer projects in work with gifted children.</li> <li>• Theatrical activity in the formation of socio-educational work with gifted children: European approaches.</li> <li>• Socio-educational work with gifted children with disabilities (doubly special) in the EU countries.</li> </ul> <p>The result of the work will be an annual project created by students about gifted children, their achievements, participation in online charades.</p>	Kotsiubynskyi State Pedagogical University		
T1.4	Course IV of Module for students "Social and Pedagogical Support for Children with Disabilities in a Diversity Environment: EU Experience"	<p>The aim of the course "European practices of development of social competence of gifted children in the regional inclusive space" is to develop students' positive motivation for social and educational work with gifted children; to study legal and socio-pedagogical bases of recognition of the status of gifted children as persons with special needs in EU countries; to master the system of interdisciplinary knowledge on development of social competence of gifted children, overcoming their social and psychological problems, prevention of exclusion and bullying.</p> <p>The format of the course will focus on interactive lectures, practical exercises, business games and creating/participating in creative projects and charity events.</p> <p>Course topics:</p> <ul style="list-style-type: none"> <li>- The concept of giftedness as asynchronous development in foreign and domestic science.</li> <li>- Status of gifted children as individuals with special educational needs in EU countries and Ukraine.</li> <li>- Socio-psychological problems and special needs of gifted children in the scientific field of EU countries and Ukraine.</li> <li>- Experience of educational systems of EU countries in meeting the special needs of gifted children, their socio-psychological support.</li> <li>- Cooperation of teachers, social workers and representatives of social services in socio-educational work with gifted children.</li> <li>- Socially oriented volunteer projects in work with gifted children.</li> <li>- Theatrical activity in the formation of socio-educational work with gifted children: European approaches.</li> <li>- Socio-educational work with gifted children with disabilities (doubly special) in the EU countries.</li> </ul> <p>The result of the work will be an annual project created by students about gifted children, their</p>	Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University	COO	No

		achievements, participation in online charades.			
T1.5	Training for teachers on "European studios for shaping inclusive education in a diversity environment"	<p>The aim of the courses for upgrading the qualification of the higher school teacher: to get acquainted with the peculiarities of the educational process for students with special educational needs in higher educational institutions, namely, the creation of a medical and physiological safe environment and educational programme (adaptation) for students with special educational needs; creation of a tolerant social and cultural environment in higher educational institutions, consideration of the special features of interaction with students with special educational needs (blind, deaf, mobility-impaired, visually impaired, disabled).</p> <p>Work technology - training.</p> <p>The result is the acquisition of skills to work in a multidisciplinary team of psychological and pedagogical support; formation of professional competences (subject; pedagogical; professional and communicative) and general competences (general learning; information and analytical; adaptive; reflective), which allow listening to each other, finding a compromise, working actively in a team, demonstrating creativity, communication and working on productive work.</p>	Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University	COO	No
T1.6	Training of socionomic specialists to work in the environment of diversity and inclusion»	<p>Teacher development courses provide an introduction to legal and legislative developments in the field of inclusive education; current issues in the education of children with SEN and their integration into society; how to identify specific learning needs of children and barriers in the classroom, school and community that may affect the presence, participation and achievement of children with SEN; what innovative ways exist to support all children to learn and participate in all school and community activities; how to collaborate with colleagues, parents, ch</p> <p>Work technology - training.</p> <p>The result is the acquisition of skills to work in a multidisciplinary team of psycho-pedagogical support; the development of professional competences (subject; pedagogical; professional-communicative) and general competences (general learning; information-analytical; adaptive; reflective), formed on the basis of critical thinking, the ability to debate and philosophical dialogue and to follow a non-discriminatory approach in the learning process</p>	Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University	COO	No
T1.7	Training for NGO members and parents of children with SEN on Legal, social and pedagogical principles of preparation of children with special needs to the successful life activity: comparison of the European and Ukrainian experience	<p>Analysis of the functioning of NGOs has allowed us to identify their main areas of work in the organization of professional development courses, namely: the activities of NGOs to promote the development and correction of impairments of children with special needs; access to corrective and developmental services for children with special needs in remote areas, villages; assistance in organizing physical, psychological, social rehabilitation; inclusive leisure activities: visiting the theatre, circus, exhibitions, swimming pool, sports, creative clubs, trips, etc.; provision of p</p> <p>Work technology - training</p> <p>The result is the acquisition of skills to work in a multidisciplinary team of psycho-pedagogical support; the development of professional competences (subject matter; pedagogical; professional-communicative) and general competences (general learning; information-analytical; adaptive; reflective).</p>	Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University	COO	No

T1.8	Training for NGO members and parents of children with SEN Socio-pedagogical support for children with disabilities in a diverse environment: the EU experience	Professional development for parents of children with special needs involves familiarising them with the specifics of building inclusive processes, namely: how to choose the form of education, cooperate with the school administration and support team in the classroom; how to use educational subsidy; how to get corrective and developmental services for children with special needs; where to find additional support/resources when needed; how to prevent emotional burnout; how to ensure the rights and develop potential of children with special needs; how to create organisations for parents of children with special needs Work technology - training The result is the acquisition of skills to work in a multidisciplinary team of psychological and pedagogical support; development of professional competences (subject matter; pedagogical; professional-communicative) and general competences (general learning; information-analytical; adaptive; reflective).	Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University	COO	No
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**Milestones and deliverables (outputs/outcomes)**

**Milestones** are control points in the project that help to chart progress. Use them only for major outputs in complicated projects. Otherwise leave the section on milestones empty.

Means of verification are how you intend to prove that a milestone has been reached. If appropriate, you can also refer to indicators.

**Deliverables** are project outputs which are submitted to show project progress (any format). Refer only to major outputs. Do not include minor sub-items, internal working papers, meeting minutes, etc. **Limit the number of deliverables to max 10-15 for the entire project.** For Jean Monnet Chairs and Jean Monnet Modules, it is recommended to limit the number of Deliverables to max 3-5. You may be asked to further reduce the number during grant preparation.

For deliverables such as meetings, events, seminars, trainings, workshops, webinars, conferences, etc., enter each deliverable separately and provide the following in the 'Description' field: invitation, agenda, signed presence list, target group, number of estimated participants, duration of the event, report of the event, training material package, presentations, evaluation report, feedback questionnaire.

For deliverables such as manuals, toolkits, guides, reports, leaflets, brochures, training materials etc., add in the 'Description' field: format (electronic or printed), language(s), approximate number of pages and estimated number of copies of publications (if any).

For each deliverable you will have to indicate a due month by when you commit to upload it in the Portal. The due month of the deliverable cannot be outside the duration of the work package and must be in line with the timeline provided below. Month 1 marks the start of the project and all deadlines should be related to this starting date.

The labels used mean:

Public — fully open (🚩 automatically posted online on the Project Results platforms)

Sensitive — limited under the conditions of the Grant Agreement

EU classified — RESTREINT-UE/EU-RESTRICTED, CONFIDENTIEL-UE/EU-CONFIDENTIAL, SECRET-UE/EU-SECRET under Decision 2015/444.

Milestone No (continuous numbering not linked to WP)	Milestone Name	Work Package No	Lead Beneficiary	Description		Due Date (month number)	Means of Verification
MS1							
Deliverable No (continuous	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month number)	Description (including format and language)

numbering linked to WP)							
D1.1	Regional Guide «Social Inclusion: A Regional Guide»	1	Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University	DATA	PU SEN	28-33	<p>Format electronic, Ukrainian/English</p> <p>Will include the following contents: Foreword; Name of technology; Country; Historical background; Institution; Characteristics/description; Examples of use in Ukraine; Diagnosis of effectiveness; Used information sources</p> <p>The guide will summarise and present current European inclusive practices in preparing children with special needs for social interaction. The most effective technologies are described and possibilities of their use in Ukraine in work with different categories of children are shown. Examples of their use in inclusive educational space are given. The results of diagnostics of their effectiveness in socio-educational work with different categories of children with special needs are presented.</p>
D1.2	Motivational calendar "Steps Together - Shared Success	1	Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University	R DMP	PU SEN	25	<p>A5 format, Ukrainian-English</p> <p>Will include the following components: Project cover and logo; Winter success pages "Steps Towards - School, University, Community"; Spring success pages "Active Citizens"; Summer success pages "Common Cause - Volunteer"; Autumn success pages "Education, Creativity and Unity"; Contacts of organizations included in the project work</p> <p>The motivational calendar will include photo materials that will illustrate different aspects of the project and highlight all events and volunteer projects. The pages of the calendar will include creative works made by the trainees and children with special educational needs. Such a calendar will aim to disseminate the results of the project, widely inform about all the planned and conducted activities, involve the general public (educators, parents, members of public organizations, social services, volunteers, lawyers) in the social integration of children with special educational needs.</p>
D1.3	Monograph "Inclusive Socio- Educational Space: Comparative Characteristics of European and Ukrainian Experience	1	Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University	R	PU	04-09	<p>Format B5, Ukrainian</p> <p>Will include the following sections: Historical excursus on inclusion and the functioning of the inclusive system in the EU countries and Ukraine. Social, psychological-pedagogical and legal characteristics of the modern inclusive educational space. Ways of implementing European standards of inclusion in the practice of pre-school, primary, secondary and higher education. Integration of the European experience in training specialists in psychological and pedagogical support</p> <p>The sections of the monograph, based on the analysis of the European and Ukrainian experience, will disclose social, psychological, pedagogical and legal parameters of the modern inclusive educational space. The issue of historically determined by the introduction of inclusion in modern practice in the EU and Ukraine will be highlighted. The peculiarities of formation of inclusive competence and issues of integrating the experience of European countries into the practice of training professionals in Ukraine will be</p>

							revealed. The main ways of European approaches implementation in the organization of inclusive educational space in the practice of preschool, primary, secondary and higher education in Ukraine will be proposed. The monograph will highlight the results of scientific research carried out in the framework of the project. The monograph is intended for scholars engaged in training future specialists in psychological and pedagogical support for children with special needs in educational institutions. The monograph will also be useful for students, teachers-practitioners and specialists dealing with inclusion and work with children with special needs; volunteers, representatives of public organizations, volunteers.
D1.4	Handbook on "Inclusive Practices in the EU and Ukraine to Prepare Children for Social Interaction	1	Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University	R	PU	16-21	<p>B5 format, Ukrainian</p> <p>Will include the following parts: Introduction; Section 1. Methodological and scientific approaches to socio-educational work with children with special needs; 2. A child with special needs in conditions of inclusive education; 3. Modern European inclusive technologies of development of social and personal competence of children; Section 4. Directions and practices of socio-educational work with gifted children; List of used sources; Appendices</p> <p>The textbook will summarize and present contemporary European inclusive practices in preparing children with special needs for social interaction. Methodological and scientific approaches to socio-educational work with children with special needs will be disclosed. Opportunities and experience in forming personal and social competence of children in conditions of inclusion in Ukrainian educational institutions on European approaches will be shown. Scientific and methodological content from teaching the module will be presented: lecture summaries, assignments for practical work, creative projects, questions and tests for control. The teaching and learning manual is intended for teachers and students who will teach and study the module. The materials presented in the manual will be useful to researchers, practitioners and other interested parties.</p>
D1.5	Web-page on the official website of Vinnitsa Mykhailo Kotsyubynsky State Pedagogical University Project Jean Monnet Module "Social integration of children with	1	Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University	DEC	PU	01-36	<p>Format electronic, Ukrainian/English</p> <p>Include the following tabs: Project Description Jean Monnet Module. Support group. Activities (photos and videos of the work done). Resources and useful materials. Surveys and research reports. Partners and participants of the project. Contact details</p> <p>Creation of a new web-page on the official website of Vinnytsia State Pedagogical University named after Mykhailo Kotsyubynskyi, which will be a separate page of the modular project by Jean Monnet "EU experience of soft skills development in pre-school and primary school age children theatre activity in teacher training. The page will be freely available in Ukrainian and English and will contain information about the project, its main directions, format of implementation and data about participants, volunteers, involved project experts. There will also be a contact information in social networks where the events will be covered and the</p>

	special needs in an environment of diversity and inclusion: European approaches"						project ideas will be promoted to a wide audience.
D1.6	Analytical report on the results of the implementation of the project "Training of members of the psycho-pedagogical support team for social inclusion in the context of the EU Erasmus + Jean Monnet module project: experience and perspectives".	1	Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University	R	PU	34-36	Electronic/paper format - A4 brochure, Ukrainian/English Will include the following parts: Foreword; Section 1: Statistical analytical data; Chapter 2: Main directions of project implementation; Section 3: Results of monitoring of module trainees, teachers of ZHE and other stakeholders; Conclusions, methodological comments and perspectives; Appendices; Literature and Internet-resources. This is a report containing analytical, scientific-methodological materials and links to electronic resources on activities and research conducted by members of the project implementation support team. The report will present the results of scientific research, experience of teaching the module and the implementation of all areas of work within the project. Creating such a report as a multimedia resource will provide quick and easy access to the project materials for teachers, students, teachers, practical psychologists, social workers, representatives of public organizations and volunteers.

**Estimated budget — Resources**

For Jean Monnet Lump Sum Grants, see detailed budget table/calculator (annex 1 to Part B; see [Portal Reference Documents](#)).

**Work Package ...**

To insert work packages, copy WP1 as many times as necessary

**Events****Events**

This table is to be completed for events that have been mentioned as part of the activities in the work packages above

Give more details on the type, location, number of persons attending, etc.

Event No (continuous numbering linked to WP)	Participant	Description						Attendees
		Name	Type	Area	Location	Duration (days)	Total	
E1.1	Representatives of the project team, media, Erasmus+ office and the university	The official start of the project	Press conference	Presentation of the project opportunities and programme, involvement of the general public in the results of Erasmus+ programmes in Ukraine and the university. Building community leadership and teamwork skills to promote social inclusion	Vinnytsia, Ukraine	1	15	
E1.2	Conference participants, representatives of the project team, Erasmus+ office and university, students, teachers, educators, interested citizens	Preparing children with special needs for social adaptation in a diverse environment: European approaches and the Ukrainian experience	Section of the All-Ukrainian Scientific-Practical Conference with International Participation "Inclusive Education as an Individual Trajectory of Personal Growth for a Child with Special Educational Needs	Dissemination of the project results among scholars, practitioners, social workers, members of public organizations, volunteers and other interested parties; presentation and exchange of experience in forming personal and social competence of a child in conditions of inclusion in European education systems and Ukrainian education; discussion of psychological and pedagogical support for children with special needs and legal support for child and family; approbation of scientific research conducted within the project. There will be a presentation of the project and the module "Social Integration of Children with Special Needs under Conditions of Diversity and Inclusion: European Approaches" and of all the activities carried out within its framework. Participants (academics, practitioners, students, social workers, lawyers, volunteers) will discuss legal, socio-pedagogical foundations, methodological aspects and experiences in preparing children with special needs for a successful life and interaction in a diverse environment.	Vinnytsia, Ukraine	3	45	
E1.3	Teachers, educators, NGOs and parents of children from PAs	Inclusive Band	summer school for professional development	During the implementation of the main tasks of the Module, a volunteer social project will be organized for second- and third-year students in the summer, including various forms of legal, social and educational work with children with special educational needs. The organizers will be members of the project group, students of the Module, representatives of public organizations of Vinnytsia city and volunteers. For children with special needs a variety of activities, games, communicative games, mini-trainings, competitions, information hours, meetings, walks will be conducted. Children will be involved in interactive interaction and art therapy sessions with students in	Vinnytsia, Ukraine	3	25	

				<p>creative workshops. Parents will have the opportunity to attend trainings and courses, to attend art-therapy workshops and to participate in reflective creative sessions at the end of the summer school.</p> <p>Development of experience in social interaction of children with special educational needs during the organisation of different forms of work in the context of the summer school. Practical skills of European inclusive practices practiced by course participants, volunteers, representatives of NGOs; improving the educational potential of families and social interaction skills of children with special needs; the ability to interact before creating conditions for the formation of children's social competence. Dissemination of research findings from the events, sensitization and broad public awareness of the main issues of inclusion and the formation of a diverse environment.</p>			
E1.4	Teachers, educators, NGOs and parents of children from PAs	Together	stimulation game	This game will allow direct interaction and teamwork between all actors involved in the educational process who have a direct influence on the prevention of difficulties of children with OOP. Leadership skills, stress tolerance and emotional stability will be developed among the basic skills	Vinnytsia, Ukraine	5	30
E1.5	parents of children with SEN on their upbringing and development in the family	New opportunities	online counseling	The support programme for parents is about establishing close cooperation and teamwork and coping with different educational situations. It enables the development of resilience and leadership skills, the ability to work as part of a psycho-pedagogical support team and to cooperate with the family of a child with SEN.	Vinnytsia, Ukraine (online)	Throughout the project	500
E1.6	Project participants, students involved in the Module	Socio-cultural values of creating a European environment of diversity and inclusion: lessons for Ukraine	mini-symposium	<p>Dissemination of European policies and approaches to creating a tolerant, barrier-free socio-cultural environment of diversity and inclusion. Presentation of research findings and project experiences to academics, practitioners and other stakeholders. Piloting of European inclusive practices identified in the implementation of the project.</p> <p>Presentation to all stakeholders creating an inclusive education space for children with special needs of the experience of EU countries on the use of effective technologies in an inclusive environment of educational institutions.</p> <p>To practice skills of social interaction in diversity and inclusion environment. To develop skills to create conditions for social adaptation of children with special needs in the inclusive space of educational institution and diversity and inclusion environment in the regional and European context.</p>	Vinnytsia, Ukraine	1	35
E1.7	Project participants, students involved in the Module and social	"Ukraine in a European space of	Online Challenge (for Europe Day)	Online challenge «Ukraine in the European space of diversity and tolerance» (for Europe Day) Promoting and disseminating European socio-cultural values,	Vinnytsia,	7	250

	media users	diversity and tolerance"		tolerance, preventing rejection, counteracting violence and bullying against people with special needs in a diverse environment. Studying the European experience of creating a barrier-free design of educational space and social diversity environment, searching for ways and possibilities of its implementation in Ukraine. Presentation of project results among academics, practitioners and other stakeholders. Sharing the experience of socio-pedagogical work with children with special needs.	Ukraine		
E1.8	Project participants, students involved in the Module and social media users	«Don't hide your talent»	Online challenge on social networks (before EU Talent Day)	In the module "European practices of developing the social competence of gifted children in a regional inclusive space" students will create an annual project that will describe gifted children, their achievements; draw attention to their and socio-psychological problems. European best practices and approaches to creating social and educational spaces to meet the special needs of gifted people will be disseminated. The Only Challenge is held as part of the annual EU Talent Day. Attracting the attention of the general public to talented people as important human capital and the national elite of every nation. To raise awareness of their social and psychological problems and special needs. Study and dissemination of European approaches and experience in socio-pedagogical work with gifted children as individuals with special needs among scholars, practitioners and students. Dissemination of research results and works of an academic nature in the course "European practices of developing the social competence of gifted children in a regional inclusive space".	Vinnytsia, Ukraine	7	250
E1.9	Project participants, students and social media users	Give a child the gift of peace	Volunteer action	Volunteer activities will create an opportunity for project participants to interact directly with children, address the most pressing educational issues in practice and build rapport, create a safe and comfortable environment for communication and personal development of a child with SEN. It will also help to form active attitudes and develop inclusive and social competences	Vinnytsia, Ukraine	21	120
E1.10	Project participants, students and social media users	Educational hackathon on an inclusive theme	Hackathon (competition)	A creative competition for students to present European and Ukrainian practices of socio-pedagogical work with children with special educational needs. The competition is implemented online on the platform of the social network FaceBook and using different ICTs. Acquainting students with modern European practices of development of social competence of children with special needs, forming the ability to search for modern innovative technologies, to present them. Dissemination of the results of	Vinnytsia, Ukraine (online)	21	310

				research and creative works carried out by students in the course "Legal, socio-pedagogical foundations of preparing children with special needs for a successful life: a comparison of European and Ukrainian experience".			
	Children with special educational needs	Legal submarine	Volunteer legal project for children with special educational needs informational tour of Vinnytsia	Training children in social interaction, developing legal knowledge of their rights and responsibilities, peculiarities of life in society and overcoming crises. Training law enforcement officials and organisations to interact properly with children with special needs. Drawing public attention to the issues of creating an inclusive space in a diverse environment. Exploring directions for cooperation among educators, psychologists, social workers, lawyers for children with disabilities in order to provide them with the necessary competences for social integration through a course on "Legal, social and educational framework for preparing children with special needs for a successful life: a comparison of European and Ukrainian experience. Developing ways to implement the best practices of EU countries in Ukrainian practice.	Vinnytsia, Ukraine (online)	2	25
E1.11	Representatives of the project team, media, Erasmus+ office and the university	The official closure of the project	Press conference	Presentation of the results and achievements of the project team, informing and involving the public, academic and teaching community about the results of the Erasmus+ programmes in Ukraine and the university. Building community leadership and teamwork skills for the development of social inclusion	Vinnytsia, Ukraine	1	15

### 4.3 Timetable

Timetable (projects of more than 2 years)												
Fill in cells in beige to show the duration of activities. Repeat lines/columns as necessary.												
<b>Note:</b> Use actual, calendar years and quarters. In the timeline you should indicate the timing of each activity per WP. You may add additional columns if your project is longer than 6 years.												
ACTIVITY	YEAR 1				YEAR 2				YEAR 3			
	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
Task 1.1 - Course I of Module 1 for students "European Studios for Social Inclusion"												
Task 1.2 - Course II of Module for students "Legal, Socio-Pedagogical Bases for Preparing Children with Special Needs for Successful Life: Comparison of European and Ukrainian Experience "												
Task 1.3 - Course III of Module I for students " European Practices for Developing Social Competence of Gifted Children in a Regional Inclusive Space"												

Task 1.4 - Course IV of Module for students " Social and Pedagogical Support for Children with Disabilities in a Diversity Environment: EU Experience"												
Task 1.5 - Training for teachers on "European studios for shaping inclusive education in a diversity environment"												
Task 1.6 - Training of socioeconomic specialists to work in the environment of diversity and inclusion»												
Task 1.7 - Training for NGO members and parents of children with SEN on Legal, social and pedagogical principles of preparation of children with special needs to the successful life activity: comparison of the European and Ukrainian experience												
Task 1.8 - Training for NGO members and parents of children with SEN Socio-pedagogical support for children with disabilities in a diverse environment: the EU experience												

#### 4.4 Subcontracting

<b>Subcontracting</b> <i>(n/a for Jean Monnet Chairs and Jean Monnet Modules)</i> Give details on subcontracted project tasks (if any) and explain the reasons why (as opposed to direct implementation by the Beneficiaries/Affiliated Entities). Subcontracting — Subcontracting means the implementation of 'action tasks', i.e. specific tasks which are part of the EU grant and are described in Annex 1 of the Grant Agreement. <b>Note:</b> Subcontracting concerns the outsourcing of a part of the project to a party outside the consortium. It is not simply about purchasing goods or services. We normally expect that the participants to have sufficient operational capacity to implement the project activities themselves. Subcontracting should therefore be exceptional. Include only subcontracts that comply with the rules (i.e. best value for money and no conflict of interest; no subcontracting of project coordination tasks).						
Work Package No	Subcontract No (continuous numbering linked to WP)	Subcontract Name (subcontracted action tasks)	Description (including task number and BEN to which it is linked)	Estimated Costs (EUR)	Justification (why is subcontracting necessary?)	Best-Value-for-Money (how do you intend to ensure it?)
N/A	S1.1					
N/A	S1.2					
Other issues:			N/A			
If subcontracting for the project goes beyond 30% of the total eligible costs, give specific reasons.						



## 5. OTHER

### 5.1 ETHICS

**Ethics (if applicable)**

*If the Call document/Programme Guide contains a section on ethics, describe ethics issues that may arise during the project implementation and the measures you intend to take to solve/avoid them.*

*Describe how you will ensure gender mainstreaming and children's rights in the project activities.*

N/A

### 5.2 SECURITY

**Security**

N/A

## 6. DECLARATIONS

**Double funding****Information concerning other EU grants for this project**

 Please note that there is a strict prohibition of double funding from the EU budget (except under EU Synergies actions).

**YES/NO**

We confirm that to our best knowledge neither the project as a whole nor any parts of it have benefitted from any other EU grant (including EU funding managed by authorities in EU Member States or other funding bodies, e.g. Erasmus, EU Regional Funds, EU Agricultural Funds, European Investment Bank, etc). If NO, explain and provide details.

**YES**

We confirm that to our best knowledge neither the project as a whole nor any parts of it are (nor will be) submitted for any other EU grant (including EU funding managed by authorities in EU Member States or other funding bodies, e.g. Erasmus, EU Regional Funds, EU Agricultural Funds, European Investment Bank, etc). If NO, explain and provide details.

**YES****Financial support to third parties (if applicable)**

N/A



## ANNEXES

### LIST OF ANNEXES

#### Standard

Detailed budget table/Calculator (annex 1 to Part B) — *mandatory for all Jean Monnet Lump Sum Grants (see [Portal Reference Documents](#))*

CVs (annex 2 to Part B) — *mandatory, if required in the Call document/Programme Guide*

Annual activity reports (annex 3 to Part B) — *not applicable*

List of previous projects (annex 4 to Part B) — *mandatory, if required in the Call document/Programme Guide*

#### Special

Other annexes (annex 5 to Part B) — *mandatory, if required in the Call document/Programme Guid*

**LIST OF PREVIOUS PROJECTS****List of previous projects***Please provide a list of your previous projects for the last 4 years.*

Participant	Project Reference No and Title, Funding programme	Period (start and end date)	Role (COO, BEN, AE, OTHER)	Amount (EUR)	Website (if any)
Vinnytsia State Mykhailo Kotsiubynskyi Pedagogical University	«EU experience of soft skills development of preschool and primary school-age children by theatre activities in teacher training»  AGREEMENT NUMBER – 620252-EPP-I -2020-1 -UA-EPPJMO-MODULE	09.2020-08.2023	BEN	30 000 EUR	<a href="http://erasmus.vspu.edu.ua">http://erasmus.vspu.edu.ua</a>
Folkuniversitetet, Stiftelsen for Kursverksamhet vid Uppsala Universitet and Vinnytsia State Mykhailo Kotsiubynskyi Pedagogical University	«EQAVET for inclusion and prevention of drop-out in vocational education» AGREEMENT NUMBER – 2021-1-SE01-KA220-VET-000033282UA	15.11.21 – 14.11.24	BEN partner	332 062,00 EUR (28 294,00 EUR)	

**HISTORY OF CHANGES**

VERSION	PUBLICATION DATE	CHANGE
1.0	25.02.2021	Initial version (new MFF).

The topic you are applying for: **Modules**  
 The country of the applicant of the proposal: **Ukraine (UA)**

Your form is valid; see your lump sum amount below the table.

### JMO Modules Teaching Hours

The lump sum is calculated based on the total number of teaching hours.

A Jean Monnet Modules must include a minimum of 40 teaching hours per academic year.

⚠ Name of the Professor	Hours Year 1	Hours Year 2	Hours Year 3	TOTAL HOURS
Anna Khilya	30	30	30	90
Olena Demchenko	30	30	30	90
Olena Kolosova	22	22	22	66
Iryna Sarancha	14	14	14	42
Tetiana Kronivets	14	14	14	42
Yaroslava Pylypenko	10	10	10	30
Prof 7				0
Prof 8				0
Prof 9				0
Prof 10				0
Prof 11				0
Prof 12				0
Prof 13				0
Prof 14				0
Prof 15				0
<b>Total</b>	<b>120</b>	<b>120</b>	<b>120</b>	<b>360</b>

The lump sum amount for the topic Modules for an applicant from Ukraine (UA), **30 000,00 €**  
 having defined 360 hours over the 3 years is:  
*Please insert this amount in Part A ('edit e-forms') of your proposal, under Section 3 – Budget.*

ANNEX 2

ESTIMATED BUDGET (LUMP SUM BREAKDOWN) FOR THE ACTION

Forms of funding	Estimated EU contribution	
	Estimated eligible lump sum contributions (per work package)	Maximum grant amount <sup>1</sup>
	WPI WP	
	Lump sum contribution	
	a	b = a
1 - VSPU	30 000.00	30 000.00

<sup>1</sup> The 'maximum grant amount' is the maximum grant amount fixed in the grant agreement (on the basis of the sum of the beneficiaries' lump sum shares for the work packages).



FINANCIAL STATEMENT FOR THE ACTION FOR REPORTING PERIOD [NUMBER]

EU contribution												
Eligible lump sum contributions (per work package)												Requested EU contribution
	WP1 [name]	WP2 [name]	WP3 [name]	WP4 [name]	WP5 [name]	WP6 [name]	WP7 [name]	WP8 [name]	WP9 [name]	WP10 [name]	WP [XX]	
Forms of funding	[ Lump sum contribution// Financing not linked to costs]	[ Lump sum contribution// Financing not linked to costs]	[ Lump sum contribution// Financing not linked to costs]	[ Lump sum contribution// Financing not linked to costs]	[ Lump sum contribution// Financing not linked to costs]	[ Lump sum contribution// Financing not linked to costs]	[ Lump sum contribution// Financing not linked to costs]	[ Lump sum contribution// Financing not linked to costs]	[ Lump sum contribution// Financing not linked to costs]	[ Lump sum contribution// Financing not linked to costs]	[ Lump sum contribution// Financing not linked to costs]	
Status of completion	COMPLETED	COMPLETED	COMPLETED	COMPLETED	COMPLETED	COMPLETED	COMPLETED	PARTIALLY COMPLETED	PARTIALLY COMPLETED	COMPLETED	NOT COMPLETED	
	a	b	c	d	e	f	g	h	i	j	k	l = a + b+ c+ d+ e+ f+ g+ h+ i+ j+ k
1 – [short name beneficiary]												
1.1 – [short name affiliated entity]												
2 – [short name beneficiary]												
2.1 – [short name affiliated entity]												
X – [short name associated partner]												
Total consortium												

The consortium hereby confirms that:

The information provided is complete, reliable and true.

The lump sum contributions declared are eligible (in particular, the work packages have been completed and the work has been properly implemented and/or the results were achieved; see Article 6).

The proper implementation of the action/achievement of the results can be substantiated by adequate records and supporting documentation that will be produced upon request or in the context of checks, reviews, audits and investigations (see Articles 19, 21 and 25).

## **ANNEX 5**

### **SPECIFIC RULES**

#### **INTELLECTUAL PROPERTY RIGHTS (IPR) — BACKGROUND AND RESULTS — ACCESS RIGHTS AND RIGHTS OF USE (— ARTICLE 16)**

##### **Rights of use of the granting authority on results for information, communication, publicity and dissemination purposes**

The granting authority also has the right to exploit non-sensitive results of the action for information, communication, dissemination and publicity purposes, using any of the following modes:

- **use for its own purposes** (in particular, making them available to persons working for the granting authority or any other EU service (including institutions, bodies, offices, agencies, etc.) or EU Member State institution or body; copying or reproducing them in whole or in part, in unlimited numbers; and communication through press information services)
- **distribution to the public** in hard copies, in electronic or digital format, on the internet including social networks, as a downloadable or non-downloadable file
- **editing** or **redrafting** (including shortening, summarising, changing, correcting, cutting, inserting elements (e.g. meta-data, legends or other graphic, visual, audio or text elements extracting parts (e.g. audio or video files), dividing into parts or use in a compilation
- **translation** (including inserting subtitles/dubbing) in all official languages of EU
- **storage** in paper, electronic or other form
- **archiving** in line with applicable document-management rules
- the right to authorise **third parties** to act on its behalf or sub-license to third parties, including if there is licensed background, any of the rights or modes of exploitation set out in this provision
- **processing**, analysing, aggregating the results and **producing derivative works**
- **disseminating** the results in widely accessible databases or indexes (such as through ‘open access’ or ‘open data’ portals or similar repositories, whether free of charge or not.

The beneficiaries must ensure these rights of use for the whole duration they are protected by industrial or intellectual property rights.

If results are subject to moral rights or third party rights (including intellectual property rights or rights of natural persons on their image and voice), the beneficiaries must ensure that they

comply with their obligations under this Agreement (in particular, by obtaining the necessary licences and authorisations from the rights holders concerned).

### **Access rights for the granting authority, EU institutions, bodies, offices or agencies and national authorities to results for policy purposes**

The beneficiaries must grant access to their results — on a royalty-free basis — to the granting authority, other EU institutions, bodies, offices or agencies, for developing, implementing and monitoring EU policies or programmes.

Such access rights are limited to non-commercial and non-competitive use.

The access rights also extend to national authorities of EU Member States or associated countries, for developing, implementing and monitoring their policies or programmes in this area. In this case, access is subject to a bilateral agreement to define specific conditions ensuring that:

- the access will be used only for the intended purpose and
- appropriate confidentiality obligations are in place.

Moreover, the requesting national authority or EU institution, body, office or agency (including the granting authority) must inform all other national authorities of such a request.

### **Access rights for third parties to ensure continuity and interoperability**

Where the call conditions impose continuity or interoperability obligations, the beneficiaries must make the materials, documents and information and results produced in the framework of the action available to the public (freely accessible on the Internet under open licences or open source licences).

## **COMMUNICATION, DISSEMINATION AND VISIBILITY (— ARTICLE 17)**

### **Additional communication and dissemination activities**

The beneficiaries must engage in the following additional communication and dissemination activities:

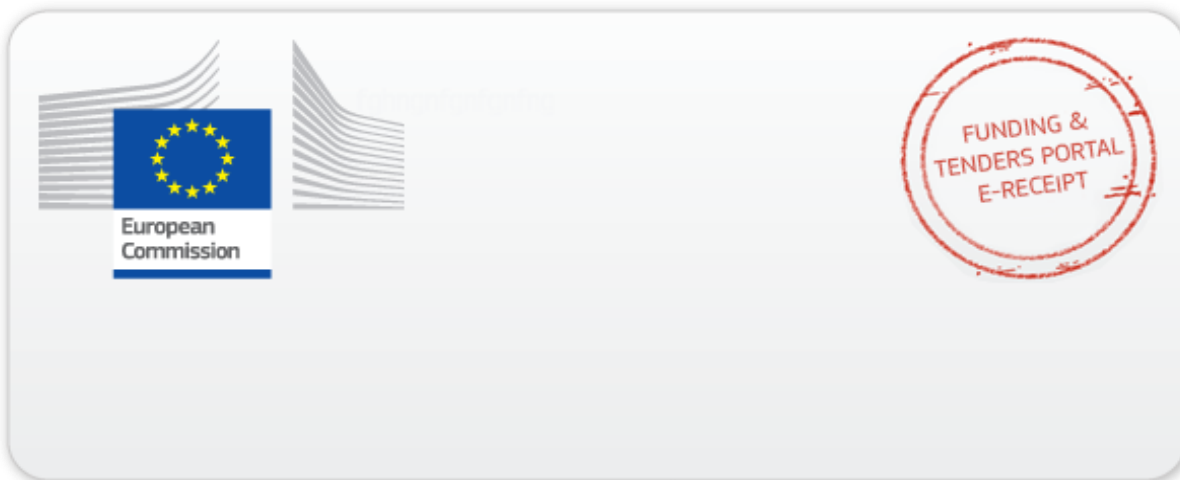
- **present the project** (including project summary, coordinator contact details, list of participants, European flag and funding statement and project results) on the beneficiaries' **websites** or **social media accounts**
- for actions involving public **events**, display signs and posters mentioning the action and the European flag and funding statement
- upload the public **project results** to the Erasmus+ Project Results platform, available through the Funding & Tenders Portal.

## **SPECIFIC RULES FOR CARRYING OUT THE ACTION (— ARTICLE 18)**

### **EU restrictive measures**

The beneficiaries must ensure that the EU grant does not benefit any affiliated entities, associated partners, subcontractors or recipients of financial support to third parties that are

subject to restrictive measures adopted under Article 29 of the Treaty on the European Union or Article 215 of the Treaty on the Functioning of the EU (TFEU).



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