



EUROPEAN EDUCATION AND CULTURE EXECUTIVE AGENCY (EACEA)

EACEA.A – Erasmus+, EU Solidarity Corps
A.4 – International Capacity Building

GRANT AGREEMENT

Project 101128509 — RE-DIRECTION

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':

KARLSHOCHSCHULE GEMEINNUTZIGE GMBH (KARLS), PIC 949512922, established in KARLSTRASSE 36 38, KARLSRUHE 76133, Germany,

and the following other beneficiaries, if they sign their 'accession form' (see Annex 3 and Article 40):

2. **BK CONSULT GMBH (BK CONSULT GMBH)**, PIC 885931847, established in BERGSTRASSE 42, KOLKWITZ 03099, Germany,

3. **PANEPISTIMIO PATRON (UPAT)**, PIC 999894528, established in UNIVERSITY CAMPUS RIO PATRAS, RIO PATRAS 265 04, Greece,

4. **MITROPOLITIKO COLLEGE ANOYMI EKPAIDEYTIKI ETAIRIA (MC)**, PIC 913223282, established in 74 SOROU STR., MAROUSSI ATHENS 151 25, Greece,

5. **GEORGIAN INTERNATIONAL UNIVERSITY GIU LLC (GIU)**, PIC 933521405, established in NADZALADEVI DISTRICT, SAMGHERETI ST., №5, TBILISI 0101, Georgia,

6. **PRIVATE HIGHER EDUCATIONAL ESTABLISHMENT KYIV MEDICAL UNIVERSITY (KMU)**, PIC 883371338, established in BORYSPILSKA STREET 2, KYIV 02099, Ukraine,

7. **SHOTA MESKHIA STATE TEACHING UNIVERSITY OF ZUGDIDI (ZSSU)**, PIC 935102214, established in Janashia 14, Zugdidi 2100, Georgia,

8. **GORI STATE UNIVERSITY (GSU)**, PIC 939662475, established in CHAVCHAVADZA STR 53, GORI 1400, Georgia,

9. **ILIA STATE UNIVERSITY (ILIAUNI)**, PIC 999612937, established in K CHOLOKASHVILI AV 3-5, TBILISI 0162, Georgia,

10. **DNIPRO UNIVERSITY OF TECHNOLOGY (NTU DP)**, PIC 952470937, established in DMYTRA YAVORNUTSKOGO AVE, 19, DNIPRO 49005, Ukraine,

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

12. **O.M. BEKETOV NATIONAL UNIVERSITY OF URBAN ECONOMY IN KHARKIV (NUUE)**, PIC 937384818, established in MARSHALA BAZHANOVA ST. 17, KHARKIV 61001, Ukraine,

13. **UZHGORODSKYI NACIONALNYI UNIVERSITET (UZHNU)**, PIC 998481626, established in PIDGIRNA 46, UZHGOROD 88000, Ukraine,

14. **CAUCASUS UNIVERSITY LTD (CU)**, PIC 997391637, established in PAATA SAAKADZE STR CHUGURETI DISTRICT, TBILISI 0102, Georgia,

15. **MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE (MESU)**, PIC 938113773, established in PEREMOHY AVENUE 10, KYIV 01135, 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 ¹
Annex 2	Estimated budget for the action
Annex 3	Accession forms (if applicable) ²
Annex 3a	Declaration on joint and several liability of affiliated entities (if applicable) ³
Annex 4	Model for the financial statements
Annex 5	Specific rules (if applicable)

¹ Template published on [Portal Reference Documents](#).

² Template published on [Portal Reference Documents](#).

³ Template published on [Portal Reference Documents](#).

TERMS AND CONDITIONS

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DATA SHEET

1. General data

Project summary:

Project summary
<p>RE-DIRECTION will constitute a transformative work on the issues aroused after the digital usage expansion in HE bringing forward national actors and stakeholders for the showcase of the needs of different HEIs of Ukraine and Georgia and on a country level. We aim to train staff and trainers, concerning the redesigned curricula developed and craft policy recommendations on connectivity issues of remote HEIs, with ultimate goals to equally meet the labor market needs as well as learners' needs, match the essential skills and jobs, adapt to fast-changing workplace requirements and bring forward innovative skills. In detail, RE-DIRECTION aims at reinforcing Ukrainian and Georgian Universities with innovative forms of teaching, by redesigning and updating current curricula covering the triphasic spectrum of digitalization, sustainability and inclusivity. At the same time, we envisage to create this change homogenously towards target country HEIs and for this reason a Methodological Framework will be developed, based on the desk and field research, putting evidence on the current trends, societal skills demand, best practices and identifying gaps and inefficiencies. During the development phase of the curricula, we will develop both core and specialized courses which will be validated by a Consultation Committee, reassuring the standards are maintained and regulations are followed. Simultaneously, our project will put a great focus on remote HEIs and institutions of vulnerable communities. During the piloting phase of the redesigned curricula important data will be extracted, emphasizing on connectivity issues of remote HEIs and/or students residing in remote areas. Based on the findings, we will involve stakeholders and policy makers in the development of policy recommendations in key areas such as: connectivity solutions, access to IT infrastructure, partnership with ISPs and innovative solutions i.e. 5G and mesh networks.</p>

Keywords:

- Modernisation of Higher Education
- Inclusive Education
- Identification of skills needs
- digital skills, green skills, inclusivity, curriculum redesign in Higher Education

Project number: 101128509

Project name: Redefining Higher Education on a digital context and mainstreaming a common inclusive and green structure based on EU best practices and policy recommendations

Project acronym: RE-DIRECTION

Call: ERASMUS-EDU-2023-CBHE

Topic: ERASMUS-EDU-2023-CBHE-STRAND-2

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: Yes

2. Participants

List of participants:

N°	Role	Short name	Legal name	Ctry	PIC	Max grant amount
1	COO	KARLS	KARLSHOCHSCHULE GEMEINNUTZIGE GMBH	DE	949512922	102 174.30

N°	Role	Short name	Legal name	Ctry	PIC	Max grant amount
2	BEN	BK CONSULT GMBH	BK CONSULT GMBH	DE	885931847	72 804.60
3	BEN	UPAT	PANEPISTIMIO PATRON	EL	999894528	73 227.80
4	BEN	MC	MITROPOLITIKO COLLEGE ANOYMI EKPAIDEYTIKI ETAIRIA	EL	913223282	99 919.80
5	BEN	GIU	GEORGIAN INTERNATIONAL UNIVERSITY GIU LLC	GE	933521405	44 721.90
6	BEN	KMU	PRIVATE HIGHER EDUCATIONAL ESTABLISHMENT KYIV MEDICAL UNIVERSITY	UA	883371338	49 305.60
7	BEN	ZSSU	SHOTA MESKHIA STATE TEACHING UNIVERSITY OF ZUGDIDI	GE	935102214	29 988.00
8	BEN	GSU	GORI STATE UNIVERSITY	GE	939662475	28 947.60
9	BEN	ILIAUNI	ILIA STATE UNIVERSITY	GE	999612937	31 027.50
10	BEN	NTU DP	DNIPRO UNIVERSITY OF TECHNOLOGY	UA	952470937	30 584.70
11	BEN	VSPU	VINNYTSIA MYKHAILO KOTSIUBYNSKYI STATE PEDAGOGICAL UNIVERSITY	UA	918936388	30 584.70
12	BEN	NUUE	O.M. BEKETOV NATIONAL UNIVERSITY OF URBAN ECONOMY IN KHARKIV	UA	937384818	32 110.20
13	BEN	UZHNU	UZHGORODSKYI NACIONALNYI UNIVERSITET	UA	998481626	29 988.00
14	BEN	CU	CAUCASUS UNIVERSITY LTD	GE	997391637	29 988.00
15	BEN	MESU	MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE	UA	938113773	34 611.30
16	AP	MOESGE	MINISTRY OF EDUCATION AND SCIENCE OF GEORGIA	GE	934147540	0.00
Total						719 984.00

Coordinator:

- KARLSHOCHSCHULE GEMEINNUTZIGE GMBH (KARLS)

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

Maximum grant amount (Annex 2)	Maximum grant amount (award decision)
719 984.00	719 984.00

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)	503 988.80	n/a	1 - KARLS	n/a
			2 - BK CONSULT GMBH	n/a
			3 - UPAT	n/a
			4 - MC	n/a
			5 - GIU	n/a
			6 - KMU	n/a
			7 - ZSSU	n/a
			8 - GSU	n/a
			9 - ILIAUNI	n/a
			10 - NTU DP	n/a
			11 - VSPU	n/a
			12 - NUUE	n/a
			13 - UZHNU	n/a
			14 - CU	n/a
			15 - MESU	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:



DE49660501010108039439

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 2018/1046⁴ 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

⁴ 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 2017/1371⁵ and Article 1 of the Convention on the protection of the European Communities' financial interests, drawn up by the Council Act of 26 July 1995⁶, 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 2988/95⁷.

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 **101128509 — RE-DIRECTION** ('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

⁵ 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).

⁶ OJ C 316, 27.11.1995, p. 48.

⁷ 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 grant⁸ 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)⁹ 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.

⁸ 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".

⁹ 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’¹⁰ (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

The following entities which cooperate with a beneficiary will participate in the action as ‘associated partners’:

- **MINISTRY OF EDUCATION AND SCIENCE OF GEORGIA (MOESGE), PIC 934147540**

Associated partners must implement the action tasks attributed to them in Annex 1 in accordance with Article 11. They may not charge contributions to the action (no lump sum contributions) and the costs for their tasks are not eligible (may not be included in the estimated budget in Annex 2).

¹⁰ 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 tasks must be set out in Annex 1.

The beneficiaries must ensure that their contractual obligations under Articles 11 (proper implementation), 12 (conflict of interests), 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 associated partners.

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 associated partners.

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).

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/EC¹¹
- 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.).

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).

¹¹ 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).

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 2015/444¹² 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

¹² 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).



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 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 2018/1725¹³.

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 2016/679¹⁴).

¹³ 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).

¹⁴ 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).

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.

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 prefinancings (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:

{total accepted EU contribution for the beneficiary
 minus

{prefinancing and interim payments received (if any)}.

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:

{ {total accepted EU contribution for the beneficiary

divided by
 total accepted EU contribution for the action}
 multiplied by
 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 2015/2366¹⁵ 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 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 28) 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:

¹⁵ 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).

- (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 883/2013¹⁶ and No 2185/96¹⁷
- 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').

¹⁶ 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).

¹⁷ Council Regulation (Euratom, EC) No 2185/96 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).

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 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 42 (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 42 (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 42 (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 42 (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 2988/95¹⁸).

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).

¹⁸ 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).

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).

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 1182/71¹⁹, periods expressed in days, months or years are calculated from the moment the triggering event occurs.

¹⁹ 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).

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

‘Days’ means calendar days, not working days.

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+ (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.

PROJECT	
<i>Grant Preparation (General Information screen) — Enter the info.</i>	
Project number:	101128509
Project name:	Redefining Higher Education on a digital context and mainstreaming a common inclusive and green structure based on EU best practices and policy recommendations
Project acronym:	RE-DIRECTION
Call:	ERASMUS-EDU-2023-CBHE
Topic:	ERASMUS-EDU-2023-CBHE-STRAND-2
Type of action:	ERASMUS-LS
Service:	EACEA/A/04
Project starting date:	first day of the month following the entry into force date
Project duration:	36 months

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List of work packages	5
Staff effort	19
List of deliverables	20
List of milestones (outputs/outcomes)	29
List of critical risks	30

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.

RE-DIRECTION will constitute a transformative work on the issues aroused after the digital usage expansion in HE bringing forward national actors and stakeholders for the showcase of the needs of different HEIs of Ukraine and Georgia and on a country level.

We aim to train staff and trainers, concerning the redesigned curricula developed and craft policy recommendations on connectivity issues of remote HEIs, with ultimate goals to equally meet the labor market needs as well as learners' needs, match the essential skills and jobs, adapt to fast-changing workplace requirements and bring forward innovative skills.

In detail, RE-DIRECTION aims at reinforcing Ukrainian and Georgian Universities with innovative forms of teaching, by redesigning and updating current curricula covering the triphasic spectrum of digitalization, sustainability and inclusivity. At the same time, we envisage to create this change homogenously towards target country HEIs and for this reason a Methodological Framework will be developed, based on the desk and field research, putting evidence on the current trends, societal skills demand, best practices and identifying gaps and inefficiencies. During the development phase of the curricula, we will develop both core and specialized courses which will be validated by a Consultation Committee, reassuring the standards are maintained and regulations are followed. Simultaneously, our project will put a great focus on remote HEIs and institutions of vulnerable communities. During the piloting phase of the redesigned curricula important data will be extracted, emphasizing on connectivity issues of remote HEIs and/or students residing in remote areas. Based on the findings, we will involve stakeholders and policy makers in the development of policy recommendations in key areas such as: connectivity solutions, access to IT infrastructure, partnership with ISPs and innovative solutions i.e. 5G and mesh networks.

LIST OF PARTICIPANTS

PARTICIPANTS

Grant Preparation (Beneficiaries screen) — Enter the info.

Number	Role	Short name	Legal name	Country	PIC
1	COO	KARLS	KARLSHOCHSCHULE GEMEINNUTZIGE GMBH	DE	949512922
2	BEN	BK CONSULT GMBH	BK CONSULT GMBH	DE	885931847
3	BEN	UPAT	PANEPISTIMIO PATRON	EL	999894528
4	BEN	MC	MITROPOLITIKO COLLEGE ANOYMI EKPAIDEYTIKI ETAIRIA	EL	913223282
5	BEN	GIU	GEORGIAN INTERNATIONAL UNIVERSITY GIU LLC	GE	933521405
6	BEN	KMU	PRIVATE HIGHER EDUCATIONAL ESTABLISHMENT KYIV MEDICAL UNIVERSITY	UA	883371338
7	BEN	ZSSU	SHOTA MESKHIA STATE TEACHING UNIVERSITY OF ZUGDIDI	GE	935102214

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

Number	Role	Short name	Legal name	Country	PIC
8	BEN	GSU	GORI STATE UNIVERSITY	GE	939662475
9	BEN	ILIAUNI	ILIA STATE UNIVERSITY	GE	999612937
10	BEN	NTU DP	DNIPRO UNIVERSITY OF TECHNOLOGY	UA	952470937
11	BEN	VSPU	VINNYTSIA MYKHAILO KOTSIUBYNSKYI STATE PEDAGOGICAL UNIVERSITY	UA	918936388
12	BEN	NUUE	O.M. BEKETOV NATIONAL UNIVERSITY OF URBAN ECONOMY IN KHARKIV	UA	937384818
13	BEN	UZHNU	UZHGORODSKYI NACIONALNYI UNIVERSITET	UA	998481626
14	BEN	CU	CAUCASUS UNIVERSITY LTD	GE	997391637
15	BEN	MESU	MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE	UA	938113773
16	AP	MOESGE	MINISTRY OF EDUCATION AND SCIENCE OF GEORGIA	GE	934147540

LIST OF WORK PACKAGES

Work packages						
Grant Preparation (Work Packages screen) — Enter the info.						
Work Package No	Work Package name	Lead Beneficiary	Effort (Person-Months)	Start Month	End Month	Deliverables
WP1	Project Management & Quality Assurance	1 - KARLS	43.00	1	36	D1.1 – Project Management Handbook D1.2 – QA Plan D1.3 – Mid-Term Progress Report D1.4 – Sustainability Strategy D1.5 – Mid Term External Evaluation Report D1.6 – Final External Evaluation Report D1.7 – Mid Term Internal QA Report D1.8 – Final Internal QA Report D1.9 – Report on measurement of KPI in LFM
WP2	Development of a Methodological Framework for the readjustment of the current pedagogical methods applied	4 - MC	29.00	1	8	D2.1 – Best Practices, Needs Analysis and Skills mismatch report D2.2 – Methodological Framework report D2.3 – Stakeholders' report
WP3	Redesigning of curricula based on DigcompEDU and GreenComp and Development of the Core Curriculum	3 - UPAT	78.00	9	20	D3.1 – Inclusive Guide for Trainers D3.2 – Consultation Scheme Report D3.3 – Report on the new or updated curricula D3.4 – Official Accreditation of the courses
WP4	Organization of the joint staff training and Pilot of the curriculum	1 - KARLS	62.00	21	30	D4.1 – Train the Ambassador Training Report D4.2 – Pilot Reports
WP5	Development of policy recommendations for improving connectivity in remote areas	15 - MESU	45.00	30	36	D5.1 – Policy Recommendation Report

Work packages <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
WP6	Project's Dissemination and Exploitation Activities	5 - GIU	50.00	1	36	D6.1 – Dissemination and Exploitation Plan D6.2 – Dissemination Activity Report D6.3 – Final Conference Report D6.4 – RE-DIRECTION Website

Work package WP1 – Project Management & Quality Assurance

Work Package Number	WP1	Lead Beneficiary	1. KARLS
Work Package Name	Project Management & Quality Assurance		
Start Month	1	End Month	36

Objectives

As the main purpose of this Work Package is to ensure the effective and efficient management and implementation of the project, we have include the necessary horizontal tasks, linked to all the Specific Objectives of the project.

Description**T1.1 - Project Initiation****Action 1.1.1: Project Team Set up**

In order for the project to efficiently be implemented, it requires the setting up of an efficient and proper project team, which will be consisted of:

- One Project Coordinator (representative from Karls), who will be responsible for leading, directing and controlling the project, within the deadlines and the scope, and according to the funding rules. while escalating when necessary to the Steering Committee
- One Financial Coordinator (representative from Karls) who will be responsible for the financial and administrative coordination of the project, in order to ensure and contribute to its efficient implementation, within the budget and according to the funding rules.
- A Steering Committee (SC), will be consisted of suitably authorized persons from each partner (one representative per partner – plus one replacement), who will be the key decision-making body, for the overall responsibility and accountability for the project's planning and implementation.
- The Work Package Working Group (WPWG) Leaders. who will be responsible for the design of a detailed workplan for the WP under their authority and coordinate the respective activities, in order to successfully implement the project's activities, being in line with the application, SC decisions and time plan.

Action 1.1.2: Project Management Mechanism Initiation (Technical and Financial)

The establishment of a Project Management Mechanism is a significant step for the initiation of RE-DIRECTION project. This action will include first of all the signature of the contracts between partners (Partnership Agreements). In addition, during the first two months of the project implementation, and in accordance with the Grant Agreement, Karls, will develop a Project Management and Financial Handbook, which will include, in details, the description, on the one hand of the PM mechanism, tools and processes that will be implemented throughout the project and on the other hand of the guidelines regarding financial and administrative matters, as financial management, reporting and budgeting. The guidelines, will also, include the templates, such as timesheets, letters of appointments, we are going to use during the project lifecycle.

Action 1.1.3: Coordination of KOM and initiation of the project During this action, the kick-off meeting is going to be implemented in Georgia, in order for the project to properly initiate. The KOM will last 3 days and two participants from its organization, are going to attend face to face. In the KOM, the consortium will set the basis for on the one hand, the efficient implementation of the project and on the other hand the proper communication during the project. This action, is also, involving the organization of the communication channels among the partners on a monthly and ad-hoc basis, developing and using an internal password protected area of the project website for communication, and document sharing, discussion and administrative issues. For the KOM, an agenda and detailed report will be prepared including decisions taken and actions agree for the next steps concerning the project. The meeting report will include a record on key discussion points.

T1.2 - Project Coordination**Action 1.2.1: Communication Mechanism Initiation**

- During the first month of project's lifecycle, the lead partner is going to establish an Online Tool, which is going to be uses for the project's management, files storage and partnership communication.
- In addition, Karls, is going to develop an Internal Communication Strategy, as a key element of the Project Management Handbook, defining the components of the consortium's communication, such as means of communication, frequency of virtual meetings, templates, etc.

Action 1.2.2: Continuous Coordination, and Reporting This action includes the review of the overall planning and scheduling of the project and its successful delivery within the agreed timeline and budget. Furthermore, in order to

be in line with the EU requirements concerning the project reporting, Karls has already foreseen both continuous and periodical reporting in RE-DIRECTION project. In particular:

- Continuous Reporting (CR) will be regularly completed online, and will include updates regarding the project's status, as far as it concerns deliverables, milestones, outputs and outcomes, critical risks, and indicators that have been defined in the EU Portal Continuous Reporting tool. Concerning the dissemination and communication action will be listed on an ongoing basis. For the completion of the CR, the partners have come to an agreement, that Karls will be responsible for entering the data in the platform, after gathering the necessary input from the partners.

Regarding the Continuous Coordination of the project, the following issues are going to be encompassed:

- o Operational communication flow within the consortium: This will be created by the establishment of direct links among the Project Coordinator, SC and working groups, in view of implementing the idea of the project at an EU level.

- o Review of achievements, deliverables, deviations and lessons learned

- o Planning of resources for each stage of project's overall coordination submitting six (6) semi-annual unofficial reports to the coordinator and 2 Annual Progress Reports and 1 Final Progress Report to the EC

- Periodical Reporting (PR) is going to be linked with consortium's payments and is going to be conducted by the submission of Technical and Financial Reports, both through the eGrant portal and submitted as PDF.

Maintaining accurate records of the activity progress and expenditure reports will also be ensured. Action 1.2.3: Ongoing Online Meetings and WP Leader meetings

This action is referred to the online project meeting held, during the project's lifespan, in order to evaluate project's progress and discuss next plans and activities. These forums will be used for exchange of information among partners, review of project's progress, risk assessment, decision-making and conflict resolution. A summary of main points discussed at virtual monthly meetings will be devised.

In addition, the project coordinator is going to organize frequent WP Leader meetings, in order to track and evaluate the WP's progress and discuss the next activities. There are also going to be organized Online Steering Committee Meetings every month (M1- M36). In addition to the online meetings, there will be organised 4 Transnational Partners Meetings (TPMs) – 1 Kick-off meeting in Georgia, 2nd TPM in Germany, 3rd TPM in Greece and last TPM together with the Final Conference organised in Ukraine. GIU will cover the costs of 2 members of our Associated partner of this consortium to travel for the 3 TPMs

T1.3 – Quality Assurance

Action 1.3.1: Development of a Quality Assurance Plan (QAP) and Establishment of Quality Assurance Board (QAB)

During the M2 of the project BK CONSULT GMBH will deliver a detailed QAP that will contain all evaluation areas, procedures, methods and tools that will be applied during the project for assuring its quality and for performing internal evaluation in a systematic way. Questionnaires will be drafted also in google forms to be used for the evaluation of Partnership Management and Communication, Project Management, Project Meetings and other activities related with the WPs. A QAB will be formed consisting of at least four (5) persons from the partnering organizations.

Action 1.3.2: Internal Evaluation Activities

The internal evaluation activities are related to the following areas:

(a) Partnership Management and Communication, & Project Management: A questionnaire will be distributed to all partners including question items about these areas every six months

(b) Project Meetings: a questionnaire will be distributed to all partners upon the completion of each meeting (in-person or virtual),

(c) Quality Assurance Review of Deliverables: All deliverables will be evaluated by the QAB members upon the delivery of their final version. QAB review will be based on the quality criteria that have been set. The scoring rate will be a 10-rate scale, with a 70% threshold;

(d) Evaluation of the Joint Training Scheme: To ensure the quality and the sufficiency of the training programme, the following areas should be evaluated by at least three experts: curriculum, curriculum completeness, content of the curriculum, , accessibility, tools, etc.), f2f trainings (satisfaction, usefulness, relevance, etc.), WBLs. Questionnaires will be distributed to all involved parties (learners, trainers, managers/employers);

(e) Dissemination Activities evaluation, to capture the satisfaction level of participants. Questionnaires will be distributed to the participants at the end of each event.

Action 1.3.3: QA Reporting

Quality Assurance Reports will be delivered in a semi-annual basis including the management and communication aspects. Six (6) QA reports are expected to be produced. A Synthesis Report for Quality Control of Deliverables is also planned to be delivered by the QAB by the end of the project. Evaluation reports on trainings (online, f2f, WBLs) will be delivered upon the completion of them.

T1.4 - External Evaluation

Action 1.4.1: Drafting of an Evaluation Methodology

For transparency reasons, Evaluation will be appointed to an external entity (person or company). The tasks that the external evaluation expert will undertake are the following:

- Development of an Evaluation Plan, including definition of quality objectives using SMART criteria, presentation of the quality procedure and establishment of feedback loops
 - Conduction of evaluation reports that will provide the methodological mapping of the deliverables
- Action 1.4.2: On going and final evaluation
- On Going Evaluation (1 Mid-Term Evaluation Report, and 1 Final Evaluation Report which will be conducted with the scope of summarizing what has been succeeded through all the activities of the project's lifespan, while on-going support on the evaluation of the overall project and financial management is going to be requested.

Work package WP2 – Development of a Methodological Framework for the readjustment of the current pedagogical methods applied

Work Package Number	WP2	Lead Beneficiary	4. MC
Work Package Name	Development of a Methodological Framework for the readjustment of the current pedagogical methods applied		
Start Month	1	End Month	8

Objectives

- Sp. Objective 1: Elevating the standard of higher education by fostering cooperation of HEIs and Ministries of Education to promote reform in an institutional level
- Sp. Objective 2: Creation and implementation of a common digital ecosystem with concrete steps for online learning and e-learning tools and Development of common updated programs for Ukraine's and Georgia's integration into the EU Digital Single Market of the future
- Sp. Objective 6: Enhancing the resources available to higher education institutions and pinpoint relevant frameworks and synergies
- Sp. Objective 7: Mainstreaming cooperation between institutions and across national actors

Description

T2.1 - Researching on current pedagogical methods and Best Practices on EU level

Action 2.1.1: Research and analysis of Best pedagogical practices, as applied in EU, emphasising on Digital Transformation, Sustainability and Inclusivity

During this action, MC will create the Research Methodology, in order to define the parameters of the identification of the pedagogical practices, including templates for reporting. The research methodology will be conducted per group (Each group has been identified during the application drafting period, and will be finalized before the conduction of the research).

Group 1: UPAT
and from Target country Partners: GSU, NTU DP, (UZHNU) & CU

Group 2: KARLS
and from Target country Partners: (GIU), ZSSU

GROUP 3: MC
and from Target country Partners: KMU, (ILIAUNI) & VSPU

All the partners are going to conduct desk research utilizing bibliography, papers, articles and methodological guidebooks on current pedagogical methods, as applied in EU, with emphasis on Digital Transformation, Sustainability and Inclusivity. The partners are going to participate at the desk research, in order to provide the academic component of our research. They are going to use the reporting template developed by Metropolitan College, in order to write-down their findings.

The desk research is going will be based primarily on European documents relating to the digital transformation, sustainability and inclusivity. After the identification of at least 15 best practices. The identified best practices will be further analysed in a report.

Action 2.1.2 Research (field and desk) on the gaps among partner countries' HEIs on the 3 fields

During this action, we are going to conduct desk research upon relevant national documents such as reports, articles, official statistics, that have been published and analyze the gaps on the HEIs; curricula on the topics of Digital Transformation, Sustainability and Inclusivity. The desk research is going to be conducted per group. For the desk research, VSPU is going to create a desk research report template, where all the partners will write down their findings. Following the desk research, we are going to implement field research, through the organization of at least 1 focus group

per target country (Georgia and Ukraine). We are going to get feedback from at least 50 stakeholders, who will participate at the focus groups in order to identify the gaps among Georgia's and Ukraine's HEIs on Digital Transformation, Sustainability and Inclusivity. The participating organizations are going to analyze the findings from the focus groups, and create a report, based on the template that will be developed from the VSPU.

Action 2.1.3: Development of the Best Practices and Skills mismatch report

When both the desk research and field research on Best practices and skills mismatches on the pedagogical methods in the fields of Digital Transformation, Sustainability and Inclusivity, the involved partners are going to combine their findings and they will deliver a Best Practices and Skills mismatch report. MC will be responsible for gathering the partners' findings and developing the Best Practices and Skills mismatch report (based on partners' feedback and reports).

T2.2 - Development of the Methodological Framework for the adaptation of the curricula based on DACUM methodology

Action 2.2.1: Identification of the key components for the development of the Methodological Framework

Based on the findings collected through the previous three actions, the partnership is going to conduct a comparative analysis of the results presented in action 2.1.3, in order to identify the key components for the development of the Methodological Framework. Through the comparative analysis, and taking into consideration, the key elements of DACUM methodology the consortium will set out the key components of the Methodological Framework, that is going to be delivered under WP3. The partnership will identify the key components based on the three key areas of Digital Transformation, Sustainability and Inclusivity. The identified key components are going to be reviewed by the three groups, who will provide feedback. The partners, will use the templates developed by University of Patra, in order to write down their findings.

Action 2.2.2: Developing the set of standards and expected learning outcomes

Following the identification of the key components, the consortium, after conducting a literature review and scoping analysis, and following the template developed by NTU DP, is going to set the standards and outline the expected learning outcomes, for the development of the Methodological Framework, based on the DACUM methodology. The consortium should take into consideration for the setting the learning outcomes, the three key areas of Digital Transformation, Sustainability and Inclusivity.

Action 2.2.3: Collection of feedback from academic staff, policy makers and stakeholders through an open consultation process

Under this action, we are going to collect feedback from the academic staff, policy makers and stakeholders, in order to validate the methodological framework, via an online open consultation process. In particular, the open validation process aims to reassure that the methodological framework that has been developed during the previous actions of WP2, is well-outlined, including all necessary information with the general aim of extracting meaningful insights and developing a sustainable process of the curriculum development on the following WP3.

In order to achieve this, the consortium is going to define the criteria in order to well-depict who is going to participate in the open validation process. Each one of the targeted countries (Georgia and Ukraine) will present the criteria of selection according to its needs and national regulations. On a second phase, a consortium meeting will be organized, for each country to present the findings and compare the results. In order to facilitate consolidation of the data collected in the piloting countries, the language used in the criteria selection process will be English. The participating organizations are going to use the questions, already developed by GSU, while they will be free to add any relevant question, according to the expertise of each group, while they will also use the reporting template developed, in order to write-down their findings. The consortium is going to gather at least 100 questionnaires and receive feedback from at least 150 stakeholders (100 academic staff and 50 policy makers).

Action 2.2.4: Developing the methodological framework report applied in each partner HEI

When both the development of the standards and learning outcomes for the Methodological Framework and the open consultation process will have been completed, the involved partners will combine their findings and they deliver the methodological framework report applied in each partner HEI. The UPAT will be responsible for gathering the partners' findings and developing the final methodological framework report, based on the DACUM Methodology (based on partners' feedback and reports).

Work package WP3 – Redesigning of curricula based on DigcompEDU and GreenComp and Development of the Core Curriculum

Work Package Number	WP3	Lead Beneficiary	3. UPAT
Work Package Name	Redesigning of curricula based on DigcompEDU and GreenComp and Development of the Core Curriculum		

Start Month	9	End Month	20
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Objectives

- Sp. Objective 3: Augmenting the proficiency and aptitudes of students preparing students for the digital economy
- Sp. Objective 4: Fostering access, equity and inclusiveness in the higher education system
- Sp. Objective 5: Improving teacher training programs and upskilling

Description

T3.1 - Development of the curriculum

Action 3.1.1: Redesigning the Outline for the Curricula (using related competence frameworks such as GreenComp and DigiComp)

With the aim to make a meaningful intervention for the upgrade of HEIs studies in the partner countries (Ukraine, Georgia), we will redesign the outline in a sample of existing Curricula in a way that fully reflects the most innovative trends in HEI:

- Sustainability
- Digitalization
- Inclusivity, especially for vulnerable communities or with regards to remote areas

In this direction, we will use, as documents of reference, the GreenComp and DigiComp Frameworks and the EU Skills Agenda, based on which we will select and review 6 Curricula to identify gaps, inconsistencies and outdated elements in the aforementioned areas, thus responding, updating or replacing them with the latest trends. This way, the selected Curricula will encompass green and digital skills as well as strategies for implementing inclusivity in practice and will eventually enhance HEI students' employability within their countries and across the EU.

For reasons of efficiency, partners will be split in 3 groups, each consisting of 3 HEIs from the partner countries and 1 HEI from Europe, all having equivalent departments or field of studies. The partners of each group will be matched in a way that will enable the transfer of know-how from the EU HEI to their partner countries' counterparts. As far as the process is concerned, the partner countries' HEIs will work together to identify the 2 most common Curricula (or the most critical of them if they share more than 2) among them, and then, under the guidance of the EU HEIs, will peer review them (2 Curricula x 3 groups = 6 Curricula in total) and update them accordingly, based on their findings. The Curricula will be selected among 3 fields of studies: a) ICT for the first group of partners (UPAT – GSU – NTU DP – NUUE – CU), (b) Social Sciences for the second (KARLS – GIU – ZSSU - UZHNU) and c) Health for the third (MC – KMU – ILIAUNI - VSPU). UPAT will coordinate the whole process.

Action 3.1.2: Development of the core content of the Curriculum, through peer-review with the EU partners

Once the outline of the identified Curricula is finalized, partners will start developing the content to address the needs that will have been brought up during the peer review in the previous phase. Under the guidance of P03, the partners will group these needs to (a) horizontal (common for all groups) and (b) field-specific (different for each field of studies). Horizontal needs for digital, green and inclusive skills will be addressed through 3 generic modules and field-specific ones through 3 Specialization Courses (one for each group of Curricula). The modules will be of EQF 6, delivered as O.E.R.s and embedded in an online training platform, to support distant learning. They will comprise the following characteristics:

- Asynchronous to offer an experience of Online Individual Learning, offering the flexibility to the learner to organize its time of study, stop and resume later
- Offering a simple and easy-to-follow layout
- Interactive
- Practical / Grounded on real case studies, realistic scenarios and problem-solving
- Clustered - Learning topics will be designed with a logical flow
- Adaptable and accessible by different media (PCs, laptops, mobile phones)

The training materials will be translated in all partner languages in order to maximize their impact.

Action 3.1.3: Development of an Inclusive Guide for Teachers and Administrative Staff (based on the EU skills Agenda)

Along with the training modules, the partnership will develop an Inclusive Guide for Trainers in lieu of the absence of such a concrete framework unlike GreenComp and DigiComp which are quite compact and clear on their own. Using the EU Skills Agenda as a document of reference, we will design a Guide to be used by HEIs Teachers and Administrative Staff, especially the ones who are involved in the design and implementation of the Curricula in their university, providing a methodology as well as practical tips and tools on how to reinforce inclusiveness within HEIs and how to perform occasional updates on the available Curricula once in a while. This Action will be led by KARLS who has an extensive experience in similar tasks, with input provided by all partners.

Action 3.1.4: Organization and conduction of country adaptation and refinement workshops Under this activity, the partnership will thoroughly review the training material developed in order to adapt it to the countries' specific context. Adaptation will not be limited to the translation of the materials in partners' national languages but it will be extended to

cover other major parameters as well. These include: (a) HEI Structure (how the Curriculum is organized and structured, how courses are conducted etc), (b) Management Structure (decision-making within HEIs, external authorities/bodies that are involved, level of flexibility in Curriculum restructuring etc) (c) Infrastructure and (d) Broader context in terms of green/digital skills and inclusivity within HEIs of the target countries (good practices or initiatives that are implemented within the HEI environment without being strictly educational, such as recycling, inclusivity workshops/speeches etc). To achieve this, the partners will have to organize one virtual adaptation and refinement workshop per partner country (Ukraine and Georgia) and invite HEIs experts and stakeholders (indicatively experts in Curriculum design, HEIs Teachers, accreditation bodies, local/national authorities, etc) to give feedback on the efficiency of the developed Curriculum in association to the above criteria. With the exception of the first 4 partners, all others will be involved, under the coordination of P13.

T3.2 - Development of the Consultation Committee

Action 3.2.1 Developing the quality evaluation process for the Consultation Committee

A detailed evaluation process will be developed by BK CONSULT GMBH to be used by the Consultation Committee that will be formed with the mandate to assess the quality of the Curriculum and the respective training materials, their relevance with the aforementioned Frameworks and their consistency with quality standards agreed by the partnership, their efficiency and applicability in the HEIs of the target countries. The quality evaluation will be conducted through (a) a semistructured questionnaire which will test specific components through multiple choice and openended questions (b) focus groups or in-depth interviews with the participation of academic staff, experts and stakeholders.

Action 3.2.2: Development of the joint Consultation Committee selection criteria

The joint Consultation Committee will be formed and appointed according to certain criteria. The members will be selected upon (a) their role/position in the academic department; (b) their educational background, (c) their overall experience – candidates with experience in Curricula development/restructuring will be preferred. Also, the partnership will take both geographical and gender representation into account trying to form a Consultation Committee as balanced as possible. 150 people will become members of the Consultation Committee; 50 will represent academic staff; 50 policy makers and 50 other stakeholders. All partners will distribute the information to their network and recommend potential candidates; the most relevant profiles will be presented to the partners during a topic-specific meeting and the finalists will be selected by rule of majority to ensure impartiality. This action, where all partners will participate, will be coordinated by ZSSU.

Action 3.2.3: Validation of the training material through a Consultation scheme

After being appointed, the Consultation Committee will proceed to the validation of the training materials. They will review them in details and will fill in the aforementioned questionnaires or take part in the focus groups/in-depth interviews where they will express their views and opinions on the usability of the training materials, under the coordination of GIU.

Action 3.2.4 Finalisation of the training material

Based on the input provided by the Consultation Committee, the partners will update the Curriculum and will conclude to its final version. Once this is completed, the training materials will be uploaded in the MOOC Platform to become available to the public. This will be assumed by UPAT, the partner responsible for the development of the training materials.

T3.3 - Installing the redesigned curricula in the MOOC platform

Action 3.3.1: Design of the Technical Requirements of the MOOC Platform

The technical specifications will be drafted by MC (in collaboration with P05) which will also build the MOOC Platform (A.3.3.2) and perform the internal testing (A.3.3.4). The MOOC platform will be designed based on the accessibility rules of perception, robust, operation and understanding. The platform will be accessible to people having visibility or hearing issues and face difficulties in processing the information (perceivable), function in all operating systems and browsers (robust), include assignments and tasks through easy buttons and functions required (operable), will include simple language to be easily comprehended by all learners and will be translated in all partner languages (UKR, GE) to ensure that the training material is grasped by all people (understandable). Apart from technical features, the partner will take effective measures for the platform's security and accordance with GDPR.

Action 3.3.2: Development of a MOOC platform which will be included in Georgian and Ukrainian HEIs' website and work as a DIGITAL-HUB

The MOOC platform will embed the following features: Courses Info Page; a first page of the course including the course outline (title, description and number of modules and units, delivery mode and participation requirements; Progress statistics: there the learners will be able to assess their progress and check any pending assignments; Course pages, where the training material in all partner languages will be offered; Embedded Assessments & Activities: to help the learners assess their knowledge after attending the course. Final Assessment: it will be delivered at the end of the course and will provide an overview of the learner's knowledge. Discussion unit, which will be aligned with the course forum to embrace comments and feedback of the learners. An additional feature will be an "Extracurricular Research Repository", where the partners will upload documents, articles, surveys of specific interest, focusing on the field of digitalization,

sustainability and inclusivity. This way, we will transform the platform into a Digital Hub which will remain accessible and will keep being updated for at least 5 years after the end of the project.

Action 3.3.3: Uploading of the Training Material on the platform

GIU will be responsible for uploading the training material developed under the Action 3.1.2. When the material and the assessments are uploaded on the MOOC platform, it will open to the public and will remain accessible for at least 5 years after the end of the project. Unlike the first two actions, P05 will be responsible for uploading the training materials in the online platform.

Action 3.3.4: Internal testing and adjustments Once the training materials are uploaded in the MOOC platform, we are going to implement an informal testing period. During this phase, we will launch two evaluation processes:

- Phony tests will be conducted by the partners' Project Managers and relevant staff, who will also provide input on the digital environment, the content and the learning experience.
- 3 people per country from the pool of the end users who this platform is addressed to, will be asked to register before the platform is publicly online for all in order to rate their satisfaction from the learning process.

Feedback obtained during both phases will be assessed and necessary improvements will be attempted with a view of maximizing the consistency between the integrated items and areas of concern. Once finalized, the MOOC platform will start accepting registrations.

Work package WP4 – Organization of the joint staff training and Pilot of the curriculum

Work Package Number	WP4	Lead Beneficiary	1. KARLS
Work Package Name	Organization of the joint staff training and Pilot of the curriculum		
Start Month	21	End Month	30

Objectives

- Sp. Objective 3: Augmenting the proficiency and aptitudes of students preparing students for the digital economy
- Sp. Objective 4: Fostering access, equity and inclusiveness in the higher education system
- Sp. Objective 5: Improving teacher training programs and upskilling

Description

T4.1 - Train the Ambassadors of the REDIRECTION Curriculum

Action 4.1.1: Preparation for the joint staff training delivery

Under this Action, all the practical arrangements for the delivery of the trainers training will be organized and KARLS will be responsible for guiding all the partners through the organizational phase. More specifically, we are going to select venues, dates and teachers for the delivery of the trainings, we will buy equipment if needed, and we will select the participants for the trainings,

Concerning the selection of the participants, they will be selected based mainly on their personal interest for continuous training. Other criteria may be: years of experience in teaching, age (we will aim in training also ageing teachers, aiming in reskilling), biological gender (we aim to equal participation of men and women).

Action 4.1.2: Delivery of the Train the Ambassadors joint-staff training

Under this action, all the future trainers of the f2f trainings per country, will be trained. The training will have a bifold aim:

- to train the trainers on how to deliver the developed modules and to be informed upon their role during the piloting sessions
- to train them on emerging inclusivity skills, taking into consideration the Inclusivity Guide developed under Action 3.1.3.

The training of the trainers will be held online, in order for trainers belonging to different HEIs to be trained together, in groups, according to the division of the Learning Groups, conducted under WP3. More specifically:

- 2 trainers per TCnAP HEI (6 in total) will be trained in digital competences in ICT, by 1 trainer of UPAT
- 2 trainers per TCnAP HEI (6 in total) will be trained in green competences / sustainability in ICT, by 1 trainer of UPAT
- 2 trainers per TCnAP HEI (6 in total) will be trained in digital competences in Management, by 1 trainer of KARLS
- 2 trainers per TCnAP HEI (6 in total) will be trained in green competences / sustainability in Management, by 1 trainer of KARLS
- 2 trainers per TCnAP HEI (6 in total) will be trained in digital competences in Health, by 1 trainer of MC
- 2 trainers per TCnAP HEI (6 in total) will be trained in green competences / sustainability in Health, by 1 trainer of MC
- All the trainers (36) will be trained in inclusivity by KARLS, according to the Inclusivity Guide, developed under 3.1.3

In total, 36 trainers from TCnAPs will be trained at this stage, by 7 peers from EU.

Action 4.1.3: Report on the Train the Ambassador training scheme and adjustment of the curriculum

After the finalization of the Train the Trainers, each EU partner will draft a report upon the trainings they have implemented (3 in total) and KARLS will be responsible for merging all together, drafting a Transnational Report upon the Training of the Trainers, including feedback and Lessons Learned.

According to the feedback of the 1st piloting, we will reevaluate the training material developed and we will implement changes, if needed. The changes will be implemented by P3, as WP3 leader.

T4.2 - Piloting the Developed Curriculum

Action 4.2.1: Preparation of the hybrid pilot phase and selection of students

As a preparatory phase of our piloting, we will first set a virtual helpdesk for the support of the trainings' delivery. The helpdesk will monitor any inquiries, complaints and problems that may arise during piloting procedure, and thus, administrative personnel from each organization is needed for staffing.

The Virtual Helpdesk will be embedded in our e-learning platform as a separate component, and thus, it will be also easily accessible, user friendly and freely available to the users only by creating their personal account through a very simple procedure. In parallel, the navigation should be intuitive, easy and simple to follow. The helpdesk will be offered in all consortium languages, while at the same time it will be secure and in accordance with the GDPR. Already from the application stage, we have identified some extra necessary technical requirements such as:

- A Centralized Database: A centralized database is needed, in order for everything to be stored in one central repository that's safe, secure and searchable.
- Multi-User Access: Multi-user access ensures the effective and efficient resolution of inquiries. The system should allow the users to share information securely, and in realtime, through a central application available to everyone involved in the case.
- Case-Linking Capabilities: The tool works by automatically flagging links between cases based on preset criteria (person's name, or an incident category) in order to create automatous solutions for the most common problems.
- A ticketing/monitoring component: We will ensure that each problem will be carefully monitored from the very first stage, till its resolving.

In parallel, the participants for the f2f trainings will be selected, while as it concerns the online training, in order to attract learners, partners will launch three "waves" of calls for participants, in an attempt to increase awareness and interest for participation. Based on the lessons learned of the first (and then the second) wave, we are going to adjust and improve the dissemination material and messages in order to increase participation. Additionally, we are going to launch adhoc dissemination actions should one (or more) of the participating countries has less registrations than planned, in order to achieve an -as much as possible- balanced number of participants per country. Each of the Calls for participants is going to last 3 weeks.

Action 4.2.2: Delivery of the pilot trainings

This action is focused on the delivery of the designed curricula to the students of our TCnAPs. The training material will be delivered through PPTs, pre-recorded videos/lectures, self-reflection case studies, and learning assessment. In total, we expect at least 250 students to be trained.

Online Component

Upon registration, the learners are going to be contacted by the HEIs and invited in one preparatory meeting, where the basics of the courses are going to be presented (online section / f2f), establishing a more personalized approach that aims to decrease drop outs. As it concerns the drop outs, even if we will have some, we are going to organize personal interviews to understand the reasons of drop outs with the intention to engage them in next rounds of training delivery and help them finalize at least the core course. Feedback received is going to be also used for the improvement of learning materials and the improvement of the overall learning experience adjusting the Course to the needs of the participants. We intend to have 125 participants per country (250 in total) while till the end of the project, only in the Online Component of the Training.

Face to face Component

For the face-to-face component, the project intends to have 50 participants per country (100 in total), selected by the pool of the 250 participants of the online training, since it will be a prerequisite to have completed the online training.

For the delivery of the on-site (f2f) part of the Course, each of the HEIs s is going to:

- Cover the administration of the Training Classes by providing adequate personnel trained by our Consortium, in order to assure successful implementation of trainings. Tasks include keeping of attendance track record (participant lists), deliver catering and beverages and provide active solutions on emergencies (i.e. sickness, lack of attendance, tensions that may (rarely) occur between participants etc.).
- Support for the collection of training feedback questionnaires
- Prepare and distribute certificates to the participating trainees
- Support for the preparation of training implementation reports

The f2f component of the training scheme will take place either on the HEIs premises, and will be conducted by the trainers that have been trained within T4.1.

Action 4.2.3: Certification of participants

Under this action, all the trainees that participated in our training scheme (trainers included) will be certified for their participation and the acquisition of learning outcomes, with the digital badges, designed based on a micro credentials' strategy. The trainees will be awarded by a specific number of micro credentials, depending on the Modules that they will have completed and whether they'll have participated in the f2f training.

T4.3 - Evaluation and fine-tuning of Curricula

Action 4.3.1: Implementation of evaluation of training delivery (at country level and synthesis)

Under this action, the training delivery will be assessed and national reports will be provided by all the implementing partners. The assessment will be conducted through evaluation questionnaires that will be distributed to learners, trainers, and employers. The assessment criteria will be developed and all the national evaluation reports, will be compiled to one transnational report, by BK CONSULT GMBH.

Action 4.3.2: Fine-Tuning at i) Outline level ii) Training Material Level (both core and country specific versions) iii) Connectivity Problems and Feedback

After the evaluation of the trainings, BK CONSULT GMBH in cooperation with University of Patras, will proceed to the fine-tuning of the Curricula, at both outline, and training material level. Each national partner, will also apply the necessary changes to the national versions of the curriculum.

Action 4.3.3: Uploading of Training Material and finalization of Curriculum developed ready for broader use

The finalized training material will be sent to MC in order to upload it to the MOOC platform, that will be ready for broader use, out of the project's implementing countries, and beyond its lifespan.

Work package WP5 – Development of policy recommendations for improving connectivity in remote areas

Work Package Number	WP5	Lead Beneficiary	15. MESU
Work Package Name	Development of policy recommendations for improving connectivity in remote areas		
Start Month	30	End Month	36

Objectives

- Sp. Objective 4: Fostering access, equity and inclusiveness in the higher education system
- Sp. Objective 6: Enhancing the resources available to higher education institutions and pinpoint relevant frameworks and synergies:
- Sp. Objective 7: Mainstreaming cooperation between institutions and across national actors

Description

T5.1 - Crafting the Policy Recommendations and the implementation strategy for connectivity solutions

Action 5.1.1: Defining the objectives of the policy recommendations, based on the feedback received during the Pilot phase.

Re-Direction is a project that aims in also creating policy impact, considering that it provides coherent approach on redesign of Curricula to support digital and green transition and also improve social inclusion in a post conflict affected environment. We have envisaged to deliver policy recommendations for key-stakeholders at National Level in Ukraine and Georgia, with a focus on transferability also to other Countries Associated to the Programme.

We are going to build on the experience created during the implementation of WP2, WP3 and the pilot implementation of the project (WP4). Policy Recommendations are also going to include a lesson learned section, while we are going to provide a clear pathway for the adoption / replication of our intervention in other countries.

The areas and the inquiries that are going to be covered in our Policy Recommendation draft are the following:

- Replication of Re-Direction project: case studies and lessons learnt.
- Legal issues: legal issues that came to the surface.
- Funding: The financing of the replication.
- Interoperability: Interoperability of Re-Direction Project with current initiatives

Within this context, we are going to identify the different levels the Policy Recommendations are going to cover,

including at least National and Institutional levels, while we are going to create a template for policy recommendations which is going to include, inter alia:

- Name of the policy recommendation
- Description of the challenge identified.
- Innovative aspects of the recommendation.
- Connection of the solution to the whole project's scope and aim
- Connection of the recommendation to the general fields of the Elements covered by the Project (Digital, Green, Inclusion)
- Connection of the recommendation to existing policies or/and initiatives on the field at a National Level
- Link to EU policies

Action 5.1.2: Drafting the policy recommendations for Georgia and Ukraine

We are going to draft at least 20 Policy Recommendations, that are going to be included in one, united Policy Recommendation Paper.

Action 5.1.3: Designing of a step-by-step strategy for implementing policies and standards.

For every policy recommendation, we are going to draft a detailed action plan for the realization of the Recommendation. In specific we are going to develop a document that will include:

- Description of the recommendations/solutions suggested, along with a how-to action plan, of coherent steps that need to be undertaken to fulfill the policy recommendation.
- Costs (if any)
- Owner of the Policy Recommendation
- Timeline for the implementation of the Policy Recommendation including Milestones.
- Risks per recommendation

T5.2 Adaptation workshops and Partnerships' building between the public and private sector

Action 5.2.1: Setting-up a collaborative ecosystem of EU and non-EU stakeholders and defining the consultation process of the policy recommendations.

An open Call for Interest for the identification of stakeholders who are willing to utilize the Policy Recommendations, apply them or are affected on their results. The Call will be launched both in Ukraine and Georgia, while it will also be directed to International / EU Stakeholders, to increase the number of stakeholders who are willing to be informed and adopt the Policy Recommendations. At least 50 Stakeholders are going to be identified and contacted in order to participate in the collaborative ecosystem of Stakeholders, who will then be requested to participate at the Consultation process.

Action 5.2.2: Consultation at a National Level Ukraine and Georgia with peer-review of EU partners, encouraging collaboration to provide connectivity solutions.

All partners will conduct a significant level of targeted consultations (via interviews and/or online calls) with selected key stakeholders with relevant expertise, to extend relevance of the Policy Recommendations Report and gain a broader insight much beyond the Institutional / National level.

The Consultation will be both Online with the request to provide comments, following the standardized Consultation process of the EU, while we are also going to adopt other Consultation techniques, including the Expert Group Consultation, through the organization of workshops, where the Stakeholders that expressed their interest under Action 5.2.1, are going to be asked to participate.

The consultation will target at an ad hoc basis a minimum of 20 stakeholders, with at least 1 workshop per country and 1 external stakeholders' workshop (3 consultation workshops in total).

T5.3 Action 5.2.3 - Finalisation and fine-tuning of the policy recommendations report

Action 5.3.1: Finalisation and fine-tuning of the policy recommendations report.

The consultation process will be structured and result to the collection of all comments and remarks, which will be evaluated and discussed with the Ministries and the other Consortium members, to decide on their adoption.

Work package WP6 – Project's Dissemination and Exploitation Activities

Work Package Number	WP6	Lead Beneficiary	5. GIU
Work Package Name	Project's Dissemination and Exploitation Activities		
Start Month	1	End Month	36

Objectives

Since WP6 consists of horizontal tasks, necessary for the efficient dissemination of RE-DIRECTION, this is linked to all the Specific Objectives (S.Os) of the project.

Description

T6.1 - Development of a Dissemination and Exploitation Strategy

Action 6.1.1: Developing a Dissemination and Exploitation Plan

A Dissemination & Exploitation Plan will be elaborated at the beginning of the project including a concrete outline of the overall approach to RE-DIRECTION communication strategy, including:

- the validation of the project visual identity. To save time and effort we have already created the logo of the project (as per footer);
- a set of tools and channels to support the communication and dissemination;
- a timeframe with dissemination activities and assigned tasks to each partner;
- indicators to measure the impact of dissemination;
- a reporting tool for dissemination actions;
- the target groups involved;
- the key message of RE-DIRECTION
- templates for communication and dissemination activities (newsletters, etc.).

GIU will be responsible for create a draft of the Dissemination Plan before the kick-off meeting, while during the meeting (M2), partners will review and agree in the plan, that will be further completed and delivered, including their input, at M3.

Action 6.1.2: Developing a portfolio of Dissemination Material In order to assure a meaningful and aligned with EU rules of visibility project dissemination, we are going to design a set of tools and materials of RE-DIRECTION. In particular, these tools and materials include:

- Two (2) promo videos (approx. 30" each): 1 video to announce the approval of the project and 1 video to announce the release of the MOOC platform and the initiation of the piloting phase. (PX)
- RE-DIRECTION leaflets 4-6 pages with info for the project activities (PX) - 200 per participating partners
- Internet Banners (300X250 or 720X60 pixels) – 2 per year (6 in total) (PX)

T6.2 - Implementation of online & F2F dissemination activities

Action 6.2.1: Identification of relevant HE stakeholders

Since external stakeholders will be an essential part of our project, in terms of their participation in several actions (i.e. focus groups, open consultations, adaptation workshops, validation workshop etc.), we have to ensure their involvement in the project at an early stage. Thus, we are going to start developing a list of relevant stakeholders already during the kick-off meeting, where through interactive workshops, the partners will be asked to identify such stakeholders. However, the identification, invitation and involvement of such stakeholders, will be an on-going activity, which is connected with the partnership's network. Based on the partnership of RE-DIRECTION and considering their outreach, we will try to expand our network during the entire project lifespan at a local, national, EU, and global level. Upon that ground, the RE-DIRECTION Network will include:

- End Users: HEI academic, faculty, staff, teachers and educators, trainers, youth facilitators, youth workers, students and young learners.
- Stakeholders: HEIs, youth organizations & Research Institutions, Policy Makers (Ministries, local/regional authorities, EU bodies, etc.), NGOs, human rights organizations, youth organizations and training institutions.

A database with at least 2000 stakeholders in total will be developed. P5 will be responsible for the creation of the list, and its continuous update, after partners' input.

Action 6.2.2: Activate Social Media RE-DIRECTION is going to have a very strong profile on social networks, under the overview of P5, our social media responsible partner, and specifically on Facebook, Twitter and LinkedIn. Each page is foreseen to reach more than 2000 followers and publish more than 70 posts (>2 per month).

Action 6.2.3: Meeting with stakeholders and short presentation of the project to encourage public-private partnerships and support the development of technology in remote areas Meetings with various stakeholders (in-person or online) will take place during the entire project by all partners. We aim at realized at least 10 meetings per year introducing and discussing the different phases of RE-DIRECTION and pointing the activities in which the stakeholders could be involved: i) focus groups, consultations, ii) open sessions, iii) round tables, local events, workshops.

Action 6.2.4: Press releases/ Newsletters Under the responsibility of PX, that will provide templates for newsletter and suggest relevant programs/platforms for massive sending of newsletters, we will produce at least 3 newsletters (one per year) that will include news and upcoming events, training material, policy recommendations as well as contact information for general inquiries of RE-DIRECTION. Additionally, 2 press releases are going to be published by the Ministry of Ukraine with the valuable participation of our Associated partner of the Ministry of Georgia as well. Since all the partners responsible for dissemination are extremely experienced in the field, we have decided, under their suggestions, that while we will be very active in social media posts, we will not "spam" the audience with newsletters,

but we will produce them only when we will have something important to announce (such as the finalization of the research with results, the development of the training material, the launch of the MOOC platform, and the development of the policy recommendations).

Action 6.2.5: Final Conference The organization of the final conference, which is under the responsibility of MESU, aims to engage the most relevant stakeholders, to mainstream the project results and transform them into best practices. Therefore, a very dynamic set of activities will have to be prepared, including a panel of key-note speakers, organization of World Café, and ice-breaking activities. It will be one day in Ukraine (city to be confirmed according to the situation) event targeting 100 participants among them HEIs, representatives of the education sector, national authorities, policy makers, etc. Invitation of DG EAC / Employ Representatives will be also sent. All the partners will attend the Final Conference since it will be combined with the final meeting of the project.

STAFF EFFORT

Staff effort per participant <i>Grant Preparation (Work packages - Effort screen) — Enter the info.</i>							
Participant	WP1	WP2	WP3	WP4	WP5	WP6	Total Person-Months
1 - KARLS	4.00	2.00	6.00	5.00	4.00	2.00	23.00
2 - BK CONSULT GMBH	4.00	2.00	4.00	3.00	2.00	2.00	17.00
3 - UPAT	1.00	1.00	3.00	2.00	2.00	2.00	11.00
4 - MC	3.00	3.00	7.00	5.00	4.00	2.00	24.00
5 - GIU	4.00	2.00	7.00	6.00	4.00	9.00	32.00
6 - KMU	1.00	1.00	2.00	1.00	1.00	3.00	9.00
7 - ZSSU	3.00	2.00	6.00	5.00	3.00	3.00	22.00
8 - GSU	3.00	2.00	7.00	6.00	5.00	3.00	26.00
9 - ILIAUNI	3.00	2.00	5.00	4.00	3.00	3.00	20.00
10 - NTU DP	3.00	2.00	5.00	4.00	3.00	3.00	20.00
11 - VSPU	3.00	2.00	5.00	4.00	3.00	3.00	20.00
12 - NUUE	2.00	2.00	4.00	3.00	2.00	3.00	16.00
13 - UZHNU	3.00	2.00	6.00	5.00	3.00	3.00	22.00
14 - CU	3.00	2.00	6.00	5.00	3.00	3.00	22.00
15 - MESU	3.00	2.00	5.00	4.00	3.00	6.00	23.00
Total Person-Months	43.00	29.00	78.00	62.00	45.00	50.00	307.00

LIST OF DELIVERABLES

Deliverables <i>Grant Preparation (Deliverables screen) — Enter the info.</i> <i>The labels used mean:</i> <i>Public — fully open (🚩 automatically posted online)</i> <i>Sensitive — limited under the conditions of the Grant Agreement</i> <i>EU classified —RESTREINT-UE/EU-RESTRICTED, CONFIDENTIEL-UE/EU-CONFIDENTIAL, SECRET-UE/EU-SECRET under Decision 2015/444</i>						
Deliverable No	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month)
D1.1	Project Management Handbook	WP1	1 - KARLS	R — Document, report	SEN - Sensitive	3
D1.2	QA Plan	WP1	2 - BK CONSULT GMBH	R — Document, report	SEN - Sensitive	3
D1.3	Mid-Term Progress Report	WP1	1 - KARLS	R — Document, report	SEN - Sensitive	18
D1.4	Sustainability Strategy	WP1	1 - KARLS	R — Document, report	SEN - Sensitive	6
D1.5	Mid Term External Evaluation Report	WP1	2 - BK CONSULT GMBH	R — Document, report	SEN - Sensitive	18
D1.6	Final External Evaluation Report	WP1	2 - BK CONSULT GMBH	R — Document, report	SEN - Sensitive	36
D1.7	Mid Term Internal QA Report	WP1	2 - BK CONSULT GMBH	R — Document, report	SEN - Sensitive	18
D1.8	Final Internal QA Report	WP1	2 - BK CONSULT GMBH	R — Document, report	SEN - Sensitive	36
D1.9	Report on measurement of KPI in LFM	WP1	1 - KARLS	R — Document, report	SEN - Sensitive	36
D2.1	Best Practices, Needs Analysis and Skills mismatch report	WP2	4 - MC	R — Document, report	PU - Public	4
D2.2	Methodological Framework report	WP2	3 - UPAT	R — Document, report	PU - Public	8
D2.3	Stakeholders' report	WP2	4 - MC	R — Document, report	SEN - Sensitive	8
D3.1	Inclusive Guide for Trainers	WP3	1 - KARLS	R — Document, report	PU - Public	20
D3.2	Consultation Scheme Report	WP3	5 - GIU	R — Document, report	PU - Public	20

Deliverables

Grant Preparation (Deliverables screen) — Enter the info.

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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)
D3.3	Report on the new or updated curricula	WP3	3 - UPAT	R — Document, report	PU - Public	20
D3.4	Official Accreditation of the courses	WP3	3 - UPAT	OTHER	PU - Public	20
D4.1	Train the Ambassador Training Report	WP4	1 - KARLS	R — Document, report	PU - Public	24
D4.2	Pilot Reports	WP4	6 - KMU	R — Document, report	PU - Public	28
D5.1	Policy Recommendation Report	WP5	15 - MESU	R — Document, report	PU - Public	36
D6.1	Dissemination and Exploitation Plan	WP6	5 - GIU	R — Document, report	SEN - Sensitive	3
D6.2	Dissemination Activity Report	WP6	5 - GIU	R — Document, report	SEN - Sensitive	36
D6.3	Final Conference Report	WP6	5 - GIU	R — Document, report	SEN - Sensitive	36
D6.4	RE-DIRECTION Website	WP6	5 - GIU	DEC — Websites, patent filings, videos, etc	PU - Public	6

Deliverable D1.1 – Project Management Handbook

Deliverable Number	D1.1	Lead Beneficiary	1. KARLS
Deliverable Name	Project Management Handbook		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	3	Work Package No	WP1

Description			
<p>The Project management handbook is an internal instructional tool that provides the RE-DIRECTION consortium with specific guidelines for the project management and financial management and the implementation of project activities.</p> <p>Format: electronic / Language: EN / Approximate number of pages: 60</p>			

Deliverable D1.2 – QA Plan

Deliverable Number	D1.2	Lead Beneficiary	2. BK CONSULT GMBH
Deliverable Name	QA Plan		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	3	Work Package No	WP1

Description			
<p>This plan will contain the quality control and evaluation methods and procedures that will be applied during the RE-DIRECTION project implementation for assuring its quality of performance and results and for performing the quality assurance mechanisms of the redesigned curricula process in a systematic way. The plan will be shared with the rest of the project team so that their input and interests are accounted for in planning the evaluation. Also, the specific roles of the consortium members in terms of quality will be described in details including a continuously updated timeframe of activities. Quality Plan and quality related materials developed and to be utilized in others WPs including satisfaction questionnaire in the Train the Ambassadors Training and in the Pilot phase of the curriculum.</p> <p>Format: electronic / Language: EN / Approximate number of pages: 60</p>			

Deliverable D1.3 – Mid-Term Progress Report

Deliverable Number	D1.3	Lead Beneficiary	1. KARLS
Deliverable Name	Mid-Term Progress Report		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	18	Work Package No	WP1

Description			
<p>Progress report on project implementation covering the period from M1 to M18</p> <p>Format: electronic / Language: EN</p>			

Deliverable D1.4 – Sustainability Strategy

Deliverable Number	D1.4	Lead Beneficiary	1. KARLS
Deliverable Name	Sustainability Strategy		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	6	Work Package No	WP1

Description
The sustainability strategy will include the action plan, the indicators, the financial sustainability measures and all the MoUs signed during the project. Format: electronic / Language: EN / Approximate number of pages: 20

Deliverable D1.5 – Mid Term External Evaluation Report

Deliverable Number	D1.5	Lead Beneficiary	2. BK CONSULT GMBH
Deliverable Name	Mid Term External Evaluation Report		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	18	Work Package No	WP1

Description
Mid – Term External Evaluation report covering the period up to M18. Format: electronic / Language: EN / Approximate number of pages: 30

Deliverable D1.6 – Final External Evaluation Report

Deliverable Number	D1.6	Lead Beneficiary	2. BK CONSULT GMBH
Deliverable Name	Final External Evaluation Report		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	36	Work Package No	WP1

Description
Final External Evaluation report covering the period M18 to M36. Format: electronic / Language: EN / Approximate number of pages: 30

Deliverable D1.7 – Mid Term Internal QA Report

Deliverable Number	D1.7	Lead Beneficiary	2. BK CONSULT GMBH
Deliverable Name	Mid Term Internal QA Report		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	18	Work Package No	WP1

Description
Mid – Term Internal QA report covering the period up to M18.

Format: electronic / Language: EN / Approximate number of pages: 30

Deliverable D1.8 – Final Internal QA Report

Deliverable Number	D1.8	Lead Beneficiary	2. BK CONSULT GMBH
Deliverable Name	Final Internal QA Report		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	36	Work Package No	WP1

Description

Final Internal QA report covering the period from M18 to M36.

Format: electronic / Language: EN / Approximate number of pages: 30

Deliverable D1.9 – Report on measurement of KPI in LFM

Deliverable Number	D1.9	Lead Beneficiary	1. KARLS
Deliverable Name	Report on measurement of KPI in LFM		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	36	Work Package No	WP1

Description

Report on the quantitative and qualitative indicators as set in the project application.

Format: electronic / Language: EN / Approximate number of pages: 20.

Deliverable D2.1 – Best Practices, Needs Analysis and Skills mismatch report

Deliverable Number	D2.1	Lead Beneficiary	4. MC
Deliverable Name	Best Practices, Needs Analysis and Skills mismatch report		
Type	R — Document, report	Dissemination Level	PU - Public
Due Date (month)	4	Work Package No	WP2

Description

After the finalization of the desk and field research, on Best practices and skills mismatches on the pedagogical methods in the fields of Digital Transformation, Sustainability and Inclusivity, each group will draft a report upon the research's findings and MC will be responsible for merging all together, drafting Best Practices and Skills Mismatch report, including feedback and Lessons Learned.

Format: electronic / Language: EN / Approximate number of pages: 40

Deliverable D2.2 – Methodological Framework report

Deliverable Number	D2.2	Lead Beneficiary	3. UPAT
Deliverable Name	Methodological Framework report		
Type	R — Document, report	Dissemination Level	PU - Public

Due Date (month)	8	Work Package No	WP2
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Description			
After the finalization of the standards and learning outcomes for the Methodological Framework, the participating organizations are going to implement an open consultation process that will be held online. Then, the involved partners will deliver their findings to the UPAT, who will be responsible for merging the findings together and delivering the final methodological report, based on the DACUM Methodology Format: electronic / Language: EN / Approximate number of pages: 30			

Deliverable D2.3 – Stakeholders’ report

Deliverable Number	D2.3	Lead Beneficiary	4. MC
Deliverable Name	Stakeholders’ report		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	8	Work Package No	WP2

Description			
This report will include the summary of the focus groups conducted in each country and the surveys shared with the stakeholders. Format: electronic / Language: EN / Approximate number of pages: 30			

Deliverable D3.1 – Inclusive Guide for Trainers

Deliverable Number	D3.1	Lead Beneficiary	1. KARLS
Deliverable Name	Inclusive Guide for Trainers		
Type	R — Document, report	Dissemination Level	PU - Public
Due Date (month)	20	Work Package No	WP3

Description			
Format: Electronic, Language: EN, UKR, GE Scope: to provide guidelines for implementing inclusivity in practice to HEIs academic and administrative staff in absence of a concrete Framework provided by the EU			

Deliverable D3.2 – Consultation Scheme Report

Deliverable Number	D3.2	Lead Beneficiary	5. GIU
Deliverable Name	Consultation Scheme Report		
Type	R — Document, report	Dissemination Level	PU - Public
Due Date (month)	20	Work Package No	WP3

Description			
Format: Electronic, Language: EN Scope: to summarize the views and comments of the Consultation Committee and describe the methodologies adopted during the validation of training materials			

Deliverable D3.3 – Report on the new or updated curricula

Deliverable Number	D3.3	Lead Beneficiary	3. UPAT
Deliverable Name	Report on the new or updated curricula		
Type	R — Document, report	Dissemination Level	PU - Public
Due Date (month)	20	Work Package No	WP3

Description
This report will include all the new or updated curricula identified in WP3 from the implementing countries. Format: electronic / Language: EN

Deliverable D3.4 – Official Accreditation of the courses

Deliverable Number	D3.4	Lead Beneficiary	3. UPAT
Deliverable Name	Official Accreditation of the courses		
Type	OTHER	Dissemination Level	PU - Public
Due Date (month)	20	Work Package No	WP3

Description
Official accreditation of the curricula developed during WP3

Deliverable D4.1 – Train the Ambassador Training Report

Deliverable Number	D4.1	Lead Beneficiary	1. KARLS
Deliverable Name	Train the Ambassador Training Report		
Type	R — Document, report	Dissemination Level	PU - Public
Due Date (month)	24	Work Package No	WP4

Description
After the finalization of the Train the Trainers, each EU partner will draft a report upon the trainings they have implemented (3 in total) and KARLS will be responsible for merging all together, drafting a Transnational Report upon the Training of the Trainers, including feedback, Lessons Learned and the training materials used. According to the feedback of the 1st piloting, we will reevaluate the training material developed and we will implement changes, if needed. The changes will be implemented by P3, as WP3 leader Format: electronic / Language: EN / Approximate number of pages: 30

Deliverable D4.2 – Pilot Reports

Deliverable Number	D4.2	Lead Beneficiary	6. KMU
Deliverable Name	Pilot Reports		
Type	R — Document, report	Dissemination Level	PU - Public
Due Date (month)	28	Work Package No	WP4

Description			
The training material will be delivered to the students of our TCnAPs through PPTs, pre-recorded videos/lectures, self-reflection case studies, and learning assessment. In total, we expect at least 250 students to be trained. Each HEI will draft a report on how the pilots were implemented, along with their evaluation, training material and suggestions for readjustment of the training material.			
Format: electronic / Language: EN / Approximate number of pages: 50			

Deliverable D5.1 – Policy Recommendation Report

Deliverable Number	D5.1	Lead Beneficiary	15. MESU
Deliverable Name	Policy Recommendation Report		
Type	R — Document, report	Dissemination Level	PU - Public
Due Date (month)	36	Work Package No	WP5

Description			
We are going to draft at least 20 Policy Recommendations., that are going to be included in one, united Policy Recommendation Paper. Having completed a consultation procedure with relevant stakeholders for the validation of the Recommendations, we will proceed into presenting it to different EU and international policymakers in the field.			
Format: electronic / Language: EN, Ukrainian, Georgian Approximate number of pages: 30			

Deliverable D6.1 – Dissemination and Exploitation Plan

Deliverable Number	D6.1	Lead Beneficiary	5. GIU
Deliverable Name	Dissemination and Exploitation Plan		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	3	Work Package No	WP6

Description			
A Dissemination & Exploitation Plan will be elaborated at the beginning of the project including a concrete outline of the overall approach to REDIRECTION communication strategy.			
Format: electronic / Language: EN / Approximate number of pages: 40			

Deliverable D6.2 – Dissemination Activity Report

Deliverable Number	D6.2	Lead Beneficiary	5. GIU
Deliverable Name	Dissemination Activity Report		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	36	Work Package No	WP6

Description			
This dissemination report will include all the activities that were implemented (online and offline) enhancing the publicity of RE – Direction project.			
Format: electronic / Language: EN / Approximate number of pages: 30			

Deliverable D6.3 – Final Conference Report

Deliverable Number	D6.3	Lead Beneficiary	5. GIU
Deliverable Name	Final Conference Report		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	36	Work Package No	WP6

Description
<p>A final conference report will be elaborated at the end of the project including a clear description of the event (including presentations, workshops, list of attendees etc.)</p> <p>Format: electronic / Language: EN / Approximate number of pages: 20</p>

Deliverable D6.4 – RE-DIRECTION Website

Deliverable Number	D6.4	Lead Beneficiary	5. GIU
Deliverable Name	RE-DIRECTION Website		
Type	DEC — Websites, patent filings, videos, etc	Dissemination Level	PU - Public
Due Date (month)	6	Work Package No	WP6

Description
<p>The website of the project will serve as one of the main dissemination pages and it will be linked to the official pages of each partner institution, enhancing its visibility.</p> <p>Format: electronic / Language: all partner languages</p>

LIST OF MILESTONES

Milestones					
Grant Preparation (Milestones screen) — Enter the info.					
Milestone No	Milestone Name	Work Package No	Lead Beneficiary	Means of Verification	Due Date (month)
1	Cooperation established	WP1	1-KARLS	15 Signed Agreements	1
2	KOM conducted	WP1	1-KARLS	1 KOM Report	2
3	Target countries' gaps identified	WP2	11-VSPU	Target countries' gaps Report	4
4	Methodological framework has been validated	WP2	8-GSU	Open Consultation Report	8
5	Adaptation Guidelines provided	WP3	13-UZHNU	Training Materials adapted	20
6	Training Curriculum validated	WP3	3-UPAT	Training Curriculum validated	20
7	MOOC Platform established	WP3	4-MC	MOOC Platform established	20
8	Training curriculum has been evaluated	WP4	2-BK CONSULT GMBH	Evaluation forms	31
9	Training curriculum has been updated based on the pilot findings	WP4	3-UPAT	Updated Training Material	31
10	Methodology for the identification of Policy Recommendations prepared	WP5	15-MESU	Document with Methodology, Template document with descriptors that will standardize the collection process and the visual presentation (Technical Fiche) for each of the selected Recommendations	32
11	Policy Recommendations identified and agreed among partners	WP5	15-MESU	Filled in Technical Fiche for each of the Recommendation	35
12	Dissemination and Exploitation Strategy established	WP6	5-GIU	Dissemination and Exploitation Plan, >40 pages, samples of dissemination materials, visual identity (logo, key messages)	2
13	Social Media Accounts Created	WP6	5-GIU	1 Facebook Account, 1 Twitter account, 1	2

Milestones					
Grant Preparation (Milestones screen) — Enter the info.					
Milestone No	Milestone Name	Work Package No	Lead Beneficiary	Means of Verification	Due Date (month)
				LinkedIn account, >200 posts in total (>2 per month)	

LIST OF CRITICAL RISKS

Critical risks & risk management strategy			
Grant Preparation (Critical Risks screen) — Enter the info.			
Risk number	Description	Work Package No(s)	Proposed Mitigation Measures
1	Partners' withdrawal from partnership Likelihood: low Impact: high	WP1	<ul style="list-style-type: none"> • Bilateral communication with the partner(s) in reference and identification of the reason for withdrawal • Elaboration of possible solutions to overcome stalemate • Application of problem-solving strategies • Escalation to SC for a partnership's decision • Replacement of withdrawn partner with another organization of similar size/expertise (if necessary) • Reallocation of tasks among partners (if necessary) • Notification to EACEA Officer and submission of an amendment request form
2	Overspending or underspending during the implementation of WPs Likelihood: medium Impact: high	WP1	<ul style="list-style-type: none"> • Internal reporting and budget control mechanism • Clear guidelines/templates provided by the Coordinator • Ongoing monitoring via Financial Coordinator/SC/QAB • Financial Management part of SC meetings
3	Delays in the delivery of outputs or extension in the timeframe of an output preparation Likelihood: medium Impact: medium	WP1	<ul style="list-style-type: none"> • Regular scheduled Skype calls / communication • Reminders • Setting smart deadlines

Critical risks & risk management strategy <i>Grant Preparation (Critical Risks screen) — Enter the info.</i>			
Risk number	Description	Work Package No(s)	Proposed Mitigation Measures
			<ul style="list-style-type: none"> • Planning (Checklist, Gantt charts for project overview & regular reviews) • Regularly reviewed Gantt Chart • Re-distribution of tasks
4	Conflicts within the project consortium Likelihood: medium Impact: high	WP1	<ul style="list-style-type: none"> • Agreement on a conflict resolution process, to avoid any drawbacks during project implementation • Conflict regarding the quality: decision by QA Board • Conflicts at activity or WP sub-group level: decision by SC • Conflict at SC level: contact • National Agency/responsible Project Officer for advice and resolution
5	Different approaches in partners' operation and work ethics Likelihood: high Impact: high	WP1	<ul style="list-style-type: none"> • Open and mutually respectful communication to overcome organizational/cultural differences • Clear guidelines for the delivery of activities/tasks • Further elaboration of project objectives and expected results to avoid misunderstandings • Ongoing monitoring via SC/QAB
6	Difficulties in data collection/TNA/literature review Likelihood: medium Impact: medium	WP2	<ul style="list-style-type: none"> • Clear methodological guidelines • Selection of partners with strong research capacities • Targeted dissemination/Exploitation activities • Exploitation of Stakeholders Database • Identification of "role-model" stakeholders who can influence others to join project activities
7	Design of a non-responsive RE-DIRECTION methodological framework for Curricula development/revision Likelihood: low Impact: high	WP2	<ul style="list-style-type: none"> • Participation of experts in the partnership • Quality control performed in different levels (SC/QAB) • Delivery of open validation process (A2.2.3) • Multiple layers of feedback getting from stakeholders
8	Inconsistency of the revised Curricula with GreenComp, DigiComp and EU Skills Agenda Likelihood: low Impact: high	WP3	<ul style="list-style-type: none"> • Quality control performed in different levels (SC/QAB) • Validation from Consultation Committee
9	Inconsistency of training materials with the scope	WP3	<ul style="list-style-type: none"> • Quality control performed in different levels (SC/QAB)

Critical risks & risk management strategy <i>Grant Preparation (Critical Risks screen) — Enter the info.</i>			
Risk number	Description	Work Package No(s)	Proposed Mitigation Measures
	of the project and the Curriculum Likelihood: low Impact: high		<ul style="list-style-type: none"> • Validation from Consultation Committee • Review of training materials before considered finalized
10	Limited interest of experts for participation in the Consultation Committee Likelihood: medium Impact: high	WP3	<ul style="list-style-type: none"> • Partners' invitations to experts and stakeholders to participate • Dissemination of the scope of the project and its importance for the respective HEIs
11	Low traffic on the MOOC platform Likelihood: medium Impact: high	WP3	<ul style="list-style-type: none"> • Dissemination of the scope of the project and its importance for the respective HEIs • Identification of "sources of influence" within HEIs academic staff who can invite others to attend
12	The developed training material do not correspond to the target group's level of competence or the sector real needs Likelihood: Medium Impact: High	WP4	<ul style="list-style-type: none"> • Extensive Skills Gap Analysis under WP2 • Engagement of stakeholders from different backgrounds to methodologically identify their level of competences • Customization of the training material according to feedback received from the target groups
13	The developed training material do not correspond to partner countries' context Likelihood: Medium Impact: High	WP4	<ul style="list-style-type: none"> • Development of a concrete and analytical methodology for the adaptation of the training material • Implementing of adaptation workshops per country with both educational and labour market actors
14	Students' drop outs during the piloting implementation Likelihood: High Impact: Medium	WP4	<ul style="list-style-type: none"> • Upon registration, the learners are going to be contacted by the HEIs representatives and invited in one preparatory meeting, where the basics of the courses are going to be presented (online section / f2f), establishing a more personalized approach. • We are going to organize personal interviews to understand the reasons of drop outs with the intention to engage them in next rounds of training delivery
15	Partners cannot identify a significant number of Policy Recommendations Likelihood: Medium Impact: Medium	WP5	We have included Partners in the Project (Ministries, BK-con) who have a previous significant experience in the drafting of Policy Recommendations, who will be able to support the identification and analysis of Policy Recommendations
16	Targeted number of Stakeholders engaged are not achieved Likelihood: Medium Impact: High	WP5	<ul style="list-style-type: none"> • Inclusion of two Ministries (one Ukrainian and one from Georgia) in the Partnerships which provides us access to a higher number of Stakeholders.

Critical risks & risk management strategy <i>Grant Preparation (Critical Risks screen) — Enter the info.</i>			
Risk number	Description	Work Package No(s)	Proposed Mitigation Measures
			<ul style="list-style-type: none"> • The increased number of Institutions partnering at a National Level, increases the number of Stakeholders that the Consortium can reach out two
17	Policy Recommendations are not adopted by Policy Makers Likelihood: High Impact: High	WP5	<ul style="list-style-type: none"> • Inclusion of Institutional Partners, including the two Ministries of Ukraine and Georgia who are already showing a significant interest in the Project Activities • Extensive outreach to policy makers due to inclusion of well-established networks at national level (number of Institutions engaged in the project is high, engagement of the relevant Ministries in both Countries)
18	Meetings with the stakeholders, and the Final Conference cannot be held inperson due to restrictions (pandemic, war in Ukraine, etc.) Likelihood: Medium Impact: Medium	WP6	Organisation of online events given the acquired previous experience of the partners in such matters, from the implementation of EU projects in the COVID-19 era
19	9 Limited penetration level of dissemination activities Likelihood: Low Impact: High	WP6	<ul style="list-style-type: none"> • Inclusion of organisations, with a network in all continents • Collaboration with other networks beyond this partnership to spread the word for the REDIRECTION Project • Development of a very analytical Dissemination Plan with all the foreseen actions

IMPORTANT NOTICE

What is the Application Form?

The Application Form is the template for EU grants applications; it must be submitted via the EU Funding & Tenders Portal before the call deadline.

The Form consists of 2 parts:

- Part A contains structured administrative information
- Part B is a narrative technical description of the project.

Part A is generated by the IT system. It is based on the information which you enter into the Portal Submission System screens.

Part B needs to be uploaded as PDF (+ annexes) in the Submission System. The templates to use are available there.


How to prepare and submit it?


The Application Form must be prepared by the consortium and submitted by a representative. Once submitted, you will receive a confirmation.

Character and page limits:

- ☐ page limit normally 40 pages for calls for low value grants (60 000 or below); 120 pages for all other calls (unless otherwise provided for in the Call document/Programme Guide)
- ☐ supporting documents can be provided as an annex and do not count towards the page limit
- ☐ minimum font size — Arial 9 points
- ☐ page size: A4
- ☐ margins (top, bottom, left and right): at least 15 mm (not including headers & footers).

Please abide by the formatting rules. They are NOT a target! Keep your text as concise as possible. Do not use hyperlinks to show information that is an essential part of your application.

 If you attempt to upload an application that exceeds the specified limit, you will receive an automatic warning asking you to shorten and re-upload your application. For applications that are not shortened, the excess pages will be made invisible and thus disregarded by the evaluators.

 **Please do NOT delete any instructions in the document. The overall page limit has been raised to ensure equal treatment of all applicants.**

 **This document is tagged. Be careful not to delete the tags; they are needed for the processing.**

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. Page 1 with the grey IMPORTANT NOTICE box should be deleted before uploading.

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	
Project name:	Redefining Higher Education on a digital context and mainstreaming a common inclusive and green structure based on EU best practices and policy recommendations
Project acronym:	RE-DIRECTION
Coordinator contact:	Dr. Prof. Lepenies, Karlshochschule International University

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PROJECT SUMMARY

Project summary (in English)
See Abstract (Application Form Part A).

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1. RELEVANCE

1.1 Background and general objectives

<p>Background and general objectives</p> <p>Please address all guiding points presented in the Call document/Programme Guide under the award criterion 'Relevance'.</p> <p>Describe the background and rationale of the project.</p> <p>How is the project relevant to the scope of the call? How does the project address the general objectives of the call? What is the project's contribution to the priorities of the call (if applicable)?</p>
<p>Background and rationale of the project:</p> <p>The European Commission has emphasized the importance of digital competences and green skills in its Digital Single Market strategy. According to the European Commission, "digital competences and skills are essential for the European Union's citizens and businesses to fully benefit from the opportunities offered by the digital transformation." The Commission has also emphasized the need for "sustainable and inclusive digital transformation" that considers ethical and inclusiveness issues. The importance of digital skills and competences for the socio-economic development of countries is also recognized by organizations such as the Organisation for Economic Co-operation and Development (OECD). In its report on the "Future of Education and Skills 2030," the OECD highlights the need for "digital skills for all" and recognizes the crucial role of higher education in preparing students for the digital economy. Similarly, the United Nations Sustainable Development Goals (SDGs) also recognize the importance of digital skills and competences for sustainable development. In particular, SDG 4 on Education calls for "ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all." On top of it though, according to the European Commission, <u>the cooperation between Ministries of Education and Higher Education Institutions is crucial for ensuring the quality and relevance of current digitally updated curricula with the labor market, while proposing solutions to eliminate connectivity issues of HEIs in remote areas, ensuring equal digital education for all.</u> According to ETF's Position Paper on Sustainable Development and Education and Training, "education policies can make a fundamental contribution toward a more sustainable future for Higher Education". Considering the EC's European Strategy for Universities,¹ it is crucial to deepen the cooperation in research and innovation with the aim to "Empower universities as actors of change in the twin green and digital transitions" and "set more coherent and compatible policy priorities and create appropriate conditions in regards to connectivity" to achieve this.</p> <p>All in all, the importance of digital skills, green competences, ethics and inclusivity issues in</p>

¹ EC, <https://education.ec.europa.eu/education-levels/higher-education/about-higher-education>



digital learning and teaching is widely recognized by leading international organizations and governments, and is seen as a crucial factor for the socio-economic development of countries, demanding national actors to facilitate the transition process, while ensuring consistency.

Both Georgia and Ukraine and higher education institutions and ministries are in search of the right tools and mechanisms to meet this demand. The post-pandemic era has influenced *Georgian HEIs* which are now confronting the **high pace of technological change** affecting teaching and learning, creating a **skills gap** among students and teachers who are not equipped with the latest digital skills and competences and **lack of human resources equipped** to meet the latest demands, as indicated in the *2022-2030 Unified National Strategy of Education and Science of Georgia*². *Georgian HEIs* are now facing a **lack of investment** in the education sector, leading to insufficient resources and facilities for digital learning and teaching, **a lack of adequate quality mechanisms** to the country specific traits as most of them are in line with international contexts. Furthermore, a **lack of awareness and understanding of the importance of green competences, ethics and inclusivity in digital learning and teaching** is recognised, resulting in a lack of attention to these issues in higher education institutions. Moreover, there has been underlined a lack of collaboration between institutions as well as **lack of cooperation with national actors and ministries**, summarising the **low level of recognition of the value of interdisciplinary and intersectoral approaches to digital learning and teaching in solving critical issues such as connectivity issues of remote areas' Universities**. According to ILIA STATE University in Georgia³ *"the pandemic has re-emphasized the 'digital divide', particularly for those in rural areas and from underprivileged backgrounds with less access to computers and other devices outside the schools"*.

In Ukraine, the ongoing conflict has had a significant impact on higher education institutions in the country. The conflict has resulted in the **displacement of thousands of people**, including students and academic staff, and has disrupted the normal functioning of many higher education institutions. In some areas affected by the conflict, higher education institutions have been forced to close, leading to a disruption in the education of students⁴. In addition, the displacement of students and academic staff has resulted in a **shortage of personnel** in higher education institutions, which has affected the quality of education provided. The conflict has also created a challenging and unpredictable security situation, which **has limited the mobility of students and academic staff, making it difficult for them to attend classes and participate in research activities**. This has also **affected the ability of higher education institutions to carry out research, collaborate with other institutions, and participate in international academic networks**⁵. Furthermore, the conflict has resulted in a significant decrease in the funding available for higher education institutions, which has limited their ability to invest in new infrastructure, equipment, and educational materials. This has also led to a **decrease in the quality of education provided, as higher education institutions are not able to keep pace with the latest technological and pedagogical developments**⁶.

In both Ukraine and Georgia the current low cooperation between HEIs and national actors such as Ministries results in limited sharing of responsibility of the above mentioned depicted gaps as well as mainstreaming a vague vision for strengthening a supportive ecosystem of a systemic collaborative reform of the present pedagogical approaches and current digital capacity to meet the Digital Market demands. Poor municipal budgets, limited effective mechanisms of accountability and supervision of general education institutions, **limited external evaluation procedures of the quality of the higher education system**, which in some cases does not imply the implementation of institutional quality management practices and using broad and participatory approaches (NCEQE, 2022), **no clear vision for strengthening innovation-supporting ecosystems** within each country, resulting to **low innovation** in relation to European standards, are some of the major common limitations of the role of the national actors and active public bodies within the Higher Education sector, aggravating the situation due to the present socio-political realities. The joint policy initiative of Eastern Partnership (EaP) aims to deepen the relation with EU and support tackling of common problems. *By strengthening regional integration and by further reinforcing strong and strategic partnerships, the target countries can successfully address the multiple crises that are facing today.*

The project is relevant to the current context in Georgia and Ukraine, as it addresses the growing demand for digital skills, green and inclusive competences and the need for higher education institutions and national actors to adapt to these changes offering new policy recommendations towards providing connectivity solutions to be embedded to the HE curricula. The concept idea of

² Unified National Strategy of Education and Science of Georgia 2022-2030

³ Approaches of Georgia to Foster Digital Skills Development, Manana Ratiani, ILIA STATE University

⁴ Ministry of Education and Science in Ukraine, Situation reports on the conflict's impact December 2022

⁵ Ministry of Education and Science in Ukraine, Situation reports on the conflict's impact October 2022

⁶ Verkhovna Rada of Ukraine, official web-portal of the parliament of Ukraine: <https://zakon.rada.gov.ua/laws/show/1556-18#Text>

the project stems from the rapidly changing digital landscape, where digital skills, green and inclusive competences have become increasingly important for the socio-economic development of countries. This has created a growing demand for **higher education institutions and national actors to adapt to these changes, redesign their curricula and ensure that they are preparing students for the digital economy, mainstreaming structural and substantive links between Higher Education, Ministries of Education and local market and resolving issues of vulnerable communities**. It is also relevant to the broader global context, as digitalization and the green agenda are becoming increasingly important worldwide, requesting the joint efforts of all educational key-players and actors. The project's background and relevance are rooted in the need to mainstream a common inclusive and green structure in higher education in Georgia and Ukraine in response to the changing digital landscape and the growing demand for digital skills and competences.

Relevance with the scope:

The project is relevant to the scope of the call as it addresses key issues of equity, system strengthening, and capacity building in higher education, and contributes to the development of sustainable systems of higher education that meet the socio-economic needs of both countries. RE- DIRECTION addresses regional issues and **aims to build alliances and coalitions, piloting new approaches and initiatives based on country ownership**. By doing so, the project contributes to the development of coherent and sustainable systems of higher education that meet the socio-economic needs of both countries and the ambition to create a knowledge-driven economy.

In detail, RE-DIRECTION project is highly relevant to the scope:

- **Equity and inclusion:** The project aims to ensure equity and inclusion in higher education through the development of digital pedagogical methods that are inclusive and accessible to all students, providing connectivity solution to vulnerable communities. This includes a focus on redesigning present curricula while developing green and digital competences, as well as promoting ethics and inclusivity in digital learning and teaching through actual policy recommendations.
- **System strengthening and capacity building:** The project will support the strengthening of higher education systems in Georgia and Ukraine by providing innovative capacity building opportunities for teachers and students (Strand 2: “Innovation in higher education” E+ Guide p. 314). This includes the design and deployment of a capacity building program based on DigcompEDU and GreenComp frameworks, which will help to build the skills and competences of teachers and students and promote the development of digital education.
- **Employability and Modernisation of HE:** The project will promote employability by preparing students for the demands of the 21st century through the development of digital skills, green competences, ethics and inclusiveness. This will help to ensure that students are equipped with the skills and competences that they need to succeed in the workforce, and that they are ready for the challenges of a rapidly changing job market.
- **Regional issues and Reform:** The project is addressing regional issues by providing tailored recommendations and solutions to the needs of higher education in Georgia and Ukraine, especially those residing in remote areas (Strand 2: “Promoting reform in HEIs” E+ Guide p. 315). This includes a focus on improving the quality of higher education, updating current curricula offered and ensuring that students and teachers are equipped with the digital skills and green competences that they need to succeed in a rapidly changing world.
- **Building alliances and coalitions:** The project will support the development of alliances and coalitions between higher education institutions, the private sector, and the Ministry of Education in order to improve the quality of higher education and support the development of digital education that is accessible to all (especially by encouraging collaboration to provide connectivity solutions – WP5 -Task 5.2). This includes the establishment of a joint academic-institutional Consultation Committee for the Quality Evaluation of the Capacity Building Program, which will help to ensure that the program is of high quality and that it meets the needs of all stakeholders.

Relevance with the objectives of the call:

The project addresses the general objectives of the call by improving the quality of higher education, increasing the level of competences and skills, promoting inclusive education, enhancing teaching and assessment mechanisms for higher education institutions, and increasing the capacities of higher education institutions as well as the cooperation with national actors to create upskilling with embedded policy recommendations.

Specifically, the project aims to:

1. Improve the **quality of higher education, by redesigning innovative curricula:** The project will support the improvement of higher education in Georgia and Ukraine by developing digital

pedagogical methods that are in line with the latest research and best practices in the field. This includes a focus on developing green and digital competences, as well as promoting ethics and inclusivity in digital learning and teaching. The quality of the training content created will be evaluated by national actors and stakeholders, enabling the introduction of innovative elements in the existing curricula. (Strand 2 specific objective).

2. **Improve the level of competences and skills and update with innovative learning and teaching methods:** The project will help to improve the level of competences and skills of students and teachers by providing capacity building opportunities that are tailored to the needs of higher education in Georgia and Ukraine. This includes the design and deployment of a capacity building program based on DigcompEDU and GreenComp frameworks as well as on the EU Skills Agenda, which will help to build the skills and competences of teachers and students and promote the development of digital education.
3. **Promote inclusive education:** The project will promote inclusive education by developing digital pedagogical methods that are accessible and inclusive to all students, regardless of their background or ability. This includes a focus on developing green and digital competences, as well as promoting ethics and inclusivity in digital learning and teaching by developing and Inclusivity Guide for Trainers. In addition, by building a consortium with regional universities we aim to correspond to the needs of students and HEIs residing in remote areas especially aiming to address connection problems. The important role of the ministries will boost the recommendations of institutional reforms in regards to connectivity to ensure readiness in terms of digital teaching (Strand 2 specific objective).
4. **Enhance teaching, assessment mechanisms:** The project will support the enhancement of teaching and assessment mechanisms in higher education in Georgia and Ukraine by developing digital and sustainable pedagogical methods that are in line with the latest research and best practices in the field. Consultation committees formed will highlight the project's focus on this priority.
5. **Increase capacities of HEIs and pinpoint public-private collaboration opportunities for definition, implementation and monitoring of reform processes in regards to connectivity:** Through our project we aim towards the active engagement of Ministries in the reform process of HEIs belonging to vulnerable communities, introducing new policy recommendations that will solve connectivity issues, lack of adequate IT infrastructure when in delivering the updated curricula online. **(Strand 2 specific objective)**
6. **Improve training of academic staff:** The project will support the improvement of the training of teachers in higher education in Georgia and Ukraine by providing a Train the Ambassador Training, tailored to the needs of these institutions. The trained trainers will work as ambassadors for the future improvement of academic staff's capacities.
7. **Stimulate cooperation of institutions within the Eastern Neighbourhood region and across different regions, boosting exchange of Best Practices:** The project will support the stimulation of cooperation of institutions in higher education in Georgia and Ukraine by promoting collaboration between higher education institutions, the private sector, and the Ministries of Education. Through our project we will focus on researching current EU Best Practices on digitalisation and sustainability as applied in HEIs and pinpoint specific gaps to develop updated and innovative curricula. (WP2 & WP3) What is more we will focus on establishing partnerships between public- private sector to solve serious problems related to connectivity aiming an institutional reform and modernisation. (WP5) Also, the establishment of a joint academic-institutional Consultation Committee and the engagement of stakeholders will help to ensure that the program is of high quality and that it meets the needs of the market all stakeholders.

Contribution to the priorities of the call (horizontal & regional):

Overarching Priority: Digital Transformation

The project contributes to **the digital transformation priority** by developing a methodological framework for the redesigning of the curricula (WP2) and deploying a capacity building program that will improve the digital skills of HEI staff and students (WP3). The Redesigning of the Curricula of the target countries' HEIs and the Core curriculum will be built using EU frameworks of DigiCompEDU and GreenComp to ensure that the updated curricula are innovative restructured according to EU best practices and latest findings on digital pedagogical approaches. What is more, the Digital Hub created under WP3 and incorporated in the online Moodle platform to support the Capacity Building Programme developed, we envisage to work as a point of reference for further research, innovation and development towards digital transition.

Regional Sub-Priority: Development of connectivity solutions empowering citizens through the

improvement of digital skills and digital literacy, distance learning, and learning and teaching innovations, specifically in remote and rural areas and vulnerable communities

With the crucial role of the Ministries, we envisage to provide remote HEIs with pro-active solutions and specific recommendations for the students residing in remote areas, facing connectivity issues (WP5). Through our project we will hopefully contribute to the socio-economic development of Georgia and Ukraine and promote equal training and digital education for all. **Specifically, the project is aligned with this sub-priority as it aims to eliminate any barriers (i.e geographical or economical) that hinder people with fewer opportunities and specifically those residing in remote areas, to abstain from Higher Education due to structural limitations.** The pilot training and quality evaluation of the capacity building program (WP4) will provide us with the necessary feedback on which we can build on to recommend specific policies **that may sustainability be transmitted to an entire spectrum from research, training, including curricula, professional development for educators as well as buildings, educational infrastructure and other related operations, ensuring equity and inclusiveness all across the HE branches.**

1.2 Needs analysis and specific objectives

Needs analysis and specific objectives

Please address the specific conditions/objectives set out in the Call document/ Programme Guide, if applicable.

Describe how the objectives of the project are based on a sound needs analysis in line with the specific objectives of the call. What issue/challenge/gap does the project aim to address?

The objectives should be clear, measureable, realistic and achievable within the duration of the project. For each objective, define appropriate indicators for measuring achievement (including a unit of measurement, baseline value and target value).

The **policy & research documents on Georgia and Ukraine**, as indicated in the above section 1.1 concerning the background and rationale of the project and the present educational context of Partner Countries, are indicating below, as a first step, the imminent needs applying to all Partner Countries – Cross-regional level needs analysis.

On a second stage, us brought into light within the sequence of internal meetings that have been conducted between the partner institutions and the concerning target groups, before formulating the idea of RE-DIRECTION project, **we are highlighting the specific challenges of Georgia and Ukraine – Institutional level needs analysis.**

Cross-regional level Needs Analysis

Need 1: Establishing links between higher education sector and collaboration with other educational actors to stimulate innovation and solve societal problems

The need for establishing links between higher education institutions (HEIs) in Georgia and Ukraine and collaboration with other educational actors is crucial in order to drive innovation and address societal issues as indicated by **ETF's skills and migration Ukraine infographic of 2022⁷**, when comparing the Ukrainian national qualifications framework with the European ones. Higher education institutions are often isolated from the rest of society, and therefore, they are not able to tap into the collective intelligence of the society. Collaborating with other educational actors such as businesses, and government agencies can provide higher education institutions with access to new ideas, perspectives, and resources.

Need 2: Stimulating innovation and update of existing mechanisms and pedagogical approaches

Ukraine's new Ministry of Digital Transformation (MoDT) was established in 2019. In July 2020 the Chief **Digital Transformation Officers (CDTOs)** were appointed at the MoES; their key role is to drive the digital transformation and innovation in education. In 2021, the Directorate of Digital Transformation in Education (a team to support CDTOs' efforts in digitizing education) was established within the MoE. The same need for innovation has been highlighted by Georgia as well, from the **Georgia's Innovation and Technology Agency** that serves this purpose of innovation in Georgia.

Need 3: Quality assurance mechanisms applied within universities

According to **ETF's report in 2022 Working life in Ukraine** boosting validation practices within

⁷ ETF, 2022: Skills and migration Ukraine infographic of 2022

universities is linked with the establishment of qualification procedures, the development of assessment standards, and the training of trainers. As a transition country, ETF indicates that Georgia is implementing reforms of education and training, qualifications and employment policies aimed at addressing simultaneously the objectives of growth and competitiveness, employment and social inclusion, thus it is important that HEIs are equipped with assurance mechanisms to better matching between qualifications and labour market needs and to generally support quality assurance of higher education curricula offered.

Need 4: Access to reliable educational software and platforms

Digitalization is an important economic need that can also become an important driver for Ukraine. Online educational and work modalities, including related platforms, have been on the rise in recent years for both web-based and on-location activities in Ukraine. On top of it there is the emerging need to create a trusted online environment and/or disseminate reliable software to conduct online activities. (ETF, 2021a).

Need 5: Achieving academic progress through adoption and implementation of new digital standards and green skills

In 2022 the ministry of Education and science of Georgia has adopted the “**2022-2030 Unified National Strategy for Education and Science of Georgia**”. The given document gives us a glance at the country's position. “According to the new agenda of European research and innovation, Georgia supports the establishment of the European management paradigm, strengthening the scientific, technological and innovative base, the importance of research and innovation to society, and the growth of investments in this direction. To ensure compliance with the common European education and research areas within the framework of the reform and to consider the public and economic challenges of the state, preference will be given to determining funding priorities, implementing a transparent monitoring and evaluation system, and supporting digital and green transformation”.

As EU Commission has long indicated within **Green Deal and Digital Europe**, in order to stay competitive in the global market, the higher education sector in Georgia and Ukraine needs to embrace new digital standards and green skills in order to drive academic progress. With the increasing demand for digital literacy and sustainable practices, it is imperative for higher education institutions to adopt and implement new digital standards and green skills in order to prepare students for the future workforce.

Need 6: Strengthening digital capabilities and access to high-quality digital infrastructure

According to ETF's report published⁸ “in 2021 the Directorate of **Digital Transformation in Education** was established within the Ministry of Education and Science to support further efforts in the digitization of education”, highlighting the urgent need of both empowerment of digital capacities and development of infrastructure that can support them. Higher education institutions in both Georgia and Ukraine need to leverage the collective intelligence of society, leading to more effective and efficient solutions to the complex digital upskilling all along with the modern era and the new equipment needed within the Universities.

Need 7: Improving implementation of modern digital resources and familiarization with green skills

As it is highly recommended by **ETF's review of 2022: A Review of National Career Development Support Systems in Armenia, Azerbaijan, Georgia and Ukraine**: “Firstly, a fast-evolving world and a changing labour market require individuals to become real lifelong learners, to acquire new competences to cope with change and to adapt and further develop existing competences, secondly, there is a growing demand for valid information on the changing labour markets and future prospects. The latter goes hand in hand with a growing need to support people in managing their more frequent and complex transitions within and between education and work.”⁹

Need 8: Supporting displaced students and vulnerable groups and raising the quality of their studies

According to UN Women and other expert sources, in the post pandemic era women in Georgia and Ukraine are likely to experience long-term setbacks in workforce participation and income, with consequences on their economic security in the long run (OECD, 2021). In addition, the war that the Russian Federation started in Ukraine on 24 February 2022 led to the adoption of digital solutions that did not consider minority groups and it is now urgent need to provide quality education for all.

Need 9: Improving access to quality education in higher direction and offering connectivity solutions

⁸ ETF, 2021: Ukraine, Education, Training And Employment Developments 2021

⁹ ETF, 2022: A Review of National Career Development Support Systems in Armenia, Azerbaijan, Georgia and Ukraine



Both Georgia and Ukraine recognize the need for the development of the digital economy and information society and the plan for its implementation which will define the future directions of its digital economy and promote the development of electronic services in the public and the private sectors, increase digital literacy equally, improving access to education even from remote regions and enhance the country's competitiveness in the global digital economy. The Georgian National Broadband Network Development Strategy 2020 - 2025 and Action Plan for its Implementation has already been developed giving the population access to high-speed internet and gradually create the environment for digital services across the country. In the meantime, there are still problems on the connectivity and the access to quality education online for all students.

Need 10: Training and re-training of academic and administrative personnel

The shift towards digital learning and the integration of technology into the classroom has made it crucial for educators and administrators to stay up-to-date with the latest tools and methodologies. This includes not only acquiring new digital skills but also being able to effectively integrate technology into their teaching practices. Additionally, the transition to a more environmentally conscious society has emphasized the importance of incorporating green skills into education. This requires educators to have an understanding of sustainable practices and to be able to impart this knowledge to their students. The Commission has adopted in October 2022 its proposal to make 2023 the European Year of Skills, following the announcement by President Ursula von der Leyen in her 2022 State of the Union address as the green and digital transitions are opening up new opportunities for educational staff and the graduates as well as for the EU economy.

Need 11: Updated curricula and well-equipped academic and administrative staff for distance learning

According to the latest country reports of ETF both Ukraine and Georgia, there is a gap between the current state of higher education institutions in Georgia and Ukraine and the level of digital proficiency and preparedness required to meet this demand. Many institutions still rely on traditional teaching methods and lack the necessary technology and training to effectively incorporate digital tools into their curricula. This gap creates a significant demand for redesigning of curricula with the use of digital technologies for distance learning, aiming to incorporate the latest developments in digital education will not only improve the quality of education, but also prepare students for the digital-driven workforce of the future.

Need 12: Raising institutional capacity

In February 2021, the Cabinet of Ministers of Ukraine launched 94 digital transformation projects in the fields of education, healthcare, justice, economy and trade, energy, and infrastructure, among others, which will contribute to the development of a digital state (President of Ukraine, 2021a). At the same time Georgia is highlighting in multiple policy documents the need of institutional capacity to meet the digital era's demands.

Need 13: Strengthening universities with updated educational resources

According to ETF and EUROFOUND¹⁰ Ukraine and Georgia need to have a review and update "of key socioeconomic characteristics and regulations to serve as a background for Ukraine's work in strengthening its labour market and social regulatory framework in line with the *acquis communautaire* and European practices". Georgian HEIs with updated educational material and methods using as a model the EU standards.

Need 14: Development/modernizing curricula

According to European Commission and the Education and Training Monitor of 2022, there is underachievement in digital skills, curricula that retain a strong gender divide, underachievement in innovative techniques and women remain underrepresented, while the pedagogical approaches are not sustainably-friendly neither necessarily inclusive. These are some of the gaps of Georgian and Ukrainian HEIs according to Eurostat (EU Labour Force Survey 2021 and UOE 2020), OECD (PISA 2018) and IEA (ICILS 2018), underlining the need to redefine the curricula we are offering.

Need 15: Producing more competitive graduates for the labor market

According to International Monetary Fund (IMF)¹¹, "beyond 2023, global growth is forecast to decline to about 3.3 percent over the medium term. War-induced commodity price increases and broadening price pressures have led to 2022 inflation projections of 5.7 percent in advanced economies and 8.7 percent in emerging market and developing economies—1.8 and 2.8 percentage points higher than projected last January. Multilateral efforts to respond to the humanitarian crisis, prevent further economic

¹⁰ ETF and EUROFOUND, Working life in Ukraine, 2022

¹¹ IMF, April 2022, World Economic Outlook Report, 2022

fragmentation, maintain global liquidity, manage debt distress, tackle climate change, and end the pandemic are essential". At the present moment, more than ever Eastern Neighborhood counties demand competitive graduates that can pro-actively correspond to the market demands. HEIs, having this in mind need to harmoniously join their efforts towards this aim.

Need 16: *Increasing activity in the development of digital skills of all citizens and sectors*

According to ETF's 2022 Report on Working Life, in Ukraine, both the public employment service and educational providers have expanded their online presence. In Georgia, both the state employment agency and the youth agency have been developing online career guidance tools, highlighting that in both target countries the update of digital skills is demanded not only towards the educational system but in all sectors. Capacitated HEIs are urgently needed in order to become change promoters and spread digitalization across various sectors.

Need 17: *Improving cyber security, digital ethics and protection of personal data on the internet*

With the increasing amount of sensitive information being stored and transmitted online, it is crucial that higher education institutions implement robust security measures and educate their staff and students on the importance of digital ethics and privacy protection. This will ensure the safe and secure use of technology and prevent any negative consequences that could harm the reputation of the institution or put individuals at risk.

Need 13: *Standardizing the educational process in accordance with the European space*

The European Training Foundation (ETF) analysis of the skills mismatch incidence (ETF, 2022) in EU neighboring countries shows that, in 2019, one in three Ukrainian graduates was overskilled, that is, working in a job requiring skills below the worker's level of education. The learning losses due to extended pandemic closures and war are estimated to be more than one academic year, while the projected loss in future earnings per student is estimated to be over 10% (Angrist et al, 2022). There is an emerging need to standardize the educational process in order to avoid the skills mismatches and so as more graduates from Ukraine and Georgia equally the EU standards.

Institutional level Needs Analysis:

Before developing the concept of the RE-DIRECTION project, we have underlined the unique difficulties of Georgia and Ukraine that were brought to light **during the series of internal meetings that were held between the partner institutions and the relevant target groups:**

Guram Tavartkiladze University

There is a great need to establish links in between the higher education sector and in collaboration with other educational actors (Need 1) to stimulate innovation (Need 2) and solve societal problems at the era of digitalization. In addition, as identified by academics surveyed it is important to strengthen the digital capabilities and develop/ have access to high-quality digital infrastructure. (Need 6)

Ministry of Education of Georgia

Despite the fact that the "2022-2030 Unified National Strategy for Education and Science of Georgia" was adopted on the state level and the online education was envisaged in the frames of the standards of accreditation in the previous year, the universities still need to learn more and set up an agenda for perfectly implementing modern digital resources as well as getting accustomed to the green skills. (Need 7)

Shota Meskhia State Teaching University

The Ukrainian and Georgian HEIs highly addressed the needs of displaced students and in particular, the need of supporting the displaced students (Need 8), especially in regions such as the occupied territory of Abkhazia, and raising the quality of their studies.

Gori State University

The first and foremost problem is development/modernizing the curricula (Need 14), so that the digital inclusive and greening dimensions are encompassed. Training-re-training of the academic and administrative personnel (Need 10) is also of utmost importance, as these are the persons, who actually impart the knowledge to the students.

Ilia State University

The need raised is the higher number of competitive graduates for the labor market (Need 13) empowered with modern soft and hard skills. The access to reliable educational software and platforms is fundamental to mainstream a cooperation with EU and Eastern neighborhood countries' HEIs as well as the adoption of a mindset of extroversion and inclusion (Need 4) is mandatory in order to move

forward.

Uzhhorod National University

It is well-recognizable among students and academics the insufficient support for the digital transformation of HEIs and need of updated curricula and well-equipped academic and invited staff for distance learning. (Need 11) The new reality breeds concerns about several issues connected to online teaching, online exams, etc. On the one hand, there is a necessity to achieve academic progress by adopting and implementing new digital standards and green skills (Need 5) and on the other hand, lecturers are unwilling to change the old style of teaching and learning area.

Ministry of Education of Ukraine

Public actors recognize the need of strengthened universities equipped with updated educational resources. (Need 13) The Ministry also highlighted the need of more quality assurance mechanisms established (Need 3) within the Universities to better facilitate the implementation of the universities' mission and strategic goals.

NTU DP of Technology

The present reality reflects the need of quality trainings (Need 9) in the system of higher education institutions and research institutes.

Vinnitsia Mykhailo Kotsiubynskyi State Pedagogical University

The most actual problems of the digital development of HEIs nowadays experts include: the presence of significant gaps in the geography of coverage of the territory of Ukraine with access to the Internet, the need to increase activity in the development of digital skills (Need 16) of all categories of citizens and sectors of the economy, the lack of officially approved strategic documents in the field of digital development, gaps in the system of cyber security and digital ethics (Need 17) and protection of personal data on the Internet.

National University of Urban Economy

Standardization of the educational process in accordance with the European (Need 18) space requires improvement of green education. The context of this transformation includes the use of digital tools to streamline and automate work processes, as well as the reskilling and upskilling of academics to adapt to the changing job market and in-demand digital skills.

Kyiv Medical University

Among other they emphasized on the need of equal access to quality education in higher and vocational direction. (Need 9) while improving the quality of distance education and offering innovative teaching methods;

Caucasus University

Last but not least, the university referred to the need for the institutional capacity of the institutions (Need 12) in order to gain capacity and perform activities in digital, inclusive and greening dimensions.

Specific Objectives:

If necessity is the mother of invention, the pandemic gave all target HEIs an opportunity to invent and to create linkages with the above-depicted needs and the impact to be achieved, outlining specific impactful objectives with achievable target values to be reached. The objectives are designed to elevate the standards and innovation of higher education, augment the proficiency and aptitudes of students and staff, foster inclusiveness in education, upgrade the methods of teaching and assessment, enhance the resources available to higher education institutions, enhance teacher training and upskilling programs, and promote collaboration among institutions and actors to proactively foster reform in an institutional level. *In the context of the above outlined needs and gaps in the labor market in Ukraine and Georgia, the objectives are formed as following.*

Sp. Objective 1: Elevating the standard of higher education by fostering cooperation of HEIs and Ministries of Education to promote reform in an institutional level: The project aims to research and provide HEIs with evidence-based solutions and best practices (WP2) to enhance the quality of higher education in Georgia and Ukraine, while embedding policy recommendations (WP3) to assure the transition is in line with the target countries' gaps or limitations especially in terms of connectivity for the remote regions' HEIs. Academics and students involved in the pilot trainings will provide the consortium with valuable feedback on the connectivity issues that lurking. (WP4) **(Strand 2 Sub- priority)**

Indicators:



- ☐ Number of evaluation questionnaires of the Pilot Training. Baseline: 0 Value: 150
- ☐ Number of policy recommendations on connectivity solutions. Baseline: 0 Value: 20
- ☐ Number of policy recommendations per key area (4) according to feedback. Baseline: 0 Value: 5
- ☐ Number of stakeholders identified for collaboration and quality evaluation of the policy recommendations Baseline: 0 Value: 50

Responding to Need 2, Need 5, Need 6, Need 12, Need 16, Need 18.**Related Project Results:**

- ☐ [WP2] – Deliverable 3. Best Practices and Skills mismatch report
- ☐ [WP4] – Deliverables 9. Pilot Reports
- ☐ [WP5] – Deliverable 10. Policy Recommendation Report

Sp. Objective 2: Creation and implementation of a common digital ecosystem with concrete steps for online learning and e-learning tools and Development of common updated programs for Ukraine's and Georgia's integration into the EU Digital Single Market of the future: This will help to unite students and teachers from different fields to work on projects to create and implement digital ecosystems in order to solve societal problems and promote innovation based on EU best practices (WP2). Also, it will expand access to digital technologies, creating a digital inclusive environment for training future specialists of the higher education system in a digital context. Through our RE-DIRECTION Moodle platform teachers and students will also have to opportunity to connect through a Digital Hub for further research and development towards digitalization and sustainability (WP3). We envisage to enhance employability by upskilling with 21st century skills.

Indicators:

- ☐ Number of Redesigned Curricula of target countries' HEIs. Baseline: 0 Value: 9
- ☐ Number of new core courses available online. Baseline: 0 Value: 9
- ☐ Number of curriculum fields to be updated using the common Methodological Framework. Baseline: 0 Value: 3

Connection with: Need 11, Need 13, Need 18, Need 7, Need 14, Need 15, Need 16**Related Project Results:**

- ☐ [WP2] – Deliverable 3. Best Practices and Skills mismatch report
- ☐ [WP2] – Deliverable 4. Methodological Framework Report

Sp. Objective 3: Augmenting the proficiency and aptitudes of students preparing students for the digital economy: The project aims to develop a capacity building program based on EU base practices and latest innovative research papers to enhance the level of competences and skills of students in the new digital era. It's not easy to track outcomes, but the target HEIs will keep a database of alumni so they can follow their career paths once they leave college.

Indicators:

- ☐ Number of Core Courses on Digitalization for students. Baseline: 0 Value:
- ☐ Number of Core Courses on Sustainability for students. Baseline: 0 Value: 3
- ☐ Number of Core Courses on Inclusivity for students. Baseline: 0 Value: 3
- ☐ Employability rate of students after finishing redesigned curricula Baseline: 0% Value: 80%

Connection with Need 15, Need 6, Need 7**Related Project Results:**

[WP3] – Deliverable 7. RE-DIRECTION Training Package

Sp. Objective 4: Fostering access, equity and inclusiveness in the higher education system: The project aims to design and implement in a pilot phase a curriculum, design and develop policy recommendations to ensure that the education provided is inclusive and accessible to all students, including those from underrepresented groups. (WP3, WP4 & WP5)

Indicators:

- ☐ Gender balanced participation. Baseline: 0% Value: 50%
- ☐ Number of female students participating in pilot trainings. Baseline: 0 Value: 50
- ☐ Students with fewer opportunities participated in the pilot trainings Baseline: 0% Value: 50%
- ☐ Evaluation questionnaires received upon piloting from students belonging to minority groups. Baseline: 0% Value: 50%
- ☐ Inclusive techniques in the Inclusive Guide for Trainers. Baseline: 0 Value: 15



- ☐ Recommendations on Inclusive educational settings in the Inclusive Guide for Trainers. Baseline: 0 Value: 30

Connection with Need 8, Need 9, Need 11, Need 3, Need 17

Related Project Results:

- ☐ [WP3] – Deliverable 5. Inclusive Guide for trainers
- ☐ [WP3] – Deliverable 7. RE-DIRECTION Training Package
- ☐ [WP5] – Deliverable 10. Policy Recommendation Report

Sp. Objective 5: Improving teacher training programs and upskilling: Together with the Capacity Building programme, an Inclusive Guide for Trainers will be developed and a specialised training will be given to the academic staff that will act as ambassadors for the general upskilling of the academic staff and the dissemination of the capacity building programme. This objective aligns with the objective of the call to improve the training of teachers. (WP3 & WP4)

Indicators:

- ☐ Number of trainings for the trainers. Baseline: 0 Value: 1
- ☐ Number of trainers from TCnAPS trained. Baseline: 0 Value: 36
- ☐ Number of peer trainers from EU. Baseline: 0 Value: 7
- ☐ Satisfaction rate of academics on the trainers' training Baseline: 0% Value: 80%
- ☐ Satisfaction rate of students on pilot trainings Baseline: 0% Value: 80%

Connection with Need 5, Need 7, Need 10, Need 16

Related Project Results:

- ☐ [WP3] – Deliverable 5. Inclusive Guide for trainers
- ☐ [WP4] – Deliverable 8. Train the Ambassador Training Report

Sp. Objective 6: Enhancing the resources available to higher education institutions and pinpoint relevant frameworks and synergies: RE-DIRECTION endeavours to develop an online platform with training material provided and a Digital Hub section for further exploitation and research actions after the project's termination. (WP4) All training material developed will be in line with the current related EU frameworks and respect vulnerable groups to meet their special requirements and become a friendly environment for all to use. Additionally, the policy recommendations will be developed to ensure synergies between public-private stakeholders is established and policy recommendations are developed, according to the feedback received from pilot.

Indicator: Number of additional resources and e-learning tools incorporated in the Digital Hub section of the MOODLE platform. Baseline: 0 Value: 50

Connection with Need 4, Need 6, Need 7, Need 13, Need 17, Need 18

Related Project Results:

- ☐ [WP3] – Deliverable 7. RE-DIRECTION Training Package
- ☐ [WP5] – Deliverable 10. Policy Recommendation Report

Sp. Objective 7: Mainstreaming cooperation between institutions and across national actors: The project aims to establish a joint academic-institutional consultation committee for the quality evaluation of the curriculum, which will stimulate cooperation between institutions. This objective aligns with the priority of the call to stimulate cooperation between institutions. (WP3 & WP5)

Indicators:

- ☐ Number of stakeholders participated in project activities Baseline: 0 Value: 150
- ☐ Participation of staff from regional institutions Baseline: 0% Value: 50%

Connection with Need 1, Need 2, Need 18

Related Project Results:

- ☐ [WP3] – Deliverable 6. Consultation Scheme Report
- ☐ [WP5] – Deliverable 10. Policy Recommendation Report
- ☐ [WP6] – Deliverable 11. Dissemination and Exploitation Plan

Complementarity with other actions and innovation

Explain how the project builds on the results of past activities carried out in the field, and describe its innovative aspects (if any).

Explain how the activities are complementary to other activities carried out by other organisations (if applicable). Illustrate the trans-national dimension of the project; its impact/interest in the EU area; possibility to use the results in other countries, potential to develop /cross-border cooperation among Programme countries and Partner countries, if applicable, etc.

If your proposal is based on the results of one or more previous or ongoing projects, please provide precise references to these projects.

Innovative aspect

The innovative aspect of the project is the triphasic integration of digitalisation, sustainability and inclusivity on the redesigned Modules building on the feedback received from the implementation of the innovative core curriculum and specialized courses so as to succeed towards a general reform of the institutional aspects of the educational institutions. This approach addresses multiple challenges faced by higher education institutions in Georgia and Ukraine, and aligns with the priorities of the European Commission. Digital Transformations, Green Competencies and Inclusiveness are directly referred in the Unified National Strategy for Education and Science of Georgia 2022-2030 and in the related action plans. According to the Strategy “Digital infrastructure, innovative teaching-learning, and research methodology enable the quick introduction of new approaches and improvement of teaching- learning quality, research, and innovation”. **(1st Innovative aspect)**

Furthermore “innovative approaches to learning/teaching will be developed regardless of the form of teaching (face-to-face, digital format, or hybrid mode), using technologies and digital resources”. Besides, according to the Strategy “To ensure compliance with the common European education and research areas within the framework of the reform and to consider the public and economic challenges of the state, preference will be given to determining funding priorities, implementing a transparent monitoring and evaluation system, and supporting digital and green transformation”. Through our project another innovative element is **the cooperation with policy makers. Public-private partnerships will be additionally endeavoured and pro-actively encouraged so as to expand project results after the project’s termination.** The creation of evidence-based study and development of a methodological framework (WP2) addresses the need to update and improve the digital pedagogical methods while actively engaging Ministries and key-stakeholders to the process, creating a systemic improvement and innovation with the aim to involve national authorities in the modernization process of the teaching methods, incorporating digital technologies and enhancing student engagement and learning outcomes to further foster their employability potential. Also, the organisation of the consultation committee for the quality evaluation of the training package and pilot of the training (WP4) aims to strengthen the collaboration between higher education institutions and the private sector and public sector to ensure graduates have the skills necessary for the job market. **(2nd Innovative aspect)**

Additionally, “as part of the education system reform, significant changes were introduced to increase the accessibility of education and improve the quality, inclusiveness, and development of the labor market-oriented system (Unified National Strategy of Education and Science 2022-2030, <https://mes.gov.ge/content.php?id=7755&lang=eng>) Through our project **another innovative part is that inclusivity of the remote placed HEIs will be prioritised together with the upskilling of staff through innovative curricula.** The development a policy recommendation report on connectivity issues (WP5) addresses the need for higher education institutions of remote regions of the target countries to have a clear understanding of the infrastructure deficiencies and the connectivity issues when teaching online and to ensure that these gaps are being combated through inclusive policies and practices to ensure equitable access to higher education for all individuals, including underrepresented groups. **(3rd Innovative aspect)**

Complementarity with other actions

The activities of the project are complementary to other activities carried out by partner HEIs. The project aims to support the ongoing efforts of the consortium partners by providing specific policy recommendations and redesigning the curricula of target countries.

Hybrid Teaching and learning environments

Previously **KARLS**, has had many attempts to include digital components into its teaching. Aside from the pandemic the Karls has attempted a hybrid format of their Studienkolleg (pre-bachelor) program which continues to be hybrid. This hybrid mode for some time was experimentally used to attempt to integrate students within Germany as well as in Vietnam, but has been expanded to other contexts and now points the research interest to Eastern Neighbourhood countries. This means that the current method of hybrid teaching with the Studienkolleg has also been designed with the need for

intercultural aspects and (cultural) diversity inclusion in mind. Through our project KARLS, and the findings will be shaped by some of the longest experiences in German Higher Education in this regard. For the Department of Mechanical Engineering of **UPAT**, the focus of the digital learning has been on the science, technology, engineering, and mathematics (STEM) subjects. However, the adoption of digital methods should not happen in a bulky way, and this is a point where the innovation of this project meets and will build upon this expertise of UPAT. The experience with digital transition will aid the structured and homogenic development of digital capacitated HE, guarantying improved collaboration between stakeholder, such as efficient digital learning tools (online forums and video conferencing) and smooth integration of technology.

Kyiv Medical University (KMU) uses the **PrExam** that combines the qualities of an online tool and a platform for distance learning and it has already provided training on the use of this innovative tool. **Shota Meskhia State Teaching University of Zugdidi** offers digitalization of educational processes and services - online accessibility, such as introduction, modification and optimization and updating of the learning process management system according to authorization standards. Along with the digitalization of educational processes, the university is trying to introduce various leading academies of the world into its virtual space, which is directly related to online education, digitization and internationalization. Since 2010 **Ilia State University (ILIAUNI)** has been supporting its academic staff to change the traditional teaching methods with introducing different education e-resources. Before the pandemic blended learning mode was widely used in all study programs. ILIAUNI is using **LMS Moodle (elearning.iliauni.edu.ge)** and **Study Information System (argus.ge)** that can be seen as the major platforms, in addition to this institution has license to Turnitin; **Camtasia and Ispring**.

NTU DP of Technology has developed the Digital Laboratorie, various Digital Hubs, Communication Networks, Cultural Centres, Ethnographic Lab and facilities of Scientific and Technical Library that can be useful for our project and pro-actively updated through our project results. **VSPU** has considerable activity in areas relevant for this project: - **NOTBOX – an educational hub, the purpose of which is to create an innovative space** for the effective interaction of educators in the region, Ukraine and other countries online and offline; organization of cooperation with public organizations and state institutions; - **laboratory "Formation of Healthy Lifestyle Models of Student Youth"**, the purpose of which is the development and implementation of a healthy lifestyle model, determination of individual characteristics of each person with further formation of personal training programs; - **a consulting and training center**. **Caucasus University (CU)** operates **Caucasus Cyber Security Center** under CST and C10 innovation and entrepreneurship center at its campus and through RE- DIRECTION wish to redefine digital savvy with the latest cyber security and personal security updates on field and capacitate the fellow academic staff.

Continuing the of participation of actions with similar context

BK Consult GmbH demonstrates a significant experience, including the development of a “Digi-Path” mobile app for the creation of an experiential environment to learn about the accessibility to local services. Enhancing the Digital Competences of Trainers to support the delivery of online training through the participation in projects like **STEP3 and DISCVET**. The online courses that have been developed, allow students to take part in the teaching process from anywhere with an internet connection, giving them the opportunity to learn at their own pace and on their own schedule, without travel or time restrictions. This is particularly beneficial for students residing in remote areas and it will give us thoughtful insights about connectivity solutions within our project.

GIU has participated in the **TEMPUS** and has already purchased 3 computer classrooms/auditoriums available for students and academic staff as well as 1 additional computer room with an interactive projector, and it can be also accessible for our project purposes. It is also remarkable that there is a computer section in the library.

Since 2016, **Gori state University (GSU)** and **GITA (Georgian Innovation and Technology Agency)** have been actively cooperating in implementing projects in innovation and technology spheres. For that very reason, an **Innovation Lab** has been established at Gori State University, which serves a wider purpose of assisting the students, local population, people from the private sector as well as the municipality, all of whom will have the opportunity to use sought after technologies to further develop their productivity and also gain more knowledge in the fields of innovation and technology, as well as in business in general.

ILIAUNI is being active in EU funded projects (**INTEGRITY; PRINTEL; LOVEDISTANCE; DITECH**) hosting trainings for both administrative and academic staff in using LMS, Text Matching Software, Innovative Teaching Methods and etc. This had a positive impact on the Emergency Distance Teaching as the awareness about the e-tools was significantly high. During the pandemic online trainings were designed for teaching staff in using Video Conferencing tools; Assessment and Feedback e-tools. Although it supported university to successfully manage processes fully online for almost four semesters, it also highlighted the gaps that needs to be addressed when transforming processes on digital mode and will

contribute to our project's vision.

BK Consult GmbH masters a wide range of techniques and methodologies in Education and following the last breakthroughs at an EU level *BK Consult GmbH is considered experts in the creation and management of qualitative mechanisms for the evaluation of practices related to education. In the field of design and delivery of on-line learning experiences.*

Partnerships with the aim of digital transformation

GIU has established a successful partnership with many foreign universities towards digital transformation, such as Inholland University of Applied Sciences (The Netherlands), Ulster University (Northern Ireland, UK), the University of Pécs (Hungary), Katholische Universität Eichstätt-Ingolstadt (Germany), Metropolitan College (Hellenic Republic), Klaipeda State University of Applied Sciences (Lithuania), etc. **Gori State University** is participating in **Erasmus + CBHE project SQUARE**, where we are currently developing a University 3rd Mission strategy. Part of that mission, knowledge-transfer dimension is focused on developing university-industry relations and as a result offering specific short-term and long-term programs, including digitalization and inclusivity. The development of the project **"Transformation of the Teacher Digital Competence Formation System: Innovative European Approaches"** at **Vinnitsia Mykhailo Kotsiubynskyi State Pedagogical University (VSPU)** is especially relevant in the context of the redefining higher education in a digital context. Project: 101085799 — **TSDigComp** — ERASMUS-JMO-2022-HEI-TCH-RSCH, the aim which is forming the digital competence of future teachers through the implementation of European practices and strategies. The project will be relevant to our actions complementing with input received from recommendations from national coalitions of digital skills within the framework of the EU4Digital Facili program and national narratives from students concerning the implementation of scientific research on DigCompEdu (2020).

O.M.Beketov National University of Urban Economy in Kharkiv (NUUE)'s employees have certificates of work on the Moodle platform and actively use it in their work, the department has created distance courses in all disciplines, digital tools such as Teams are also used. NUUE offers internships for advanced training **"Distance education: innovative methods and digital technologies"**. NUUE has participated in the international project **"Innovative cities: best practices of post-war reconstruction"** between O.M. Beketov NUUE and Loughborough University (Great Britain); Program "Progressive University Management" at the University of Masaryk (Brno, Czech Republic). Also, it offers advanced training under the **"Modern teaching technologies in higher education"** program at O.M. Beketov NUUE (Kharkiv, Ukraine) and through RE-DIRECTION it will continue on the same direction of digital literacy enhancement and modernization of the current curricula. **Caucasus University** had in-house trainings in new education technologies as part of **Erasmus+ project Integrity**. They have trained lecturers in the use of Moodle and Turnitin platforms, but through RE-DIRECTION they wish to update the lessons learned with the latest developments on the field.

Actions towards digitally inclusive and sustainable HE environments

GIU has started elaborating the Ukrainian migrants and IDPs' needs and has even taken the practical steps compatible with these needs. The contemporary digital mechanisms and the skills related to them will enable our academic staff to assist the inclusivity of not only the Ukrainian but also the other IDPs and migrants (e.g. people from Abkhazia, Tskhinvali Region, etc.) who had to leave their permanent residence places. **GIU** tries to bring its database to the outsource cloud companies is a proof of our willingness to implement the green skills. However, GIU has not yet achieved much progress with regard to green competencies. Various activities of **Shota Meskhia State Teaching University of Zugdidi** have been carried out in the direction of inclusive education. The university purchased a Braille embosser, a conference hall was arranged for people with hearing problems, where it is possible to use the special headphones and at the same time, connect the guest to the system and it will be useful for our project as well. **VSPU** has developed a **laboratory "Inclusive Education"**, the task of which is to prepare students, teachers, and parents to work in an inclusive environment using: simulation of the quasi-professional activity of a teacher of an inclusive class and real situations of working with special children; psychological trainings, art therapy exercises; psychogymnastics; corrective and rehabilitation exercises using floor puzzles, soft modular constructors, fitballs, etc.. **Uzhhorod National University** has developed the Concept of sustainable development. There is also a **center for sustainable development** at the SU Uzhhorod National University, where they organize various ecological measures to preserve the environment, actions, flash mobs, and encourage university employees to use ecological supplies that can be recycled (<https://www.uzhnu.edu.ua/uk/infocentre/get/10100>). The **Ministry of Education and Science of Georgia (MoESG)** has participated in similar projects and has long identified the urgent needs that are related to the priorities of the **Unified National Strategy for Education and Science of Georgia 2022-2030**. (MoESG) will continue, through RE-DIRECTION, working towards the "development of the ecosystem of green competencies in educational institutions" envisaged by the Strategy developed. **Metropolitan College** has participated in several projects with

the same aim of innovation and reform in the HE such as 2021-1-IT02-KA220- HED-000032103 **“Understanding the Design and Differentiated Instruction”** and will provide adequate feedback and guidance on the partners on the curriculum redesign, continuing its actions towards a better and more inclusive future of HEIs.

Complementarity with EU strategy

The Digital Education Action Plan (2021-2027) is a revamped policy endeavor by the European Union (EU) with the objective of assisting EU Member States in adapting their education and training systems to the digital age in a sustainable and efficient manner. Digital technology has drastically altered society and the economy and is continuing to have a growing influence on daily life. To accomplish the goals of this policy, the Action Plan outlines two primary focus areas: 1. Encouraging the creation of a high- performing digital education infrastructure, and 2. Improving digital competencies and skills for digital transformation. With these priorities in mind, the project will apply this knowledge to properly align the activities of Working Package 4 to meet the needs of students and staff in Ukraine and Georgia.

Transnationality

The trans-national dimension of the project is reflected in its focus on international collaboration and visibility, and its alignment with the priorities of the European Commission. The project has an impact/interest in the EU future strategic goals as it aims to improve the higher education system in Georgia and Ukraine and support their smoother integration into the EU. The results of the project have the potential to be used in other countries facing similar challenges in higher education, and the project has the potential to develop cross-border cooperation among Program and Partner countries. The project also encourages the future possible mobility of students and staff and the exchange of knowledge and best practices among the countries, and the project will support the development of the EU area. *In particular, we will create **peer review groups** for the development of the core content and specialised material, to foster the multi-cooperation of partners across the different regions.* This extends the possibility of **using the material created in various regions** as the interests, opinions and experience of several cultures and mentalities are expressed in the redesigning process and the new content created.

2. QUALITY

2.1 PROJECT DESIGN AND IMPLEMENTATION

2.1.1 Concept and methodology

Concept and methodology

Please address all guiding points presented in the Call document/Programme Guide under the award criterion ‘Quality of the project design and implementation’.

Outline the approach and methodology behind the project. Explain why they are the most suitable for achieving the project’s objectives.

RE-DIRECTION follows a concrete concept and methodology, in order to ensure that both the general and the specific objectives of our project will be achieved. Within this context, our implementation methodology is structured into **6 Work Packages, divided into 17 Tasks and 54 Actions**, resulting to **11 Deliverables**. In order to ensure a coherent and comprehensive set of appropriate and practical activities that will lead to the expected results, **we have set a clear and intelligible structure that covers all phases** (*preparation, implementation, exploitation, monitoring, evaluation and dissemination*).

1st Phase: Preparation (M1- M3)

- **Project Management:** In order to properly prepare for our main implementation, we have foreseen solid management arrangements, such as **update timelines that include milestones, well defined and realistic tasks and responsibilities and appropriate resources to each activity**. Thus, our preparation measures include the Project Contractualization (through Grant and Bilateral Agreements), the establishment of a PM Mechanism (through mainly the development of a PM Handbook and Project’s Team Set Up).
- **Financial control:** We have foreseen SMART indicators in order to ensure that the project implementation is **cost-efficient, and within budget**. The preparation activities include the development of a FM Mechanism through the development of a FM Handbook, including all the necessary templates, and the assignment of a dedicated Financial Manager.

- **Quality Assurance:** Quality control preparatory measures are foreseen by our consortium and SMART indicators ensure that the project implementation is of high quality. Among the preparatory quality measures, we have included the development of QA Plan that will include a clear set of indicators and a **risk mitigation strategy**, and the **assignment of a Quality Assurance Board**, while **our Alliance will establish subcontracting procedures for an external evaluator**, that will develop an External Evaluation Plan.□
- **Communication:** In order to establish an efficient communication among the partnership, we have foreseen some preparatory actions such as an **Internal Communication Strategy as integral part of the PM Handbook**, in order to define the means, the frequency and the method of consortium communication, while we **will establish the Online Communication Tool**. Finally, the kick-off meeting will take place as a preparatory step, aiming to□
- **Dissemination and Exploitation:** Since we aim to have a large-scale impact in local, national, EU, and international level, we will prepare our dissemination and exploitation strategy already from the preparation phase, through a **coherent Dissemination and Exploitation Strategy**. It will include the development of a concrete Plan with a set of clear indicators, a dissemination portfolio, the activation of project's social media, as well as the initial identification of a list with stakeholders.□

2nd Phase: Actual Implementation (M3-M36)

Under our main implementation period, the following activities will be implemented:

Developing a Methodological Framework to redesign innovative curricula

- We will set up a **Methodological Framework (WP2)** to define outcomes and learning objectives and select the criteria for the courses to be selected under each Group. Georgian and Ukrainian partners will work in peers with the review of EU partners (3 working groups) and training material will be developed (both core and specialized for each group), **through our training curricula (WP3) and through the Pilot phase (WP4)**. The Methodological Framework will detail how major trends and gaps in the target countries, such as COVID-19, and the war, have affected the skills needs and how its digital and green footprint has also brought new demands for new competences and new curricula.□
- We will build on the feedback received from the pilot phase and create tailored solutions for the partner HEIs, especially those residing in remote areas in order to provide connectivity solutions **through our policy recommendation report (WP5)**. At the same time, we will try to build cooperation with stakeholders and public actors and foster public-partner partnerships.□
- Based on the pilot findings and the gaps identified, we will develop a **policy recommendation strategy**, supporting the objectives of re- and upskilling the workforce of the Higher Education system of Georgia and Ukraine, redesigning new innovative curricula and promote reform within institutional contexts.□

3rd Phase: Exploitation (M3-M36)

Designing a long-term action plan embedded in the Dissemination Plan developed for the progressive roll-out of project deliverables

- We will gather **feedback tailored to each target country on a continuous basis (i.e. during Consultation Scheme phase, during pilot evaluation etc.)**, and we will build a stakeholders network **for anticipating public-private partnerships with the HE sector** as well as monitoring (on a yearly basis) its progress and the evolution of the demand and supply, by publishing Annual Factsheets on the Digital Hub section of the Moodle platform created during the Development phase of the project. For this action the consortium will consider the EU Skills Agenda.□
- Moreover, we are going to deliver tailored connectivity-issues **solutions for third countries** (under WP5), consisted of 4 key areas: **connectivity solutions, access to IT infrastructure, partnership with ISPs and innovative solutions i.e 5G and mesh networks**. The policies identified will create a Benchmarking tools for future collaborations **(i.e collaboration with private ICT providers)**□

4th Phase: Monitoring (M1-M36)

- Continuous monitoring is foreseen in our project outputs, through **expert peer reviews, for the training material development, a Consultation Scheme evaluation of the curriculum** and adaptation workshops as well as feedback sessions after the piloting phase.□
- A **Performance Monitoring Plan** with performance indicators at an operational level will be adapted, covering all phases of the project (initiation, implementation, capitalization period).□
- **Data collection methods** will be established for adequate monitoring and evaluation of the implementation of the Project Tasks (these methods may include field visits, semi-annual reports, specialized surveys and other sources of information like Eurostat statistics etc.).□

5th Phase: Evaluation (M1-M36)

- The evaluation of the project will be an ongoing process, including **three layers of evaluation:**□



Process Evaluation, Tasks and outputs Evaluation and Outcomes and Impact Evaluation. Within this context, we intend to use a set of performance **SMART indicators** (quantitative and qualitative), to monitor and verify the outreach and coverage of RE-DIRECTION project's activities and results.

- Our Alliance will establish External Evaluation, by setting up subcontracting procedures for an external evaluator, who will develop an External Evaluation Plan and delivers 2 Evaluation Reports (Mid-term and Final).

6th Phase: Dissemination (M1-M436)

- We have envisaged a coherent plan for dissemination activities for the presentation of the project deliverables and results to stakeholders, including **Preparatory Activities** (visual identity, list of stakeholders, dissemination package), **Face-2-face Activities**: (meetings with stakeholders, Final Conference), **Digital Activities**: (official project website, social media accounts, Newsletters, Articles, Banners, Leaflets)

We will ensure the **visibility of RE-DIRECTION project logo already developed as well as EU funding**, we are going to follow the official EU guidelines on visibility and communication, for the programming period 2021-2027, with the use in all communication material (digital or hardcopy) of the **EU flag emblem** along with the correct funding statement and the **suggested disclaimer**, in all the official EU languages, so they will be also used in the translated material.

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2.1.2 Project management, quality assurance and monitoring and evaluation strategy

Project management, quality assurance and monitoring and evaluation strategy

Describe the measures foreseen to ensure that the project implementation is of high quality and completed in time.

Describe the methods to ensure good quality, monitoring, planning and control.

Describe the evaluation methods and indicators (quantitative and qualitative) to monitor and verify the outreach and coverage of the activities and results (including unit of measurement, baseline and target values). The indicators proposed to measure progress should be relevant, realistic and measurable.

Measures ensuring high quality project implementation and on time completion.

Throughout the lifespan of the project, we have foreseen a set of measures and processes to ensure its successful implementation. Those measures will guarantee that the tasks and outputs will be delivered with high quality and within the budget and timeframe indicated in this application. In addition, the quality assurance methodology, the monitoring and evaluation strategy that we have adopted for this project is previously tested in other projects implemented by the lead partner and other partners of this consortium with great success. More specifically, to ensure that the project implementation is of high quality we are going to:

- **Include Quality Clause in the Bilateral Agreements** to be signed between the Coordinator and the Partners. According to this clause, payments are going to be correlated to the quality of the performance of the partners and the deliverables submitted (See below cost-efficiency section).

- **Establish a Quality Assurance Board (QAB)**. The QAB will be an integral part of the overall project management structure and will be responsible to monitor and validate the high quality of the project's deliverables and milestones. The members of the QAB will have expertise in Quality Assurance and Risk Management activities and they will act with integrity, truthfulness and objectivity to ensure that the highest quality standards are being met in the Project. No deliverable will be considered completed unless the QAB has given its final approval. The criteria for the selection of the QAB as agreed with the consortium are the following:

- 5 members selected and ratified by the Steering Committee
- All members can submit CVs to fulfil this position;
- An Evaluation Grid is going to be prepared and presented;
- No partner is allowed to fill in more than 1 position in this Board;
- One position will be held by the Project Coordinator

- **Dedicated Tasks under WP 1 for Quality Assurance and Evaluation (Task 1.3 & 1.4)**. Under those tasks we have foreseen a Quality Assurance Mechanism which includes the preparation and delivery of semi-annual Quality Assurance Assessment Reports for the ongoing and continuous project monitoring.

- **Tasks, outputs and deliverable re-allocation mechanism**. This mechanism will be activated by the QAB in case of poor performance during the project implementation to prevent delays. During the evaluation of the deliverables by the QAB, one of the criteria will be "timely delivery". Based on this

approach the QAB has the right to reject a deliverable, after a peer review process. After 2 rejections, the deliverable will be discussed at the Steering Committee and a new partner will be assigned its completion, in order to avoid delays and poor quality.

• **Periodic review of the Timeplan of Activities.** This review will be done on a monthly basis based on the initial GANTT chart by the Steering Committee (overall managing structure of the project) and by the WP leaders. There we are going to identify at an early stage any delays in the implementation process and initiate the mitigation activities according to the Risk Management Plan (see below for the risks identified).

Methods to ensure good quality monitoring, planning and control of the project

Complementary to the abovementioned measures for the quality of the project implementation we will adopt additional methods to ensure high quality of monitoring, planning and control of the project. More specifically, we will adopt the following:

• **Performance Monitoring Plan:** This will include performance indicators at an operational level, covering all phases of the project (initiation, implementation, capitalization period). The Quality Assurance Plan will define and employ the following procedures, tools, systems, and guidelines for the effective quality management of the Contract:

- **Document Control:** standard document control procedures will be applied in all phases of the contract to ensure the accurate dissemination of information following the guidelines of EACEA Action
- **Record Control:** all documents related to the implementation of the Contract (assessment reports, fact sheets, studies, etc.) will be clearly identified, classified and kept for future reference.
- **Communication:** The lead of the consortium will serve as a focal point and will enhance the flow of information between the involved entities and individuals, in order to share good practices, avoid duplication of effort, predict, and respond early on to possible negative situations.
- **Quality Control of Deliverables:** all deliverables produced will be reviewed for their quality against certain standards and criteria.

• **Data collection:** To ensure adequate monitoring and evaluation of the implementation of the Project Tasks we will be collecting valuable data throughout the lifetime of the project by deploying various methods. These methods may include field visits, semi-annual reports, specialized surveys and other sources of information like Eurostat statistics etc.

• **Internal monitoring procedures and schedule:** Main responsible for the overall monitoring of the project tasks, outputs and deliverable will be the Project Coordinator. This person will be reporting to the Project Office with information received by all Partner Project Managers. Within this context the main responsibilities of the Project Coordinator include:

- Design and follow up on the internal monitoring procedures.
- Communicate with respective partners on issues related with monitoring and evaluation.
- Assist partners and WP Leaders in building internal monitoring procedures.

• **Semi-annual monitoring reports:** Those reports will address both the technical and financial aspects of the project. Each Work Package Leader will be required to send concise progress reports to the PC. In order to standardize the information received, the Project Coordinator will provide all Partners' project managers and consequently all WP Leaders with a progress report template that will include financial and technical information on the progress of the project. The quarterly monitoring reports will include:

- **At technical level:**
 - A brief summary of progress and achievements over the previous review period of Problems encountered and solutions that were adopted.
 - Work programme and list of activities for the ensuing review period
 - Implementation schedule for the ensuing review period that shows milestones and timelines.
 - Project Gantt chart – to be amended if required or where necessary.
- **At financial level:**
 - Short financial summary
 - Inputs of experts by category and by project Component
 - Invoices / Expenditure verification

Evaluation methods and SMART indicators (quantitative and qualitative)

The evaluation of the Project will be performed by an **External Evaluator** in order to ensure the objectivity of the evaluation as it will be performed from an actor outside the partnership. The External

Evaluator will be selected based on their level of expertise in the evaluation of projects with similar thematic. S/he will be an expert on devising and implementing a robust evaluation methodology, collection and analysis of data. The External Evaluator will cooperate with the Project Coordinator, the M&E Manager and the project managers in the sharing of project data, organisation of evaluation activities, collection and analysis of data. The evaluation will be an ongoing process. The three layers of the evaluation method are briefly described below:

• **Process Evaluation:** Process evaluation will answer with the use of set indicators questions regarding the internal processes of the project. This activity will be facilitated with the use of survey questionnaires addressed to project partners to measure level of cooperation, project management, ownership of the project, quality of communication.

• **Tasks and outputs Evaluation.** This layer will look at the implementation of Tasks to assess how they contribute to the set objectives of the project and if they have brought the sought results to the target groups. The main tools to be used for this are satisfaction questionnaires for participants in events and training or other activities as well as quantitative information on the project deliverables.

• **Outcomes and Impact Evaluation.** Within this context for the evaluation, we are going to:

- Design and distribute Questionnaires. This entails the development of survey questionnaires addressed to the specified target groups.
- Organize field work research. The evaluation process will include field work before and after the piloting implementation of the WP4.
- Collect information through other feedback channels and participants. To further buttress the evaluation process, information will be collected from other sources during the implementation of the project that will enrich the evaluation of its impact and the identification of any positive unintended outcomes. This will be done through the review of current policy developments that may affect the future impact of the project, the feedback from participants in the project activities apart from the identified target groups.

Within this context, we intend to use a set of performance SMART indicators (quantitative and qualitative), to monitor and verify the outreach and coverage of the project.

RE-DIRECTION Key Performance Indicators

Horizontal WPs:

WP1: Project Management

- ☐ Partners' satisfaction from Project Management - Quantitative B/L: n/a Target: 90%☐
- ☐ Number of online meetings conducted – Quantitative B/L: n/a Target: 36☐
- ☐ Number of QA Reports – Quantitative B/L: n/a Target: 6☐
- ☐ Number of Periodic Monitoring Reports – Quantitative B/L: n/a Target: 2☐

WP6: Dissemination and Exploitation

- ☐ Number of views in project social media – Quantitative B/L: n/a Target: > 5.000☐
- ☐ Number of promo videos – Quantitative B/L: n/a Target: 2☐
- ☐ Number of posts in social media – Quantitative B/L: n/a Target: 72☐
- ☐ Number of leaflets promoting the project – Quantitative B/L: n/a Target: >6☐
- ☐ Number of internet banners Quantitative B/L: n/a Target: >6☐
- ☐ Number of online events – Quantitative B/L: n/a Target: 7 (6 national + 1 transnational)☐
- ☐ Number of participants in national online events – Quantitative B/L: n/a Target: >100/country☐
- ☐ Satisfaction of participants in national online events – Qualitative B/L: n/a Target: >80%☐
- ☐ Number of participants in the final online event – Quantitative B/L: n/a Target: >250☐
- ☐ Satisfaction of participants in final online event – Qualitative B/L: n/a Target: >80%☐

Implementation WPs:

WP2: Development of a Methodological Framework for the readjustment of the current pedagogical methods applied

- ☐ Number of best practices on current pedagogical methods identified Qualitative B/L: n/a Value: 15☐
- ☐ Number of Redesigned Curricula of target countries' HEIs– Qualitative B/L: n/a Value: 9☐
- ☐ Number of new core courses available online. Qualitative B/L: n/a Value: 9☐



- ☐ Number of curriculum fields to be updated using the common Methodological Framework. Qualitative B/L: n/a Value: 3
- ☐ Number of curricula per working group identified – Quantitative B/L: n/a Target: 3
- ☐ Number of courses per curriculum – Quantitative B/L: n/a Target: 6
- ☐ Number of Experts validating the Methodological Framework – Quantitative B/L: n/a Target: 100
- ☐ Positive feedback received on curriculum by Group of Experts – Qualitative B/L: n/a Target: 90%

WP3: Redesigning of curricula based on DigcompEDU and GreenComp and Development of the Core Curriculum

- ☐ Number of Core Courses on Digitalization for students - Qualitative B/L: n/a Value: 3
- ☐ Number of Core Courses on Sustainability for students - Qualitative B/L: n/a Value: 3
- ☐ Number of Core Courses on Inclusivity for students - Qualitative B/L: n/a Value: 3
- ☐ Number of Specialization Courses - Qualitative B/L: n/a Value: 3
- ☐ Number of additional resources and e-learning tools incorporated in the Digital Hub section of the MOODLE platform - Qualitative B/L: n/a Value: 50
- ☐ Inclusive techniques in the Inclusive Guide for Trainers - Qualitative B/L: n/a Value: 15
- ☐ Recommendations on Inclusive educational settings in the Inclusive Guide for Trainers Qualitative B/L: n/a Value: 30
- ☐ Number of Country adaptation workshops - Qualitative B/L: n/a Value: 2
- ☐ Number of questionnaires analyzed from the country adaptation workshops - Qualitative B/L: n/a Value: 50
- ☐ Number of Consultation scheme participants - Qualitative B/L: n/a Value: 200
- ☐ Number of questionnaires analyzed from the Consultation scheme - Qualitative B/L: n/a Value: 100

WP4: Organization of the joint staff training and Pilot of the curriculum

- ☐ Employability rate of students after finishing redesigned curricula - Qualitative B/L: n/a Value: 80%
- ☐ Gender balanced participation rate - Qualitative B/L: n/a Value: 50%
- ☐ Number of trainings for the trainers - Qualitative B/L: n/a Value: 1
- ☐ Number of trainers from TCnAPS trained - Qualitative B/L: n/a Value: 36
- ☐ Number of peer trainers from EU - Qualitative B/L: n/a Value: 7
- ☐ Satisfaction rate of academics on the trainers' training - Qualitative B/L: n/a Value: 80%
- ☐ Satisfaction rate of students on pilot trainings - Qualitative B/L: n/a Value: 80%
- ☐ Number of evaluation questionnaires received upon piloting from students belonging to minority groups. -Qualitative B/L: n/a Value: 50%
- ☐ Number of female students participating in pilot trainings - Qualitative B/L: n/a Value: 50
- ☐ Students with fewer opportunities participated in the pilot trainings rate - Qualitative B/L: n/a Value: 50%

WP5. Development of policy recommendations for improving connectivity in remote areas

- ☐ Number of policy recommendations on connectivity solutions - Qualitative B/L: n/a Value: 20
- ☐ Number of policy recommendations per key area (4) according to feedback - Qualitative B/L: n/a Value: 5
- ☐ Number of stakeholders participated in project activities - Qualitative B/L: n/a Value: 150
- ☐ Participation of staff from regional institutions - Qualitative B/L: n/a Value: 50%
- ☐ Number of evaluation questionnaires on connectivity issues during the Pilot Training - Qualitative B/L: n/a Value: 150
- ☐ Number of stakeholders identified for collaboration and quality evaluation of the policy recommendations - Qualitative B/L: n/a Value: 50

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2.1.3 Project teams, staff and experts

Project teams and staff

Describe the project teams and how they will work together to implement the project.

List the staff included in the project budget (budget category A) by function/profile (e.g. project manager, senior expert/advisor/researcher, junior expert/advisor/researcher, trainers/teachers, technical personnel, administrative personnel etc. and describe shortly their tasks. If required by the call, provide



CVs of all key actors. If required by the Call document/Programme Guide.			
Name and function	Organisation	Role/tasks	Professional profile and expertise
Robert Lepenies Senior Expert	KARLS	Leading the coordination of the project.	Mr. Lepenies leads the Karlshochschule international university and oversees several ongoing European projects. He has an extensive academic and research background as he has many recent publications regarding topics related to Sustainable Development Goals and the uses of media in Academia.
Bjorn Bohnenkamp Researcher	KARLS	Participates in WP2, WP6	Mr. Bohnenkamp works as dean of the faculty of business at KARLS university, as head of business study, being responsible for the development and of the business related study programs. He has a strong academic background in the field of Marketing, Media studies and applied social sciences. He also provides guidance for the university's marketing department. He has more than 10 years experience in hybrid/online teaching, career coaching and consultancy in the field of media, culture and branding
Elgin Eckert Junior Expert Advisor	KARLS	Participates in WP3, WP4	Ms. Eckert possesses a Doctorate of philosophy in Italian Languages and Literatures awarded by Harvard University. She has more than 16 years of teaching experience and more than 11 years coordinating academic projects, curricula development and managing academic institutions from a position of high responsibility. Currently she is the head of university development and Quality Management.
Alexander Trefz Admin	KARLS	Participates in WP1, WP6	Mr. Trefz has 5 years experience in managing outgoing student mobilities at KARLSUniversity. He is an expert in Erasmus+ projects, especially KA103 exchanges.
Anthony Amato Project Manager	KARLS	Participates in WP4, WP5	Mr. Amato possesses 6 years of university level teaching experience, holds a bachelors in international relations and an Erasmus Mundus joint masters degree in South European Studies. Asidefrom this he is a Prince2 certified project manager, certified intercultural trainer and possesses 1 year of experience working with Erasmus+ (KA1, KA2 and KA3).
Bernd Kruczek Manager	BK CONSULT GMBH	Participates in WP1, WP4, WP5, WP6	Mr. Kruczek holds a strong academic background in the field of political sciences, with specialisation in the "Diplomatic Service". He has been an EU expert on behalf of Spree-Neisse District Administration and member of Land Brandenburg governmental working group. He currently works as Managing Director of BK Consult, while he is a member the Federal IQ Department of Migrant Economics, created by the Federal Ministries of Labour and Economics as well as the Labour Agency. During his professional career he has managed various E+ projects. As an expert in Quality Assurance for the Curriculum Design Process, he has also an extensive knowledge of Evaluation Methodologies, creating feedback loops within the projects he manages.
Sadullah Altuntas, Researcher	BK CONSULT GMBH	Participates in WP2, WP4, WP5	Mr. Altuntas has a professional experience in the field of Quality Assurance, Project Design and Management, Field Research and International Trade. He has a strong academic background in the field of International Relations, European History and EU Law, while he has gained a vast experience in



			design and implementation of EU funded projects in Vocational Education, Curriculum Development, Youth Employment and Entrepreneurship. From 2017 to 2022, he has managed Erasmus for Young Entrepreneurs Programme, while he has facilitated over 200 exchanges between Host and New Entrepreneurs, being voluntarily active in organizations supporting better integration of refugees and migrants in Germany.
Paris Valadakis, Technician	BK CONSULT GMBH	Participates in WP3	Mr. Valadakis is a highly skilled professional with over 13 years of experience in the tech industry. He has sharpened his skills in web development, digital marketing, and system administration, and is knowledgeable in platforms such as Joomla, Wordpress, and Moodle. His strong understanding of SEO, UI design, and database management, combined with his expertise in developing and administering learning platforms, make him a valuable asset in any team. He has also honed his skills in SCORM content development and is proficient in using Articulate Storyline. His commitment to client support and education, along with his expertise in web development and learning platforms, make him a sought-after professional in the field.
Kostis Giannidis, Admin	BK CONSULT GMBH	Participates in WP1, WP6	Mr. Giannidis has more than 6 years experience in the field of EU project management. In 2019 he joined the team of the European Education and Culture Executive Agency (EACEA) at the European Commission for a 5-month traineeship where he gained valuable knowledge related to the management of Erasmus+ projects in the field of Vocational Education and Training. He has been the President of the Erasmus Student Network, a pan-european network based in Brussels working in the fields of internationalisation of education and student mobility. He has also experience in Quality Assurance through his involvement as external evaluator for the Greek Erasmus+ National Agency.
Polycarpus Papadopoulos Project Manager	UPAT	Participates in WP1, WP5, WP6	Mr. Papadopoulos has a strong academic background in the field of Mechanical Engineering as well as Applied Mathematics and Computational Fluid Dynamics. He currently works as an Associate professor at University of Patras. His research and teaching areas include fluid dynamics, Computational heat and mass transfer, Development of computational methods, Mathematical methods in physics and in engineering, Ferrohydrodynamics, Electromagnetism.
Panagiotis Vafeas Senior Researcher	UPAT	Participates in WP2, WP3, WP4	Mr. Vafeas has a strong academic background in the field of Chemical Engineering and Applied Mathematics. He currently works as Associate Professor at the University of Patras. His research and teaching areas include Applied Mathematics, Fluid dynamics, Heat and mass transfer, Mixed Boundary Value Problems, Electromagnetism.
Georgios Vafakos Junior Researcher	UPAT	Participates in WP2, WP3, WP4	Mr. Vafakos has a strong academic background in the field of Mechanical Engineering, Computational Fluid Dynamics and Plasma Science. He currently works as Junior researcher at the University of Patras. His research areas include Plasma Science, Computational fluid dynamics, Computational heat and mass transfer and Numerical Methods.



George Daskalakis, Project Manager	MC	Participates in WP1, WP5, WP6	Mr. Daskalakis works as Campus Director and head of Internationalization in Metropolitan College of Greece. He has a strong academic background in the field of tourism management, and Business Administration. He is the Director & Designer of the Curricula of short-term programs for International students studying in Greece and in the Group's E.U. project implementation. He is experienced in managing international students, associating with seminars, one-to-one chats for their integration in the country and directing the housing and residential services of colleges and training centers.
Andreas Tsalamatas, Admin	MC	Participates in WP1	Mr. Tsalamatas works as a Financial Manager of European Projects in Metropolitan College. He has a strong academic background in the field of Business Administration and International and European Economics Studies. He has extensive experience in the fields of Finance, Accounting, Office Administration, Negotiation and Management. He is accustomed in multinational working environments.
Nikolaos Aroukatos, Technician	MC	Participates in WP3	Mr. Aroukatos has a strong academic background in the field of Mathematics, Computer Science and Information Systems Security. His research interests are in Cryptography, Stampography and Number Theory. He has worked as a research associate at TEI of Chalkida and TEI of Athens and a lecturer in public and private VET. He is a laboratory associate in the Department of Informatics of the University of Piraeus and a postdoctoral researcher in the Department of Informatics of the University of Piraeus.
Panagiota Altanopoulou Researcher	MC	Participates in WP2, WP3, WP4	Ms. Altanopoulou has a strong educational background in the field of Information and Communication Technologies in Education, Education and Education Sciences with specialization in Science Teaching, Educational Programs, Assessment and Information and Communication Technologies (ICT) in Education. She has published numerous articles in prestigious international journals in the field of Educational Technology based on Google Scholar list, such as the International Review of Research in Open and Distributed Learning and Educational Technology & Society.
Eliso Elisashvili Senior Expert	GIU	Participates in All WPs	Ms. Eliso Elisashvili is the Chancellor/Executive Director of Guram Tavartkiladze Tbilisi Teaching University and an Expert of the National Center for Education Quality Development. She has been the Member of Board of Directors at China International Education Group Since 2021. She currently works as an invited lecturer of Chinese language at Free University of Tbilisi.
Grigol Kalandadze Project Manager	GIU	Participates in WP2, WP3, WP4, WP5	Mr. Kalandadze is an Assistant Professor and the Head of the Department of International Relations at Guram Tavartkiladze Tbilisi Teaching University. He has a strong academic background in the field of Political Sciences and International Relations. He has been teaching as an invited lecturer at Business and Technology University since 2021. He has worked as a main specialist at the Department of International Relations and Euro-Atlantic Integration of the Ministry of Defence of Georgia as well as at the Executive Director's Staff of the National Statistics Office of Georgia. He also has worked as a coordinator of the Strategic Development and International Relations



			Department at National Center for Educational Quality Enhancement of Georgia.
Zoia Adamia Project Manager	GIU	Participates in WP2, WP3, WP4, WP5	Ms. Adamia works as a Professor, Director of the Georgian-Ukrainian Institute of Languages and Culture and as Head of the Research Support Center at Guram Tavartkiladze Tbilisi Teaching University. She has worked as a Professor and Head of International Relations Department at Ekvtime Takaishvili Teaching University, as well as a lecturer at Sokhumi Economic and Law Institute. During her career, she has been a leading research worker, while she has also been serving as an Editor-in-Chief of the Scientific Council of International Scientific-Pedagogical Organization of Philologists and an Executive Editor of Scientific proceedings of Guram Tavartkiladze Tbilisi Teaching University.
Shota Kapanadze Admin	GIU	Participates in WP1, WP6	Mr. Kapanadze works as Head of IT department of Guram Tavartkiladze Tbilisi Teaching University. He has an academic background in the field of Informatics. During his career he has worked in the Unified National Examinations Centre (NAEC) as the operator of the logistics department, while he has participated in different projects including Microsoft License Purchasing and developing at the University for the students and staffs.
Oleksandr Potii Project Manager	KMU	Participates in All WPs	Mr. Potii has an educational background in the field of Economics, Public Administration & Management in HealthCare. He is currently working as an Operations Director / QA Supervisor in Kyiv Medical University for the development and implementation of the policy on ensuring the quality of education, the enforcement of quality assurance policy at all levels, the conduct of all types of surveys at the University in order to determine the processes requiring correction, as well as the participation in the revision and improvement of all Study Programs at the University. During his professional career, he has successfully managed processes including finance and foreign policy in Kharkiv Institute of Medicine and Biomedical Sciences of "Kyiv Medical University as well as he has developed and supervised strategic directions for the university development in National University of Urban Economy in Kharkiv.
Kostiantyn Kachan Researcher	KMU	Participates in WP2, WP3, WP4, WP5	Mr. Kachan has an educational background in the field of philosophy and religion. He has served as a lecturer, associated professor of philosophy department and vice dean of the foreign students faculty. During his professional career, he has led research groups and supervised research students, while he has provided administrative and organizational work at Foreign students' faculty. He has also served as the head of the International Department of Kyiv Medical University.
Mykola Hryshkov Researcher	KMU	Participates in WP2, WP3, WP4, WP5	Mr. Hryshkov has an educational background in the field of Medicine and Neurology. He is currently working as Deputy Responsible secretary of the Admissions Committee in Kyiv Medical University, responsible for the organization and implementation of the admission policy of the university. He is also an expert of the National Agency for Quality Assurance of Higher Education from the number of applicants for higher education, specialty 222 "Medicine". He is also a Director of the Education Directorate in Kyiv



			Medical University, specialized on the development and implementation of the policy of educational processes and the participation in the revision and improvement of all Study Programs at the University.
Teona Khupenia Project Manager	ZSSU	Participates in WP1, WP3, WP5	Ms. Khupenia works as Rector of Shota Meskhia State Teaching University of Zugdidi, being responsible for the policy of the university. During her professional career, she has been associated with several international projects as a researcher, project manager and policy maker, while she has vast experience working with NGO and governmental organizations in the region.
Zaal Kortua Admin	ZSSU	Participates in WP1, WP6	Mr. Kortua is a chancellor at Shota Meskhia State Teaching University of Zugdidi. During his professional career, he has participated in several international projects contributing to their proper implementation.
Natia Tsipuria Admin	ZSSU	Participates in WP1, WP6	Ms. Tsipuria works as a teacher at Meskhia State Teaching University. She has also an administrative position as a chief specialist at QA office, while she is a grant office coordinator. During her professional career, Ms. Tsipuria has been involved in international projects and has gained experience in administrating the projects.
Dima Sitchinava Trainer	ZSSU	Participates in WP4	Mr. Sitchinava works as an administrative staff at Meskhia State Teaching University. He currently works as a teacher in the fields of Computer Network Administration and Computer Network & Systems. He supervises the erasmus+ exchange students on vocational educational programs, while he administrates learning management systems and online platforms at university. During his career, he has been involved in several international projects.
Ketevan Lataria Researcher	ZSSU	Participates in WP2, WP3	Ms. Lataria works as the head of Quality Assurance office at Meskhia State Teaching University, while she is an affiliated professor and researcher. She has a great experience in implementing several international projects with the high sense of responsibility. During her professional career, she has been responsible for the successful development of educational programmes running within the faculty.
Giorgi Sosiashvili Researcher	GSU	Participates in WP2, WP3	Mr. Sosiashvili works as a rector and professor at Gori State University. During his professional career he has been responsible for the edition of more than 40 monographs and more than 80 academic publications, while he has managed more than 10 EU funded projects, such as Tempus, Erasmus Mundus and Erasmus +. He currently serves as the Chair of the Regional Universities' Rectors Conference.
Ruizan Mekvabidze Researcher	GSU	Participates in WP2, WP3	Mr. Mekvabidze works as Professor of Business Organization and Management, while coordinating international programs. As a professor he delivers study courses specialized in the field of Research Methods in Business and Economics, Econometrics, Operation Research, and Decision-making technology in practice. During his academic career, he has published more than 100 scientific works and several textbooks.
Levan Midodashvili Trainer	GSU	Participates in WP4	Mr. Midodashvili serves as a head of Quality Assurance service in Gori State University and as the Head of Bachelor programme of Information Technologies. He has a strong experience as an expert of Authorization in HEI since 2017, while he has participated in trainings within the frame of



			Erasmus+ International Credit Mobility Program at Varna University of Management in Bulgaria.
Tsiuri Duruli Admin	GSU	Participates in WP1, WP6	Mr. Duruli works as the Head of master programme of Education Management and Administration and as the Head of Teaching in the department of Process Administration. He is an Expert of Authorization and Accreditation of Vocational Programs in HEI. Mr. Duruli has also been involved in several EU & USAID funded projects.
Zurab Zurabashvili Project Manager	GSU	Participates in WP5	Mr. Zurabashvili has served as a head of the International Relations Department at Gori State University. During his career he has participated in more than 10 EU funded projects (Tempus, Erasmus Mundus and Erasmus +) as a manager or as a researcher and has managed 4 projects funded through the US Embassy in Georgia and USAID Georgia.
Giorgi Gvalia Senior Expert	ILIAUNI	Participates in All WPs	Ms. Gvalia works as a professor in the field of Politics and International Relations, while she serves as Vice Rector for Academic Affairs at Ilia State University and academic head of the BA program in "International Relations: Europe and Middle East". During his professional career, he has worked at several state and non-state institutions, including Georgian Foundation for Strategic and International Studies and National Security Council of Georgia. He is currently involved in two ongoing research projects funded within EU Jean Monnet Scheme and Horizon Europe programs, while he teaches several BA and MA level courses at ILIAUNI, including Introduction to International Relations, Theories of International Relations, and Research Methods in International Relations, Foreign Policy Analysis, and Modern European History.
Giga Khositashvili Trainer	ILIAUNI	Participates in WP3, WP4	Mr. Khositashvili has a strong academic background in the field of Information Management & New Media and Knowledge Environments, while he is currently doing his PhD in education with focus on Higher Education Management. During his career he has gained a great expertise in teaching and training short term mobilities in almost twenty different universities in EU, mostly in the field of Library and Information Science, specialized on Academic Integrity and Distance Learning. He has been involved in five Erasmus Plus CBHE projects as a trainer/researcher.
Ketevan Darakhvelidze Project Manager	ILIAUNI	Participates in WP1, WP2, WP5, WP6	Ms. Darakhvelidze has a strong academic background in the field of International Educational Development and Higher Education Administration. She is currently leading Grants and Development and Entrepreneurship Ecosystem building processes at Ilia State University as a Head of the Office of Development. During her professional career, she has a great experience in the interconnected domains of Idea Development, Proposal Preparation, Sourcing For Funding, Funding Support, Grant And Contract Administration, Project Management, Reporting, Evaluation And Monitoring, Auditing, Sustainability, developing and delivering institutional support of third party funded projects.
Salome Shedania Admin	ILIAUNI	Participates in WP1, WP6	Ms. Shedania works as a Deputy Head of the Office of Development and responsible for promoting international cooperation within the frames of capacity building as well as other types of institutional



			development projects. She has currently been involved as ILIAUNI key staff in number of Erasmus + CBHE projects as manager, trainer or administrative personnel. During her professional career she has gained great experience in implementing educational projects, facilitating grant application development from the very initial stage and when needed being part of an implementing team.
Tetiana Vysotska Project Manager	NTU DP	Participates in All WPs	Ms. Vysotska works as Head of the department of Translation, PhD, Associate Professor. Director of the Master's Program "Germanic Languages and Literatures (Translation included), first language - English". Teaches English, Translation, Interpreting. Member of the Ukrainian Translator Trainers' Union. She is an expert in online teaching translation and methodology of the English Language Teaching.
Svitlana Ihnatieva Advisor	NTU DP	Participates in All WPs	Ms. Ihnatieva works as Head of the department of Philology and Language Communication, with the position of PhD, Professor. She is the Director of the program "Ukrainian language and literature". She has served as coordinator of the O. Honchar Centre of the Ukrainian Language Culture. She is also a member of the Ukrainian association of psycholinguists. She has an academic background in the field of theory of language communication, gender linguistics and discourse studies.
Ksenia Taranenko Advisor	NTU DP	Participates in All WPs	Ms. Taranenko works as a PhD, Associate Professor at the department of Philology and Language Communication. She is a member of the Centre for Ukrainian and European Scientific Cooperation. She has an academic background in the field of media communication. media linguistics pragmatics.
Svitlana Korotkova Advisor	NTU DP	Participates in All WPs	Ms. Korotkova works as a PhD, Associate Professor at the department of Translation, teaching German and Translation. She is a member of the Ukrainian Translator Trainers' Union and the Ukrainischer Deutschlehrer und Germanistenverband. Fellow of the Goethe-Institut. She has an expertise in the field of online teaching, English language, translation and psycholinguistic.
Alina Saik Advisor	NTU DP	Participates in All WPs	Ms. Saik works as PhD, Associate Professor at the department of Philology and Language Communication. She teaches Ukrainian and Czech languages. She is a member of board of the T. Shevchenko International Contest in Language and Literature for schoolchildren and students. She has an academic background in the field of cognitive studies, comparative studies and Slavic Languages.
Olesya Cherkashchenko Advisor	NTU DP	Participates in All WPs	Ms. Cherkashchenko works as senior teacher at the department of Translation. She teaches English and Translation. She is a member of the Ukrainian Translator Trainers' Union. She has a strong association with European Mobility Programmes. She has an academic background in the field of online teaching, translation, methodology of the English language teaching & comparative Studies.
Galyna Gordiichuk Project Manager	VSPU	Participates in WP1, WP6	Ms. Gordiichuk has more than 30 years experience as a manager and technology professor leading departments, teams, and developing innovative course programs. She has been responsible for the edition of more than 150 scientific and educational publications in the field of digital education, theory and methodology of teaching, school education, and high education.



Olesia Zhovnych Senior Expert	VSPU	Participates in All WPs	Ms. Zhovnych works as Lecturer of Pedagogical Sciences and as an Associate Professor of Foreign Language Teaching Methods. She is also a Depute Dean of scientific work at faculty of Foreign Languages of Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University in Ukraine. She has also been an author of research papers in the field of digital education, philology, theory and methodology of teaching, school education, and high education. Her scientific interests include current methods of teaching foreign languages and the use of innovative technologies in teaching, as well as the development of practical topics in teaching foreign languages in the field of digitalization, including modern methods of teaching a foreign language to students of non-linguistic specialties.
Svitlana Kizim Trainer	VSPU	Participates in WP2, WP3, WP4	Ms. Kizim works as Associate Professor of Innovation and Information Technology in Education, focused on the preparation of educational content, selection of forms, methods and technologies, as well as the organization of project activities for the student digital competence formation in the process of joint work. During her career she has developed scientific publications and monographs in a described direction.
Volodymyr Kobysia Trainer	VSPU	Participates in WP3, WP3, WP4	Mr. Kobysia works as Head of the Department of Innovation and Information Technology in Education. During his professional career he has developed scientific publications and monographs in this area. His scientific interests include the development and implementation of digital technologies and their technical solutions, emphasizing on methodologies of using digital and web technologies in the training of specialists.
Olha Palamarchu Junior Expert	VSPU	Participates in WP2, WP3, WP5	Ms. Palamarchu works as the head of the department of psychology and social work. She has great expertise in the field of assessing the impact of the activities of business entities on the state of the natural environment, human health and quality of life, emphasizing on the development of ecological potential in the process of personal and professional formation of future specialists. She has a strong experience in coaching activities with people with special needs in the context of formation of motivation for a socially active position in youth with disabilities.
Svitlana Liulchak Trainer	VSPU	Participates in WP2, WP3, WP4	Ms. Liulchak works as an Associate Professor of Innovation and Information Technology in Education, specialized on the preparation of educational content, as well as the selection of forms, methods and technologies providing students with the ability to use software, and to organize digital systems management & digital content management in the context of educational transformation.
Hanna Rybak Senior expert	NUUE	Participates in All WPs	Ms. Rybak works as an associate professor at the Department of Economic Theory and International Economy, as a guarantor of the International Economy educational program O.M. Beketov NUUE. He has a strong academic background in the field of educational program International Economics. He has provided advanced training under the "Distance education: innovative methods and digital technologies" program at National-Louis University.
Yuliia Fedotova Senior expert	NUUE	Participates in All WPs	Ms. Fedotova works as the head of the Department of Economic Theory and International Economy. She has strong academic background in the field of



			Economics (educational program International Economics). She has provided advanced training under the “Assessment of the state of international markets and the results of activities in the field of entrepreneurship, trade and exchange practice, taking into account risks” program at Kyiv Cooperative Institute of Business and Law
Vladyslava Troian Advisor	NUUE	Participates in All WPs	Ms. Troian Senior works as lecturer at the Department of Management and Public Administration and at the Department of Land Administration and Geographic Information Systems. He is a specialist at the Center for International Relations, while he has a great expertise in the field of the accreditation of educational programs at the National Agency for Quality Assurance in Higher Education. He has participated in several projects at European and International level. He has also provided advanced training in the program "Progressive University Management" at the University of Masaryk, as well as at the School "Future Civil Servant.
Naumov Maksym Trainer	NUUE	Participates in WP4	Mr. Maskym works as associate professor of the Department of Economic Theory and International Economy. He has studied at Semyon Kuznets Kharkiv National University of Economics specialized on International Economic Relations. He has provided advanced training under the “Modern teaching technologies in higher education” program at O.M. Beketov NUUE.
Oksana Berveno Researcher	NUUE	Participates in WP2, WP3	Ms. Berveno works as a professor at the Department of Economic Theory and International Economy, as a guarantor of the International Economy educational program O.M. Beketov NUUE. During his professional career he has participated in the training programme of the scientific and pedagogical staff ISMA ANNO 1994.
Vitaliy Andreyko Project Manager	UZHNU	Participates in WP1, WP5, WP6	Ms. Adreayko has a great work experience in administrative and scientific-pedagogical spheres, as well as in international project management. During her professional career, she has participated in several European and international projects, trainings and research scientific internships.
Hanna Melehanych Trainer	UZHNU	Participates in WP2, WP4, WP4	Ms. Melehanych has a vast project activity experience, specialized in topics related to the achievement of a green, competitive and inclusive Europe, the support of higher education system, as well as the sustainable development of Ukrainian Higher Education Institutions.
Mykhailo Shelemba Trainer	UZHNU	Participates in WP2, WP3, WP4	Ms. Shelemba has an academic background in the field of political science. She has participated in several European projects, while she has conducted internships focused on the enhancement of the higher education. She has also developed a considerable number of scientific works emphasized on the party system in Ukraine, as well as the development of the cross-border effectiveness of Ukrainian-Romanian border.
Oksana Sviezhenyeva Admin	UZHNU	Participates in WP1, WP6	Ms. Sviezhenyeva has a great experience in implementing European projects. She has a considerable number of publications related to the modernization of the educational process in European level, the use of advanced technological means for trainings, as well as topics related to the integration into the European educational and scientific space.



Irena Melua Project Manager	CU	Participates in All WPs	Ms. Melua works as Vice President for Internationalization at CU since 2022. During her career, she has a vast experience in the Strategic Development and Grant Projects management at Caucasus University and Caucasus University Foundation. She has worked at the Legal Issues Committee of the Parliament of Georgia and served as a Head of Administration at the State Audit Office of Georgia. She is a Certified Project Management Professional (PMP) by Project Management Institute. She has an educational background in the field of public administration. She has wide experience in developing and implementing institutional capacity-building projects, international cooperation, institution-wide strategic planning, and internationalization policies and procedures.
Akaki Kapanadze Researcher	CU	Participates in WP2, WP3, WP4, WP5	Mr. Kapanadze works as Director of the Project Management Department at CU. He has extensive skills in managing the financial aspects of international projects, starting at Georgia State University in Atlanta, as an assistant to the director of the International Business Institute and continuing at the CU. He has an extensive experience in working with Erasmus, UNDP, USAID, and other international institutions as a financial manager (and other roles) of various international projects conducted in Georgia.
Giorgi Burduli Senior Advisor	CU	Participates in All WPs	Mr. Burduli has more than 15 years of experience in the field of international public, private, and academic sector work. He has an educational background in the field of Political Science & International Relations, as well as in Management Consulting. During his career, he has successfully completed various international trainings including the course “China’s Economic Development” at Beijing University and an intensive course on Project Management at Regent’s University in London. Mr. Burduli has been also served as a Visiting Lecturer at Caucasus University and the University of Georgia in the field of Entrepreneurship and Business Administration.
Diana Mtchedlishvili Senior Researcher	CU	Participates in WP2, WP3, WP4, WP5	Ms. Mtchedlis has been actively involved in QA processes as a Head of QA office of the university. She is an active accreditation and authorization expert at NCEQE. She was an Accreditation Council member of Higher Educational programmes in 2021. Since 2019 she has been the Director of QA department at Caucasus University. During her career, she has delivered lectures at several universities. Currently, she is an Associate Professor at International Black Sea University and invited Professor at I. Gogebashvili Telavi State University. She has been an author of more than 25 scientific papers and 3 resource-books, supervisor of PhD and Master theses, an editorial board member of several scientific journals. She has a great experience in delivering trainings to school principals and teachers, as well as in participating in around 10 international educational projects.
Maryna Mruga Advisor	MESU	Participates in All WPs	Ms. Mruga has a great experience in planning, developing, analyzing and evaluating state policies in higher and adult education. She has a strong expertise in the field of quality assurance, accreditation, licensing and standardized assessment. She has been a member of Higher Education Reform Expert Team funded by European Commission.



			During her professional career she has managed several collaborative international projects in higher education.
Vitalii Nosok Researcher	MESU	Participates in WP2, WP3, WP4	Mr. Nosok has a strong expertise in the field of higher education emphasizing on digitalization, policies for displaced universities, dual education, monitoring of employment, policies related to foreign students, as well as the development of strategies and supervision of Unified State Electronic Database on Education. During his professional career he has contributed to the establishment of a Unified State Electronic Database on Education, as well as to the implementation of collaborative international projects in higher education.
Oleksandra Husak Advisor	MESU	Participates in All WPs	Ms. Husak is responsible for the coordination of MESU, as well as for the cooperation with Development partners. During her professional careershe made an analytical work in the coordination of the European integration in education and science, emphasizing mostly on the fulfilment of Ukraine-EU Association Agreement.
Serhii Shkabko Project Manager	MESU	Participates in WP1, WP5, WP6	Mr. Shkabko is responsible for the coordination of international projects/surveys at MESU (including Erasmus+ projects). During his professional career he has successfully managed the processes of the international cooperation and the analytical support for the achievement of European integration issues in education and science.
Alla Rybalko Researcher	MESU	Participates in WP2, WP3, WP4	Ms. Rybalko is responsible for the planning and the evaluation of state policies in higher education. During his professional career, he has managed the drafting of laws on higher education issues, emphasizing on the strategic development, the structure of education system, the quality assurance, the qualification framework, and the recognition of educational documents. She has also been responsible for the management of issues of co-regulation of higher education with other Ministries (military, police, infrastructure, culture, agriculture etc).
Oleksandra Laktionova Project Manager	MESU	Participates in WP1, WP5, WP6	Ms. Laktionova has a great expertise in the field of planning, analyzing and evaluating state policies in higher and adult education, emphasizing on issues related to the strategic development, the use of foreign languages in higher education, the financing in higher education, as well as the dual (apprenticeship) education. During her professional career she has been responsible for the management of collaborative international projects in higher education within the expertise areas.
Maia Shukhoshvili Senior Expert	MoESG Associated Partner	Participates in All WPs	Ms. Shukhoshvili has extensive experience in higher education leadership and management. She has great expertise in the field of higher education, specialized on issues related to quality assurance, doctoral studies, research policy, and distance education/e-learning. She is currently overseeing the development of higher education at the Ministry serving at quality assurance service at the Ivane Javakhishvili Tbilisi State University until 2015.
Tamar Merabishvili Project Manager	MoESG Associated Partner	Participates in WP3, WP4, WP6	Ms. Merabishvili has a great experience as coordinator of mobility programs, since she has participated in several Erasmus+ projects at the ministry. She has a strong expertise in supporting on-line platforms for the registration of foreign students entering Georgia.

Nino Svanadze Project Manager	MoESG Associated Partner	Participates in WP1, WP2, WP3, WP5	Mr. Svanadze is currently working as coordinator at the Ministry of Education and Science, specialized on the implementation of the Bologna Process, as well as on the running of several Erasmus+ projects.
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Outside resources (subcontracting, seconded staff, etc)

If you do not have all skills/resources in-house, describe how you intend to get them (contributions of members, partner organisations, subcontracting, etc).

If there is subcontracting, please also complete the table in section 4.

For reasons of cost-effectiveness and flexibility, we will assign very well-planned and specific tasks to external parties for evaluation. In detail: Training materials will be evaluated and after translated in all target countries national languages, namely Ukrainian and Georgian. This responsibility will be assumed centrally by P02-BK-Consult, as we consider it more convenient to coordinate the work centrally. BK-Consult will launch a tender process and will identify the best offers, selecting either one company to deliver the evaluation or multiple ones, with a view to provide the most accurate results. The main principles that will be taken into consideration when identifying the best candidate are:

- **Expertise:** it will play the primary role in the selection process as we seek to provide translations of high quality and relevance with the national contexts. This will prevent any misconceptions and failed translations that may expose our partnership to key beneficiaries and end-users.
- **Previous experience in EU-funded projects:** Although it will not be a prerequisite for the selection of the best candidate, it will be seriously taken into consideration as this will ensure that technical terminology will be delivered accurately and according to the E+ context. This will save time from communication between P02- BK-Consult and the company/ies and will eliminate the need for a review by the partners.
- **Cost-Effectiveness:** The selected candidate(s) will be the one(s) who will provide the best value for money, not necessarily the cheapest price. Other factors that will be evaluated include time of delivery, support after the hand-over of the materials and up until the date they will be uploaded in the platform and recommendations from other organizations.

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2.1.4 Cost effectiveness and financial management

Cost effectiveness and financial management (n/a for prefixed Lump Sum Grants)

Describe the measures adopted to ensure that the proposed results and objectives will be achieved in the most cost-effective way.

Indicate the arrangements adopted for the financial management of the project and, in particular, how the financial resources will be allocated and managed within the consortium.

⚠ Do NOT compare and justify the costs of each work package, but summarize briefly why your budget is cost effective.

Throughout the RE-DIRECTION project, sound financial management and cost effectiveness will be fundamental concepts, and the creation of a continuous monitoring and quality assurance system will help budget control. The consortium is already working to achieve a good cost-benefit ratio between the caliber of activities, deliverables, and costs, and if the project is approved, it will take the following steps:

Prior to submission, we will do the following proactive steps:

- **Collaboration:** The participating organizations have been chosen based on their profile, capacity, level of knowledge, and human resource availability. The Coordinator had Zoom calls with all partners to discuss their roles in the project and their projected budgets prior to the development of the applications. In this manner, we were able to observe their dedication on the one hand and, on the other hand, agree on the fundamental elements of our future collaboration, removing the possibility of unfavourable developments after the project's acceptance.

In this manner, we concluded the workplan's preparation, making sure that all tasks were essential for carrying out the activities and that the engaged partner(s) were truly the most qualified to do so. Through this procedure, funds that had been allocated were distributed effectively without incurring

extra, unneeded expenses for subpar solutions.

- **Subcontracting:** In an effort to reduce costs and accomplish the majority of the work "in-house," subcontracting was limited to the operations that were absolutely necessary. Subcontractors shall be chosen, even for little jobs, in accordance with a set of standards that will be specified in the Terms.

During the implementation, we will do the following proactive steps:

- **Agreements and Resource Allocation:** The first month of the project's implementation will see the signing of bilateral agreements, which will outline the partners' rights and obligations, as well as the budget and due dates for reports and payments. The partners will then get their payments from the Coordinator right once, providing them a "float" to begin carrying out the project. The timing of subsequent payments will depend on how the project is coming along as well as the grant's and bilateral agreements' stipulations.

- **The appointment of a Financial Coordinator,** who will oversee the timely filing of all required paperwork and reports in accordance with EU regulations, coordinate RE-DIRECTION's finances and budget, and offer advice on eligibility and accompanying evidence for each expense category.

- **Budgeting:** The release of a set of financial management guidelines which specify the "documentation" required to support expenditures by activity type (Travel costs with Boarding Passes and meeting minutes, etc.). It will be disseminated to partners throughout the project start phase. During the Kick-Off meeting, the Guidelines will be presented and thoroughly reviewed, ensuring that all partners have a comprehensive grasp of the financial management mechanism that is going to be used during the entire project execution phase.

- **Development and use of a financial reporting template** in the form of an.xls file, which will be created and transmitted under the Lead Partner's supervision.

- **Project Planning:** Implementation of a monitoring plan, which should include a strong monitoring procedure to make sure the project stays within its allocated budget and specified targets. In this regard, the use of resources will be observed throughout the project's execution phase to ensure that the original planning is being followed and that no deviations are taking place.

- **Monitoring:** Ongoing monitoring: Partners will get regularly updates on the resource allocation, the activities that have been performed, and the planning of additional steps and actions. The financial monitoring process will have a designated portion during partner meetings and ad hoc online calls, and the financial coordinator will have bilateral dialogues with the partners to respond to their questions and solve any issues that may come up. BK-Consult as the quality partner of the consortium will elaborate the quality mechanism to ensure all actions are following quality standards and assessment has been performed before piloting and disseminating the material produced.

- **Mitigation:** To address any deviations, a risk mitigation strategy with practical corrective steps will be implemented. If a partner consistently fails to complete their duties despite being reminded by the Coordinator, the Coordinator may consider reallocating the tasks and associated payments. Partners with complementary skill sets will take over, and the EACEA Project Officer will be promptly informed.

- **Procurement:** Procurement will be done in a cost-effective manner, for example, by using competitive bidding processes, negotiating favorable terms with suppliers, and using volume discounts.

Although hiring an auditor from the start of a lump sum project is optional, doing so will ensure solid financial management and allow for frequent audits of the required supporting papers. All partners agreed to have a regular auditing procedure since they also felt safer having someone else verify their reports.

- **Technology utilization:** The use of technology can help increase efficiency and reduce costs, for example, through the use of online tools and platforms. RE-DIRECTION Moodle platform will become the common point of reference for all national bodies and academic staff as well as for students who would like to deepen more on the prerequisites and ICT skills required for higher employability rates. The Digital Hub section will work as a coworking space for both HEIs and Ministries with the aim of committing them to more joint reform actions and more sustainable behavior.towards the green and digital transition of the Higher Education.

- **Re-using existing resources:** Where possible, existing resources, such as software and hardware, should be reused to minimize the costs of purchasing new resources. RE-DIRECTION consortium members will use their existing university website and software to disseminate project results with a reference to the project's website and Moodle platform. The Digital Hub of the Moodle platform created will be connected with each University's website creating a joint digital transition coworking space for further development and research.

2.1.5 Risk management

Critical risks and risk management strategy			
<p>Describe critical risks, uncertainties or difficulties related to the implementation of your project, and your measures/strategy for addressing them.</p> <p>Indicate for each risk (in the description) the impact and the likelihood that the risk will materialise (high, medium, low), even after taking into account the mitigating measures.</p> <p>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.</p>			
Risk No	Description	Work package No	Proposed risk-mitigation measures
1	Partners' withdrawal from partnership Likelihood: low Impact: high	WP1	<input type="checkbox"/> Bilateral communication with the partner(s) in reference and identification of the reason for withdrawal <input type="checkbox"/> Elaboration of possible solutions to overcome stalemate <input type="checkbox"/> Application of problem-solving strategies <input type="checkbox"/> Escalation to SC for a partnership's decision <input type="checkbox"/> Replacement of withdrawn partner with another organization of similar size/expertise (if necessary) <input type="checkbox"/> Reallocation of tasks among partners (if necessary) <input type="checkbox"/> Notification to EACEA Officer and submission of an amendment request form
2	Overspending or underspending during the implementation of WPs Likelihood: medium Impact: high	WP1	<input type="checkbox"/> Internal reporting and budget control mechanism <input type="checkbox"/> Clear guidelines/templates provided by the Coordinator <input type="checkbox"/> Ongoing monitoring via Financial Coordinator/SC/QAB <input type="checkbox"/> Financial Management part of SC meetings
3	Delays in the delivery of outputs or extension in the timeframe of an output preparation Likelihood: medium Impact: medium	WP1	<input type="checkbox"/> Regular scheduled Skype calls / communication <input type="checkbox"/> Reminders <input type="checkbox"/> Setting smart deadlines <input type="checkbox"/> Planning (Checklist, Gantt charts for project overview & regular reviews) <input type="checkbox"/> Regularly reviewed Gantt Chart <input type="checkbox"/> Re-distribution of tasks
4	Conflicts within the project consortium Likelihood: medium Impact: high	WP1	<input type="checkbox"/> Agreement on a conflict resolution process, to avoid any drawbacks during project implementation <input type="checkbox"/> Conflict regarding the quality: decision by QA Board <input type="checkbox"/> Conflicts at activity or WP sub-group level: decision by SC <input type="checkbox"/> Conflict at SC level: contact <input type="checkbox"/> National Agency/responsible Project Officer for advice and resolution
5	Different approaches in partners' operation and work ethics Likelihood: high Impact: high	WP1	<input type="checkbox"/> Open and mutually respectful communication to overcome organizational/cultural differences <input type="checkbox"/> Clear guidelines for the delivery of activities/tasks <input type="checkbox"/> Further elaboration of project objectives and expected results to avoid misunderstandings <input type="checkbox"/> Ongoing monitoring via SC/QAB
6	Difficulties in data collection/TNA/literature	WP2	<input type="checkbox"/> Clear methodological guidelines



	review Likelihood: medium Impact: medium		<input type="checkbox"/> Selection of partners with strong research capacities <input type="checkbox"/> Targeted dissemination/Exploitation activities <input type="checkbox"/> Exploitation of Stakeholders Database <input type="checkbox"/> Identification of “role-model” stakeholders who can influence others to join project activities
7	Design of a non-responsive RE-DIRECTION methodological framework for Curricula development/revision Likelihood: low Impact: high	WP2	<input type="checkbox"/> Participation of experts in the partnership <input type="checkbox"/> Quality control performed in different levels (SC/QAB) <input type="checkbox"/> Delivery of open validation process (A2.2.3) <input type="checkbox"/> Multiple layers of feedback getting from stakeholders
8	Inconsistency of the revised Curricula with GreenComp, DigiComp and EU Skills Agenda Likelihood: low Impact: high	WP3	<input type="checkbox"/> Quality control performed in different levels (SC/QAB) <input type="checkbox"/> Validation from Consultation Committee
9	Inconsistency of training materials with the scope of the project and the Curriculum Likelihood: low Impact: high	WP3	<input type="checkbox"/> Quality control performed in different levels (SC/QAB) <input type="checkbox"/> Validation from Consultation Committee <input type="checkbox"/> Review of training materials before considered finalized
10	Limited interest of experts for participation in the Consultation Committee Likelihood: medium Impact: high	WP3	<input type="checkbox"/> Partners' invitations to experts and stakeholders to participate <input type="checkbox"/> Dissemination of the scope of the project and its importance for the respective HEIs
11	Low traffic on the MOOC platform Likelihood: medium Impact: high	WP3	<input type="checkbox"/> Dissemination of the scope of the project and its importance for the respective HEIs <input type="checkbox"/> Identification of “sources of influence” within HEIs academic staff who can invite others to attend
12	The developed training material do not correspond to the target group's level of competence or the sector real needs Likelihood: Medium Impact: High	WP4	<input type="checkbox"/> Extensive Skills Gap Analysis under WP2 <input type="checkbox"/> Engagement of stakeholders from different backgrounds to methodologically identify their level of competences <input type="checkbox"/> Customization of the training material according to feedback received from the target groups
13	The developed training material do not correspond to partner countries' context Likelihood: Medium Impact: High	WP4	<input type="checkbox"/> Development of a concrete and analytical methodology for the adaptation of the training material <input type="checkbox"/> Implementing of adaptation workshops per country with both educational and labour market actors
14	Students' drop outs during the piloting implementation Likelihood: High Impact: Medium	WP4	<input type="checkbox"/> Upon registration, the learners are going to be contacted by the HEIs representatives and invited in one preparatory meeting, where the basics of the courses are going to be presented (online section / f2f), establishing a more personalized approach. <input type="checkbox"/> We are going to organize personal interviews to understand the reasons of drop outs with the intention to engage them in next rounds of training delivery
15	Partners cannot identify a significant number of Policy Recommendations Likelihood: Medium Impact: Medium	WP5	<input type="checkbox"/> We have included Partners in the Project (Ministries, BK-con) who have a previous significant experience in the drafting of Policy Recommendations, who will be able to support the identification and analysis of Policy

			Recommendations.
16	Targeted number of Stakeholders engaged are not achieved Likelihood: Medium Impact: High	WP5	<input type="checkbox"/> Inclusion of two Ministries (one Ukrainian and one from Georgia) in the Partnerships which provides us access to a higher number of Stakeholders. <input type="checkbox"/> The increased number of Institutions partnering at a National Level, increases the number of Stakeholders that the Consortium can reach out two
17	Policy Recommendations are not adopted by Policy Makers Likelihood: High Impact: High	WP5	<input type="checkbox"/> Inclusion of Institutional Partners, including the two Ministries of Ukraine and Georgia who are already showing a significant interest in the Project Activities <input type="checkbox"/> Extensive outreach to policy makers due to inclusion of well-established networks at national level (number of Institutions engaged in the project is high, engagement of the relevant Ministries in both Countries)
18	Meetings with the stakeholders, and the Final Conference cannot be held in-person due to restrictions (pandemic, war in Ukraine, etc.) Likelihood: Medium Impact: Medium	WP6	<input type="checkbox"/> Organisation of online events given the acquired previous experience of the partners in such matters, from the implementation of EU projects in the COVID-19 era
19	Limited penetration level of dissemination activities Likelihood: Low Impact: High	WP6	<input type="checkbox"/> Inclusion of organisations, with a network in all continents <input type="checkbox"/> Collaboration with other networks beyond this partnership to spread the word for the RE-DIRECTION Project <input type="checkbox"/> Development of a very analytical Dissemination Plan with all the foreseen actions

2.2 PARTNERSHIP AND COOPERATION ARRANGEMENTS

2.2.1 Consortium set-up

Consortium cooperation and division of roles (if applicable)

Please address all guiding points presented in the Call document/Programme Guide under the award criterion 'Quality of the partnership and the cooperation arrangements'.

Describe the participants (Beneficiaries, Affiliated Entities, Associated Partners and others, if any) and explain how they will work together to implement the project. How will they bring together the necessary expertise? How will they complement each other?

In what way does each of the participants contribute to the project? Show that each has a valid role and adequate resources to fulfil that role.

Our partnership has been set up according to the scope and priorities of particular action of the call, since it brings together an appropriate mix of partner organizations, that correspond to the Call's eligibility criteria, namely:

- ☐ **13 Higher education institutions** namely, KARLS International University (P1), PANEPISTIMIO PATRON-UNIVERSITY OF PATRAS (UPAT) (P3), MITROPOLITIKO COLLEGE ANONYMI EKPAIDEYTIKI ETAIRIA (MC) (P4), Georgian International University GIU LLC (GIU) (P5), Private Higher Educational Establishment «Kyiv Medical University» (KMU) (P6), Shota Meskhia State Teaching University of Zugdidi (ZSSU) (P7), Gori State University (GSU) (P8), Ilia State University (ILIAUNI) (P9), Dnipro University of technology NTU DP (P10), Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University (VSPU) (P11), O.M.Beketov National University of Urban Economy in Kharkiv (NUUE) (P12), Uzhgorodskyi Nacionalnyi Universitet (UZHNU)(P13), & Caucasus university LTD (CU) (P14).
- ☐ **1 Counselling Body** namely, BK Consult GmbH (P2)
- ☐ **2 National Public Bodies** namely Ministry of Education and Science of Ukraine (MESU) (P15)



of Georgia (Associated Partner)

Description of partnership

Karlsruhe International University: Karlsruhe International University (KARLS) (P1) is a state approved non-profit private foundation university based in Karlsruhe, Germany with currently around 600 students, 10 professors, and 30 employees in services and administration as well as 40 external lecturers. Methodologically, KARLS specialises in teaching and research on the social practices and social innovation needed to achieve socio-ecological transformation. KARLS cooperates with over 100 partner universities around the world in a variety of student mobility and exchange schemes. KARLS is cooperating with innovation-oriented SME in the region and beyond, helping to rethink management and social innovation with a variety of societal actors. KARLS is currently the best connected institution among all universities of applied sciences in Germany in terms of ERASMUS+ funded study/internship abroad mobilities, connecting to a wide range of international partners.

BK Consult GmbH: BK Consult GmbH (P2) is a niche service provider, with over 20 years experience in Project Management and service delivery. BKC is currently leading in total 8 Projects under E+, and is additionally participating in more than 40 ongoing Projects with a total Project value of more than 15M Euros, covering the role of the Quality Assurance and Evaluation Partner. Additionally, BKC is offering Quality Assurance Services as a sub-contractor for various projects in the field of VET, Rights Equality and Citizenship and Higher Education, ensuring that the projects are going to meet the foreseen results and objectives. Additionally, BKC has developed QA tools and processes that are currently increasing efficiency and reduce reaction times during evaluation and QA. Additionally, BKC has a comprehensive knowledge of the EU Competence Frameworks, including the latest initiatives at an EU level, namely DigCompEdu, EntreComp and the Green Skills Framework. Due to the participation at the DG Employ Working Groups for VET and Green Skills, the experts of BKC have developed an extensive experience in the Green Transition and the overall role of VET in providing skills employees that will support the transition.

PANEPISTIMIO PATRON- UNIVERSITY OF PATRAS: University of Patras (UPAT) (P3) is one of the most distinguished universities nationally and internationally owing to its manifold and innovative action in Natural Sciences, Engineering, Health Sciences, Humanities, Social and Economic Sciences, along with its remarkable research activity. UPAT includes 35 Departments covering a wide range of disciplines. It also hosts 161 laboratories and 17 fully equipped clinics and has acquired a reputation for producing quality and innovative research and for taking part in a plethora of research projects, scientific organizations and research groups. In 2018, UPAT was the first Institution in Greece to receive accreditation for its Internal Quality Assurance System (IQAS), in compliance with the Hellenic Authority for Higher Education (HAHE) Quality Standards as well as the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and holds an EN ISO 9001: 2015 Quality Management System Certificate ensuring the stability and quality in the services offered. The Department of Mechanical Engineering and Aeronautics (MEAD) offers a broad-based education for engineering, encompassing professional disciplines associated with current and future needs as well as with developments in both Mechanical and Aeronautical Engineering. MEAD/UPAT is known for its strong emphasis on hands-on learning and practical experience, and provides students with opportunities to participate in projects, laboratory work, and research activities.

MITROPOLITIKO COLLEGE ANONYMI EKPAIDEYTIKI ETAIRIA: MC(P4) is one of the first private colleges in Greece (since 1982), having the widest range of study fields while being the largest UK TNE (Transnational Education) provider in Greece, offering Curricula of EQF level 6-8. All courses meet students' demands and facilitate entry into the Greek and international job market. The College is accredited by the British Accreditation Council as an independent institution offering higher education, and NARIC recognizes all academic degrees, while it is recognized for its educational excellence, as it cooperates with distinguished state UK Universities. Furthermore, it is the only College in Greece that is a member of the International University Network Compostela Group of Universities. Being a member of this network offers international academic recognition and networking with top universities around the world. Metropolitan College is also a member of the Hellenic Colleges Association. Metropolitan College has campuses in 8 locations throughout Greece feature auditoriums, laboratories with equipment of cutting-edge technology, libraries with thousands of titles, sport facilities and recreational areas, thus creating a unique educational environment of international standards. MC has more 12 Academic Faculties offering more than 70 Bachelors, Masters and PhDs. Nevertheless, aiming to promote scientific research and the generation of new knowledge, Metropolitan College - along with the university courses offered - also has rich research activity.

Guram Tavartkiladze Tbilisi Teaching University LLC: Guram Tavartkiladze Tbilisi Teaching University (GIU) (P5) has created all positive environment and conditions for successful implementation of educational, scientific, and cultural work, including qualified human resources, modern material and technical base available to everyone, rich modern library, radio and telecast laboratories, imitated courtroom, Laboratory of Criminalistics, mock bank and touristic agency, Training and Consulting Centre, etc. GIU has contributed to the foundation of China International Education

Group, aiming to create high quality educational resources at national, as well as at international levels. Among the academic staff of GIU are included DAAD scholarship holders, International Arbitrator of Mediation, members of editorial collegium/council of foreign international scientific journals, permanent member of International Cooperation of Scientific Experts in Tourism (AIEST), Academician of Legal Science Academy of Georgia, the member of International Informatization Academy, the member of the scientific and consultation council of the Supreme Court of Georgia, the academician of Business Academy of Georgia and etc. There are 131 academic staff and 845 students at GIU. GIU recognizes the equal rights for everyone for getting education and tries to create a proper environment for people with special needs in order to enable them to get quality education. GIU has a high level of social responsibility.

Private Higher Educational Establishment «Kyiv Medical University»: Kyiv Medical University (KMU) (P6) is the first private higher medical educational establishment in all former Soviet countries, founded in 1992. KMU is accredited by the Ministry of Education and Science of Ukraine as well as German Accreditation Agency in Health and Social Sciences. The University cohort includes about 4000 students and clinical residents. International students getting trained in KMU representing 62 countries. KMU is partnered with Ministry of Health of Ukraine (MOH), the National Health Service of Ukraine (NHSU), Ministry of Education and Science of Ukraine, Ministry of Youth and Sports of Ukraine, Centers for Disease Control and Prevention (CDC), World Health Organization (WHO), the World Bank (WB), United Nations Development Programme (UNDP). KMU is the first and only educational institution in Ukraine which obtained investment from European Bank of Reconstruction and Development (EBRD). The number of faculty staff at KMU is approximately 400 that include educators and clinicians, epidemiologists, prominent HealthCare workers in various fields. Collaboration within our internal multidisciplinary university team and partnerships with other stakeholders in the sphere of Public Health allowed us to perform numerous projects funded by both CDC, UNDP, WHO and National Institutes of Health. KMU has gained extensive expertise in providing high-quality training, monitoring, and support for international infectious diseases research programs, including establishing and managing regulation, norms, databases management, and analysis and reporting, often using online training software. KMU had provided dozens of trainings in recent years for various beneficiaries, mostly among HCW, educators, students/residents.

Shota Meskhia State Teaching University of Zugdidi: Shota Meskhia State Teaching University of Zugdidi (ZSSU) (P7) is the only state higher educational institution in Samegrelo-Zemo Svaneti region. University implements bachelor and master educational programmes as well as all-level vocational programmes, short-term training/retraining programs/courses/consultations in different areas. University provides quality-oriented education at the higher and vocational education levels. Bachelor programmes include the fields of Law, Business administration, Public governance, Georgian Philology, English Philology, Pharmacy, History. Master Programmes include the fields of Small business management, History of Georgian literature. The integrated MA program is emphasized on primary education teachers, while there is also an integrated MA program in the field of Veterinary.

Gori State University: Gori State University (GSU) (P8) is a higher educational institution located in Shida Kartli region. Its mission is to prepare specialists equipped with the theoretical, methodological and practical knowledge, oriented on the local and international labor market, who with their lifestyle and activities will promote the transition of the modern society into a highly developed, just, democratic, moral and highly conscious society. The University specializes in the fields of social sciences, business and law, providing affordable, high quality vocational and academic (Bachelor, Master) education which corresponds to the interests of the region and the country, as well as creative, safe, reliable and encouraging surrounding for studying, teaching, scientific research, creative and administrative affairs. Gori State University implements Life Long Learning educational system, developing partnership relations with Georgian and foreign leading educational institutions, aiming to encourage the mobility of students, vocational students and academic staff. Gori State University has approximately 2000 students studying at the faculties of Social Sciences, Business and Law, Humanities, as well as the Faculty of Education, Exact and Natural Sciences.

Ilia State University: Ilia State University (ILIAUNI) (P9) is a public research and comprehensive university in Georgia, located in Tbilisi. It was established in 2006 as a merger of six different institutions, each having a long history and a diverse institutional profile. Shortly afterwards it transformed itself into a multi-profile university with its significant research outputs visible at the national and international levels. ILIAUNI's four faculties - the Faculty of Arts and Sciences, the Faculty of Natural Sciences and Medicine, the Faculty of Business, Technology and Education, and the School of Law - offer a variety of unique academic programs, including joint and double degree programs in their respective disciplines. Along with 47 large and small-scale research institutes, laboratories and centers, the University creates in-depth research opportunities in arts, social sciences, education, humanities, business, law, medicine, public health, life sciences, basic sciences, earth sciences, engineering and architecture. Currently, the University serves approximately 16,500 students, 600 international students among them. It has an academic community of 338 high caliber academic faculty members, 803 invited instructors and 239 researchers. ILIAUNI is actively involved in international cooperation and multinational consortium-type projects and programs funded by small and large scale higher education cooperation, research funding

schemes, and individual donors. The university has extensive experience in initiation, partnering, and leading EU-funded capacity building and mobility projects.

NTU DP: The National Mining University (P10), which is the basic higher educational institution in Ukraine founded on June 16, 1899. The University has more than 50 departments (27 of which are major-based) united into 9 faculties of full-time education. There are four Philological Programs: Bachelor's and Master's Program in the Ukrainian Language and Literature (provided by the Department of Philology and Language Communication) as well Bachelor's and Master's Program in Germanic Languages and Literatures (Translation inclusive), English – first (provided by the Department of Translation). The University has approximately 12000 students, post-graduate and doctoral students in 27 modern specialties. The licensed amount of student admission for entering the University is about 1400 students. A high quality of education is guaranteed due to the developed infrastructure of the University, modern computer local and global computer nets, library funds with more than one million of volumes, strong material and technical laboratory basis, newest technologies of education.

Vinnitsia Mykhailo Kotsiubynskyi State Pedagogical University: Vinnitsia Mykhailo Kotsiubynskyi State Pedagogical University (P11) is an educational establishment of the fourth level of accreditation. Thanks to the effective methods of education, the high-qualified teaching staff and the modern equipment, it is one of the leading higher educational establishments of Ukraine nowadays. The University has more than 53 agreements with higher education institutions and educational institutions in more than 20 countries. VSPU collaborates with 42 international educational and research establishments from all over the world and one of its priorities is to strengthen the University's international profile. The University takes part in the project «New generation School Teacher» initiated by Ministry of Education and Science of Ukraine and the British Council in Ukraine and in the international project «DLL», professional development program, which was created by specialists at the Goethe-Institute in collaboration with representatives of the scientific community. VSPU has been ranked as the 6th out of 10 Best Pedagogical Universities of Ukraine in 2020. The University has approximately 6000 students, while also offers formal and non-formal education for school students and adults. The mission of the University is the reinforcement of the scientific research, according to the highest standards in several fields of studying.

O.M. Beketov National University of Urban Economy in Kharkiv: O.M. Beketov National University of Urban Economy in Kharkiv (P12) is one of the leading specialized higher educational establishments in Ukraine developing managerial and engineering personnel in all areas of municipal and regional development: architecture, construction and reconstruction, environmental engineering, energy production and supply, energy saving solutions, sustainable development, road networks and transportation technologies, urban economy, tourism and hospitality industry, housing and utilities, etc. Currently, the University has about 7,666 students including over 537 foreign citizens from 39 countries of the world. As part of our international academic mobility programs every year more than 20 European and American lecturers give lectures at our University. O.M. Beketov National University of Urban Economy in Kharkiv is a member of the International Association of Universities, the Network of Institutes and Schools of Public Administration in Central and Eastern Europe NISPACEE, and the Union of scientific and engineering communities of Ukraine which is represented in the European Federation of National Engineering Associations. The University has signed the Magna Charta Universitatum, while also participates in international granting programs.

State University, Uzhhorod National University: SU 'Uzhhorod National University' (P13) located in Ukraine, was established in 1945, holding the highest 4th level of accreditation. It is one of the largest universities in the Carpathian region. UZHNU performs active international cooperation with 128 universities in 25 countries worldwide and is a member of the following international organization: Magna Charta Universitatum, European University Association, Danube Rectors Conference, International Consortium of Universities, and European Partnership University Cluster. It also holds partnerships between UK and Ukrainian Universities (TWINNING). The University provides education according to the major qualification and educational levels, providing a wide range of educational services. The university has 19 faculties, 2 educational-scientific institutes, 108 departments, the natural sciences and humanities college, 20 institutes, centers, and laboratories, the research library, the botanical garden, and 4 museums. According to international scientometric data, Uzhhorod National University has ranked stably among Ukraine's 10 leading scientific centers. SU 'Uzhhorod National University' actively implements international projects under several Funding Programs.

Caucasus university: CU was founded based on the Caucasus School of Business (CSB), established in 1998 with the help of funding from the government of the United States of America and in partnership with Georgia State University (GSU), Atlanta, USA. In 2004 Caucasus University (CU) obtained the status of HEI and since then run education programs at Bachelor, Master, and Doctoral levels. Currently, Caucasus University has 11 Schools/faculties., running 55 undergraduate, graduate, and doctoral programs, which are taught in Georgian and English languages. As of today, there are up to 7,000 students in the University. The mission of Caucasus University is to prepare individuals for local and international markets, through research-oriented teaching and learning, competitive, highly qualified, morally grounded professionals committed to the ideals of democracy and



thus satisfy society's educational needs and requirements. Internationalization is an integral part of Caucasus University's strategy and one of its main strategic goals. The University supports the strengthening of international experience in educational programs, which includes mobility of students and academic staff, joint educational programs, and international cooperation within the framework of research projects. CU cooperates with 166 foreign universities around the World based on partnership agreements and MoUs while implementing exchange programs with 57 European partners within the scope of the Erasmus + international mobility program funded by the European Commission. Caucasus University is a beneficiary of 8 CBHE and 7 Jean Monnet projects. Among these, CU holds a Jean Monnet Chair and currently active Jean Monnet Centre of Excellence.

Ministry of Education of Ukraine: Ministry of Education and Science (MESU) is the central body of executive power, whose activity is directed and coordinated by the Cabinet of Ministers of Ukraine. The Ministry of Education and Science of Ukraine as central public body in the system of Ukrainian government is responsible for developing and implementing national education and science policies and programs that help Ukrainians access quality and affordable education and training, and for international cooperation in this sphere. **One of the key priorities of the Ministry is structural reforming and capacity building in higher education aimed to create an attractive and competitive national system of higher education in Ukraine integrated into the European Higher Education Area and the European Research Area.** The Ministry strives to ensure and continually improve the quality of education and teaching that meets the recommendations and standards of EHEA, takes into account best practices and supports the main technology of achieving compliance with the requirements of the educational system and the needs of society and the individual. Also, **modernization of curriculum by developing new and innovative courses, learning and teaching tools, mythologies and pedagogical approaches based on the best European and international experience is of crucial significance for successful implementation of higher education reform in Ukraine.** The main objectives of higher education reform driven by the Ministry of Education and Science are effective system of quality assurance, integration of higher education and research, modernization of management, functioning and funding system of higher education, and internationalization of higher education.

Ministry of Education and Science of Georgia: Ministry of Education and Science of Georgia (Associated Partner) is the main national authority that defines directions of the national strategy on higher education. Ministry is in charge of making decisions regarding development of the higher education system at institutional, legislative and policy level. The Ministry has a crucial role in defining the national higher education policy, as it approves the authorization regulations of the educational institutions and the accreditation regulations of the educational programmers of educational institutions, as well as the framework for higher education qualifications. It also defines the mechanisms of allocating state funding through distributing state educational grants and other forms of funding Quality Assurance and Internalization of Higher Education, while also it cooperates with international organizations, foreign countries and their educational institutions in the field of inspection and the assurance of quality of higher education; Integration of Higher Education and Research, Enhancement of Research activities of HEIs.

Quality of the partnership

Configuration: RE-DIRECTION Project consists of organizations that have the competence, the experience and the strong expertise to successfully implement all the phases and aspects of the project. More specifically, the consortium includes **13 Higher education institutions, 1 Counselling Body, & 2 National Public Bodies** participating as Partners and Associated Partners. The above composition brings to our consortium the expertise and the conversance for the implementation of all project's activities ensuring the project's outreach through the Higher Educational Institutes and National Public Bodies.

Virtual collaboration and mobility: Most of the partners of the consortium have already collaborated in demanding and high levelled projects, a fact that mitigates the risk of lack of communication. The acquired expertise will also be used as an input for the development of the Methodological Framework for the adaptation of the curricula as well as the redesigning of them and the training delivery.

Commitment: At an institutional level, all the organizations have declared their commitment to the redesign of the Higher Education sector on a digital context and the achievement of a common inclusive and green structure based on EU best practices and policy recommendations.

Division of roles

In our project an effective mechanism is utilized, in order to ensure good coordination, decision-making and communication between the participating organisations, participants and associated partners. Thus, individual tasks are allocated on the basis of the specific know-how of each partner.

KARLS as the lead partner and through its expertise in the field of rethinking management, organisation and entrepreneurship, is going to take over the general management of the project (**WP1**), as well as the Organization of the joint staff training and piloting phase of the curriculum (**WP4**).

BK Consult GmbH as an expert in facilitating educational providers through the design and delivery of competence-based training curricula, is going to be responsible for the ongoing **Quality Assurance** of the project, as well as the External Evaluation including the subcontracting procedures, the development of the External Evaluation Plan, as well as the delivery of External Evaluation Reports. BK also leads the Development of the **Consultation Committee (Task 3.2)**. Moreover, BK is going to **lead the evaluation process of the training delivery at national and transnational level (Action 4.3.1)**.

UPAT as a Higher Education Institute has experienced the transition into the digital learning in the years of COVID-19 restrictions, on ways to introduce smoothly digital learning methods in higher education, providing students with flexible and convenient ways to access education, while also allowing institutions to reach a wider audience. Therefore, University of Patras is going to be responsible for the Development of the Methodological Framework for the adaptation of the curricula based on **DACUM methodology (Task 2.2)**, as well as the Redesigning of curricula based on DigcompEDU and GreenComp and Development of the **Core Curriculum (WP3)**. **MC** has a wide experience and expertise in the fields of Research and Surveys, Training Needs Analysis, Design and Development of Educational Programs, & Curricula Implementation, emphasized on promoting research through a number of activities, such as, organising international conferences research collaborations with institutions from around the world, establishment of research institutes, participation in European research programmes, as well as presentation of students' and academics' work in international research projects and scientific conferences. Therefore, Metropolitan College is going to lead the Development of a Methodological Framework for the readjustment of the current **pedagogical methods applied (WP2)**, as well as the instalment of the redesigned curricula in the **MOOC platform (Task 3.3)**. Metropolitan College will also lead the fine tuning and **finalization of training Curriculum developed for broader use (Action 4.3.2 & 4.3.3)**.

GIU has valuable experience in participating in international projects, while its various academic programs have been successfully accredited at the Teaching University which provides an opportunity to pilot the first stages of the project. GIU is going to take a leading role in the development and implementation phase of the **dissemination and exploitation of the project's activities (WP6)**. GIU will also take a leading role for the validation of training material through a **consultation scheme (Action 3.2.3)** as well as the upload of training material on the **e-learning platform (Action 3.3.3)**. Guram University will also oversee the adaptation of workshops in Ukraine and Georgia including the **peer-review of EU partners (Action 5.2.2)**.

Private Higher Educational Establishment "Kyiv Medical University" (KMU) corresponding to the needs and challenges came after the pandemic crisis of COVID-19 as well as the current Russian invasion, has promptly developed a unique platform for distance preparation of students for the Unified State Qualification Exam as well as other similar international licensing exams. Kyiv Medical University is going to have a leading position in the piloting delivery of the developed curricula, including the selection of students the delivery of **pilot trainings and the certification phase (Task 4.2)**.

Shota Meskhia State Teaching University of Zugdidi (ZSSU) with several years of experience in participating and implementing international projects as well as higher and vocational educational programs in digital technologies, is going to be responsible for the development of the selection criteria of the Joint Consultation Committee, providing its expertise and experience for the **successful implementation of the activity (Action 3.2.2)**.

Gori State University (GSU) through its contribution to the development of innovative technical and vocational education and training at local/national level is going to take a leading position during the collection of feedback from academic staff, policy makers and stakeholders through an open **consultation process (Action 2.2.3)**. Furthermore, the University is going to have a leading role during the development of the Dissemination and Exploitation Plan which is identified as part of the **Dissemination and Exploitation Strategy (Action 6.1.1)**.

Ilia State University (ILIAUNI) through its expertise in the use of educational technologies and the implementation of projects and trainings that focus on the Technology Enhanced Learning, is going to contribute to the project's implementation through the provision of its expertise for the **coordination of the delivery of piloting trainings of the developed curricula (Action 4.2.2)**.

NTU DP through its expertise in the field of higher education is going to lead the activities for the implementation of online and f2f dissemination activities, through the identification of relevant HE stakeholders, the existence of activate social media, meeting with stakeholders, the publication of press releases and newsletters, etc. **(Task 6.2)**. NTU DP will also coordinate the activity of developing of set of standards and expected learning outcomes for the creation of the **methodological framework of the curricula (Action 2.2.2)**.

Vinnitsia Mykhailo Kotsiubynskyi State Pedagogical University (VSPU) through its vast experience in the creation of innovative spaces for the effective interaction of educators in the region as well as the development of inclusive educational environments will have a leading role for the development of Research (field and desk) on the gaps among partner countries' HEIs on the 3 fields aiming to assist to the development of the **methodological framework (Action 2.1.2)**.

O.M.Beketov National University of Urban Economy in Kharkiv (NUUE) as an expert in identifying problems, prospects and directions for the improvement of distance education and digital skills is going to participate in all project activities, providing its expertise and experience for the smooth implementation of the each project area.

State University, Uzhhorod National University (UZHNU) with a vast social impact, including the provision of ongoing courses and opportunities for vulnerable persons, will have a leading position for the organization and conduction of country adaptation and refinement workshops for the **redesigning phase of the curricula (Action 3.1.4)**.

Caucasus university (CU) through its strong experience in managing and implementing various international projects, including dissemination, academic development and capacity growth activities, as well as initiatives for the integration of new technologies in the field of education, is going to offer its expertise for the implementation of all the project's activities.

Ministry of Education of Ukraine (MESU) as a national public body is going to be responsible for Development of policy recommendations for improving connectivity in remote areas (WP5).

Ministry of Education and Science of Georgia as a national public body that is in line with Unified National Strategy for Education and Science of Georgia 2022-2030 and as an Associated Partner of the Project is going to participate in all Working Packages.

Apart from the above allocation of tasks among the partnership, all the organizations have agreed to participate actively in all the horizontal aspects of the project, such as Project Management, through continuous reporting and monitoring, and Dissemination and Exploitation, through the activation of their networks (teachers, learners, external stakeholders).

2.2.2 Consortium management and decision-making

Consortium management and decision-making (if applicable)

Explain the management structures and decision-making mechanisms within the consortium. Describe how decisions will be taken and how regular and effective communication will be ensured. Describe methods to ensure planning and control.

Note: The concept (including organisational structure and decision-making mechanisms) must be adapted to the complexity and scale of the project.

Structure of Management and decision-making mechanism

To ensure the successful implementation we have identified an adequate management structure and effective decision-making mechanism which are adapted to the complexity and the scale of our project. The Project Management Structure is also taking into consideration the guidelines set by EACEA.

- ☐ **Project Coordinator:** KARLS as the Lead Partner will ensure the effective and efficient achievement of all project aims and activities, within the time designated, according to financial availability and rules.
- ☐ **Steering Committee (SC).** Acting as the main decision-making body and being responsible for Project Supervision, it involves one representative per partner and a second additional member, as a replacement, that represents and binds the partner in case the main representative is absent. Members of the Steering Committee will be authorised by their organisation to take decisions on their behalf. Voting by majority rule will simplify the decision-making and ensure equal treatment for all partners, avoiding potential conflicts. Moreover, SC will be enabled in the framework of a Conflict Resolution Process that is going to be included. Should conflicts arise at an Activity or WP level, the issue is going to be presented to the Steering Committee, where decision-making processes are going to be followed. Should a conflict arise at the SC level, the issue will be escalated to the Quality Assurance Board (see below).
- ☐ **WP Implementation Groups (WP/IG).** The implementation process is going to be done, through the formulation of Task Implementation Sub-groups according to Tasks Structure, after the decision and guidance of the WP implementation groups. These Groups will be acting as the main



implementation teams, formulated with the representation of one representative of the partners that are participating in the specific WP. In these groups, we have envisaged two additional roles:

- **WP Leaders:** They coordinate all the Tasks Leaders, providing advice and assisting in each WP Task. The WP Leaders are: WP1-KARLS/ WP2-Metropolitan College/ WP3- University of Patras / WP4-KARLS/ WP5-Ministry of Education of Georgia / WP6- Guram Tavartkiladze University.
- **Tasks Leaders / "Head of Tasks":** They provide detailed "guidelines"/ methodologies for Task implementation (i.e., Detailed breakdown of the Tasks, WP level GANTT Chart with responsibilities and expectations per partner, Templates, etc).
- **Quality Assurance Board (QAB).** QAB will be a crucial part in project's management, serving both as Quality Assurance Mechanism and as a "mediator" for improving low quality deliverables. It will include representatives from 5 organizations (the lead partner, the QA partner, and 3 more organizations that will be elected by the consortium, based on criteria set by the QA leader). The QA Board will also be enabled in the framework of the Conflict Resolution Process. Should a conflict arise, the issue will be addressed to the QA Board, where a final decision is going to be made, based on the QA mechanism (see related section). Should a conflict arise at the QAB level, the Project Officer is going to be contacted for advice and resolution support.□
- **External Evaluator,** responsible for reviewing the overall planning and scheduling of the project and its successful delivery within the agreed time and budget. The overall role and responsibilities of the External Evaluator are demonstrated below, in Section 1.3.3.□

Ensuring regular and effective communication

Efficient communication and cooperation are essential for the successful implementation of our project. Our intention is to create a vivid implementation team and increase the integration of the partner's representatives into coherent Working Groups at the different levels of the management structure.

Within this context, the elements for ensuring sustainable and effective communication within the consortium and among partners are:

- **Previous collaboration among Project Partners.** We have already increased our collaboration, during the preparatory phase of the Application, where we met either bilaterally or in groups, via zoom calls, in order to discuss the different aspects of the application. On the other hand, some partners of the consortium have previously worked together in projects or other relevant activities at a national level.□
- **Team Building Activities.** A number of warm-up and ice-breaking activities are going to be organized in the initiation period of the project, both online and during the kick-off meeting. Through these meetings we are going to provide each team member with the opportunity to present himself learn about themselves, the partners and the overall objectives of the project.□
- **On-going Communication Arrangements.** Our intention is to establish both informal and formal communication channels among the project partners, that are going to be monitored and reviewed through: i) the project QA plan and ii) the External Evaluator activities. For the communication of the partners, we are going to use Basecamp, which will also be used for files storage and task assignment.□

Within this context, we are planning to develop:

- A project contact list, including all contact details (phone numbers, e-mail addresses, skype accounts) of project team members (Consent Form according to GDPR will be requested)
- SC meetings: 1 per month – via Zoom
- WP/WG meeting monthly – via Zoom
- Transnational Meetings (approximately once per year, including kick-off and final project meeting)
- Ad-Hoc meetings, whenever necessary, are going to be organized
- Other tools such as the regular use and exchange of emails, phone calls etc.
- Limited use of emails, to increase efficiency.

Methods ensuring planning and control in meetings

To ensure that communication is efficient, and to avoid possible misunderstandings, we are going to:

- Circulate a **Meeting Agenda**, at least 1 week prior to the meeting (for online meetings), asking also partners to include items for discussion, while the last item of each meeting is titled "miscellaneous", where all partners can include a "last minute" item to be addressed.□
- For all meetings (physical or virtual/hybrid), **meeting minutes** are going to be prepared and distributed among participants (within 3 days from the meeting), for ratification purposes. Every partner will be asked to review (within 15 days) the content and add / change / delete, adjusting the content to their understanding. The final meeting minutes are going to be circulated again and.□

- adopted by the next meeting, should the meeting be formal and requiring voting.
- ☐ During the implementation of the meeting a **satisfaction questionnaire** is going to be distributed (responsible: BK), where participants will be asked to provide feedback and suggestions.
 - ☐ With the responsibility of BK after each plenary (online or f2f) SC meeting, a random interview is going to be conducted with one of the participants, to review the meeting and receive constructive feedback and suggestions.
- Communication among partners is going to be **subject of evaluation** by the External Evaluator, who will be asked to include a relevant section in the mid-term and final evaluation.

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3. IMPACT

3.1 Impact and ambition

Impact and ambition

Please address each guiding points presented in the Call document/Programme Guide under the award criterion 'Impact'.

Define the expected short, medium and long-term effects of the project. Who are the target groups? How will the target groups benefit concretely from the project and what would change for them?

Key elements considered for the RE-DIRECTION expected impact:

The formulation of the impact's approach is constructed on the basis of the following key elements:

- ☐ The depiction of impact in two scales; **(a) the small-scaled (National/Local) and (b) a larger one (European/global)** in view of highlighting the importance of the project's footprint for the Higher Education sector;
- ☐ The correlation of each impact's element to **short, medium and long -term effects**, highlighting the connection of impact to sustainability of project's results during and after its implementation;
- ☐ The use of **specific strategic papers of EU** will reassure that **our RE-DIRECTION project's impact ambition and is in line with EU's strategy**, concerning digital teaching and learning skills enhancement of Eastern Neighbourhood Partner Countries. Also, they help us vision the potential impact of our project;
 - Digital Education Action Plan 2021-2027: understand the EU's priorities for digital education and incorporate into our project
 - Digital Compass: identify the specific digital competences that should be developed and incorporated into our project
 - Transversal Skills 2020: outline the key skills that are considered important for the digital age and reassuring that our target groups are trained within the same direction
 - EU Youth Strategy 2021-2027: "Engage, Connect, Empower": understand how to empower young people and help them to connect with each other and with society, building policy recommendations that are in line with societal demands
 - 2030 Policy Programme "Path to the Digital Decade": understand the EU's overall vision for the digital decade and ensure that our project is aligned with this vision
 - 2030 Agenda and its Sustainable Development Goals: understand the 17 Sustainable Development Goals (SDGs) that the world aims to achieve by 2030 and create impactful action within our RE-DIRECTION project idea
 - Future of Education and Skills 2030: understand and develop key actions and initiatives that will be taken to achieve this vision
 - European Pillar of Social Rights: outlines the 20 key principles that are considered important for a fair and inclusive society and use it as a key-reference for the inclusivity aspect to be incorporated within the whole process of the redesigning of the curricula and the development of new core courses on inclusivity (WP3)
- ☐ The presentation of the different target groups that are influenced from project's idea; (a) end users, and (b) stakeholders.

Impact:

Implementing the RE-DIRECTION, we envisage to create a systemic impact at the following levels:

At a National/local level (Georgia and Ukraine):

- ☐ Enhancement of digital skills provision: The development of the Curriculum (WP3) that will be delivered through the MOODLE platform envisages to create a dynamic upskilling process for

students and HEI staff, as noted by partners in **Georgia and Ukraine in the needs analysis**, supported by our Train the Ambassadors Training (WP4)

Target: at least **250 students will be trained** and at least **100 academics per target country will be trained** in our Train the Ambassadors Training **until 2026** (short/medium-term effect)

- Increase of the use of telecollaboration platforms and updated digital pedagogical methods among HEIs: RE-DIRECTION project will ideally encourage HEI staff and academics from **Ukraine and Georgia** to use these educational tools to better plan their educational strategies, incorporating digital tools, sustainable teaching methods, inclusive online techniques and achieve their responses to the constantly changing job market so that they can advance a student's career based on in-demand skills or in the most valuable Digital Society skills. *ILIAUNI* in **Georgia** highlighted the **aim to broaden students' digital savvy and especially those in remote areas**.

Target: it is envisaged that all students among the target partner countries' **HEIs will enhance their digital skills up to 80% until 2030** and more connectivity options will be offered by the public actors to HEIs from vulnerable communities. (short-medium effects)

- Better information on digitalization, sustainability and enhancement of digital awareness: Within the implementation of the desk and field research upon which will be formed the updated curriculum and the development of the core content on digitalization, inclusivity and sustainability (10 Modules) the consortium will take concrete actions towards building a stronger online teaching and learning awareness and *adopting relevant combating techniques of connectivity issues when learning online according to each target Partner Country's national/local specific regulatory context*. Within the Joint Curriculum preparation (WP3) and delivery (WP4) the consortium will integrate the most updated online teaching techniques so as to contribute to the digital prosperity of the Georgian and Ukrainian HEIs, an impact well-depicted by *GIU* underlining the case of **Georgia**.

Target: HEIs will incorporate updated digital techniques when implementing digital learning, reaching a **minimum of 80% of the students of Partner Countries HEIs and related staff with basic digital skills by 2030**. (short-medium effects)

- Reinforcing both learning and teaching experience embedding digital technologies into pedagogical design: The delivery of the Joint Curriculum (WP4) will hopefully create linkages with the latest pedagogical developments, as expressed by *NTU DP* in **Ukraine** and upskill students and trainers so as to achieve a systemic digital transformation of the virtual exchanges experience and upgrade the pedagogical design.

Target: achievement of joint actions of HEIs and creation of a new framework for updated curricula, expanding the current best practices and pedagogical techniques and structures within institutional environments in **20 more countries until 2030, expanding their potential to scale-up to other countries with similar characteristics** (short/medium-term effect)

- Better bridging of the digital skills gap of the staff and students and increased equality and resilience among educational key-players: Barriers that hinder the development of digitalization and sustainably among young learners, as the project partners unanimously expressed, highly supported by *GSU* in **Georgia**, are going to be tackled by the joint initiatives we have planned. After the training implementation of the trainers (WP4) hopefully the experienced trained staff will introduce and promote new digital training provision incites.

Target: at least **250 students that will be trained through our RE-DIRECTION project will be selected so as to belong to minority groups, maintaining gender balance** and boosting equal participation of students in online learning and reaching a minimum of 80% of the students of remote regions of Partner Countries' HEIs with adequate digital skills by 2030 (short/medium-term effect)

- Increasing cooperation with public actors and introducing solutions for connectivity issues aiming at a general institutional reform: Taking into consideration the complexity of the problems that hinder students' equal access to education, as expressed by *VSPU* in **Ukraine**, RE-DIRECTION hopefully will minimise connectivity issues and other related factors based on participants' feedback when the pilot sessions and Train of the Ambassadors training for trainers are applied WP3 & WP4. The pilot phase delivered simultaneously to HEIs from various remote regions will give us adequate feedback into connection problems and hopefully it will benefit the target groups of HEIs into developing the necessary **mechanisms of combatting connection problems that will pro-actively result into building meaningful relationships between learners from all different regions across each one of the target countries, Georgia and Ukraine expanding their collaboration possibilities and networking opportunities**.

Target: at least **20 more HEIs of vulnerable communities in total will benefit from the policy**

recommendations, boosting connectivity reform actions to be implemented by 2030. (long-term effects)

At a European/Global level:

- More standardized policies concerning the digital transformation of HEIs: Turning the main focus towards the EU research documents and reports, the strategic papers and related framework, HEIs need to harmonize and update their digital teaching and learning techniques according to the latest policy framework already published by EU in order for **Ukraine and Georgia** to create more standardized techniques of Updating current Curricula as underlined by ZSSU in **Georgia**.

Target: the adoption of a common policy framework so as to achieve a systemic digital and online safety impact to 30 countries by 2030 with different opportunities and **the potential to scale-up to 10 neighbourhood countries with similar characteristics** (long-term effects)

- Enforcement of pioneering the rational of updated teaching practices in the European-Eastern Neighborhood collaboration among HEIs as underlined by a number of interconnected EU priorities at an educational level: The project RE-DIRECTION envisages to spread the different models of curriculum reform among **Ukraine and Georgia**, EU Institutions and HE related public and private organizations, introducing the participants to the novel experience of digital educational interactions among HEIs and students fostering new ways of effectiveness online, overcoming connectivity issues.

Target: the update of current curricula by at least 10 countries by 2030 (long-term effects)

- Reinforcing the EU goal of “no-one left behind”: This transnational cooperation enables RE-DIRECTION to impact the EU-wide agenda in a more significant way, raising awareness of the need to embrace pedagogic innovation as a vital route to achieving this EU goal. RE-DIRECTION enables a fast-track progress by incorporating innovative practices that is necessary for leaps forward.

Target: 1000 more academic staff will use the online open-access core curriculum developed through our project for their own teaching within their universities until 2030 (long-term effects)

- Boosting innovation capacity of the Higher Education sector: HEI staff, students and the Higher Education sector overall will boost resilience in digital learning reality that COVID 19 brought to the forefront and students will increase adaptivity to the new digital era, incorporating new innovative digital tools, with the general aim, as predefined in the needs analysis and noted by NTU DP in **Ukraine** with the aim to contribute to the skills inadequacy existing in Partner Countries and boost employability.

Target: more innovation in educational material and HEIs’ procedures by 2030, reaching a minimum of 80% of the students finishing HE to be employed to the current labour market of digitally aware employees (long-term effects)

- Stronger harmonization of the fragmented Higher Education sector in the EU and Partner Countries: Emphasizing on class time devoted to digital culture learning results in eliminating significant differences found in between HEIs and youth organizations and enlarges the paths of surpassing important implications for curriculum design and instruction within **Ukraine and Georgia**.

Target: more adjustments of the HEIs curriculum at the current digital teaching standards by 2030 as underlined by EC’s priority of A Europe fit for the digital age

- Bringing forward student’s motivation in learning and increasing employability rates of recent graduates in Partner Countries and/or abroad: Participating effectively and efficiently in digital learning not only addresses students’ personalized path of needs and interests but also prepares them to live in the pluralistic and multicultural contemporary society, an indispensable impact that brought forward by UZHNU in Ukraine.

Target: more than 2 million of motivated students of Partner Countries HEIs will be working within their field of interest, after the completion of their studies within their country or abroad until 2030 (long-term effects)

Target groups:

- **HEI academic, faculty, staff, teachers and educators**, who are going to use the training materials of RE-DIRECTION and/or are going to be trained within the Trian the Ambassadors Training for Trainers within WP4, with a special focus on inclusivity (*Deliverable: Inclusion Guide for Trainers*). They will have access to new methodologies in teaching and learning. They will acquire also new



- skills and they will gain new knowledge tailored to current market needs (short/medium-term effects);
- **Trainers, youth facilitators, youth workers** who will participate in the preparatory face of creation of the new Joint Curricula, in validation workshops, in piloting, and after-piloting evaluation phase etc., they will be benefited from the new teaching and assessment methodologies and they will be able to explore the educational needs of the new educational environment based on current digital needs (short/medium-term effects).
 - **Students and young learners** who are going to have access to the e-learning platform (WP3), and participate in the Pilot phase. **The participants will increase their digital skills, transmitting their knowledge within their families and among peers**, they will additionally, gain new capacities, adjusted to the contemporary digital Higher Education as well as digital labor market demands, unanimously noted by all partners and specially among Georgian partners. (short/medium-term effects);
 - **Stakeholders:**
 - **HEIs, youth organizations & Research Institutions** which will benefit from RE-DIRECTION results; using them in the future for elaboration in order to develop new curricula and digital skills trainings as well as to update existing ones so as to enhance employability and eliminate connectivity issues cases among students residing in vulnerable communities of Ukraine and Georgia (long-term impact);
 - **Policy Makers (Ministries, local/regional authorities, EU bodies, etc.)** wishing to make changes at a European, Eastern Neighborhood region and national level regarding long-term effective HE (medium-term impact)
 - **NGOs, human rights organizations, youth organizations and training institutions** will empower a network of policies and will benefit from the provision of sustainable and structural support to challenge skills anticipation, employability and interculturality through empowerment and participation of youth, social cohesion and inclusion, anti-discrimination policies, in particular small-scale local initiatives and those working at grassroots level (long-term impact).

Progress measured:

The ultimate impact of RE-DIRECTION project will be measured by the progress made towards approaching the EU-level digital skills target, **through pre-evaluation and after-assessment of the delivery of the Train the Ambassadors Training of the Trainers and the Pilot delivery of the Curriculum** as part of WP4. **The Pilot phase's feedback received will provide us with a great number of qualitative data on connectivity issues that especially remote HEIs of the target partner countries are facing**, such as the online space and interaction, the internet access, the availability of IT infrastructure, the availability of computers, the online platforms operation (i.e ZOOM and MOODLE) the collaborative teaching of the redesigned curricula success rates online, generating a more complete picture of the digital teaching that will be redefined through our project. **The pilot phase of the redesigned curricula and the core curriculum created will give the opportunity to the consortium to test the material produced together with the learners and adapt according to the feedback especially in terms of digital learning and/or teaching issues.**

The Curriculum will be adapted according to the participants' needs and feedback and interesting research work and documents will become available through the MOODLE platform after the project's termination. **The participants will have the chance to scale-up the outcomes of the activities and the course taught through the Pilot phase and simultaneously the Digital HUB hosted in a private space within the MOODLE platform will work as an effective tool for digital learning and sustainability techniques and it will enrich staff and students' awareness of the exploitation possibilities that are offered, enlarging the opportunity to benefit future interested participants that are interested to participate in the open-access material and to complete at their own time (or in the case of unstable Internet connection) the core content for their fellow students within their respective Universities or any other type of educational institutions.**

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3.2 Communication, dissemination and visibility

Communication, dissemination and visibility of funding

Describe the communication and dissemination activities which are planned in order to promote the activities/results and maximise the impact (to whom, which format, how many, etc.). Clarify how you will reach the target groups, relevant stakeholders, policymakers and the general public and explain the choice of the dissemination channels.

Describe how the visibility of EU funding will be ensured.

Communication and dissemination activities

The project RE-DIRECTION coherently planned a set of communication and dissemination activities aiming to maximise the awareness, the knowledge, and the exploitation of its results. Such activities have been framed in the context of WP6 – Project's Dissemination & Exploitation, led by GIU.

☐ Preparatory Activities

- ☐ As an overarching element, the partners agreed that a Dissemination & Exploitation Strategy will be drafted upon project initiation to coordinate the activities foreseen and the partners' teams supporting the communication effort.
- ☐ Mutual understanding among the partners of RE-DIRECTION also ensured that a wider ecosystem of stakeholders was identified across countries and type of organizations (firstly HEIs' staff for Curricula definition (T2.2), piloting of training scheme (WP3), but also Ministries' staff, education consultancies etc.).
- ☐ An initial Visual Identity for the project has been prepared to strengthen the sense of belonging and commitment of RE-DIRECTION's partners to the application. The Identity will be validated and enriched upon project initiation.
- ☐ Finally, the communication point of view has supported the identification of the core results of RE-DIRECTION: in fact, the partners have foreseen a framework linking the main Results and Deliverables to the most effective channels.

☐ Digital Presence & Activities

- ☐ RE-DIRECTION, as a project deeply committed to the enhancement of HEIs' digital competencies through the empowerment of its staff, intends to set up a strong online presence.
- ☐ The project will set up an original website, sharing information about RE-DIRECTION's objectives, partnership, and results.
- ☐ The website will also be hosting two project videos, foreseen as introductory to the activities of RE-DIRECTION (the first video) and to announce the launch of the piloting phase (the second video).
- ☐ Both video and website, along with other key project milestones and news, will be advertised through project's original social media pages, establishing a presence on Facebook and LinkedIn. The animation of such pages will thus be ongoing and coordinated by P5, with contribution from all partners.
- ☐ The online presence of RE-DIRECTION will be strengthened also through the publication of Press Releases & Newsletters, to cover an even wider range of stakeholders through multiple channels.

☐ Publications

- ☐ These last two elements, Press Releases and Newsletters, also fall into the range of the publication strategy to be implemented by RE-DIRECTION. Furthermore, press releases will be communicated to both online and offline recipients, adapting the content when deemed necessary.
- ☐ The partnership will also produce a policy document in the context of WP5. Development of policy recommendations for improving connectivity in remote areas. The objective these recommendations will be to build upon the experience gathered through the hands-on building of competencies on Georgia and Ukraine's HEIs on Three Areas (according to the renovated curriculum); however, it will go beyond this, so to explore the margins of improvement in terms of countries' connectivity through more established public-private partnerships.

☐ Face-to-face activities & events

In the context of WP6, partners in Georgia and Ukraine will also organize specific meetings with stakeholders (T6.2, Action 6.2.2). The objective of these meetings will be to provide an overview of RE-DIRECTION' progresses and encourage the cooperation between public and private stakeholders, with a view to the topic explore also in T5.1 and T5.3, namely strengthen the connectivity of remote areas.

☐ A series of workshops are foreseen also during the implementation of other WPs, creating synergies across all activities:

- ☐ In T3.1, organization of two Workshops (one in Georgia and one in Ukraine) to carry out the country-specific adaptation of the new Core Curriculum. The workshops will build upon 50 questionnaires and feedback from 100 academics, 50 stakeholders and 15 policy makers.
- ☐ In T5.2, Adaptation workshops in Ukraine and Georgia (50 participants in each country) to identify connectivity solutions for remote areas in the country.

Finally, a closing Conference for the project is foreseen in Year 3 – Q4. Kyiv, Ukraine, is foreseen as the hosting venue for this special event. As the partnership of RE-DIRECTION firmly believes in the conclusion of the war by then, the closing Conference will assume an even deeper value.

☐ Capitalization activities

Finally, a certain number of activities across the WPs foresee the engagement of key target groups and

stakeholders for the successful achievement of the project's objectives.

- ☐ In T2.2, organization of Open Consultation Process in the form of Online Event to collect feedback on the revised curricula. The consultation process will build upon 100 questionnaires and feedback from 100 academics and 150 stakeholders.
- ☐ In T3.2, set up of a Consultation Committee for the validation of the new training scheme. The Committee will build upon 50 questionnaires, with feedback from 50 policy makers, 50 academic staff and 50 stakeholders.
- ☐ Gathering of feedback on the curriculum from 100 students and 50 academics (in both Georgia and Ukraine).

Reaching out to the target group & dissemination channels

The core target groups identified for RE-DIRECTION are the following:

- ☐ Professors in HEIs, in particular those who are carrying out online teaching sessions for migrants or displaced persons.
- ☐ Tutors supporting the education of students thanks to digital tools, or in digital environment altogether.
- ☐ Other educators, for example those engaged in non-formal learning settings.
- ☐ Dean of HEIs, specifically.
- ☐ Educational consultants.

A variegated set of channels has been identified in order to match the project results or communications with the most appropriate recipient among the ones above.

- ☐ **Online channels:** these will be the project social media pages as described above but counting also on partners organizations' pages (with existing communities to be exploited) and other portals particularly relevant in the world of academia (journals' pages, conferences etc.).
- ☐ **Members of EVBB:** Collaboration of EU partners of the consortium with the European Association of Institutes for Vocational Training will support the discussion held between EU countries, Georgia and Ukraine's HEIs in particular for what the development of digital competencies are concerned. In fact, among the 70+ members the EVBB can rank, there are organizations particularly active in this field, such as ALL DIGITAL.
- ☐ **VET4EU2:** a platform for high-level cooperation between the 4 main networks working in secondary VET along with 2 networks working for the HEI sector. In this sense, EUCEN and EURASHE will represent important partners for discussion at HEI level across Europe and beyond, as well as support the communication with relevant policy makers at European level.
- ☐ **Conferences, events & other institutional gatherings:** similar events are foreseen and expected to take place during the three-years implementation of RE-DIRECTION. In this sense, the partners of the project who are going to be involved in such activities will be able to further network and promote the results during these important occasions.
- ☐ **EU communication channels:** given the specificity of RE-DIRECTION actions, the project is expected to be promoted on the European dissemination platform for Erasmus+. Here, the main information about the project as well as the final results will be disseminated to a wide audience of interested parties.

Visibility of EU funding

The partners of RE-DIRECTION acknowledge the importance of ensuring the necessary visibility to the EU, in particular for the funding enabling the implementation of the project. It will follow all the provisions regarding this aspect, as defined in the Call, the Guide, relevant legislation and other practical documents.

In fact, to make sure that such guidelines are respected, the partnership of RE-DIRECTION will entrust upon a Dissemination Team the duty of monitoring over this aspect. While covering the promotional and communication material, the Quality Assurance process will ensure that EU visibility is respected also across the deliverables produced by making it a key criterion for deliverable acceptance.

Finally, the project will also be able to count on an external Evaluator for the final evaluation of the activities: this process will be organized as to ensure the visibility of EU funding across the results of RE-DIRECTION.

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3.3 Sustainability and continuation

Sustainability, long-term impact and continuation

Describe the follow-up of the project after the EU funding ends. How will the project impact be ensured and



sustained?

What will need to be done? Which parts of the project should be continued or maintained? How will this be achieved? Which resources will be necessary to continue the project? How will the results be used?

Are there any possible synergies/complementarities with other (EU funded) activities that can build on the project results?

Follow-up of the project after EU funding period

The partnership of RE-DIRECTION is committed to the activities of this project so to kick-off a long-term strategic action that could develop the relations between EU and Third Countries, in a perspective of growth and sustainable development. We intend to address complementary challenges as they will be identified during the implementation of RE-DIRECTION and to cooperate with stakeholders outside the partnership to create new and fruitful relationships.

The aforementioned network of stakeholders and interested actors on our results will represent the key to ensuring the sustainability of the achievements of RE-DIRECTION. The partnership will mainstream its main Deliverables through:

- **Participating HEIs in the partnership, as well as outside:** the Institutes will be the educational centres acting for the Human and wider socioeconomic development of Georgia and Ukraine. With the results produced, RE-DIRECTION intends to upscale the competencies of HEIs staff and, in turn, nurture the learning opportunities of students also from displaced locations.□
- **Policymakers & public stakeholders:** to cooperate organically, it is important that the results of RE-DIRECTION are also well heard by those entrusted to take actions at national and regional level. For this reason, the project believed in the inclusion of Public Authorities in the consortium. From here, we believe that the results will be scaled up efficiently. At the same time, other European partners will be able to engage EU-level policymakers through their respective networks.□
- **Mentioning networks** brings us as well to the mainstreaming of the project results throughout Europe thanks to the relationship with organisations such as EUCEN and EURASHE for HEI or EVBB for VET competencies' development.□

Project outcomes to be mainstreamed.

- **Best Practices and Skills mismatch report (WP2, D2.1):** this Report will represent the state of the art in terms of best practices for pedagogical methods employed in the EU for the Three Areas of action (Digital Transformation, Sustainability & Inclusivity). More importantly, the skills mismatch will be the basic action plan for future years on where educators and policymakers should act in order to address strategic priorities for their countries.
- **Methodological Framework Report (WP2, D2.2):** The Framework, made up of two branches according to its country of implementation, will be embedded in HEIs' pedagogical material and approach for the wider uptake of the revised curricula developed by RE-DIRECTIONS.
- **Inclusive Guide for trainers (WP3, D3.1):** this Guide will complement the Framework so to ensure that the development of countries' key competencies will be addressed by involving students in misplaced or remote locations – in other words, leaving no one behind. The Guide will be drafted in line with the EU skills Agenda, embedding in a wider framework of action that can make it easily transferable across countries and HEIs referring to this European initiative.
- **RE-EU-STRUCTURED Training Package (WP3, D3.3):** The Training Package will represent a Body of Knowledge and capacity building material that, once finalized, will support the larger uptake of key competencies in Third Countries' HEIs. It will be included in Core Curricula offered by HEIs, complementing the learning offer through a double approach: competencies development oriented as well as inclusive.
- **Policy Recommendation Report (WP5, D5.1):** the Policy Recommendations will be a strategic document for the partnership and policy makers interested in gaining from the experience of RE-DIRECTION. The Policy Recommendations will suggest areas of improvement in terms of connectivity of remote areas in Georgia and Ukraine, and how these actions, if undertaken, could spur the socioeconomic development of the regions as well as the countries as a whole.

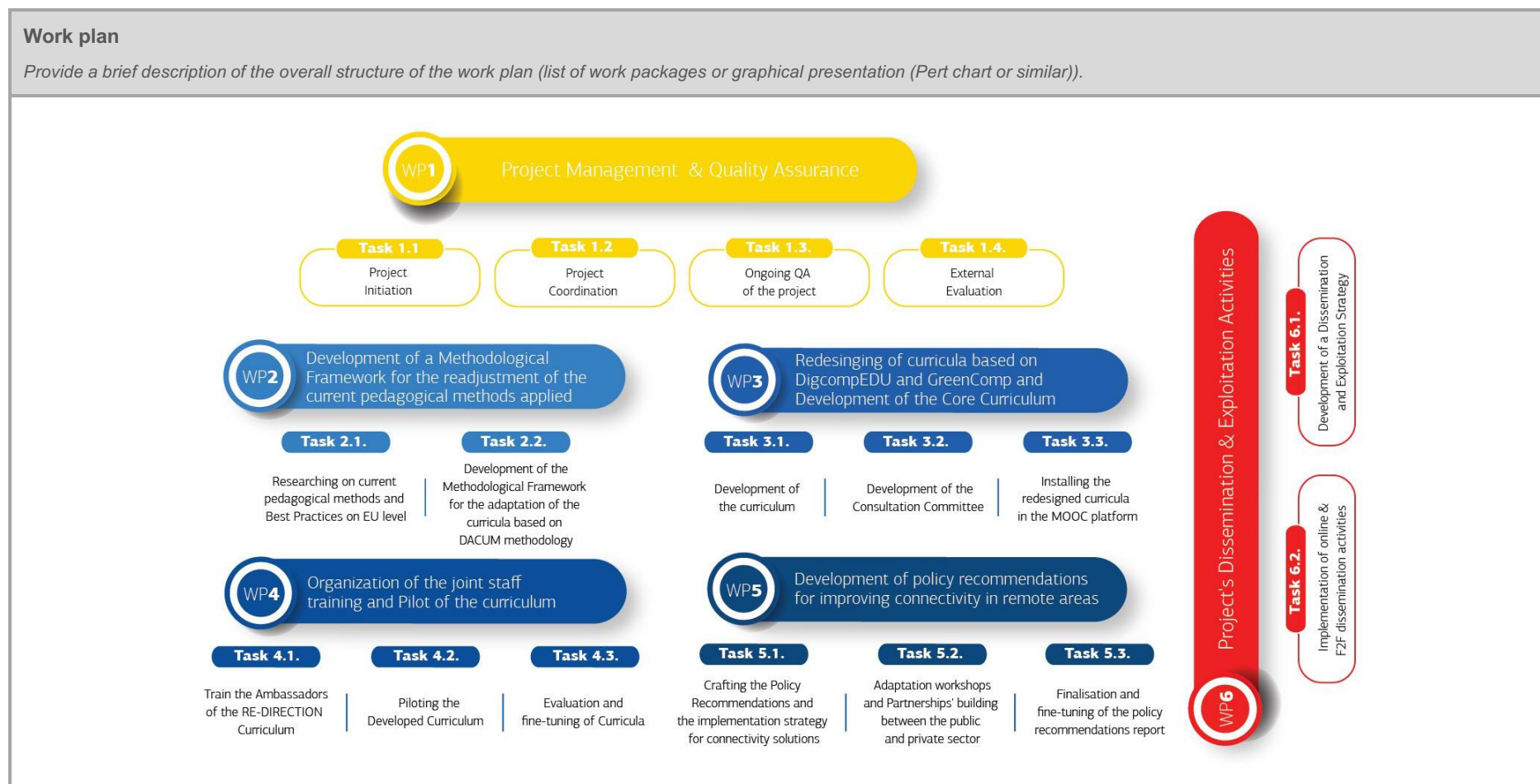
Synergies and complementarities of other EU funded activities

Partners of RE-DIRECTION have been working on EU-funded activities whose objectives are complementary, or surely in line, with the aspirations of the project. These initiatives have been detailed in section **1.3 Complementarity with other actions and innovation**. In fact, the results of RE-DIRECTION not only complement tools and outcomes of other projects, but they also take into consideration other relevant activities that have been funded by the EU, e.g., the assessment of Third Countries HEIs, specifically for Georgia and Ukraine, carried out by the European Commission.

#@WRK-PLA-WP@#

4. WORK PLAN, WORK PACKAGES, ACTIVITIES, RESOURCES AND TIMING

4.1 Work plan



4.2 Work packages, activities, resources and timing

WORK PACKAGES


Work packages

This section concerns a detailed description of the project activities.

*Group your activities into work packages. **A work package means a major sub-division of the project.** For each work package, enter an objective (expected outcome) and list the activities, milestones and deliverables that belong to it. The grouping should be logical and guided by identifiable deliverables/outputs.*

Projects should normally have a minimum of 2 work packages. WP1 should cover the management and coordination activities (meetings, coordination, project monitoring and evaluation, financial management, progress reports, etc.) and all the activities which are cross-cutting and therefore difficult to assign to another specific work package (do not try splitting these activities across different work packages). WP2 and further WPs should be used for the other project activities. You can create as many work packages as needed by copying WP1. The last WP should be dedicated to Impact and dissemination

Please refer to the Call document/Programme Guide for specific requirements concerning the number and the typology of work packages.

Work packages covering financial support to third parties ( only allowed if authorised in the Call document/Programme Guide) must describe the conditions for implementing the support (for grants: max amounts per third party; criteria for calculating the exact amounts, types of activity that qualify (closed list), persons/categories of persons to be supported and criteria and procedures for giving support; for prizes: eligibility and award criteria, amount of the prize and payment arrangements).

 *Enter each activity/milestone/output/outcome/deliverable only once (under one work package).*

 *Ensure consistence with the detailed budget table/calculator (if applicable). (n/a for prefixed Lump Sum Grants)*

Objectives

List the specific objectives to which the work package is linked.

Activities and division of work (WP description)

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), and if applicable Beneficiaries (BEN), Affiliated Entities (AE), Associated Partners (AP) and others, 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 the 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.

Milestones and deliverables (outputs/outcomes)

***Milestones** are control points in the project that help to chart progress (e.g. completion of a key deliverable allowing the next phase of the work to begin). Use them only for major outputs in complex projects, otherwise leave the section empty. Please limit the number of milestones by work package.*

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. It is recommended to limit the number of deliverables to max 10-15 for the entire project. 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](#). For items classified under other rules (e.g. national or international organisation), please select the equivalent EU classification level.

Work Package 1

Work Package 1: [Project Management & Quality Assurance]					
Duration:	M1 – M36	Lead Beneficiary:	1 - Karls		
Objectives					
As the main purpose of this Work Package is to ensure the effective and efficient management and implementation of the project, we have include the necessary horizontal tasks, linked to all the Specific Objectives of the project.					
Activities and division of work (WP description)					
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	Project Initiation	<p><u>Action 1.1.1: Project Team Set up</u> In order for the project to efficiently be implemented, it requires the setting up of an efficient and proper project team, which will be consisted of:</p> <ul style="list-style-type: none"> □ One Project Coordinator (representative from Karls), who will be responsible for leading, directing and controlling the project, within the deadlines and the scope, and according to the funding rules. while escalating when necessary to the Steering Committee □ One Financial Coordinator (representative from Karls) who will be responsible for the financial and administrative coordination of the project, in order to ensure and contribute to its efficient implementation, within the budget and according to the funding rules. □ A Steering Committee (SC), will be consisted of suitably authorized persons from each partner (one representative per partner – plus one replacement), who will be the key decision-making body, for the overall responsibility and accountability for the project's planning and implementation. □ The Work Package Working Group (WPWG) Leaders. who will be responsible for the design of a detailed workplan for the WP under their authority and coordinate the respective activities, in order to successfully implement the project's activities, being in linewith the application, SC decisions and time plan. <p><u>Action 1.1.2: Project Management Mechanism Initiation (Technical and Financial)</u> The establishment of a Project Management Mechanism is a significant step for the initiation of RE-DIRECTION project. This action will include first of all the signature of the contracts between partners (Partnership Agreements). In addition, during the fist two months of the project implementation, and in accordance with the Grant Agreement, Karls, will develop a Project Management and Financial Handbook, which will include, in details, the description, on the one hand of the PM mechanism, tools and processes that will be implemented throughout the project and on the other hand of the guidelines regarding financial and administrative matters, as financial management, reporting and budgeting. The guidelines, will also, include the templates, such as timesheets, letters of appointments, we are going to use during the project lifecycle.</p> <p><u>Action 1.1.3: Coordination of KOM and initiation of the project</u> During this action, the kick-off meeting is going to be implemented in Georgia, in order for the project to properly initiate. The KOM will last 3 days and two participants from its organization, are going to attend face to face. In the KOM, the consortium will set the basis for on the one hand, the efficient implementation of the project and on the other hand the proper communication during the project. This action, is also, involving the organization of the communication channels among the partners on a monthly and ad-hoc basis, developing and using an internal password protected area of the project website for communication, and document sharing, discussion and administrative issues. For the KOM, an agenda and detailed report will be prepared including decisions taken and actions agree for the next steps</p>	Karls All partners	COO BEN, AP	No

		concerning the project. The meeting report will include a record on key discussion points.			
T1.2	Project Coordination	<p>Action 1.2.1: Communication Mechanism Initiation</p> <ul style="list-style-type: none"> <input type="checkbox"/> During the first month of project's lifecycle, the lead partner is going to establish an Online Tool, which is going to be used for the project's management, files storage and partnership communication. <input type="checkbox"/> In addition, Karls, is going to develop an Internal Communication Strategy, as a key element of the Project Management Handbook, defining the components of the consortium's communication, such as means of communication, frequency of virtual meetings, templates, etc. <p>Action 1.2.2: Continuous Coordination, and Reporting</p> <p>This action includes the review of the overall planning and scheduling of the project and its successful delivery within the agreed timeline and budget. Furthermore, in order to be in line with the EU requirements concerning the project reporting, Karls has already foreseen both continuous and periodical reporting in RE-DIRECTION project. In particular:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Continuous Reporting (CR) will be regularly completed online, and will include updates regarding the project's status, as far as it concerns deliverables, milestones, outputs and outcomes, critical risks, and indicators that have been defined in the EU Portal Continuous Reporting tool. Concerning the dissemination and communication action will be listed on an ongoing basis. For the completion of the CR, the partners have come to an agreement, that Karls will be responsible for entering the data in the platform, after gathering the necessary input from the partners. <p>Regarding the Continuous Coordination of the project, the following issues are going to be encompassed:</p> <ul style="list-style-type: none"> ○ Operational communication flow within the consortium: This will be created by the establishment of direct links among the Project Coordinator, SC and working groups, in view of implementing the idea of the project at an EU level. ○ Review of achievements, deliverables, deviations and lessons learned ○ Planning of resources for each stage of project's overall coordination submitting six (6) semi-annual unofficial reports to the coordinator and 2 Annual Progress Reports and 1 Final Progress Report to the EC <input type="checkbox"/> Periodical Reporting (PR) is going to be linked with consortium's payments and is going to be conducted by the submission of Technical and Financial Reports, both through the eGrant portal and submitted as PDF. <p>Maintaining accurate records of the activity progress and expenditure reports will also be ensured.</p> <p>Action 1.2.3: Ongoing Online Meetings and WP Leader meetings</p> <p>This action is referred to the online project meeting held, during the project's lifespan, in order to evaluate project's progress and discuss next plans and activities. These forums will be used for exchange of information among partners, review of project's progress, risk assessment, decision-making and conflict resolution. A summary of main points discussed at virtual monthly</p>	Karls All partners	COO BEN, AP	No

		<p>meetings will be devised.</p> <p>In addition, the project coordinator is going to organize frequent WP Leader meetings, in order to track and evaluate the WP's progress and discuss the next activities.</p> <p>There are also going to be organized Online Steering Committee Meetings every month (M1-M36). In addition to the online meetings, there will be organised 4 Transnational Partners Meetings (TPMs) – 1 Kick-off meeting in Georgia, 2nd TPM in Germany, 3rd TPM in Greece and last TPM together with the Final Conference organised in Ukraine. GIU will cover the cost of 2 members of our Associated partner of this consortium to travel for the 3 TPMs.</p>			
T1.3	Quality Assurance	<p>Action 1.3.1: Development of a Quality Assurance Plan (QAP) and Establishment of Quality Assurance Board (QAB)</p> <p>During the M2 of the project BK CONSULT GMBH will deliver a detailed QAP that will contain all evaluation areas, procedures, methods and tools that will be applied during the project for assuring its quality and for performing internal evaluation in a systematic way. Questionnaires will be drafted also in google forms to be used for the evaluation of Partnership Management and Communication, Project Management, Project Meetings and other activities related with the WPs. A QAB will be formed consisting of at least four (5) persons from the partnering organizations.</p> <p>Action 1.3.2: Internal Evaluation Activities</p> <p>The internal evaluation activities are related to the following areas:</p> <p>(a) <u>Partnership Management and Communication, & Project Management</u>: A questionnaire will be distributed to all partners including question items about these areas every six months</p> <p>(b) <u>Project Meetings</u>: a questionnaire will be distributed to all partners upon the completion of each meeting (in-person or virtual),</p> <p>(c) <u>Quality Assurance Review of Deliverables</u>: All deliverables will be evaluated by the QAB members upon the delivery of their final version. QAB review will be based on the quality criteria that have been set. The scoring rate will be a 10-rate scale, with a 70% threshold;</p> <p>(d) <u>Evaluation of the Joint Training Scheme</u>: To ensure the quality and the sufficiency of the training programme, the following areas should be evaluated by at least three experts: curriculum, curriculum completeness, content of the curriculum, , accessibility, tools, etc.), 2nd trainings (satisfaction, usefulness, relevance, etc.), WBLs. Questionnaires will be distributed to all involved parties (learners, trainers, managers/employers);</p> <p>(e) <u>Dissemination Activities evaluation</u>, to capture the satisfaction level of participants. Questionnaires will be distributed to the participants at the end of each event.</p> <p>Action 1.3.3: QA Reporting</p> <p>Quality Assurance Reports will be delivered in a semi-annual basis including the management</p>	BK CONSULT GMBH all partners	COO BEN, AP	No

		and communication aspects. Six (6) QA reports are expected to be produced. A Synthesis Report for Quality Control of Deliverables is also planned to be delivered by the QAB by the end of the project. Evaluation reports on trainings (online, f2f, WBLs) will be delivered upon the completion of them								
T1.4	External Evaluation	Action 1.4.1: Drafting of an Evaluation Methodology For transparency reasons, Evaluation will be appointed to an external entity (person or company). The tasks that the external evaluation expert will undertake are the following: <ul style="list-style-type: none"> <input type="checkbox"/> Development of an Evaluation Plan, including definition of quality objectives using SMART criteria, presentation of the quality procedure and establishment of feedback loops <input type="checkbox"/> Conduction of evaluation reports that will provide the methodological mapping of the deliverables Action 1.4.2: On going and final evaluation On Going Evaluation (1 Mid-Term Evaluation Report, and 1 Final Evaluation Report which will be conducted with the scope of summarizing what has been succeeded through all the activities of the project's lifespan, while on-going support on the evaluation of the overall project and financial management is going to be requested.						BK CONSULT GMBH all partners	COO, BEN, AP	Yes / Subcontracting: External Evaluator
Milestones and deliverables (outputs/outcomes)										
Milestone No (continuous numbering not linked to WP)	Milestone Name	Work Package No	Lead Beneficiary	Description				Due Date (month number)	Means of Verification	
MS1	Cooperation established	1	Karls	The establishment of the affairs between the partnership, is essential since it is going to define the terms of cooperation between the contractual parties, by specifying the rights and responsibilities of each party as well as their reporting obligations and payments, ensuring a smooth, mutual cooperation.				M1	15 Signed Agreements	
MS2	KOM conducted	1	Karls	During M2, the kick off meeting will be held in Georgia. The meeting will last two and a half days and two people per partner will participate. In the KOM, the consortium will clearly define the scope and the objectives of the project.				M2	1 KOM Report	
Deliverable No (continuous numbering linked to WP)	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month number)	Description (including format and language)			

D1.1	Project Management Handbook	1	KARLS	R — Document, report	SEN — Sensitive	M3	<p>The Project management handbook is an internal instructional tool that provides the RE-DIRECTION consortium with specific guidelines for the project management and financial management and the implementation of project activities.</p> <p>Format: <i>electronic</i> / Language: <i>EN</i> / Approximate number of pages: 60</p>
D1.2	QA Plan	1	BK CONSULT GMBH	R — Document, report	SEN — Sensitive	M3	<p>This plan will contain the quality control and evaluation methods and procedures that will be applied during the RE-DIRECTION project implementation for assuring its quality of performance and results and for performing the quality assurance mechanisms of the redesigned curricula process in a systematic way. The plan will be shared with the rest of the project team so that their input and interests are accounted for in planning the evaluation. Also, the specific roles of the consortium members in terms of quality will be described in details including a continuously updated timeframe of activities. Quality Plan and quality related materials developed and to be utilized in others WPs including satisfaction questionnaire in the Train the Ambassadors Training and in the Pilot phase of the curriculum.</p> <p>Format: <i>electronic</i> / Language: <i>EN</i> / Approximate number of pages: 60</p>
D1.3.	Mid-Term Progress Report	1	KARLS	R — Document, report	SEN — Sensitive	M18	<p>Progress report on project implementation covering the period from M1 to M18</p> <p>Format: <i>electronic</i> / Language: <i>EN</i></p>

D1.4.	Sustainability Strategy	1	KARLS	R – Document, report	SEN – Sensitive	M6	<p>The sustainability strategy will include the action plan, the indicators, the financial sustainability measures and all the MoUs signed during the project.</p> <p>Format: electronic / Language: EN / Approximate number of pages: 20</p>
D1.5.	Mid Term External Evaluation Report	1	BK CONSULT GMBH	R – Document	SEN – Sensitive	M18	<p>Mid – Term External Evaluation report covering the period up to M18.</p> <p>Format: electronic / Language: EN / Approximate number of pages: 30</p>

D1.6.	Final External Evaluation Report	1	BK CONSULT GMBH	R – Document	SEN – Sensitive	M36	Final External Evaluation report covering the period M18 to M36. Format: <i>electronic</i> / Language: <i>EN</i> / Approximate number of pages: 30
D1.7.	Mid Term Internal QA Report	1	BK CONSULT GMBH	R - Document	SEN – Sensitive	M18	Mid – Term Internal QA report covering the period up to M18. Format: <i>electronic</i> / Language: <i>EN</i> / Approximate number of pages: 30

D1.8.	Final Internal QA Report	1	BK CONSULT GMBH	R - Document	SEN – Sensitive	M36	Final Internal QA report covering the period from M18 to M36.. Format: <i>electronic</i> / Language: <i>EN</i> / Approximate number of pages: 30
D1.9.	Report on measurement of KPI in LFM	1	KARLS	R – Document	SEN – Sensitive	M36	Report on the quantitative and qualitative indicators as set in the project application. Format: <i>electronic</i> / Language: <i>EN</i> / Approximate number of pages: 20.

Estimated budget — Resources <i>(n/a for prefixed Lump Sum Grants)</i>										
Participant	Costs									
	A. Personnel	B. Subcontracting	C.1a Travel	C.1b Accommodation	C.1c Subsistence	C.2 Equipment	C.3 Other goods, works and services	D.1 Financial support to third parties	E. Indirect costs	Total costs

Karlshochschule	4	18,000.00 €	0	3 travels	2 persons travelling	3,600.00 €	2,160,00 €	900.00 €	0	0	-	0	1,726.00 €	26,386.00 €
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BK-Con	4	11,520.00 €	10,000.00 €	3 travels	2 persons travelling	3,600.00 €	2,160,00 €	900.00 €	0	0	-	0	1,973.00 €	30,153.00 €
University of PATRAS	1	8,640.00 €	0	3 travels	2 persons travelling	3,600.00 €	2,160,00 €	900.00 €	0	0	-	0	1,071.00 €	16,371.00 €
Metropolitan College	3	14,060.70 €	0	3 travels	2 persons travelling	3,600.00 €	2,160,00 €	900.00 €	0	0	-	0	1,450.00 €	22,171.00 €
Guram Tavartkiladze University	4	4,140.00 €	0	2 travels	4 persons travelling	4,800.00 €	2,880,00 €	1,200.00 €	0	0	-	0	1,222.00 €	18,682.00 €
KYIV MEDICAL UNIVERSITY	1	5,400.00 €	0	3 travels	2 persons travelling	3,600.00 €	2,160,00 €	900.00 €	0	0	-	0	844.00 €	12,904.00 €
Shota Meskhia State Teaching University of Zugdidi	3	3,960.00 €	0	3 travels	2 persons travelling	3,600.00 €	2,160,00 €	900.00 €	0	0	-	0	743.00 €	11,363.00 €
Gori State University	3	3,240.00 €	0	3 travels	2 persons travelling	3,600.00 €	2,160,00 €	900.00 €	0	0	-	0	693.00 €	10,593.00 €
Ilia State University	3	3,960.00 €	0	3 travels	2 persons travelling	3,600.00 €	2,160,00 €	900.00 €	0	0	-	0	743.00 €	11,363.00 €

NTU DP of Technology	3	3,600.00 €	0	3 travels	2 persons travelling	3,600.00 €	2,160,00 €	900.00 €	0	0	-	0	718.00 €	10,978.00 €
Vinnitsia Mykhailo Kotsiubynskyi State Pedagogical University	3	3,600.00 €	0	3 travels	2 persons travelling	3,600.00 €	2,160,00 €	900.00 €	0	0	-	0	718.00 €	10,978.00 €
Kharkiv National University of Urban Economy	2	3,384.00 €	0	3 travels	2 persons travelling	3,600.00 €	2,160,00 €	900.00 €	0	0	-	0	703.00 €	10,747.00 €
UZHGOROD NATIONAL UNIVERSITY	3	3,960.00 €	0	3 travels	2 persons travelling	3,600.00 €	2,160,00 €	900.00 €	0	0	-	0	743.00 €	11,363.00 €
Caucasus University	3	3,960.00 €	0	3 travels	2 persons travelling	3,600.00 €	2,160,00 €	900.00 €	0	0	-	0	743.00 €	11,363.00 €
Ministry of Education of Ukraine	3	2,880.00 €	0	3 travels	2 persons travelling	3,600.00 €	2,160,00 €	900.00 €	0	0	-	0	668.00 €	10,208.00 €
Total	43 person months	94,304.70 €	10,000.00 €	45 travels	96 persons travelling	57,600.00 €	38,317,00 €	10,643,00.00 €	0	0	-	0	14,758.00 €	225,623.00 €
For certain Lump Sum														

Grants, see detailed budget table/calculator (annex 1 to Part B; see Portal Reference Documents).														

Work Package 2

Work Package 2: Development of a Methodological Framework for the readjustment of the current pedagogical methods applied					
Duration:	M1 – M8	Lead Beneficiary:	4 – MC		
Objectives					
<input type="checkbox"/> Sp. Objective 1: Elevating the standard of higher education by fostering cooperation of HEIs and Ministries of Education to promote reform in an institutional level <input type="checkbox"/> Sp. Objective 2: Creation and implementation of a common digital ecosystem with concrete steps for online learning and e-learning tools and Development of common updated programs for Ukraine's and Georgia's integration into the EU Digital Single Market of the future <input type="checkbox"/> Sp. Objective 6: Enhancing the resources available to higher education institutions and pinpoint relevant frameworks and synergies <input type="checkbox"/> Sp. Objective 7: Mainstreaming cooperation between institutions and across national actors					
Activities and division of work (WP description)					
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)	

T2.1	Researching on current pedagogical methods and Best Practices on EU level	<p><u>Action 2.1.1: Research and analysis of Best pedagogical practices, as applied in EU, emphasising on Digital Transformation, Sustainability and Inclusivity</u></p> <p>During this action, Metropolitan CollegeMC will create the Research Methodology, in order to define the parameters of the identification of the pedagogical practices, including templates for reporting. The research methodology will be conducted per group (Each group has been identified during the application drafting period, and will be finalized before the conduction of the research). Group 1: UPAT and from Target country Partners: GSU, NTU DP, (UZHNU) & CU Group 2: KARLS and from Target country Partners: (GIU), ZSSU GROUP 3: MC and from Target country Partners:KMU, (ILIAUNI) & VSPU</p> <p>All the partners are going to conduct desk research utilizing bibliography, papers, articles and methodological guidebooks on current pedagogical methods, as applied in EU, with emphasis on Digital Transformation, Sustainability and Inclusivity. The partners are going to participate at the desk research, in order to provide the academic component of our research. They are going to use the reporting template developed by Metropolitan College, in order to write-down their findings. The desk research is going will be based primarily on European documents relating to the digital transformation, sustainability and inclusivity. After the identification of at least 15 best practices. The identified best practices will be further analysed in a report.</p> <p><u>Action 2.1.2 Research (field and desk) on the gaps among partner countries' HEIs on the 3 fields</u></p> <p>During this action, we are going to conduct desk research upon relevant national documents such as reports, articles, official statistics, that have been published and analyze the gaps on the HEIs; curricula on the topics of Digital Transformation, Sustainability and Inclusivity. The desk research is going to be conducted per group. For the desk research, VSPU is going to create a desk research report template, where all the partners will write down their findings. Following the desk research, we are going to implement field research, through the organization of at least 1 focus group per target country (Georgia and Ukraine). We are going to get feedback from at least 50 stakeholders, who will participate at the focus groups in order to identify the gaps among Georgia's and Ukraine's HEIs on Digital Transformation, Sustainability and Inclusivity. The participating organizations are going to analyze the findings from the focus groups, and create a report, based on the template that will be developed from the VSPU.</p> <p><u>Action 2.1.3: Development of the Best Practices and Skills mismatch report</u></p>	MC All Partners apart from BK CONSUL T GMBH, MESU, MoESG - Associated Partner	COO / BEN	No
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		When both the desk research and field research on Best practices and skills mismatches on the pedagogical methods in the fields of Digital Transformation, Sustainability and Inclusivity, the involved partners are going to combine their findings and they will deliver a Best Practices and Skills mismatch report. MC will be responsible for gathering the partners' findings and developing the Best Practices and Skills mismatch report (based on partners' feedback and reports).			
T2.2	Development of the Methodological Framework for the adaptation of the curricula based on DACUM methodology	<p><u>Action 2.2.1: Identification of the key components for the development of the Methodological Framework</u></p> <p>Based on the findings collected through the previous three actions, the partnership is going to conduct a comparative analysis of the results presented in action 2.1.3, in order to identify the key components for the development of the Methodological Framework. Through the comparative analysis, and taking into consideration, the key elements of DACUM methodology the consortium will set out the key components of the Methodological Framework, that is going to be delivered under WP3. The partnership will identify the key components based on the three key areas of Digital Transformation, Sustainability and Inclusivity. The identified key components are going to be reviewed by the three groups, who will provide feedback. The partners, will use the templates developed by University of Patra, in order to write down their findings.</p> <p><u>Action 2.2.2: Developing the set of standards and expected learning outcomes</u></p> <p>Following the identification of the key components, the consortium, after conducting a literature review and scoping analysis, and following the template developed by NTU DP, is going to set the standards and outline the expected learning outcomes, for the development of the Methodological Framework, based on the DACUM methodology. The consortium should take into consideration for the setting the learning outcomes, the three key areas of Digital Transformation, Sustainability and Inclusivity.</p> <p><u>Action 2.2.3: Collection of feedback from academic staff, policy makers and stakeholders through an open consultation process</u></p> <p>Under this action, we are going to collect feedback from the academic staff, policy makers and stakeholders, in order to validate the methodological framework, via an online open consultation process. In particular, the open validation process aims to reassure that the methodological framework that has been developed during the previous actions of WP2, is well-outlined, including all necessary information with the general aim of extracting meaningful insights and developing a sustainable process of the curriculum development on the following WP3.</p> <p>In order to achieve this, the consortium is going to define the criteria in order to well-depict who is going to participate in the open validation process. Each one of the targeted countries (Georgia and Ukraine) will present the criteria of selection according to its needs and national regulations.</p> <p>On a second phase, a consortium meeting will be organized, for each country to present the findings and compare the results. In order to facilitate consolidation of the data collected in the</p>	UPAT All partners	COO / BEN / AP	No

		piloting countries, the language used in the criteria selection process will be English. The participating organizations are going to use the questions, already developed byGSU, while they will be free to add any relevant question, according to the expertise ofeach group, while they will also use the reporting template developed, in order to write-down their findings. The consortium is going to gather at least 100 questionnaires and receive feedback from at least 150 stakeholders (100 academic staff and 50 policy makers).							
<u>Action 2.2.4: Developing the methodological framework report applied in each partner HEI</u> When both the development of the standards and learning outcomes for the Methodological Framework and the open consultation process will have been completed, the involved partners will combine their findings and they deliver the methodological framework report applied in each partner HEI. The UPATwill be responsible for gathering the partners’ findings and developing the final methodological framework report, based on the DACUM Methodology (based on partners’ feedback and reports).									
Milestones and deliverables (outputs/outcomes)									
Milestone No (continuous numbering not linked to WP)	Milestone Name	Work Package No	Lead Beneficiary	Description				Due Date (month number)	Means of Verification
MS3	Target countries' gaps identified	2	VSPU	The target countries’ gaps identified will be an important milestone of WP2, since it will be the first step to be completed, in order for the Best Practices and Skills mismatch report to be created				M4	Target countries' gaps Report
MS4	Methodological framework has been validated	2	GSU	The Methodological framework being validated will be an essential for the progress of our whole project, since the methodological framework will be the basis for the next project activities (i.e. development of the curriculum, piloting the developed curriculum, etc.)				M8	Open Consultation Report
Deliverable No (continuous numbering linked to WP)	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month number)	Description (including format and language)		
D2.1	Best Practices, Needs Analysis and Skills	2	MC	R — Document,	PU — PUBLIC	M4	After the finalization of the desk and field research, on Best practices and skills mismatches on the pedagogical methods in the fields ofDigital Transformation, Sustainability and Inclusivity, each group will		

	mismatch report			report			draft a report upon the research's findings and MC will be responsible for merging all together, drafting Best Practices and Skills Mismatch report, including feedback and Lessons Learned. Format: electronic / Language: EN / Approximate number of pages: 40
D2.2	Methodological Framework report	2	UPAT	R — Document, report	PU — PUBLIC	M8	After the finalization of the standards and learning outcomes for the Methodological Framework, the participating organizations are going to implement an open consultation process that will be held online. Then, the involved partners will deliver their findings to the UPAT, who will be responsible for merging the findings together and delivering the final methodological report, based on the DACUM Methodology Format: electronic / Language: EN / Approximate number of pages: 30
D2.3.	Stakeholders' report	2	MC	R – Document, report	SEN – Sensitive	M8	This report will include the summary of the focus groups conducted in each country and the surveys shared with the stakeholders. Format: electronic / Language: EN / Approximate number of pages: 30

Estimated budget — Resources (n/a for prefixed Lump Sum Grants)														
Participant	Costs													
	A. Personnel		B. Subcontracting	C.1a Travel			C.1b Accommodation	C.1c Subsistence	C.2 Equipment	C.3 Other goods, works and services	D.1 Financial support to third parties		E. Indirect costs	Total costs
Karlshochschule	2	8,100.00 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	567.00 €	8,667.00 €

BK-Con	2	6,480.00 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	454.00 €	6,934.00€
University of PATRAS	1	8,640.00 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	605.00 €	9,245.00€

Metropolitan College	3	10,358.82 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	725.00 €	11,083.00 €
Guram Tavartkiladze University	2	2,070.00 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	145.00 €	2,215.00€
KYIV MEDICAL UNIVERSITY	1	4,500.00 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	315.00 €	4,815.00€
Shota Meskhia State Teaching University of Zugdidi	2	2,160.00 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	151.00 €	2,311.00€
Gori State University	2	1,800.00 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	126.00 €	1,926.00€
Ilia State University	2	2,520.00 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	176.00 €	2,696.00€
Dnipro University of Technology	2	2,160.00 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	151.00 €	2,311.00€
Vinnitsia Mykhailo Kotsiubynskyi State Pedagogical	2	2,160.00 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	151.00 €	2,311.00€

University														
Kharkiv National University of Urban Economy	2	2,880.00 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	202.00 €	3,082.00€
UZHGOROD NATIONAL UNIVERSITY	2	2,160.00 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	151.00 €	2,311.00€
Caucasus University	2	2,160.00 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	151.00 €	2,311.00€
Ministry of Education of Ukraine	2	1,800.00 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	126.00 €	1,926.00€
Total	29 person months	59,948.82 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	4,196.00 €	64,144.00 €
For certain Lump Sum Grants, see detailed budget table/calculator (annex 1 to Part B; see Portal Reference Documents).														

Work Package 3

Work Package 2: Development of a Methodological Framework for the readjustment of the current pedagogical methods applied					
Duration:		M9 – M20	Lead Beneficiary:		3 – UPAT
Objectives					
<input type="checkbox"/> Sp. Objective 3: Augmenting the proficiency and aptitudes of students preparing students for the digital economy <input type="checkbox"/> <input type="checkbox"/> Sp. Objective 4: Fostering access, equity and inclusiveness in the higher education system <input type="checkbox"/> <input type="checkbox"/> Sp. Objective 5: Improving teacher training programs and upskilling <input type="checkbox"/>					
Activities and division of work (WP description)					
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)	
T3.1	Development of the curriculum	Action 3.1.1: Redesigning the Outline for the Curricula (using related competence frameworks such as GreenComp and DigiComp) With the aim to make a meaningful intervention for the upgrade of HEIs studies in the partner countries (Ukraine, Georgia), we will redesign the outline in a sample of existing Curricula in a way that fully reflects the most innovative trends in HEI: <ul style="list-style-type: none"> - Sustainability - Digitalization - Inclusivity, especially for vulnerable communities or with regards to remote areas In this direction, we will use, as documents of reference, the GreenComp and DigiComp Frameworks and the EU Skills Agenda, based on which we will select and review 6 Curricula to identify gaps, inconsistencies and outdated elements in the aforementioned areas, thus	UPATAI partners	COO/ BEN /AP	No

		<p>responding, updating or replacing them with the latest trends. This way, the selected Curricula will encompass green and digital skills as well as strategies for implementing inclusivity in practice and will eventually enhance HEI students' employability within their countries and across the EU.</p> <p>For reasons of efficiency, partners will be split in 3 groups, each consisting of 3 HEIs from the partner countries and 1 HEI from Europe, all having equivalent departments or field of studies. The partners of each group will be matched in a way that will enable the transfer of know-how from the EU HEI to their partner countries' counterparts. As far as the process is concerned, the partner countries' HEIs will work together to identify the 2 most common Curricula (or the most critical of them if they share more than 2) among them, and then, under the guidance of the EU HEIs, will peer review them (2 Curricula x 3 groups = 6 Curricula in total) and update them accordingly, based on their findings. The Curricula will be selected among 3 fields of studies: a) ICT for the first group of partners (UPAT – GSU – NTU DP – NUUE – CU), (b) Social Sciences for the second (KARLS – GIU – ZSSU – UZHNU) and c) Health for the third (MC – KMU – ILIAUNI – VSPU). UPAT will coordinate the whole process.</p> <p>Action 3.1.2: Development of the core content of the Curriculum, through peer-review with the EU partners</p> <p>Once the outline of the identified Curricula is finalized, partners will start developing the content to address the needs that will have been brought up during the peer review in the previous phase. Under the guidance of P03, the partners will group these needs to (a) horizontal (common for all groups) and (b) field-specific (different for each field of studies). Horizontal needs for digital, green and inclusive skills will be addressed through 3 generic modules and field-specific ones through 3 Specialization Courses (one for each group of Curricula).</p> <p>The modules will be of EQF 6, delivered as O.E.R.s and embedded in an online training platform, to support distant learning. They will comprise the following characteristics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Asynchronous to offer an experience of Online Individual Learning, offering the flexibility to the learner to organize its time of study, stop and resume later <input type="checkbox"/> Offering a simple and easy-to-follow layout <input type="checkbox"/> Interactive <input type="checkbox"/> Practical / Grounded on real case studies, realistic scenarios and problem-solving <input type="checkbox"/> Clustered - Learning topics will be designed with a logical flow <input type="checkbox"/> Adaptable and accessible by different media (PCs, laptops, mobile phones) <p>The training materials will be translated in all partner languages in order to maximize their impact.</p> <p>Action 3.1.3: Development of an Inclusive Guide for Teachers and Administrative Staff (based on the EU skills Agenda)</p> <p>Along with the training modules, the partnership will develop an Inclusive Guide for Trainers in lieu of the absence of such a concrete framework unlike GreenComp and DigiComp which are quite compact and clear on their own. Using the EU Skills Agenda as a document of reference, we will design a Guide to be used by HEIs Teachers and Administrative Staff, especially the</p>			
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		<p>ones who are involved in the design and implementation of the Curricula in their university, providing a methodology as well as practical tips and tools on how to reinforce inclusiveness within HEIs and how to perform occasional updates on the available Curricula once in a while. This Action will be led by KARLS who has an extensive experience in similar tasks, with input provided by all partners.</p> <p>Action 3.1.4: Organization and conduction of country adaptation and refinement workshops</p> <p>Under this activity, the partnership will thoroughly review the training material developed in order to adapt it to the countries' specific context. Adaptation will not be limited to the translation of the materials in partners' national languages but it will be extended to cover other major parameters as well. These include: (a) HEI Structure (how the Curriculum is organized and structured, how courses are conducted etc), (b) Management Structure (decision-making within HEIs, external authorities/bodies that are involved, level of flexibility in Curriculum restructuring etc) (c) Infrastructure and (d) Broader context in terms of green/digital skills and inclusivity within HEIs of the target countries (good practices or initiatives that are implemented within the HEI environment without being strictly educational, such as recycling, inclusivity workshops/speeches etc).</p> <p>To achieve this, the partners will have to organize one virtual adaptation and refinement workshop per partner country (Ukraine and Georgia) and invite HEIs experts and stakeholders (indicatively experts in Curriculum design, HEIs Teachers, accreditation bodies, local/national authorities, etc) to give feedback on the efficiency of the developed Curriculum in association to the above criteria. With the exception of the first 4 partners, all others will be involved, under the coordination of P13.</p>			
T3.2	Development of the Consultation Committee	<p>Action 3.2.1 Developing the quality evaluation process for the Consultation Committee</p> <p>A detailed evaluation process will be developed by BK CONSULT GMBH to be used by the Consultation Committee that will be formed with the mandate to assess the quality of the Curriculum and the respective training materials, their relevance with the aforementioned Frameworks and their consistency with quality standards agreed by the partnership, their efficiency and applicability in the HEIs of the target countries. The quality evaluation will be conducted through (a) a semi- structured questionnaire which will test specific components through multiple choice and open- ended questions (b) focus groups or in-depth interviews with the participation of academic staff, experts and stakeholders.</p> <p>Action 3.2.2: Development of the joint Consultation Committee selection criteria</p> <p>The joint Consultation Committee will be formed and appointed according to certain criteria. The members will be selected upon (a) their role/position in the academic department; (b) their educational background, (c) their overall experience – candidates with experience in Curricula development/restructuring will be preferred. Also, the partnership will take both geographical and gender representation into account trying to form a Consultation Committee as balanced as possible. 150 people will become members of the Consultation Committee; 50 will represent academic staff; 50 policy makers and 50 other stakeholders. All partners will distribute the</p>	BK CONSULT GMBH partners	COO/ BEN / AP	No

		<p>information to their network and recommend potential candidates; the most relevant profiles will be presented to the partners during a topic-specific meeting and the finalists will be selected by rule of majority to ensure impartiality. This action, where all partners will participate, will be coordinated by ZSSU.</p> <p>Action 3.2.3: Validation of the training material through a Consultation scheme After being appointed, the Consultation Committee will proceed to the validation of the training materials. They will review them in details and will fill in the aforementioned questionnaires or take part in the focus groups/in-depth interviews where they will express their views and opinions on the usability of the training materials, under the coordination of GIU.</p> <p>Action 3.2.4 Finalisation of the training material Based on the input provided by the Consultation Committee, the partners will update the Curriculum and will conclude to its final version. Once this is completed, the training materials will be uploaded in the MOOC Platform to become available to the public. This will be assumed by UPAT, the partner responsible for the development of the training materials.</p>			
T3.3	Installing the redesigned curricula in the MOOC platform	<p>Action 3.3.1: Design of the Technical Requirements of the MOOC Platform The technical specifications will be drafted by MC (in collaboration with P05) which will also build the MOOC Platform (A.3.3.2) and perform the internal testing (A.3.3.4). The MOOC platform will be designed based on the accessibility rules of perception, robust, operation and understanding. The platform will be accessible to people having visibility or hearing issues and face difficulties in processing the information (perceivable), function in all operating systems and browsers (robust), include assignments and tasks through easy buttons and functions required (operable), will include simple language to be easily comprehended by all learners and will be translated in all partner languages (UKR, GE) to ensure that the training material is grasped by all people (understandable). Apart from technical features, the partner will take effective measures for the platform's security and accordance with GDPR.</p> <p>Action 3.3.2: Development of a MOOC platform which will be included in Georgian and Ukrainian HEIs' website and work as a DIGITAL-HUB The MOOC platform will embed the following features: <u>Courses Info Page</u>; a first page of the course including the course outline (title, description and number of modules and units, delivery mode and participation requirements; <u>Progress statistics</u>; there the learners will be able to assess their progress and check any pending assignments; <u>Course pages</u>, where the training material in all partner languages will be offered; <u>Embedded Assessments & Activities</u>; to help the learners assess their knowledge after attending the course. <u>Final Assessment</u>: it will be delivered at the end of the course and will provide an overview of the learner's knowledge. <u>Discussion unit</u>, which will be aligned with the course forum to embrace comments and feedback of the learners. An additional feature will be an <u>"Extracurricular Research Repository"</u>, where the partners will upload documents, articles, surveys of specific interest, focusing on the field of digitalization, sustainability and inclusivity. This way, we will transform the platform into a Digital Hub which will remain accessible and will keep being updated for at least 5 years after the end of the project.</p>	MC All partners except for MinEdu of Ukraine and MinEdu of Georgia	COO/ BEN / AP	No

		<p>Action 3.3.3: Uploading of the Training Material on the platform GIU will be responsible for uploading the training material developed under the Action 3.1.2. When the material and the assessments are uploaded on the MOOC platform, it will open to the public and will remain accessible for at least 5 years after the end of the project. Unlike the first two actions, P05 will be responsible for uploading the training materials in the online platform.</p> <p>Action 3.3.4: Internal testing and adjustments Once the training materials are uploaded in the MOOC platform, we are going to implement an informal testing period. During this phase, we will launch two evaluation processes:</p> <ul style="list-style-type: none">□ Phony tests will be conducted by the partners’ Project Managers and relevant staff, who will also provide input on the digital environment, the content and the learning experience.□ 3 people per country from the pool of the end users who this platform is addressed to, will be asked to register before the platform is publicly online for all in order to rate their satisfaction from the learning process. <p>Feedback obtained during both phases will be assessed and necessary improvements will be attempted with a view of maximizing the consistency between the integrated items and areas of concern. Once finalized, the MOOC platform will start accepting registrations.</p>					
Milestones and deliverables (outputs/outcomes)							
Milestone No (continuous numbering not linked to WP)	Milestone Name	Work Package No	Lead Beneficiary	Description	Due Date (month number)	Means of Verification	
MS5	Adaptation Guidelines provided	3	UZHNU	This MS entails the development of the adaptation guidelines that will be followed by the partners during the delivery of the 2 country adaptation and refinement workshops	M20	Training Materials adapted	
MS6	Training Curriculum validated	3	UPAT	This MS illustrates that the Training Curriculum is validated by the Consultation Committee and is ready to be uploaded in the online platform.	M20	Training Curriculum validated	
MS7	MOOC Platform established	3	MC	This MS encompasses that the online platform will be fully operational and ready to be used by the learners	M20	MOOC Platform established	

Deliverable No (continuous numbering linked to WP)	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month number)	Description (including format and language)
D3.1	Inclusive Guide for Trainers	3	KARLS	R – Document, Report	PU - Public	M20	Format: Electronic, Language: EN, UKR, GE Scope: to provide guidelines for implementing inclusivity in practice to HEIs academic and administrative staff in absence of a concrete Framework provided by the EU
D3.2	Consultation Scheme Report	3	GIU	R – Document, Report	PU — Public	M20	Format: Electronic, Language: EN Scope: to summarize the views and comments of the Consultation Committee and describe the methodologies adopted during the validation of training materials
D3.3.	Report on the new or updated curricula.	3	UPAT	R – Document, Report	PU – Public	M20	<u>This report will include all the new or updated curricula identified in WP3 from the implementing countries.</u> <u>Format: electronic / Language: EN</u>
D3.4.	Official Accreditation of the courses.	3	UPAT	OTHER	PU – Public	M20	<u>Official accreditation of the curricula developed during WP3.</u>

Estimated budget — Resources <i>(n/a for prefixed Lump Sum Grants)</i>														
Participant	Costs													
	A. Personnel		B. Subcontracting	C.1a Travel			C.1b Accommodation	C.1c Subsistence	C.2 Equipment	C.3 Other goods, works and services	D.1 Financial support to third parties		E. Indirect costs	Total costs
Karlshochschule	6	25,200.00 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	1,764.00 €	26,964.00 €

BK-Con	4	13,680.00 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	958.00 €	14,638.00 €
University of PATRAS	3	14,400	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	1,008.00 €	15,408.00 €

		.00 €			g									
Metropolitan College	7	26,949.78 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	1,886.00 €	28,834.00 €
Guram Tavartkiladze University	7	7,200.00 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	504.00 €	7,704.00€
KYIV MEDICAL UNIVERSITY	2	9,000.00 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	630.00 €	9,630.00€
Shota Meskhia State Teaching University of Zugdidi	6	6,480.00 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	454.00 €	6,934.00€
Gori State University	7	6,120.00 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	425.00 €	6,528.00€
Ilia State University	5	6,480.00 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	454.00 €	6,934.00€
NTU DP of Technology	5	5,400.00 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	378.00 €	5,778.00€
Vinnitsia Mykhailo	5	5,400.	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	378.00 €	5,778.00€

Kotsiubynskiy State Pedagogical University		00 €			g									
Kharkiv National University of Urban Economy	4	5,760.00 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	403.00 €	6,163.00€
UZHGOROD NATIONAL UNIVERSITY	6	6,480.00 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	454.00 €	6,934.00€
Caucasus University	6	6,480.00 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	454.00 €	6,934.00€
Ministry of Education of Ukraine	5	4,680.00 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	328.00 €	5,008.00€
Total	78 person months	149,709.78 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	10,481.00 €	160,189.00 €
For certain Lump Sum Grants, see detailed budget table/calculator (annex 1 to Part B; see Portal Reference)														

Documents														

Work Package 4

Work Package 4: Organization of the joint staff training and Pilot of the curriculum					
Duration:		M21 – M30	Lead Beneficiary:		1 - Karls
Objectives					
<input type="checkbox"/> Sp. Objective 3: Augmenting the proficiency and aptitudes of students preparing students for the digital economy <input type="checkbox"/> Sp. Objective 4: Fostering access, equity and inclusiveness in the higher education system <input type="checkbox"/> Sp. Objective 5: Improving teacher training programs and upskilling					
Activities and division of work (WP description)					
Task No (continuous numbering linked to WP)	Task Name	Description	Participants		In-kind Contributions and Subcontractin g (Yes/No and which)
			Name	Role (COO, BEN, AE, AP, OTHER)	
T4.1	Train the Ambassadors of the RE-DIRECTION Curriculum	Action 4.1.1: Preparation for the joint staff training delivery Under this Action, all the practical arrangements for the delivery of the trainers training will be organized and KARLS will be responsible for guiding all the partners through the organizational phase. More specifically, we are going to select venues, dates and teachers for the delivery of the trainings , we will buy equipment if needed, and we will select the participants for the trainings ,	KARLS All Partners	COO BEN /AP	No

		<p>Concerning the selection of the participants, they will be selected <i>based mainly on their personal interest for continuous training</i>. Other criteria may be: years of experience in teaching, age (we will aim in training also ageing teachers, aiming in reskilling), biological gender (we aim to equal participation of men and women).</p> <p>Action 4.1.2: Delivery of the Train the Ambassadors joint-staff training</p> <p>Under this action, all the future trainers of the f2f trainings per country, will be trained. The training will have a bifold aim:</p> <ul style="list-style-type: none"> <input type="checkbox"/> to train the trainers on how to deliver the developed modules and to be informed upon their role during the piloting sessions <input type="checkbox"/> to train them on emerging inclusivity skills, taking into consideration the Inclusivity Guide developed under Action 3.1.3. <p>The training of the trainers will be held online, in order for trainers belonging to different HEIs to be trained together, in groups, according to the division of the Learning Groups, conducted under WP3. More specifically:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 2 trainers per TCnAP HEI (6 in total) will be trained in digital competences in ICT, by 1 trainer of UPAT <input type="checkbox"/> 2 trainers per TCnAP HEI (6 in total) will be trained in green competences / sustainability in ICT, by 1 trainer of UPAT <input type="checkbox"/> 2 trainers per TCnAP HEI (6 in total) will be trained in digital competences in Management, by 1 trainer of KARLS <input type="checkbox"/> 2 trainers per TCnAP HEI (6 in total) will be trained in green competences / sustainability in Management, by 1 trainer of KARLS <input type="checkbox"/> 2 trainers per TCnAP HEI (6 in total) will be trained in digital competences in Health, by 1 trainer of MC <input type="checkbox"/> 2 trainers per TCnAP HEI (6 in total) will be trained in green competences / sustainability in Health, by 1 trainer of MC <input type="checkbox"/> All the trainers (36) will be trained in inclusivity by KARLS, according to the Inclusivity Guide, developed under 3.1.3 <p>In total, 36 trainers from TCnAPs will be trained at this stage, by 7 peers from EU.</p> <p><u>Action 4.1.3: Report on the Train the Ambassador training scheme and adjustment of the curriculum</u></p> <p>After the finalization of the Train the Trainers, each EU partner will draft a report upon the trainings they have implemented (3 in total) and KARLS will be responsible for merging all together, drafting a Transnational Report upon the Training of the Trainers, including feedback and Lessons Learned.</p> <p>According to the feedback of the 1st piloting, we will reevaluate the training material developed and we will implement changes, if needed. The changes will be implemented by MC, as WP3</p>			
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		leader.			
T4.2	Piloting the Developed Curriculum	<p>Action 4.2.1: Preparation of the hybrid pilot phase and selection of students</p> <p>As a preparatory phase of our piloting, we will first set a virtual helpdesk for the support of the trainings' delivery. The helpdesk will monitor any inquiries, complaints and problems that may arise during piloting procedure, and thus, administrative personnel from each organization is needed for staffing.</p> <p>The Virtual Helpdesk will be embedded in our e-learning platform as a separate component, and thus, it will be also easily accessible, user friendly and freely available to the users only by creating their personal account through a very simple procedure. In parallel, the navigation should be intuitive, easy and simple to follow.</p> <p>The helpdesk will be offered in all consortium languages, while at the same time it will be secure and in accordance with the GDPR. Already from the application stage, we have identified some extra necessary technical requirements such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A Centralized Database: A centralized database is needed, in order for everything to be stored in one central repository that's safe, secure and searchable. <input type="checkbox"/> Multi-User Access: Multi-user access ensures the effective and efficient resolution of inquiries. The system should allow the users to share information securely, and in real-time, through a central application available to everyone involved in the case. <input type="checkbox"/> Case-Linking Capabilities: The tool works by automatically flagging links between cases based on preset criteria (person's name, or an incident category) in order to create automatic solutions for the most common problems. <input type="checkbox"/> A ticketing/monitoring component: We will ensure that each problem will be carefully monitored from the very first stage, till its resolving. <p>In parallel, the participants for the f2f trainings will be selected, while as it concerns the online training, in order to attract learners, partners will launch three "waves" of calls for participants, in an attempt to increase awareness and interest for participation. Based on the lessons learned of the first (and then the second) wave, we are going to adjust and improve the dissemination material and messages in order to increase participation. Additionally, we are going to launch ad-hoc dissemination actions should one (or more) of the participating countries has less registrations than planned, in order to achieve an -as much as possible- balanced number of participants per country. Each of the Calls for participants is going to last 3 weeks.</p> <p>Action 4.2.2: Delivery of the pilot trainings</p> <p>This action is focused on the delivery of the designed curricula to the students of our TCnAPs. The training material will be delivered through PPTs, pre-recorded videos/lectures, self-reflection case studies, and learning assessment. In total, we expect at least 250 students to be trained.</p> <p>Online Component</p> <p>Upon registration, the learners are going to be contacted by the HEIs and invited in one preparatory meeting, where the basics of the courses are going to be presented (online section / f2f), establishing a more personalized approach that aims to decrease drop outs. As it</p>	KMU All Partners	COO/ BEN / AP	No

		<p>concerns the drop outs, even if we will have some, we are going to organize personal interviews to understand the reasons of drop outs with the intention to engage them in next rounds of training delivery and help them finalize at least the core course. Feedback received is going to be also used for the improvement of learning materials and the improvement of the overall learning experience adjusting the Course to the needs of the participants. We intend to have 125 participants per country (250 in total) while till the end of the project, only in the Online Component of the Training.</p> <p>Face to face Component For the face-to-face component, the project intends to have 50 participants per country (100 in total), selected by the pool of the 250 participants of the online training, since it will be a prerequisite to have completed the online training.</p> <p>For the delivery of the on-site (f2f) part of the Course, each of the HEIs s is going to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cover the administration of the Training Classes by providing adequate personnel trained by our Consortium, in order to assure successful implementation of trainings. Tasks include keeping of attendance track record (participant lists), deliver catering and beverages and provide active solutions on emergencies (i.e. sickness, lack of attendance, tensions that may (rarely) occur between participants etc.). <input type="checkbox"/> Support for the collection of training feedback questionnaires <input type="checkbox"/> Prepare and distribute certificates to the participating trainees <input type="checkbox"/> Support for the preparation of training implementation reports <p>The f2f component of the training scheme will take place either on the HEIs premises, and will be conducted by the trainers that have been trained within T4.1.</p> <p>Action 4.2.3: Certification of participants Under this action, all the trainees that participated in our training scheme (trainers included) will be certified for their participation and the acquisition of learning outcomes, with the digital badges, designed based on a micro credentials' strategy. The trainees will be awarded by a specific number of micro credentials, depending on the Modules that they will have completed and whether they'll have participated in the f2f training.</p>			
T4.3	Evaluation and fine-tuning of Curricula	<p>Action 4.3.1: Implementation of evaluation of training delivery (at country level and synthesis) Under this action, the training delivery will be assessed and national reports will be provided by all the implementing partners. The assessment will be conducted through evaluation questionnaires that will be distributed to learners, trainers, and employers. The assessment criteria will be developed and all the national evaluation reports, will be compiled to one transnational report, by BK CONSULT GMBH.</p> <p>Action 4.3.2: Fine-Tuning at i) Outline level ii) Training Material Level (both core and</p>	BK CONSULT GMBH All Partners	COO/ BEN / AP	No

		country specific versions) iii) Connectivity Problems and Feedback After the evaluation of the trainings, BK CONSULT GMBH in cooperation with University of Patras, will proceed to the fine-tuning of the Curricula, at both outline, and training material level. Each national partner, will also apply the necessary changes to the national versions of the curriculum. <u>Action 4.3.3: Uploading of Training Material and finalization of Curriculum developed ready for broader use</u> The finalized training material will be sent to MC in order to upload it to the MOOC platform, that will be ready for broader use, out of the project's implementing countries, and beyond its lifespan.							
Milestones and deliverables (outputs/outcomes)									
Milestone No (continuous numbering not linked to WP)	Milestone Name	Work Package No	Lead Beneficiary	Description			Due Date (month number)	Means of Verification	
MS8	Training curriculum has been evaluated	4	BK CONSULT GMBH	The evaluation of the training curriculum during our pilot trainings is a very crucial point of our project since it will assure the quality of our training and will determine whether there is need of readjustment.			M31	Evaluation forms	
MS9	Training curriculum has been updated based on the pilot findings	4	UPAT	The update of our curriculum is very important since after its readjustment, it will be launched to the wide public through the MOOC platform.			M31	Updated Training Material	
Deliverable No (continuous numbering linked to WP)	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month number)	Description (including format and language)		
D4.1	Train the Ambassador Training Report	4	KARLS	R – Document, Report	PU - PUBLIC	M24	After the finalization of the Train the Trainers, each EU partner will draft a report upon the trainings they have implemented (3 in total) and KARLS will be responsible for merging all together, drafting a Transnational Report upon the Training of the Trainers, including feedback, Lessons Learned and the training materials used. According to the feedback of the 1 st piloting, we will reevaluate the training material developed and we will implement changes, if needed. The changes will be implemented by P3, as WP3 leader.		

							Format: electronic / Language: EN / Approximate number of pages: 30
D4.2	Pilot Reports	4	KMU	R – Document, Report	PU - PUBLIC	M28	The training material will be delivered to the students of our TCnAPs through PPTs, pre-recorded videos/lectures, self-reflection case studies, and learning assessment. In total, we expect at least 250 students to be trained. Each HEI will draft a report on how the pilots were implemented, along with their evaluation, training material and suggestions for readjustment of the training material. Format: electronic / Language: EN / Approximate number of pages: 50

Estimated budget — Resources <i>(n/a for prefixed Lump Sum Grants)</i>														
Participant	Costs													
	A. Personnel		B. Subcontracting	C.1a Travel			C.1b Accommodation	C.1c Subsistence	C.2 Equipment	C.3 Other goods, works and services	D.1 Financial support to third parties		E. Indirect costs	Total costs
Karlshochschule	5	20,700.00 €	0	1 travels	2 persons travelling	1,200.00 €	1,440.00 €	500.00 €	0	0	-	0	1,669.00 €	25,509.00 €
BK-Con	3	10,800.00 €	0	1 travels	2 persons travelling	1,200.00 €	1,440.00 €	500.00 €	0	0	-	0	976.00 €	14,916.00 €
University of PATRAS	2	11,520.00 €	0	1 travels	2 persons travelling	1,200.00 €	1,440.00 €	500.00 €	0	0	-	0	1,026.00 €	15,686.00 €
Metropolitan College	5	20,266	0	1 travels	2 persons	1,200.	1,440.00 €	500.00 €	0	0	-	0	1,638.00 €	25,043.00

		.02 €			travelling	00 €								€
Guram Tavartkiladze University	6	6,210.00 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	435.00 €	6,645.00€
KYIV MEDICAL UNIVERSITY	1	4,500.00 €	0	1 travels	2 persons travelling	1,200.00 €	1,440.00 €	500.00 €	0	0	-	0	535.00 €	8,175.00€
Shota Meskhia State Teaching University of Zugdidi	5	5,400.00 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	378.00 €	5,778.00€
Gori State University	6	5,400.00 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	378.00 €	5,778.00€
Ilia State University	4	5,040.00 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	353.00 €	5,393.00€
NTU DP of Technology	4	4,320.00 €	0	1 travels	2 persons travelling	1,200.00 €	1,440.00 €	500.00 €	0	0	-	0	522.00 €	7,982.00€
Vinnitsia Mykhailo Kotsiubynskyi State Pedagogical University	4	4,320.00 €	0	1 travels	2 persons travelling	1,200.00 €	1,440.00 €	500.00 €	0	0	-	0	522.00 €	7,982.00€

Kharkiv National University of Urban Economy	3	4,320.00 €	0	1 travels	2 persons travelling	1,200.00 €	1,440.00 €	500.00 €	0	0	-	0	522.00 €	7,982.00 €
UZHGOROD NATIONAL UNIVERSITY	5	5,400.00 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	378.00 €	5,778.00 €
Caucasus University	5	5,400.00 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	378.00 €	5,778.00 €
Ministry of Education of Ukraine	4	3,600.00 €	0	1 travels	2 persons travelling	1,200.00 €	1,440.00 €	500.00 €	0	0	-	0	472.00 €	7,212.00 €
Total	62 person months	117,196.02 €	0	9 travels	18 persons travelling	10,800.00 €	12,960.00 €	4,500.00 €	0	0	-	0	10,182.00 €	155,637.00 €
For certain Lump Sum Grants, see detailed budget table/calculator (annex 1 to Part B; see Portal Reference Documents).														

Work Package 5

Work Package 5: Development of policy recommendations for improving connectivity in remote areas					
Duration:	M30 – M36	Lead Beneficiary:	15- MESU		
Objectives					
<input type="checkbox"/> Sp. Objective 4: Fostering access, equity and inclusiveness in the higher education system <input type="checkbox"/> Sp. Objective 6: Enhancing the resources available to higher education institutions and pinpoint relevant frameworks and synergies: <input type="checkbox"/> Sp. Objective 7: Mainstreaming cooperation between institutions and across national actors					
Activities and division of work (WP description)					
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)	
T5.1	Crafting the Policy Recommendations and the implementation strategy for connectivity solutions	Action 5.1.1: Defining the objectives of the policy recommendations, based on the feedback received during the Pilot phase. Re-Direction is a project that aims in also creating policy impact, considering that it provides coherent approach on redesign of Curricula to support digital and green transition and also improve social inclusion in a post conflict affected environment. We have envisaged to deliver policy recommendations for key-stakeholders at National Level in Ukraine and Georgia, with a focus on transferability also to other Countries Associated to the Programme. We are going to build on the experience created during the implementation of WP2, WP3 and the pilot implementation of the project (WP4). Policy Recommendations are also going	MESU, All Partners	COO BEN, AP,	No

		<p>to include a lesson learned section, while we are going to provide a clear pathway for the adoption / replication of our intervention in other countries.</p> <p>The areas and the inquiries that are going to be covered in our Policy Recommendation draft are the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Replication of Re-Direction project: case studies and lessons learnt. <input type="checkbox"/> Legal issues: legal issues that came to the surface. <input type="checkbox"/> Funding: The financing of the replication. <input type="checkbox"/> Interoperability: Interoperability of Re-Direction Project with current initiatives <p>Within this context, we are going to identify the different levels the Policy Recommendations are going to cover, including at least National and Institutional levels, while we are going to create a <i>template for policy recommendations</i> which is going to include, inter alia:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Name of the policy recommendation <input type="checkbox"/> Description of the challenge identified. <input type="checkbox"/> Innovative aspects of the recommendation. <input type="checkbox"/> Connection of the solution to the whole project's scope and aim <input type="checkbox"/> Connection of the recommendation to the general fields of the Elements covered by the Project (Digital, Green, Inclusion) <input type="checkbox"/> Connection of the recommendation to existing policies or/and initiatives on the field at a National Level <input type="checkbox"/> Link to EU policies <p>Action 5.1.2: Drafting the policy recommendations for Georgia and Ukraine We are going to draft at least <u>20 Policy Recommendations</u>, that are going to be included in one, united Policy Recommendation Paper.</p> <p>Action 5.1.3: Designing of a step-by-step strategy for implementing policies and standards. For every policy recommendation, we are going to draft a detailed action plan for the realization of the Recommendation. In specific we are going to develop a document that will include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Description of the recommendations/solutions suggested, along with a how-to action plan, of coherent steps that need to be undertaken to fulfill the policy recommendation. <input type="checkbox"/> Costs (if any) <input type="checkbox"/> Owner of the Policy Recommendation <input type="checkbox"/> Timeline for the implementation of the Policy Recommendation including Milestones. <input type="checkbox"/> Risks per recommendation. 			
T5.2	Adaptation workshops and Partnerships' building between	<p>Action 5.2.1: Setting-up a collaborative ecosystem of EU and non-EU stakeholders and defining the consultation process of the policy recommendations. An open Call for Interest for the identification of stakeholders who are willing to utilize the Policy Recommendations, apply them or are affected on their results. The Call will be</p>	MESU, All Partners	COO BEN,	No

	the public and private sector	<p>launched both in Ukraine and Georgia, while it will also be directed to International / EU Stakeholders, to increase the number of stakeholders who are willing to be informed and adopt the Policy Recommendations.</p> <p>At least 50 Stakeholders are going to be identified and contacted in order to participate in the collaborative ecosystem of Stakeholders, who will then be requested to participate at the Consultation process.</p> <p>Action 5.2.2: Consultation at a National Level Ukraine and Georgia with peer-review of EU partners, encouraging collaboration to provide connectivity solutions.</p> <p>All partners will conduct a significant level of targeted consultations (via interviews and/or online calls) with selected key stakeholders with relevant expertise, to extend relevance of the Policy Recommendations Report and gain a broader insight much beyond the Institutional / National level.</p> <p>The Consultation will be both Online with the request to provide comments, following the standardized Consultation process of the EU, while we are also going to adopt other Consultation techniques, including the Expert Group Consultation, through the organization of workshops, where the Stakeholders that expressed their interest under Action 5.21, are going to be asked to participate.</p> <p>The consultation will target at an ad hoc basis a minimum of 20 stakeholders, with at least 1 workshop per country and 1 external stakeholders' workshop (3 consultation workshops in total).</p>		AP,		
T5.3	Action 5.2.3: Finalisation and fine-tuning of the policy recommendations report	<p>Action 5.3.1: Finalisation and fine-tuning of the policy recommendations report.</p> <p>The consultation process will be structured and result to the collection of all comments and remarks, which will be evaluated and discussed with the Ministries and the other Consortium members, to decide on their adoption.</p> <p>The results of the consultation will form a Chapter in the Final version of the Policy Recommendations report.</p> <p>Action 5.3.2: Presentation of Recommendation report to Decision Makers and Policy Makers</p> <p>Having completed the consultation procedures with relevant stakeholders, we will proceed into finalizing the document, according to the feedback provided, and presenting it to different stakeholders. We are going to compile policy recommendations into one "package", and will present it to different policymakers in the field.</p>	MESU, All Partners	COO BEN, AP	No	
Milestones and deliverables (outputs/outcomes)						
Milestone No (continuous numbering)	Milestone Name	Work Package No	Lead Beneficiary	Description	Due Date (month number)	Means of Verification

not linked to WP)								
MS10	Methodology for the identification of Policy Recommendations prepared	5	MESU	The methodology is going to provide including selection criteria and guidelines for the identification and description of Policy Recommendations, It is going to provide also supporting material and templated for the description of the Recommendations, providing a solid ground for the adoption of the Policies.			M32	Document with Methodology, Template document with descriptors that will standardize the collection process and the virtual presentation (Technical Fiche) for each of the selected Recommendations
MS11	Policy Recommendations identified and agreed among partners	5	MESU	Each of the Policy Recommendations are going to be included in a visualized document that will offer easy and comprehensive access for review, during the Consultation process.			M35	Filled in Technical Fiche for each of the Recommendation
Deliverable No (continuous numbering linked to WP)	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month number)	Description (including format and language)	
D5.1	Policy Recommendation Report	5	MESU	R — Document, report	PU — Public	M36	We are going to draft at least 20 Policy Recommendations , that are going to be included in one, united Policy Recommendation Paper . Having completed a consultation procedure with relevant stakeholders for the validation of the Recommendations, we will proceed into presenting it to different EU and international policymakers in the field. Format: electronic / Language: EN, Ukrainian, Georgian Approximate number of pages: 30	

Estimated budget — Resources *(n/a for prefixed Lump Sum Grants)*

Participant	Costs									
	A. Personnel	B.	C.1a Travel	C.1b	C.1c	C.2	C.3 Other	D.1 Financial support	E. Indirect	Total costs

			Subcontracting				Accommodation	Subsistence	Equipment	goods, works and services	to third parties		costs	
Karlshochschule	4	16,200.00 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	1,134.00 €	17,334.00 €
BK-Con	2	6,840.00 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	479.00 €	7,319.00€
University of PATRAS	2	11,520.00 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	806.00 €	12,326.00 €
Metropolitan College	4	16,590.96 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	1,161.00 €	17,751.00 €
Guram Tavartkiladze University	4	4,140.00 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	290.00 €	4,430.00€
KYIV MEDICAL UNIVERSITY	1	4,500.00 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	315.00 €	4,815.00€
Shota Meskhia State Teaching University of Zugdidi	3	3,240.00 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	227.00 €	3,467.00€

Gori State University	5	3,960.00 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	277.00 €	4,237.00€
Ilia State University	3	3,960.00 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	277.00 €	4,237.00€
NTU DP of Technology	3	3,240.00 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	227.00 €	3,467.00€
Vinnitsia Mykhailo Kotsiubynskyi State Pedagogical University	3	3,240.00 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	227.00 €	3,467.00€
Kharkiv National University of Urban Economy	2	2,880.00 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	202.00 €	3,082.00€
UZHGOROD NATIONAL UNIVERSITY	3	3,240.00 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	227.00 €	3,467.00€
Caucasus University	3	3,240.00 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	227.00 €	3,467.00€
Ministry of Education of	3	2,880.	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	202.00 €	3,082.00€

Ukraine		00 €			g									
Total	45 person months	89,670.96 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	6,278.00 €	95,948.00 €
For certain Lump Sum Grants, see detailed budget table/calculator (annex 1 to Part B; see Portal Reference Documents).														

Work Package 6

Work Package 6: [Project's Dissemination and Exploitation Activities]			
Duration:	M1 – M36	Lead Beneficiary:	P5 – GIU
Objectives			
<ul style="list-style-type: none"> Since WP6 consists of horizontal tasks, necessary for the efficient dissemination of RE-DIRECTION, this is linked to all the Specific Objectives (S.Os) of the project. 			
Activities and division of work (WP description)			

Task No (99pprox. 99uss numbering linked to WP)	Task Name	Description	Participants		In-kind Contributions and Subcontracting (Yes/No and which)
			Name	Role (COO, BEN, AE, AP, OTHER)	
T6.1	Development of a Dissemination and Exploitation Strategy	<p><u>Action 6.1.1: Developing a Dissemination and Exploitation Plan</u></p> <p>A Dissemination & Exploitation Plan will be elaborated at the beginning of the project including a concrete outline of the overall approach to RE-DIRECTION communication strategy, including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> the validation of the project visual identity. To save time and effort we have already created the logo of the project (as per footer); <input type="checkbox"/> a set of tools and channels to support the communication and dissemination; <input type="checkbox"/> a timeframe with dissemination activities and assigned tasks to each partner; <input type="checkbox"/> indicators to measure the impact of dissemination; <input type="checkbox"/> a reporting tool for dissemination actions; <input type="checkbox"/> the target groups involved; <input type="checkbox"/> the key message of RE-DIRECTION <input type="checkbox"/> templates for communication and dissemination activities (newsletters, etc.). <p>GIU will be responsible for create a draft of the Dissemination Plan before the kick-off meeting, while during the meeting (M2), partners will review and agree in the plan, that will be further completed and delivered, including their input, at M3.</p> <p><u>Action 6.1.2: Developing a portfolio of Dissemination Material</u></p> <p>In order to assure a meaningful and aligned with EU rules of visibility project dissemination, we are going to design a set of tools and materials of RE-DIRECTION. In particular, these tools and materials include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Two (2) promo videos (approx..30" each): 1 video to announce the approval of the project and 1 video to announce the release of the MOOC platform and the initiation of the piloting phase. <input type="checkbox"/> RE-DIRECTION leaflets 4-6 pages with info for the project activities – 200 per participating partners <input type="checkbox"/> Internet Banners (300X250 or 720X60 pixels) – 2 per year (6 in total) 	GIU All partners	COO BEN / AP	No
T6.2	Implementation of online & F2F dissemination activities	<p><u>Action 6.2.1: Identification of relevant HE stakeholders</u></p> <p>Since external stakeholders will be an essential part of our project, in terms of their participation in several actions (i.e. focus groups, open consultations, adaptation workshops, validation workshop etc.), we have to ensure their involvement in the project at an early stage. Thus, we are going to start developing a list of relevant stakeholders already during the kick-off meeting, where through interactive workshops, the partners will be asked to identify such stakeholders. However, the identification, invitation and involvement of such stakeholders, will be an on-going activity, which is connected with the partnership's network. Based on the partnership of RE-DIRECTION and</p>	GIU All partners	COO BEN / AP	No

		<p>considering their outreach, we will try to expand our network during the entire project lifespan at a local, national, EU, and global level. Upon that ground, the RE-DIRECTION Network will include:</p> <ul style="list-style-type: none"> □ End Users: HEI academic, faculty, staff, teachers and educators, trainers, youth facilitators, youth workers, students and young learners. □ Stakeholders: HEIs, youth organizations & Research Institutions, Policy Makers (Ministries, local/regional authorities, EU bodies, etc.), NGOs, human rights organizations, youth organizations and training institutions. <p>A database with at least 2000 stakeholders in total will be developed. P5 will be responsible for the creation of the list, and its continuous update, after partners' input.</p> <p><u>Action 6.2.2: Activate Social Media</u> RE-DIRECTION is going to have a very strong profile on social networks, under the overview of P5, our social media responsible partner, and specifically on Facebook, Twitter and LinkedIn. Each page is foreseen to reach more than 2000 followers and publish more than 70 posts (>2 per month).</p> <p><u>Action 6.2.3: Meeting with stakeholders and short presentation of the project to encourage public-private partnerships and support the development of technology in remote areas</u> Meetings with various stakeholders (in-person or online) will take place during the entire project by all partners. We aim at realized at least 10 meetings per year introducing and discussing the different phases of RE-DIRECTION and pointing the activities in which the stakeholders could be involved: i) focus groups, consultations, ii) open sessions, iii) round tables, local events, workshops.</p> <p><u>Action 6.2.4: Press releases/ Newsletters</u> Under the responsibility of GIU, that will provide templates for newsletter and suggest relevant programs/platforms for massive sending of newsletters, we will produce at least 3 newsletters (one per year) that will include news and upcoming events, training material, policy recommendations as well as contact information for general inquiries of RE-DIRECTION. Additionally, 2 press releases are going to be published by the Ministry of Ukraine with the valuable participation of our Associated partner of the Ministry of Georgia as well. Since all the partners responsible for dissemination are extremely experienced in the field, we have decided, under their suggestions, that while we will be very active in social media posts, we will not “spam” the audience with newsletters, but we will produce them only when we will have something important to announce (such as the finalization of the research with results, the development of the training material, the launch of the MOOC platform, and the development of the policy recommendations).</p> <p><u>Action 6.2.5: Final Conference</u> The organization of the final conference, which is under the responsibility of MESU, aims to engage the most relevant stakeholders, to mainstream the project results and transform them into best practices. Therefore, a very dynamic set of activities will have to be prepared, including a panel of key-note speakers, organization of World Café, and ice-breaking activities. It will be one day in Ukraine (city to be confirmed according to the situation) event targeting 100 participants among them HEIs, representatives of the education sector, national authorities, policy makers, etc. Invitation of DG EAC / Employ Representatives will be also sent. All the partners will attend the Final</p>			
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		Conference since it will be combined with the final meeting of the project.							
Milestones and deliverables (outputs/outcomes)									
Milestone No (continuous numbering not linked to WP)	Milestone Name	Work Package No	Lead Beneficiary	Description				Due Date (month number)	Means of Verification
MS12	Dissemination and Exploitation Strategy established	6	GIU	P5 will develop and present the dissemination and exploitation plan during the kick-off meeting and all partners will review it and provide feedback on the suggested activities.				M2	Dissemination and Exploitation Plan, >40 pages, samples of dissemination materials, visual identity (logo, key messages)
MS13	Social Media Accounts Created	6	GIU	A Facebook, Twitter and LinkedIn account of RE-DIRECTION project will be created by GIU in order to publicly share the updates of the project as well as other actions relevant to the project.				M2	1 Facebook Account, 1 Twitter account, 1 LinkedIn account, >200 posts in total (>2 per month)
Deliverable No (continuous numbering linked to WP)	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month number)	Description (including format and language)		
D6.1	Dissemination and Exploitation Plan	6	GIU	R – Document, Report	SEN – Sensitive	M3	A Dissemination & Exploitation Plan will be elaborated at the beginning of the project including a concrete outline of the overall approach to RE-DIRECTION communication strategy. Format: electronic / Language: EN / Approximate number of pages: 40		
D6.2.	Dissemination Activity Report	6	GIU	R – Document, report	SEN – Sensitive	M36	This dissemination report will include all the activities that were implemented (online and offline) enhancing the publicity of RE – Direction project. Format: electronic / Language: EN / Approximate number of pages: 30		

D6.3.	Final Conference Report	6	GIU	R – Document, report	SEN – Sensitive	M36	<p>A final conference report will be elaborated at the end of the project including a clear description of the event (including presentations, workshops, list of attendees etc.)</p> <p>Format: <i>electronic</i> / Language: <i>EN</i> / Approximate number of pages: <i>20</i></p>
D6.4.	RE-DIRECTION Website	6	GIU	DEC	PU – Public	M6	<p>The website of the project will serve as one of the main dissemination pages and it will be linked to the official pages of each partner institution, enhancing its visibility.</p> <p>Format: <i>electronic</i> / Language: <i>all partner languages</i></p>

Estimated budget — Resources *(n/a for prefixed Lump Sum Grants)*

Participant	Costs
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	A. Personnel		B. Subcontracting	C.1a Travel			C.1b Accommodation	C.1c Subsistence	C.2 Equipment	C.3 Other goods, works and services	D.1 Financial support to third parties		E. Indirect costs	Total costs
Karlshochschule	2	8,100.00 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	567.00 €	8,667.00€
BK-Con	2	6,480.00 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	454.00 €	6,934.00€
University of PATRAS	2	11,520.00 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	806.00 €	12,326.00 €
Metropolitan College	2	5,738.40 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	402.00 €	6,140.00€
Guram Tavartkiladze University	9	9,360.00 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	655.00 €	10,015.00 €
KYIV MEDICAL UNIVERSITY	3	13,500.00 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	945.00 €	14,445.00 €
Shota Meskhia State Teaching University of Zugdidi	3	3,240.00 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	227.00 €	3,467.00€

Gori State University	3	2,880.00 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	202.00 €	3,082.00€
Ilia State University	3	3,600.00 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	252.00 €	3,852.00€
NTU DP of Technology	3	3,240.00 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	227.00 €	3,467.00€
Vinnitsia Mykhailo Kotsiubynskyi State Pedagogical University	3	3,240.00 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	227.00 €	3,467.00€
Kharkiv National University of Urban Economy	3	4,320.00 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	302.00 €	3,622.00€
UZHGOROD NATIONAL UNIVERSITY	3	3,240.00 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	227.00 €	3,467.00€
Caucasus University	3	3,240.00 €	0	0 travels	0 persons travelling	0	0	0	0	0	-	0	227.00 €	3,467.00€
Ministry of Education of	6	5,400.	0	0 travels	0 persons travelling	0	0	0	0	4,900.00 €	-	0	721.00 €	11.021.00 €

Ukraine		00 €			g									
Total	50 person months	87,098.40 €	0	0 travels	0 persons travelling	0	0	0	0	4,900.00 €	-	0	6,441.00 €	98,439.00 €
For certain Lump Sum Grants, see detailed budget table/calculator (annex 1 to Part B; see Portal Reference Documents).														

Staff effort (n/a for Lump Sum Grants)

Staff effort per work package						
Fill in the summary on work package information and effort per work package.						
Work Package No	Work Package Title	Lead Participant No	Lead Participant Short Name	Start Month	End Month	Person-Months
1	Project Management & Quality Assurance	P1	Karls	M1	M36	43

2	Development of a Methodological Framework for the readjustment of the current pedagogical methods applied	P4	MC	M1	M8	29
3	Redesigning of curricula based on DigcompEDU and GreenComp and Development of the Core Curriculum	P3	UPAT	M9	M20	78
4	Organization of the joint staff training and Pilot of the curriculum	P1	Karls	M21	M30	62
5	Development of policy recommendations for improving connectivity in remote areas	P15	MESU	M30	M36	45

6	Project's Dissemination & Exploitation Activities	P5	GIU	M1	M36	50
					Total Person-Months	307

Staff effort per participant <i>Fill in the effort per work package and Beneficiary/Affiliated Entity.</i> <i>Please indicate the number of person/months over the whole duration of the planned work.</i> <i>Identify the work-package leader for each work package by showing the relevant person/month figure in bold.</i>							
Participant	WP1	WP2	WP3	WP4	WP5	WP6	Total Person-Months
KARLS	4	2	6	5	4	2	23
BK-Con	4	2	4	3	2	2	17
University of PATRAS	1	1	3	2	2	2	11
Metropolitan College	3	3	7	5	4	2	24
Guram Tavartkiladze University	4	2	7	6	4	9	32
Kyiv Medical University	1	1	2	1	1	3	9
Shota Meskhia State Teaching University of Zugdidi	3	2	6	5	3	3	22

Gori State University	3	2	7	6	5	3	26
Ilia State University	3	2	5	4	3	3	20
NTU DP of Technology	3	2	5	4	3	3	20
Vinnitsia Mykhailo Kotsiubynskyi State Pedagogical University	3	2	5	4	3	3	20
Kharkiv National University of Urban Economy	2	2	4	3	2	3	16
Uzhhorod National University	3	2	6	5	3	3	22
Caucasus University	3	2	6	5	3	3	22
Ministry of Education of Ukraine	3	2	5	4	3	6	23
Total Person-Months	43	29	78	62	45	50	307

Subcontracting (n/a for prefixed Lump Sum Grants)

Subcontracting

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.

Note: 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/AE to which it is linked)	Estimated Costs (EUR)	Justification (why is subcontracting necessary?)	Best-Value-for-Money (how do you intend to ensure it?)
1	S1.1	External QA and Evaluator	Ongoing QA and Evaluation by an external QA Body, supporting P2-BK-Consult under WP1	10.000 €	We are ensuring the objectivity of evaluation as it will be performed from an actor outside of the partnership.	The External QA and Evaluator will be selected based on their level of expertise in the evaluation of similar projects that focus on redesigning of curricula, being an expert on devising and implementing a robust evaluation methodology, collection and analysis of data. Besides that, the main selection criteria are the expertise and capacity to deliver the work tendered for, the price quality relation, the methodological quality and the tenderer's work experience. It should be noted that the contract will not be awarded to a tenderer who receives less than 70% on the award criteria.
Other issues: <i>If subcontracting for the project goes beyond 30% of the total eligible costs, give specific reasons.</i>				Insert text		

Events meetings and mobility

Events meetings and mobility							
<i>This table is to be completed for events meetings and mobility 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.</i>							
Event No (continuous numbering linked to WP)	Participant	Description					Attendees
		Name	Type	Area	Location	Duration (days)	Number
E1.1	All partners	Kick-off Meeting	Meeting	Project initiation, formation of working groups	Tbilisi, Georgia	2	30

E1.2	All partners	Transnational Project Meeting 2	Meeting	Monitoring of activities, adoption of deliverables and decision-making actions	Karlsruhe, Germany	2	30
E1.3	All partners	Transnational Project Meeting 3	Meeting	Monitoring of activities, adoption of deliverables and decision-making actions	Athens, Greece	2	30
E1.4	All partners	Transnational Project Meeting 4	Meeting	Monitoring of activities, adoption of deliverables and decision-making actions	Kyiv, Ukraine	2	30
E1.9	All partners	Train the Ambassadors Joint Staff Training	Training	Training of HEI Staff (Professors and Tutors) on Three new areas (ICT, Social Sciences, Health & Humanities)	Tbilisi, Georgia	3	30
E1.12	All partners	Final Conference	Event	Closing of project, presentation of new curricula & training scheme, discussions of future perspectives for renovated HEIs & exploitation with stakeholders	Kyiv, Ukraine	1	100

Timetable

Timetable (projects of more than 2 years) <i>Fill in cells in beige to show the duration of activities. Repeat lines/columns as necessary.</i> Note: 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				YEAR 4				YEAR 5				YEAR 6			
	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	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: Project Initiation																								
Task 1.2: Project Coordination																								
Task 1.3: Ongoing QA of the project																								

[illegible]

Task 5.3 Finalisation and fine-tuning of the policy recommendations report																									
Task 6.1: Development of a Dissemination and Exploitation Strategy																									
Task 6.2: Implementation of online & F2F dissemination activities																									

#§WRK-PLA-WP§#

#@ETH-ICS-EI@#

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.

The post-pandemic epoch discerns digital aptitude in a greatly coveted station, both in our quotidian existence and in pedagogy. Online education has become more prevalent in all echelons of learning, offering substantial advantages. However, the issue of equal access to digital education due to insufficient capacitated staff and/or lack of updated curricula as well as due to other factors such as connectivity issues, has become more pronounced.

RE-DIRECTION aims to honour and respect the following principles:

Non-discrimination based on sex, race, colour, ethnicity, religion, beliefs, nationality, etc., as per Article 21 of EU Charter of Fundamental Rights and E+ Guide.

Pursuant to the provisions of the E+ Guide, the objectives of the curricular overhaul initiative must embody multilingualism, linguistic acuity, and cultural diversity. This orientation of our project will be infused within each Work Package's methodology, alongside a risk abatement strategy that incorporates a human rights impact evaluation. In accordance with this, we aim to have a specific proportion of binary participants (1%), with a minimum of 50% of participants being female. By adopting this approach, we also seek to encompass learners who face mobility impediments (i.e. residing in remote areas, as emphasized by Georgian partners of the consortium, including those from remote regions within Georgia), as well as individuals with visual difficulties. To accommodate these learners, the core curriculum and the pilot training through our MOODLE platform created (WP3) will feature an optimal design and visual graphics that facilitate their ability to access and engage with the online materials and virtual exchange activities.

Access to education must be equitable for all, taking into account the diverse learning needs and disabilities of the 1.5 billion individuals who live with disabilities. The consortium of RE-DIRECTION recognizes society's ethical obligation to furnish all citizens with a comprehensive education that facilitates their growth as contributing members of society and skilled professionals. Recognizing the diverse learning needs and abilities of students, the consortium endeavours to ensure that the training modules, assessments, and pilot sessions of RE-DIRECTION comply with accessibility guidelines to support learners facing various learning challenges, including those from disadvantaged social backgrounds, or living with physical or mental health issues. In accordance with UN reports, 1.5 billion individuals live with disabilities and 1.5 billion students have been impacted by the school closures caused by the COVID-19 pandemic. The consortium also strives to guarantee equal access to the training curriculum for all participants of remote areas, safeguarding them against any connectivity issues that may arise when implementing the pilot introducing specific recommendations on solving them (under WP5).

Gender Equality and inclusion of LGBTQI+ identities and realities should be integrated into training modules and pilot programs. The absence of inclusiveness in education has negative effects on students' academic success and psychological well-being, according to the Inclusive Education Report. Ensuring all learners have access to a safe and inclusive educational environment is crucial in safeguarding their health and preserving their right to education as protected by various international and regional human rights treaties. The RE-DIRECTION project will integrate LGBTQI+ identities into its training materials and pilot training (with at least 1% representation of binary participants and equal female representation) to promote diversity, send positive messages, and counteract gender stereotypes. WP4's evaluation circle will pro-actively enhance intercultural understanding and appreciation among participants, reducing gender biases.

Ensuring online safety by incorporating current policies and monitoring students' digital behaviour is of utmost importance. The protection of data and information within digital learning environments is increasingly crucial. The implementation of established cybersecurity protocols and the oversight of student conduct within these environments is essential. Trainers play a crucial role in monitoring and guiding students in using digital technology appropriately in online classrooms, and setting appropriate standards of behavior. Our project will adhere to cybersecurity principles and the core curriculum will specifically incorporate the latest updates on digital safety into curricular modules aiming at reducing online personal exposure when learning online, combating hate speech and related comments.



Confidentiality of information, respecting GDPR regulations and participants' data rights. The proliferation of digital technology has brought about an increased need for maintaining the confidentiality of information and ensuring information security. In accordance with the European Union's General Data Protection Regulation (GDPR) of 2016/679, which came into effect in May 2018, all types of organizations are obligated to abide by its regulations. Our project, therefore, upholds the right of partners and target groups to maintain the confidentiality of their personal data. Additionally, the consortium will provide all participants with consent forms for all events (training for the trainers and pilot training for the students within WP4) and dissemination activities (especially when in meeting with stakeholders and during the final conference, clearly communicating the manner in which their data will be handled).

Respect for all project members, as per the **Code of Ethics and Professional Conduct**, and zero tolerance for discrimination and prejudice.

The RE-DIRECTION project adheres to the principles of the Code of Ethics and Professional Conduct, which holds honesty, responsibility, respect, and fairness as the values that guide ethical behavior within the project management field. The project is committed to treating all members of the consortium, and all associated partners, with equal respect, regardless of their age, beliefs, gender, nationality, and so forth. To promote these ethical values, the consortium will not tolerate any form of discrimination or bias towards any member of the consortium or towards participants in the project. This includes members from Greece, Ukraine, Georgia, and Germany, who represent a diverse range of backgrounds and nationalities. With the peer review work when in development phase (WP3), we aim so as partners from Ukraine and Georgia collaborate together and jointly create common reform in their curricula. In addition, the Greek and German partner will closely work together in the production of the core content equally and collaterally.

Ethical research protocols in the production of project related educational materials target partner countries: The potential for misuse of research results poses an ethical concern, particularly in regards to the generation of materials, methods, technologies, or knowledge that may be utilized for unethical purposes (e.g. in WP2 and WP3). Although such research is typically performed with benign intentions, it has the potential to cause harm to both direct target groups (academic staff, students) and indirect target groups (policy makers and educational stakeholders). To address this ethical challenge, the RE-DIRECTION partnership has incorporated a risk-assessment approach into the project design to mitigate potential misuse of research results and outcomes from the pilot phase of the proposed curriculum under WP4. In particular, the research protocol for each research deliverable (e.g. under WP3) will be established in accordance with EU and national laws that address concerns surrounding the potential misuse of materials, such as the unauthorized replication of the curriculum's structure by other initiatives without proper references.

Research Involvement in Developing Countries: According to the EU Commission's ethical guidelines for researchers, research conducted outside of the European Union must adhere to the principles outlined in the Union's code of conduct for external action. Careful consideration must be given when conducting research with potentially vulnerable populations who may be burdened by poverty, disease, illiteracy, and limited access to healthcare and resources. To ensure compliance with all relevant European and national laws, as well as international standards, a research protocol will be established for the activities carried out under Work Package 2 (WP2). The project will prioritize the benefits for the participants and their communities, with focus groups and field research conducted (WP2). Local initiatives will be implemented through knowledge transfer activities, taking into account cultural, economic, linguistic, and educational differences. Additionally, a localized ethics approach will be applied during the implementation phase of WP4, in order to respect the existing cultural norms of the training activities being carried out in non-EU partner countries, and to further promote inclusiveness in the Higher Education field.

5.2 Security

Security
Not applicable.

#§SEC-URI-SU§# #@DEC-LAR-DL@#

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, 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, etc). If NO, explain and provide details.	YES

Financial support to third parties (if applicable)
<i>If your project requires a higher maximum amount per third party than the threshold amount set in the Call document/Programme Guide, justify and explain why this is necessary in order to fulfil your project's objectives.</i>
n/a

Seal of Excellence (if applicable)	
<i>If provided in the Call document, proposals that pass the evaluation but are below the budget threshold (i.e. pass the minimum thresholds but are not ranked high enough to receive funding) will be awarded a Seal of Excellence.</i> <i>In this context we may share information about your proposal with other EU or national funding bodies through the Erasmus+ National Agencies.</i>	
Do you agree that your proposal (including proposal data and documentation) is shared with other EU and national funding bodies to find funding under other schemes?	YES

#§DEC-LAR-DL§#

ANNEXES

LIST OF ANNEXES

Standard

Detailed budget table/Calculator (annex 1 to Part B) — *mandatory for certain 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 — *mandatory, if required in the Call document/Programme Guide*

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)	
Karls	2022-1-DE01-KA220-HED-000085694 Creating Value Co-creation Hubs between Universities and Enterprises to foster the infusion of Entrepreneurship Education in Europe, Erasmus+	2022 - 2024	COO	250,000	n/a	
BK CONSU LT GMBH	ERASMUS+, 2019-1-DE02-KA204-006478 Tour2Include	2019 - 2021	BEN	38,830	https://elearning.tour2include.eu/	
BK CONSU LT GMBH	ERASMUS+, 610455-EPP-1-2019-1-MY-EPPKA2-CBHE-JP Ind4.0	2019 - 2021	BEN	57,090	https://www.ind4-0-eu.my/	
BK CONSU LT GMBH	ERASMUS+, 2020-1-DE02-KA204-007682 Digi-Path	2020-2022	COO	48,190	https://digipathproject.eu/	
BK CONSU LT GMBH	ERASMUS+, 2020-1-DE02-KA204-39347641 uRBFARM	2020-2020	BEN	42,795	https://urbfarm-project.eu/	
BK CONSU LT GMBH	ERASMUS+, 2020-1-HR01-KA202-077791 FlyVETUp	2020-2022	BEN	26,032	https://flyvetup.com/	
BK CONSU LT GMBH	ERASMUS+, 2020-1-MK01-KA204-077862 RomaPlus	2020-2022	BEN	28,252	https://romaplus.eu/	
BK CONSU LT GMBH	ERASMUS+, 2020-1-DE02-KA202-007390 Action	2020-2022	BEN	27,767	https://project-action.eu/	
BK CONSU LT GMBH	ERASMUS+, 2020-1-CZ01-KA204-078197 ICT4Elders	2020-2022	BEN	44,105	https://www.ict4elders.eu/	
BK CONSU LT GMBH	ERASMUS+, 2020-1-SI01-KA202-075881 SecureHealth	2020-2022	BEN	28,335	https://secure-health.eu/	
BK CONSU LT	ERASMUS+, 2020-1-PL01-KA202-081648 PsychONskills	2020-2022	BEN	32,145	https://psychoskills.eu/	

GMBH					
BK CONSULT GMBH	ERASMUS+, 621478-EPP-1-2020-1-EL-EPPKA3-IPI-SOC-IN Unique	2021-2023	BEN	56,497	https://www.uniqueproject.eu/
BK CONSULT GMBH	ERASMUS+, 619158-EPP-1-2020-1-CY-EPPKA2-CBHE-JP Ecomarine	2021-2024	BEN	64,945	https://ecomarine-project.eu/
BK CONSULT GMBH	ERASMUS+, 2020-1-RO01-KA204-080214 Proma	2020-2022	BEN	29.870,00	http://promaproject.eu/
BK CONSULT GMBH	ERASMUS+, 621403-EPP-1-2020-1-EL-EPPKA3-IPI-SOC-IN Faith	2021-2023	BEN	41,406	https://faith-project.eu/

BK CONSU LT GMBH	ERASMUS+, 2020-1-DE02-KA227- ADU-008236 CUBE	2021 - 2023	COO	59,509	https://euprojectcube.eu/
BK CONSU LT GMBH	ERASMUS+, 2020-1-DE02-KA226- VET-008014 PERCEIVE	2021 - 2023	COO	55,100	https://www.receiveproject.eu/
BK CONSU LT GMBH	ERASMUS+, 2020-1-DE02-KA226- VET-007926 REACT	05/2021 - 04/2023	BEN	28,570	https://reacteclass.eu/
BK CONSU LT GMBH	ERASMUS+, 2020-1-DE02-KA226- VET-008261 DiSCVET	2021 - 2023	BEN	32,400	https://discvet.eu/
BK CONSU LT GMBH	ERASMUS+, 2020-1-DE02-KA226- VET-008016 STEP 3	2021 - 2023	BEN	18,035	https://step3-project.eu/
BK CONSU LT GMBH	ERASMUS+, 618963-EPP-I-2020-1- LA-EPPKA2-CBHE-JP Astra	2021- 2024	BEN	72,096	https://astra-project.eu/
BK CONSU LT GMBH	2021-1-DE02-KA220-VET-000029587 OLLE	2022- 2024	COO	60,217	n/a
BK CONSU LT GMBH	2021-1-FR01-KA220-VET-000032921 DESTINE	2021- 2023	BEN	36,120	https://destineproject.com/
BK CONSU LT GMBH	2021-1-DE02_KA220-VET- 356430000 MiTRUST	2021- 2023	BEN	35,987	https://www.migrantstrust.com/en/
BK CONSU LT GMBH	2021-1-DE02-KA220-ADU- 000029489 RESTORE	2021- 2023	BEN	37,676	www.therestoreproject.eu
BK CONSU LT GMBH	2021-1-IT01-KA220-VET-000030283 Hack4Society	2022 - 2024	BEN	29,074	n/a
BK CONSU LT GMBH	2021-1-IT01-KA220-VET-000034700 Up-Sailing	2022- 2024	BEN	29,531	n/a
BK CONSU LT GMBH	2021-1-RO01-KA220-YOU- 000028688 RISE	2022 - 2024	COO	34,151	https://the-rise-project.eu/
BK CONSU LT GMBH	2021-1-PL01-KA220-VET-000033210 EntreVET	2021 - 2023	BEN	42,482	http://entrevet.org
BK CONSU LT GMBH	2021-1-DK01-KA220-ADU- 000029573 POEASE	2022- 2024	BEN	34.689,00	n/a

BK CONSU LT GMBH	021-1-DE04-KA220-YOU-000028976 Life_in_EU	2022- 2024	COO	54.235	n/a
BK CONSU LT GMBH	2021-1-RO01-KA220-ADU- 000026954 WE-GREEN	2022- 2024	BEN	36.534	n/a
BK CONSU LT GMBH	2021-1-DE02-KA220-VET-000033363 e-WBL@home	2021- 2024	BEN	46,536	https://www.e-wbl-project.com/
BK CONSU LT GMBH	ERASMUS-EDU-2021-PI-ALL-INNO- EDU-ENTERP DigiGreenPost	2022- 2025	BEN	85,503	n/a
BK CONSU LT GMBH	ERASMUS-EDU-2021-PI-ALL-INNO- BLUEPRINT BASE	2022- 2026	BEN	73,887	n/a
BK CONSU LT GMBH	2021-1-O01-KA220-VET-000033014 Evolve 5.0	2022- 2024	BEN	41,100	https://www.evolve5.eu/
BK CONSU LT GMBH	COVE-101056184 TourX	2022- 2026	BEN	193,840	https://tour-x.eu/
BK CONSU LT GMBH	2022-1-DE02-KA220-VET-000089169 CollaboratiVET	2022 - 2024	BEN	35,650	n/a



BK CONSU LT GMBH	2022-1-RO01-KA220-VET- 000086834 TeSTED	2022- 2025	BEN	41,685	n/a
BK CONSU LT GMBH	2022-1-DE02-KA220-ADU- 000088571 Mother Can	2022 - 2025	BEN	39,260	n/a
BK CONSU LT GMBH	2021-1-PL01-KA220-ADU-000033746 DIGITS	2022 - 2024	BEN	43,825.	n/a
BK CONSU LT GMBH	Forward Looking-101087478 TOURing	2023 - 2025	BEN	43,357	n/a
UPAT	609544-EPP-1-2019-1-PS-EPPKA2- CBHE-JP Boosting Innovation in Education and Research of Precision Agriculture in Palestine "BENEFIT"	2019- 2022	BEN	69,770	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/609544-EPP-1-2019-1-PS-EPPKA2-CBHE-JP
UPAT	609971 Introducing Recent Electrical Engineering Developments into undergraduate curriculum IRREDER	2019- 2022	BEN	57,629	http://ireeder.ahu.edu.jo/
UPAT	609965-EPP-1-2019-1-TH-EPPKA2- CBHE-JP" A new Master Course in Applied Computational Fluid Dynamics "APPLY"	2019- 2022	BEN	75,125	https://apply-project.eu/
UPAT	610091-EPP-1-2019-1-JO-EPPKA2- CBHE-JP Establishment of Intercalated Program in Basic Medical Sciences in Jordan "IBMS-JO"	2020- 2022	BEN	41,450	n/a
MC	609543-EPP-1-2019-1- IN-EPPKA2- CBHEJP, Tracer Studies in Asia	2019- 2023	BEN	932,145	http://engines.org.in/
MC	2019-1-IT02-KA203- 062984, Summer School Development Programme for European HEIs	2019- 2022	BEN	264,475	https://sumheis-project.eu/
MC	610455-EPP-1-2019-1- MY-EPPKA2- CBHE-JB, Master Degree in Industry 4.0, CBHE	2018- 2022	BEN	999,305	https://www.ind4-0-eu.my/
MC	621701-EPP-1-2020-1- LT-EPPKA2- SSA-B , Cybersecurity Skills Alliance – A New Vision for Europe	2020- 2024	BEN	3,986,097	https://rewireproject.eu/
MC	2020-1-SI01-KA202- 07588 Securing Data Privacy in the HealthCare Sector	2020- 2022	BEN	192,215	https://secure-health.eu/
MC	6 18996-EPP-1-2020-1- BA-EPPKA2- CBHE-JP MSc course in STEAM education, CBHE / Erasmus+	2021- 2023	BEN	998,813	https://steamedu.sum.ba/
CM	598987EPP-1-2018-1- MY-EppKA2- CBHE-JP Foodie, CBHE	2018- 2022	BEN	999,055	https://www.foodi-project.eu/

MC	2021-1-IT02-KA220- HED-000032103 Understanding the Design and Differentiated Instruction	2021- 2023	BEN	296,088	n/a
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GIU	2022-1-DE01-KA171-HED-000071541 Learning Mobility for higher education students and staff	2022-2026	BEN	20,680	n/a
GIU	2022-1-LT01-KA171-HED-000077446 Learning Mobility for higher education students and staff	2022-2024	BEN	1,340	n/a
KMU	Professional English for Healthcare Workers (grant from the US Embassy in Kyiv)	2020	BEN	13,500	https://kmu.edu.ua/en/ilc/
ZSSU	585841 EPP-1-2017-1-GE-EPPKA2-CBHE-SP(2017-2961 001/001) INTEGRITY	2018-2020	BEN	32,469	https://integrity.iliauni.edu.ge/
ZSSU	617980-EPP-1-2020-1-GE-EPPKA2-CBHE-SP RURD	2019-2022	BEN	39,018	https://rurd.ats.u.edu.ge/?lang=ka
ZSSU	(617980-EPP-1-2020-1-GE-EPPKA2-CBHE-SP) PSY	2021-2023	BEN	42,289	https://epsy.ge/en
GSU	618612-EPP-1-2020-1-GE-EPPKA2-CBHE-SP SQUARE Strengthening the QUALity and RElevance of the 3rd mission in Georgian Universities	2023-2025	BEN	39,899	http://vetpro.eu.edu.ge/
GSU	617980-EPP-1-2020-1-GE-EPPKA2-CBHE-SP Establishment of Psychological Counselling Centers at Georgian HEIs for Students E-PSY	2021-2024	BEN	699,009	http://www.square.tsu.ge/en
GSU	609741-EPP-1-2019-1-GE-EPPKA2-CBHE-SP Role of Universities in the Regional Development/ RURD	2021-2024	BEN	559,353	https://epsy.ge/en
GSU	619809-EPP-1-2020-1-GE-EPPJMO-MODULE EUEAA	2019-2023	BEN	602.097	https://rurd.ats.u.edu.ge/about-rurd/
GSU	EAC/A03/2018 MOBILITY PROJECT FOR HIGHER EDUCATION STUDENTS AND STAFF	2020-2023	COO	18.300	https://gu.edu.ge/en/international-relations1/jean-monnet-module/about-module
ILIAUNI	101082546 ETHICS	2023-2027	COO	752,202	n/a
ILIAUNI	101082251 Promoting Relevant Education in Science for Sustainability (PRESS)	2022-2025	BEN	707,617	n/a
ILIAUNI	609949-EPP-1-2019-1-PT-EPPKA2-CBHE-JP Learning Optimization and Academic Inclusion Via Equitative Distance Teaching and Learning (LoveDistance)	2020-2023	BEN	800,368	https://lovedistance.eu/about-the-project/
ILIAUNI	609719-EPP-1-2019-1-DE-EPPKA2-CBHE-JP Educating Science Teachers for All (ESTA)	2020-2023	BEN	967,805	https://esta-project.eu

ILIAUNI	599010-EPP-1-2018-1-NL-EPPKA2-CBHE-JP Mediation: Training and Social Transformation MEDIATS	2018–2022	BEN	997,305	https://www.menvipro.eu/
ILIAUNI	598232-EPP-1-IT-EPPKA2-CBHE-JP Modernization of Environment Protection Studies Programmes for Armenia and Georgia	2018–2022	BEN	848,524	https://mediatsproject.wixsite.com/mediats
ILIAUNI	598207-EPP-1-2018-1-GE-EPPKA2-CBHE-SP Raising Research Capacity of Georgian HEIs through Developing R&D Units(HERD)	2018–2022	BEN	931,648	http://herd.tsu.ge/ka/category/19/Newsletter
ILIAUNI	585760-EPP-1-2017-1-AM-EPPKA2-CBHE-JP Change in Classroom: Promoting Innovative Teaching & Learning to Enhance Student Learning Experience in Eastern Partnership Countries (PRINTeL)	2017–2020	BEN	997,505	www.PRINTeL.am
ILIAUNI	585841-EPP-1-2017-1-GE-EPPKA2-CBHE-SP Academic Integrity for Quality Teaching and Learning in Higher Education Institutions in Georgia (INTEGRITY)	2017–2020	COO	856,834	https://integrity.iliauni.edu.ge/?lang=en
ILIAUNI	585587-EPP-1-2017-1-IL-EPPKA2-CBHE-JP Assessment Tools for new learning environments in higher education institutions (ASSET)	2017–2020	BEN	981,022	https://www.asset-erasmus.com/
ILIAUNI	573610-EPP-1-2016-1-GE-EPPKA2-CBHE-JP Assisting Better Communication (ABC)	2016–2019	COO	998,416	https://abc.iliauni.edu.ge/?lang=en
ILIAUNI	573322-EPP-1-2016-1-IL-EPPKA2-CBHE-JP Action research to innovate Science teaching and career orientation (ARTIST)	2016–2019	BEN	896,071	http://erasmus-artist.eu/index.html
ILIAUNI	573322-EPP-1-2016-1-IL-EPPKA2-CBHE-JP Curriculum reform for promoting Civic Education and Democracy in Teacher-Training Programs (CURE)	2016–2019	BEN	1,177,533	https://cure.erasmus-plus.org.il/
ILIAUNI	574090-EPP-1-2016-1-IT-EPPKA2-CBHE-JP Educational for Drone (eDrone)	2016–2021	BEN	995,412	http://www.edroneproject.org/
ILIAUNI	561589-EPP-1-2015-1-IE-EPPKA2-CBHE-JP Creation of the Graduate Curricula in Peace Studies in Georgia	2015–2018	BEN	999,045	https://pestuge.iliauni.edu.ge/
ILIAUNI	561724-EPP-1-2015-1-DE-EPPKA2-CBHE-JP EUCA-Invest - Investing in Entrepreneurial Universities in Caucasus and Central Asia-	2015–2018	BEN	844,242	n/a
ILIAUNI	561555-EPP-1-2015-1-ESEPPKA2-CBHE-JP Higher Education Interdisciplinary Reform in Tourism management and Applied Geoinformation curricula	2015–2018	BEN	764,348	http://heritage

ILIAUNI	561547-EPP-1-2015-1-IL-EPPKA2-CBHE-JP Developing programs for Access of disadvantaged groups of people and Regions to higher Education	2015–2018	BEN	942,876	http://dare.edu.haifa.ac.il/
NUUE	585832-EPP-1-2017-1-IT-EPPKA2-CBHE-JP Master in Smart Transport and Logistics for Cities / SmaLog	2017-2021	BEN	1 479 002	http://smalog-2017.uniroma2.it/
UZHNU	619688-EPP-1-2020-1-UA-EPPJMO-CoE Funding Programme: ERASMUS+ Programme, Jean Monnet Jean Monnet Transcarpathian Center for Studying European Development Strategies	2020-2023	BEN	99,146	https://k-tsl.com/nasha-kafedra/sutran-ukr/
UZHNU	Hungary-Slovakia-Romania-Ukraine ENI Cross-border Cooperation Programme 2014-2020 Environment For the Future by Scientific Education-EFFUSE	2021-2023	BEN	364.099,41	n/a
UZHNU	Hungary-Slovakia-Romania-Ukraine ENI Cross-border Cooperation Programme 2014-2020 New Energy Solutions in Carpathian area / NESICA	2020-2022	COO	445 789	n/a
UZHNU	2SOFT/1.2/52 The Joint Operational Programme Romania-Ukraine 2014 – 2020 Cross-Border Cooperation Smart Energy / CBC Smart Energy	2020-2021	BEN	81 000	n/a
UZHNU	2SOFT/1.2/48 The Joint Operational Programme Romania-Ukraine 2014 – 2020 Partnership for Genomic Research in Ukraine and Romania / UA-RO GENOME	2020-2021	BEN	134 460	n/a
UZHNU	GeoSES HUSKROUA/1702/8.1/0065 Extension of the operational "Space Emergency System" towards monitoring of dangerous natural and man-made geo-processes in the HU-SK-RO-UA cross-border region	2019-2021	COO	257 694	n/a
UZHNU	NSDNeuro HUSKROUA/1901/8.2/0074 Implementation of new standards and technologies for surgical treatment of central nervous system diseases in cross-border region	2021-2022	BEN	458 023,14	n/a
UZHNU	Horizon 2020 Strengthening the leading European research infrastructures	2017-2020	BEN	19394,57	n/a
UZHNU	Horizon 2020 Short supply chain Knowledge and Innovation network	2016-2019	BEN	30.037,59	n/a



CU	611026-EPP-1-2019-1-GE-EPPJMO-PROJECT JM Projects: Triangle Effect of European Studies at schools	2019-2021	COO	40,816,88	https://cu.edu.ge/en/grant-projects/ongoing-projects/zhan-mones-proekti/teess
CU	619948-EPP-1-2020-1-GE-EPPJMO-PROJECT JM Projects: "Legal Face of the European Union"	2020-2022	COO	36,896	https://cu.edu.ge/en/grant-projects/ongoing-projects/zhan-mones-proekti/legal-face-eu
CU	620741-EPP-1-2020-1-GE-EPPJMO-PROJECT) JMProjects: Promoting European Union's Cyber Education (PEUCE)	2020-2022	BEN	40,000	https://www.peu-c-e.com
CU	575440-EPP-1-2016-1-GE-EPPJMO-CHAIR JM Chair: Promoting teaching of European Integration and Increasing EU awareness in Georgia (PROTEIG)	2013-2016	COO	35, 640	https://cu.edu.ge/en/grant-projects/implemented-projects/jean-monnet
CU	785081 HORIZON 2020: "Developing and transferring an innovative Energy Financing miX in order to activate private sector finance for increased investments in sustainable energy projects (E-FIX)"	2018-2021	BEN	99,000	http://www.energyfinancing.eu/en/
CU	598207-EPP-1-2018-1-GE-EPPKA2-CBHE-SP Erasmus+ CBHE: Raising research capacity of georgian heis through developing r&d units (HERD)	2019-2021	BEN	931,648	http://herd.tsu.ge/ka/category/19/Newsletter
CU	609741-EPP-1-2019-1-GE-EPPKA2-CBHE-SP Erasmus+ CBHE: Role of Universities in the Regional Development (RURD)	2019-2021	BEN	602,097	http://rurd.atsu.edu.ge/?fbclid=IwAR3ub01y2e1kbPrmGxiFRKOVuyyQWYqVT1kf3EmAi3KzbPTSFCgUElu1Xz8
CU	617980-EPP-1-2020-1-GE-EPPKA2-CBHE-SP Erasmus+ CBHE: Establishment of Psychological Counselling Centers at Georgian HEIs for Students (E_PSY)	2021-2023	BEN	559,353	https://cu.edu.ge/en/grant-projects/ongoing-projects/capacity-building-erasmus/e-psy
CU	618612-EPP-1-2020-1-GE-EPPKA2-CBHE-SP Erasmus+ CBHE: Strengthening the QUALity and RElevance of the 3rd mission in Georgian Universities (Square)	2021-2023	BEN	699,009	https://cu.edu.ge/en/grant-projects/ongoing-projects/capacity-building-erasmus/strengthening-quality-georgian-universities-square



CU	585841-EPP-1-2017-1-GE-EPPKA2-CBHE-SP Erasmus+ CBHE:Academic Integrity for Quality Teaching and Learning in Higher Education Institutions in Georgia (INTEGRITY)	2017-2020	BEN	856,834	https://integrity.iliauni.edu.ge/?lang=en
MESU	561536-EPP-1-2015-1-UK-EPPKA2-CBHE-JP Development of a network infrastructure for youth innovation entrepreneurship support on fablab platforms	2015-2019	BEN	571,271	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/561536-EPP-1-2015-1-UK-EPPKA2-CBHE-JP
MESU	561592-EPP-1-2015-1-FR-EPPKA2-CBHE-JP Establishing Modern Master-level Studies in Information Systems EU Erasmus+ Programme	2015-2019	BEN	767,509	www.mastis.pro
MESU	562013-EPP-1-2015-1-PL-EPPKA2-CBHE-SP Quality Assurance System in Ukraine: Development on the base of ENQA Standards and Guidelines	2015-2018	BEN	717,000	http://quaere.pwr.edu.pl/
MESU	573861-EPP-1-2016-1-EE-EPPKA2-CBHE-JP European Human Rights Law for Universities of Ukraine and Moldova	2016-2020	BEN	746,380	http://hrlaw.eu.org/
MESU	574050-EPP-1-2016-1-DE-EPPKA2-CBHE-SP Students' Mobility Capacity Building in Higher Education in Ukraine and Serbia	2016-2019	BEN	953,973	http://miletus.mnau.edu.ua/
MESU	574064-EPP-1-2016-1-LT-EPPKA2-CBHE-SP Structuring cooperation in doctoral research, transferrable skills training, and academic writing instruction in Ukraine's regions	2016-2020	BEN	992,450	https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/574064-EPP-1-2016-1-LT-EPPKA2-CBHE-SP
MESU	574273-EPP-1-2016-1-AM-EPPKA2-CBHE-SP Promoting internationalization of research through establishment of Cycle 3 QA System in line with the European Agenda	2016-2020	BEN	888,433	http://c3-qa.com/
MESU	586109-EPP-1-2017-1-RO-EPPKA2-CBHE-SP Implementation of Education Quality Assurance system via cooperation of University-Business-Government in HEIs	2017-2021	BEN	815,296	http://web.elth.ucv.ro/eduqas/about/
MESU	598236-EPP-1-2018-1-LT-EPPKA2-CBHE-SP Digital competence framework for Ukrainian teachers and other citizens	2018-2022	BEN	952,946	https://dcomfra.vdu.lt/



MESU	598964-EPP-1-2018-1-UK-EPPKA2-CBHE-JP Journalism Education for Democracy in Ukraine: Developing Standards, Integrity and Professionalism	2018-2022	BEN	798,470	https://www.destin-project.info/en/
MESU	609536-EPP-1-2019-1-DE-EPPKA2-CBHE-SP New mechanisms of partnership-based governance and standardization of vocational teacher education in Ukraine	2020-2023	BEN	937,492	https://pagoste.eu/
MESU	609995-EPP-1-2019-1-PL-EPPKA2-CBHE-SP Qualifications recognition support for Ukrainian universities	2019-2022	BEN	962,519	https://quarsu.nltu.edu.ua/
MESU	610133-EPP-1-2019-1-FI-EPPKA2-CBHE-JP Academic Response to Hybrid Threats	2019-2023	BEN	721,065	https://warn-erasmus.eu/
MESU	610133-EPP-1-2019-1-FI-EPPKA2-CBHE-JP Foreign Language Teacher Training Capacity Development as a Way to Ukraine's Multilingual Education and European Integration	2019-2023	BEN	900,099	http://www.multied.com.ua/
MESU	617490-EPP-1-2020-1-MD-EPPKA2-CBHE-SP Integrating Dual Higher Education in Moldova and Ukraine	2021-2024	BEN	967,200	https://coopera-project.ase.md/
MESU	619285-EPP-1-2020-1-FI-EPPKA2-CBHE-JP Multilevel Local, Nation- and Regionwide Education and Training in Climate Services, Climate Change Adaptation and Mitigation	2020-2023	BEN	834,332	http://climed.network/uk/
MoESG	618612-EPP-1-2020-1-GE-EPPKA2-CBHE-SP Strengthening the Quality and Relevance of the 3rd mission in Georgian Universities (SQUARE)	2021-2024	BEN	699,009	http://www.square.tsu.ge/
MoESG	609741-EPP-1-2019-1-GE-EPPKA2-CBHE-SP Role of Universities in the Regional Development – RURD	2019-2021	BEN	602,097	https://rurd.ats.u.edu.ge/
MoESG	598207-EPP-1-2018-1-GE-EPPKA2-CBHE-SP Raising Research Capacity of Georgian HEIs through Developing R&D Units Coordinator	2019-2021	BEN	931,648	https://herd.tsu.ge/
MoESG	585841-EPP-1-2017-1-GE-EPPKA2-CBHE-SP Academic Integrity for Quality Teaching and Learning in Higher Education Institutions in Georgia	2017-2019	BEN	856,834	https://integrity.iliauni.edu.ge/en/
MoESG	101082546 ETHICS	2023-2027	BEN	755,573	n/a
MoESG	101061442 QA-FIT	2022-2024	BEN	298,641	https://www.enqa.eu/projects/quality-assurance-fit-for-the-future-qa-fit/

MoESG	101081771 DUGEOR	2023 - 2027	BEN	868,99	n/a
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HISTORY OF CHANGES		
VERSION	PUBLICATION DATE	CHANGE
1.0	25.02.2021	Initial version (new MFF).
2.0	01.06.2022	Consolidation, formatting and layout changes. Tags added.
3.0	11.10.2023	Modification of the name of the partners according to SYGMA. Specifically, Karlshochschule to KARLS, BK Con to BK CONSULT GMBH, Metropolitan College to MC, University of Patras to UPAT, Georgian International University to GIU, Ilia State University to ILIAUNI, Dnipro University of Technology to NTU DP, O. M. Beketov National University of Urban Economy in Kharkiv to NUUE, Uzhgorodskiyi Nacionalnyi Universitet to UZHNU, Caucasus University to CU and Ministry of Education and Science of Ukraine to MESU.
4.0	11.10.2023	Addition of the following deliverables: D1.3. Mid-Term Progress Report D1.4. Sustainability Strategy D1.5. Mid Term External Evaluation Report D1.6. Final External Evaluation Report D1.7. Mid Term Internal QA Report D1.8. Final Internal QA Report D1.9. Report on Measurement of KPI in LFM D2.3. Stakeholders' Report D3.3. Report on the new or updated curricula D3.4. Official Accreditation of the courses D6.2. Dissemination Activity Report D6.3. Final Conference Report D6.4. RE-DIRECTION Website
5.0	11.10.2023	Modification of D2.1.

Proposal Info

Proposal ID	Call for Proposal	Topic	Type of Action
SEP-210930265	ERASMUS-EDU-2023-CBHE	ERASMUS-EDU-2023-CBHE-STRAND-2	ERASMUS-LS

Objectives

- ☒ Improve the quality of higher education in third countries not associated to the Erasmus+ programme and enhance its relevance for the labour market and society
- ☒ Improve the level of competences, skills and employability potential of students in HEIs in the third countries not associated to the Erasmus+ programme by developing new and innovative education programmes
- ☒ Promote inclusive education, equality, equity, non-discrimination and the promotion of civic-competences in higher education in the third countries not associated to the Erasmus+ programme
- ☒ Enhance the teaching, assessment mechanisms for HEI staff and students, quality assurance, management, governance, inclusion, innovation, knowledge base, digital and entrepreneurial capacities, as well the internationalisation of HEIs in the third countries not associated to the Erasmus+ programme
- ☐ Increase the capacities of HEI, bodies in charge of higher education and competent authorities of third countries not associated to the Erasmus+ programme to modernise their higher education systems, particularly in terms of governance and financing, by supporting the definition, implementation and monitoring of reform processes
- ☒ Improve the training of teachers and continuous professional development in order to impact the longer term quality of the education system in the third countries not associated to the Erasmus+ programme
- ☒ Stimulate cooperation of institutions, capacity building and exchange of good practice
- ☒ Foster cooperation across different regions of the world through joint initiatives

Regional priority areas

Region 2 - Neighbourhood East

Develop and implement connectivity solutions empowering citizens, specifically those in remote, rural areas and in vulnerable communities, by granting them access to distance learning and teaching innovations

Regions involved in the project

Define the type of the project :

- ☐ National project
- ☒ Multi-country project
- ☐ Cross-regional project

Project implementation

Number of higher education institutions (universities) located in remote regions/area 5

Number of newcomer/less experienced coordinating higher education institutions (universities) to the CBHE action

not yet involved in CBHE projects 1

Coordinating HEI - involved in 1 to 3 CBHE projects 0

Coordinating HEI - involved in 4 or more CBHE projects 0

Number of newcomer/less experienced partner higher education institutions (universities) to the CBHE action

not yet involved in CBHE projects 2

Partner HEI - involved in 1 to 3 CBHE projects 4

Partner HEI - involved in 4 or more CBHE projects 7

People with fewer opportunities

Is your project addressing people with fewer opportunities?

- ☒ Yes
- ☐ No

- ☐ People with disabilities
- ☐ People with health problems
- ☒ People suffering from social and economic barriers
- ☐ People suffering from discrimination because of gender, age, ethnicity, culture, religion, beliefs, sexual orientation
- ☒ People facing geographical barriers
- ☐ Refugees, migrants and internally displaced people

Number of students/staff/other target groups with fewer opportunities to be involved in the project 100

Target groups from the third country(ies) not associated to the Erasmus+ programme involved in the project

Number of students following the courses/study programmes (at Bachelor, Master, PhD level) 250

Number of students to be trained/involved in the mobility (studying) 250

Number of students/staff females to be involved in the project 120

Number of students/staff with practical placements 0

Number of academic staff to be trained 150

Number of university administrative staff to be trained 25

Number of staff from Ministries and other public authorities to be trained 10

Number of people to be trained that are not enrolled in HEIs 25

Higher Education Institutions (HEI) - Cooperation agreement(s)

Is the project going to establish any cooperation agreement(s) with relevant stakeholders?

☐ Yes

☒ No

Higher Education Institutions (HEI) - Courses/Study programmes/Placements/Structures

Number of new courses 18

Number of new study programs 0

☐ New joint study programmes

☐ New interdisciplinary study programmes

Number of updated courses 6

Number of updated study programmes 6

☒ Updated joint study programmes

☐ Updated interdisciplinary study programmes

Number of study programmes with practical placements 0

Number of new or modernised structures/units/centres/hubs to be created 1

Number of new or modernised labs 0

Impact at the Higher Education sector

Does the proposal intend to impact the Higher Education (HE) sector in the participating third countries not associated to the Erasmus+ programme?

☒ Yes

☐ No

☒ New national policies or legislative framework in HE

☐ New regional policies or legislative framework in HE

☒ Contribution to the creation of a regional HE area (facilitate national and cross-border recognition, support mobility of teachers, learners and workers)

☒ Include the active participation of students in governance and reform of the HE system

☒ Strengthen the links between education, research and innovation

☒ Contribute to the reform of higher education policies that respond to societal and labour market needs

☒ Develop schemes that facilitate the employability of graduates

Other sources of funding

Does the proposal complement other local/national/international sources of funding?

☐ Yes

☒ No

ANNEX 2

ESTIMATED BUDGET (LUMP SUM BREAKDOWN) FOR THE ACTION

Forms of funding	Estimated EU contribution						Maximum grant amount ¹
	Estimated eligible lump sum contributions (per work package)						
	WP1 Project Management & Quality Assurance	WP2 Development of a Methodological Framework for the readjustment of the current pedagogical methods applied	WP3 Redesining of curricula based on DigcompEDU and GreenComp and Development of the Core Curriculum	WP4 Organization of the joint staff training and Pilot of the curriculum	WP5 Development of policy recommendations for improving connectivity in remote areas	WP6 Project’s Dissemination and Exploitation Activities	
	Lump sum contribution	Lump sum contribution	Lump sum contribution	Lump sum contribution	Lump sum contribution	Lump sum contribution	
	a	b	c	d	e	f	g = a + b + c + d + e + f
1 - KARLS	23 747.40	7 800.30	24 267.60	22 958.10	15 600.60	7 800.30	102 174.30
2 - BK CONSULT GMBH	27 137.70	6 240.60	13 174.20	13 424.40	6 587.10	6 240.60	72 804.60
3 - UPAT	14 735.90	8 320.50	13 867.20	14 117.40	11 093.40	11 093.40	73 227.80
4 - MC	19 953.90	9 974.70	25 950.60	22 538.70	15 975.90	5 526.00	99 919.80
5 - GIU	16 813.80	1 993.50	6 933.60	5 980.50	3 987.00	9 013.50	44 721.90
6 - KMU	11 613.60	4 333.50	8 667.00	7 357.50	4 333.50	13 000.50	49 305.60
7 - ZSSU	10 226.70	2 079.90	6 240.60	5 200.20	3 120.30	3 120.30	29 988.00
8 - GSU	9 533.70	1 733.40	5 893.20	5 200.20	3 813.30	2 773.80	28 947.60
9 - ILIAUNI	10 226.70	2 426.40	6 240.60	4 853.70	3 813.30	3 466.80	31 027.50
10 - NTU DP	9 880.20	2 079.90	5 200.20	7 183.80	3 120.30	3 120.30	30 584.70
11 - VSPU	9 880.20	2 079.90	5 200.20	7 183.80	3 120.30	3 120.30	30 584.70
12 - NUUE	9 672.30	2 773.80	5 546.70	7 183.80	2 773.80	4 159.80	32 110.20
13 - UZHNU	10 226.70	2 079.90	6 240.60	5 200.20	3 120.30	3 120.30	29 988.00
14 - CU	10 226.70	2 079.90	6 240.60	5 200.20	3 120.30	3 120.30	29 988.00
15 - MESU	9 187.20	1 733.40	4 507.20	6 490.80	2 773.80	9 918.90	34 611.30
16 - MOESGE							
Σ consortium	203 062.70	57 729.60	144 170.10	140 073.30	86 353.20	88 595.10	719 984.00

¹ 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).

ANNEX 3

ACCESSION FORM FOR BENEFICIARIES

BK CONSULT GMBH (BK CONSULT GMBH), PIC 885931847, established in BERGSTRASSE 42, KOLKWITZ 03099, Germany,

hereby agrees

to become beneficiary

in Agreement No 101128509 — RE-DIRECTION ('the Agreement')

between KARLSHOCHSCHULE GEMEINNUTZIGE GMBH (KARLS) and 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 mandates

the coordinator to submit and sign in its name and on its behalf any **amendments** to the Agreement, in accordance with Article 39.

By signing this accession form, the beneficiary accepts the grant and agrees to implement it in accordance with the Agreement, with all the obligations and terms and conditions it sets out.

SIGNATURE

For the beneficiary

ANNEX 3

ACCESSION FORM FOR BENEFICIARIES

PANEPISTIMIO PATRON (UPAT), PIC 999894528, established in UNIVERSITY CAMPUS RIO PATRAS, RIO PATRAS 265 04, Greece,

hereby agrees

to become beneficiary

in Agreement No 101128509 — RE-DIRECTION ('the Agreement')

between KARLSHOCHSCHULE GEMEINNUTZIGE GMBH (KARLS) and 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 mandates

the coordinator to submit and sign in its name and on its behalf any **amendments** to the Agreement, in accordance with Article 39.

By signing this accession form, the beneficiary accepts the grant and agrees to implement it in accordance with the Agreement, with all the obligations and terms and conditions it sets out.

SIGNATURE

For the beneficiary

ANNEX 3

ACCESSION FORM FOR BENEFICIARIES

MITROPOLITIKO COLLEGE ANOYMI EKPAIDEYTIKI ETAIRIA (MC), PIC 913223282,
established in 74 SOROU STR., MAROUSI ATHENS 151 25, Greece,

hereby agrees

to become beneficiary

in Agreement No 101128509 — RE-DIRECTION ('the Agreement')

between KARLSHOCHSCHULE GEMEINNUTZIGE GMBH (KARLS) and 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 mandates

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SIGNATURE

For the beneficiary

ANNEX 3

ACCESSION FORM FOR BENEFICIARIES

GEORGIAN INTERNATIONAL UNIVERSITY GIU LLC (GIU), PIC 933521405, established in NADZALADEVI DISTRICT, SAMGHERETI ST., №5, TBILISI 0101, Georgia,

hereby agrees

to become beneficiary

in Agreement No 101128509 — RE-DIRECTION ('the Agreement')

between KARLSHOCHSCHULE GEMEINNUTZIGE GMBH (KARLS) and 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 mandates

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SIGNATURE

For the beneficiary

ANNEX 3

ACCESSION FORM FOR BENEFICIARIES

PRIVATE HIGHER EDUCATIONAL ESTABLISHMENT KYIV MEDICAL UNIVERSITY (KMU), PIC 883371338, established in BORYSPILSKA STREET 2, KYIV 02099, Ukraine,

hereby agrees

to become beneficiary

in Agreement No 101128509 — RE-DIRECTION ('the Agreement')

between KARLSHOCHSCHULE GEMEINNUTZIGE GMBH (KARLS) and 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 mandates

the coordinator to submit and sign in its name and on its behalf any **amendments** to the Agreement, in accordance with Article 39.

By signing this accession form, the beneficiary accepts the grant and agrees to implement it in accordance with the Agreement, with all the obligations and terms and conditions it sets out.

SIGNATURE

For the beneficiary

ANNEX 3

ACCESSION FORM FOR BENEFICIARIES

SHOTA MESKHIA STATE TEACHING UNIVERSITY OF ZUGDIDI (ZSSU), PIC 935102214,
established in Janashia 14, Zugdidi 2100, Georgia,

hereby agrees

to become beneficiary

in Agreement No 101128509 — RE-DIRECTION ('the Agreement')

between KARLSHOCHSCHULE GEMEINNUTZIGE GMBH (KARLS) and 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 mandates

the coordinator to submit and sign in its name and on its behalf any **amendments** to the Agreement, in accordance with Article 39.

By signing this accession form, the beneficiary accepts the grant and agrees to implement it in accordance with the Agreement, with all the obligations and terms and conditions it sets out.

SIGNATURE

For the beneficiary

ANNEX 3

ACCESSION FORM FOR BENEFICIARIES

GORI STATE UNIVERSITY (GSU), PIC 939662475, established in CHAVCHAVADZA STR 53, GORI 1400, Georgia,

hereby agrees

to become beneficiary

in Agreement No 101128509 — RE-DIRECTION ('the Agreement')

between KARLSHOCHSCHULE GEMEINNUTZIGE GMBH (KARLS) and 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 mandates

the coordinator to submit and sign in its name and on its behalf any **amendments** to the Agreement, in accordance with Article 39.

By signing this accession form, the beneficiary accepts the grant and agrees to implement it in accordance with the Agreement, with all the obligations and terms and conditions it sets out.

SIGNATURE

For the beneficiary

ANNEX 3

ACCESSION FORM FOR BENEFICIARIES

ILIA STATE UNIVERSITY (ILIAUNI), PIC 999612937, established in K CHOLOKASHVILI AV 3-5, TBILISI 0162, Georgia,

hereby agrees

to become beneficiary

in Agreement No 101128509 — RE-DIRECTION ('the Agreement')

between KARLSHOCHSCHULE GEMEINNUTZIGE GMBH (KARLS) and 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 mandates

the coordinator to submit and sign in its name and on its behalf any **amendments** to the Agreement, in accordance with Article 39.

By signing this accession form, the beneficiary accepts the grant and agrees to implement it in accordance with the Agreement, with all the obligations and terms and conditions it sets out.

SIGNATURE

For the beneficiary

ANNEX 3

ACCESSION FORM FOR BENEFICIARIES

DNIPRO UNIVERSITY OF TECHNOLOGY (NTU DP), PIC 952470937, established in DMYTRA YAVORNUTSKOGO AVE, 19, DNIPRO 49005, Ukraine,

hereby agrees

to become beneficiary

in Agreement No 101128509 — RE-DIRECTION ('the Agreement')

between KARLSHOCHSCHULE GEMEINNUTZIGE GMBH (KARLS) and 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 mandates

the coordinator to submit and sign in its name and on its behalf any **amendments** to the Agreement, in accordance with Article 39.

By signing this accession form, the beneficiary accepts the grant and agrees to implement it in accordance with the Agreement, with all the obligations and terms and conditions it sets out.

SIGNATURE

For the beneficiary

ANNEX 3

ACCESSION FORM FOR BENEFICIARIES

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

hereby agrees

to become beneficiary

in Agreement No 101128509 — RE-DIRECTION ('the Agreement')

between KARLSHOCHSCHULE GEMEINNUTZIGE GMBH (KARLS) and 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 mandates

the coordinator to submit and sign in its name and on its behalf any **amendments** to the Agreement, in accordance with Article 39.

By signing this accession form, the beneficiary accepts the grant and agrees to implement it in accordance with the Agreement, with all the obligations and terms and conditions it sets out.

SIGNATURE

For the beneficiary

ANNEX 3

ACCESSION FORM FOR BENEFICIARIES

O.M. BEKETOV NATIONAL UNIVERSITY OF URBAN ECONOMY IN KHARKIV (NUUE), PIC 937384818, established in MARSHALA BAZHANOVA ST. 17, KHARKIV 61001, Ukraine,

hereby agrees

to become beneficiary

in Agreement No 101128509 — RE-DIRECTION ('the Agreement')

between KARLSHOCHSCHULE GEMEINNUTZIGE GMBH (KARLS) and 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 mandates

the coordinator to submit and sign in its name and on its behalf any **amendments** to the Agreement, in accordance with Article 39.

By signing this accession form, the beneficiary accepts the grant and agrees to implement it in accordance with the Agreement, with all the obligations and terms and conditions it sets out.

SIGNATURE

For the beneficiary

ANNEX 3

ACCESSION FORM FOR BENEFICIARIES

UZHGORODSKYI NACIONALNYI UNIVERSITET (UZHNU), PIC 998481626, established in
PIDGIRNA 46, UZHHOROD 88000, Ukraine,

hereby agrees

to become beneficiary

in Agreement No 101128509 — RE-DIRECTION ('the Agreement')

between KARLSHOCHSCHULE GEMEINNUTZIGE GMBH (KARLS) and 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 mandates

the coordinator to submit and sign in its name and on its behalf any **amendments** to the Agreement, in accordance with Article 39.

By signing this accession form, the beneficiary accepts the grant and agrees to implement it in accordance with the Agreement, with all the obligations and terms and conditions it sets out.

SIGNATURE

For the beneficiary

ANNEX 3

ACCESSION FORM FOR BENEFICIARIES

CAUCASUS UNIVERSITY LTD (CU), PIC 997391637, established in PAATA SAAKADZE STR
CHUGURETI DISTRICT, TBILISI 0102, Georgia,

hereby agrees

to become beneficiary

in Agreement No 101128509 — RE-DIRECTION ('the Agreement')

between KARLSHOCHSCHULE GEMEINNUTZIGE GMBH (KARLS) and 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 mandates

the coordinator to submit and sign in its name and on its behalf any **amendments** to the Agreement, in accordance with Article 39.

By signing this accession form, the beneficiary accepts the grant and agrees to implement it in accordance with the Agreement, with all the obligations and terms and conditions it sets out.

SIGNATURE

For the beneficiary

ANNEX 3

ACCESSION FORM FOR BENEFICIARIES

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE (MESU), PIC 938113773,
established in PEREMOHY AVENUE 10, KYIV 01135, Ukraine,

hereby agrees

to become beneficiary

in Agreement No 101128509 — RE-DIRECTION ('the Agreement')

between KARLSHOCHSCHULE GEMEINNUTZIGE GMBH (KARLS) and 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 mandates

the coordinator to submit and sign in its name and on its behalf any **amendments** to the Agreement, in accordance with Article 39.

By signing this accession form, the beneficiary accepts the grant and agrees to implement it in accordance with the Agreement, with all the obligations and terms and conditions it sets out.

SIGNATURE

For the beneficiary

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:

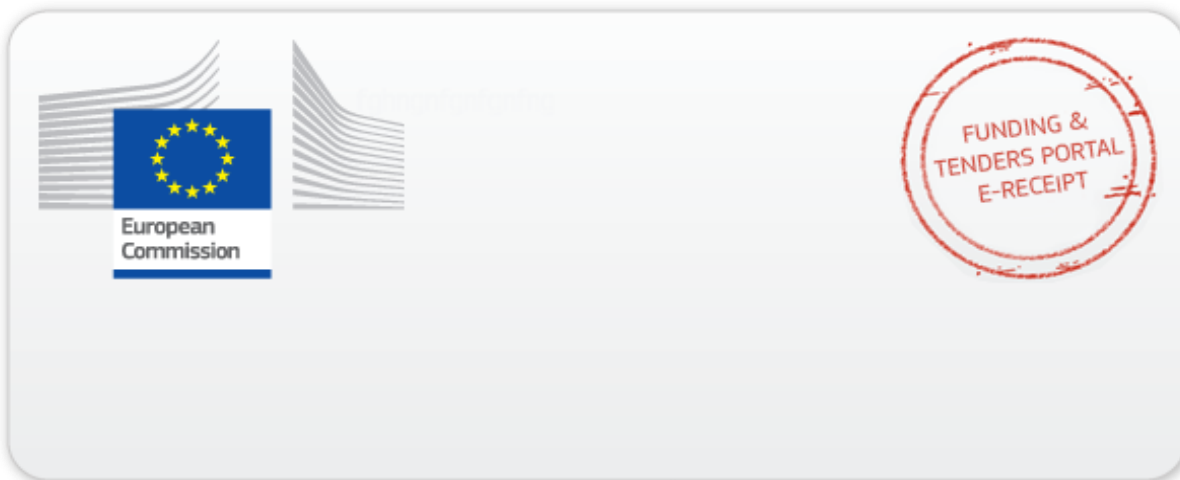
- **present the project** (including project summary, coordinator contact details, list of participants, European flag and funding statement and project results) on the beneficiaries' **websites** or **social media accounts**
- for actions involving public **events**, display signs and posters mentioning 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).



This electronic receipt is a digitally signed version of the document submitted by your organisation. Both the content of the document and a set of metadata have been digitally sealed.

This digital signature mechanism, using a public-private key pair mechanism, uniquely binds this eReceipt to the modules of the Funding & Tenders Portal of the European Commission, to the transaction for which it was generated and ensures its full integrity. Therefore a complete digitally signed trail of the transaction is available both for your organisation and for the issuer of the eReceipt.

Any attempt to modify the content will lead to a break of the integrity of the electronic signature, which can be verified at any time by clicking on the eReceipt validation symbol.

More info about eReceipts can be found in the FAQ page of the Funding & Tenders Portal.

(<https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/support/faq>)