



## EUROPEAN EDUCATION AND CULTURE EXECUTIVE AGENCY (EACEA)

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

### GRANT AGREEMENT

#### **Project 101179602 — LECTURE**

#### **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':

**UNIVERSITA DEGLI STUDI DI ROMA TOR VERGATA (UNITOV)**, PIC 999844864, established in VIA CRACOVIA 50, ROMA 00133, Italy,

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

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

3. **TARTU ULIKOOL (UT)**, PIC 999895013, established in ULIKOOLI 18, TARTU 50090, Estonia,

4. **UNIVERSITAT DE LES ILLES BALEARS (UIB)**, PIC 999846707, established in CARRETERA DE VALLDEMOSSA KM 7.5, PALMA DE MALLORCA 07122, Spain,

5. **UNIVERSITATEA POLITEHNICA TIMISOARA (UPT)**, PIC 999856795, established in PIATA VICTORIEI 2, TIMISOARA 300006, Romania,

6. **BERDYANSK STATE PEDAGOGICAL UNIVERSITY (BSPU)**, PIC 934971555, established in 4 SHMIDT STREET, BERDYANSK 71100, Ukraine,

7. **KHARKIV NATIONAL PEDAGOGICAL UNIVERSITY NAMED AFTER G.S. SKOVORODA (KHNPV)**, PIC 940887294, established in VUL ALCHEVSKYKH 29, KHARKIV 61002, Ukraine,

8. **PAVLO TYCHYNA UMAN STATE PEDAGOGICAL UNIVERSITY (USPU)**, PIC 930776305, established in Sadova 2, Uman 20300, Ukraine,

**9. TERNOPIL VOLODYMYR HNATIUK NATIONAL PEDAGOGICAL UNIVERSITY (TNPU)**, PIC 933286568, established in M. KRYVONOSA STREET 2, TERNOPIL 46027, Ukraine,

**10. VOLODYMYR VYNNYCHENKO CENTRAL UKRAINIAN STATE UNIVERSITY (CUSU)**, PIC 943288044, established in 1 VUL SHEVCHENKO, KROPYVNYTSKYI 25006, Ukraine,

**11. MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE (MESU)**, PIC 938113773, established in 10, BERESTEISKYI AVENUE, KYIV 01135, Ukraine,

**12. Good bread from good people (GBGP)**, PIC 878852302, established in Almatynska Str. 2/1 Good Bread Hub, Kyiv 02090, Ukraine,

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

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

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

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

The Agreement is composed of:

Preamble

Terms and Conditions (including Data Sheet)

Annex 1 Description of the action<sup>1</sup>

Annex 2 Estimated budget for the action

Annex 3 Accession forms (if applicable)<sup>2</sup>

Annex 3a Declaration on joint and several liability of affiliated entities (if applicable)<sup>3</sup>

Annex 4 Model for the financial statements

Annex 5 Specific rules (if applicable)

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

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

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

## **TERMS AND CONDITIONS**

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## DATA SHEET

### 1. General data

Project summary:

Project summary
<p>This proposal is aimed at introducing leading European competences into teacher training Standard to ensure Ukraine's resilience. LECTURE will realise its ambitions through an interdependent, highly participative work programme, that will elaborate a methodology concept fostering exchange of knowledge and innovation identifying, defining and specifying four competences, including the elaboration of the Standard. The development of the Standard of Higher Education within the project strengthens the integration of Ukraine's education into the European education area, implements European principles of the educational process in HEIs, expands the content of learning, explains the requirements for mandatory learning outcomes and benchmarks for their assessment. The list of key competencies and cross-cutting skills of future teachers included in the Standard is based on the experience of the European Union and the recommendations of the European Parliament and the Council of the European Union on the formation of key educational competencies. LECTURE presents a comprehensive legacy framework, supporting transferability and sustainability in a long- term perspective. Its extensive dissemination campaign, outreach course, guidelines, recommendations, and the support from the Ministry of Education will ensure the process of modernising the training of future teachers of Ukraine in the post-war period in accordance with European standards.</p>

Keywords:

- Teacher training and education science
- Modernisation of Higher Education
- Innovation in learning, teaching and assessment practices supported by digital technologies
- Education, Competence, Framework, Inclusiveness

Project number: 101179602

Project name: Introducing Leading European Competence approach into Teacher Training Curriculum for Ukraine's Resilient

Project acronym: LECTURE

Call: ERASMUS-EDU-2024-CBHE

Topic: ERASMUS-EDU-2024-CBHE-STRAND-3

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:

Nº	Role	Short name	Legal name	Ctry	PIC	Max grant amount
1	COO	UNITOV	UNIVERSITA DEGLI STUDI DI ROMA TOR VERGATA	IT	999844864	115 083.00
2	BEN	VSPU	VINNYTSIA MYKHAILO KOTSIUBYNSKYI STATE PEDAGOGICAL UNIVERSITY	UA	918936388	120 236.00
3	BEN	UT	TARTU ULIKOOL	EE	999895013	71 358.00
4	BEN	UIB	UNIVERSITAT DE LES ILLES BALEARS	ES	999846707	72 725.00



N°	Role	Short name	Legal name	Ctry	PIC	Max grant amount
5	BEN	UPT	UNIVERSITATEA POLITEHNICA TIMISOARA	RO	999856795	68 738.00
6	BEN	BSPU	BERDYANSK STATE PEDAGOGICAL UNIVERSITY	UA	934971555	102 410.00
7	BEN	KHNPU	KHARKIV NATIONAL PEDAGOGICAL UNIVERSITY NAMED AFTER G.S. SKOVORODA	UA	940887294	102 410.00
8	BEN	USPU	PAVLO TYCHYNA UMAN STATE PEDAGOGICAL UNIVERSITY	UA	930776305	102 319.00
9	BEN	TNPU	TERNOPIL VOLODYMYR HNATIUK NATIONAL PEDAGOGICAL UNIVERSITY	UA	933286568	102 319.00
10	BEN	CUSU	VOLODYMYR VYNNYCHENKO CENTRAL UKRAINIAN STATE UNIVERSITY	UA	943288044	102 410.00
11	BEN	MESU	MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE	UA	938113773	28 516.00
12	BEN	GBGP	Good bread from good people	UA	878852302	11 320.00
13	AP	EDEN DLE	EDEN DIGITAL LEARNING EUROPE MITTETULUNDUSUHING	EE	898572596	0.00
14	AP	Ternopil Lyceum	Ternopil Academic Lyceum "Genesis" of Ternopil City Council	UA	882975287	0.00
15	AP	Berdiansk SI	Berdiansk Secondary School for Levels I-III number 7 of Berdiansk City Council of Zaporizhzhia region	UA	883017482	0.00
16	AP	Uman Gymnasium	Uman Gymnasium #12	UA	882969661	0.00
17	AP	SCH16	Komunalnuy zaklad "Vinnytskiy litsei # 16"	UA	882973735	0.00
18	AP	KropyLyceum	«Lyceum «Scientific» of the City Council of Kropyvnytskyi»	UA	883013311	0.00
<b>Total</b>						<b>999 844.00</b>

**Coordinator:**

- UNIVERSITA DEGLI STUDI DI ROMA TOR VERGATA (UNITOV)

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

Maximum grant amount (Annex 2)	Maximum grant amount (award decision)
999 844.00	999 844.00

**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)	699 890.80	n/a	1 - UNITOV	n/a
			2 - VSPU	n/a
			3 - UT	n/a
			4 - UIB	n/a
			5 - UPT	n/a
			6 - BSPU	n/a
			7 - KHNPU	n/a
			8 - USPU	n/a
			9 - TNPU	n/a
			10 - CUSU	n/a
			11 - MESU	n/a
			12 - GBGP	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:

IT44A0306905020100000046489 BCITITMM

Conversion into euros: n/a

Reporting language: Language of the Agreement

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

**4.4 Recoveries** (art 22)

**First-line liability for recoveries:**

Beneficiary termination: Beneficiary concerned

Final payment: Coordinator

After final payment: Beneficiary concerned

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

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

Joint and several liability of affiliated entities — n/a

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

**Applicable law** (art 43):

Standard applicable law regime: EU law + law of Belgium

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

Standard dispute settlement forum:

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

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

## **6. Other**

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

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

Confidentiality (for X years after final payment): 5

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

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

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

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

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

## **CHAPTER 1 GENERAL**

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

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

### **ARTICLE 2 — DEFINITIONS**

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

## **CHAPTER 2 ACTION**

### **ARTICLE 3 — ACTION**

The grant is awarded for the action **101179602 — LECTURE** ('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**

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

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

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

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

## 5.2 Maximum grant amount

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

## 5.3 Funding rate

Not applicable

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

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

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

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

## 5.5 Budget flexibility

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

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

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

# ARTICLE 6 — ELIGIBLE AND INELIGIBLE CONTRIBUTIONS

## 6.1 and 6.2 General and specific eligibility conditions

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

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

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

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

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

### 6.3 Ineligible contributions

‘Ineligible contributions’ are:

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

### 6.4 Consequences of non-compliance

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

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

## **CHAPTER 4 GRANT IMPLEMENTATION**

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

#### **ARTICLE 7 — BENEFICIARIES**

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

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

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

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

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



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

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

(a) Each beneficiary must:

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

(b) The coordinator must:

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

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

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



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

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

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

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

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

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

## ARTICLE 8 — AFFILIATED ENTITIES

Not applicable

## ARTICLE 9 — OTHER PARTICIPANTS INVOLVED IN THE ACTION

### 9.1 Associated partners

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

- **EDEN DIGITAL LEARNING EUROPE MITTETULUNDUSUHING (EDEN DLE), PIC 898572596**
- **Ternopil Academic Lyceum "Genesis" of Ternopil City Council (Ternopil Lyceum), PIC 882975287**

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

- **Berdyansk Secondary School for Levels I-III number 7 of Berdyansk City Council of Zaporizhzhia region (Berdyansk SI), PIC 883017482**
- **Uman Gymnasium #12 (Uman Gymnasium), PIC 882969661**
- **Komunalnuy zaklad "Vinnytskiy litsei # 16" (SCH16), PIC 882973735**
- **«Lyceum «Scientific» of the City Council of Kropyvnytskyi» (KropyLyceum), PIC 883013311**

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).

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/EC<sup>11</sup>
- for the controls under Article 25: allow for checks, reviews, audits and investigations (including on-the-spot checks, visits and inspections) by the bodies mentioned in that Article (e.g. granting authority, OLAF, Court of Auditors (ECA), etc.).

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).

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

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

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

### 10.3 Pillar-assessed participants

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

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

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

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

and use the following specific rules, for:

- recoveries (Article 22): in case of financial support to third parties, there will be no recovery if the participant has done everything possible to retrieve the undue amounts from the third party receiving the support (including legal proceedings) and non-recovery is not due to an error or negligence on its part
- checks, reviews, audits and investigations by the EU (Article 25): will be conducted taking into account the rules and procedures specifically agreed between them and the framework agreement (if any)
- impact evaluation (Article 26): will be conducted in accordance with the participant’s internal rules and procedures and the framework agreement (if any)
- grant agreement suspension (Article 31): certain costs incurred during grant suspension are eligible (notably, minimum costs necessary for a possible resumption of the action and costs

relating to contracts which were entered into before the pre-information letter was received and which could not reasonably be suspended, reallocated or terminated on legal grounds)

- grant agreement termination (Article 32): the final grant amount and final payment will be calculated taking into account also costs relating to contracts due for execution only after termination takes effect, if the contract was entered into before the pre-information letter was received and could not reasonably be terminated on legal grounds
- liability for damages (Article 33.2): the granting authority must be compensated for damage it sustains as a result of the implementation of the action or because the action was not implemented in full compliance with the Agreement only if the damage is due to an infringement of the participant's internal rules and procedures or due to a violation of third parties' rights by the participant or one of its employees or individual for whom the employees are responsible.

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

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

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

- eligibility (Article 6)
- consortium roles and set-up (Articles 7-9)
- security and ethics (Articles 13, 14)
- IPR (including background and results, access rights and rights of use), communication, dissemination and visibility (Articles 16 and 17)
- information obligation (Article 19)
- payment, reporting and amendments (Articles 21, 22 and 39)
- rejections, reductions, suspensions and terminations (Articles 27, 28, 29-32)

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

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

- processed lawfully, fairly and in a transparent manner in relation to the data subject
- collected for specified, explicit and legitimate purposes and not further processed in a manner that is incompatible with those purposes

- adequate, relevant and limited to what is necessary in relation to the purposes for which they are processed
- accurate and, where necessary, kept up to date
- kept in a form which permits identification of data subjects for no longer than is necessary for the purposes for which the data is processed and
- processed in a manner that ensures appropriate security of the personal data.

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

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

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

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

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

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

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

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

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

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

#### **12.1 Conflict of interests**

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

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

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

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

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

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

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

### **13.1 Sensitive information**

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

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

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

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

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

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

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

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

The confidentiality obligations no longer apply if:

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

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

### **13.2 Classified information**



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

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

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

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

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

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

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

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

## **ARTICLE 14 — ETHICS AND VALUES**

### **14.1 Ethics**

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

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

### **14.2 Values**

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

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





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

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

## 15.2 Data processing by the beneficiaries

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

They must ensure that personal data is:

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

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

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

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

## 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:

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

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

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

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

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

### 22.3.3 Interim payments

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

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

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

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

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

Step 1 — Calculation of the total accepted EU contribution

Step 2 — Limit to the interim payment ceiling

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Step 1 — Calculation of the total accepted EU contribution

Step 2 — Limit to the maximum grant amount

Step 3 — Reduction due to the no-profit rule

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

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

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

Step 2 — Limit to the maximum grant amount

Not applicable

Step 3 — Reduction due to the no-profit rule

Not applicable

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Step 1 — Calculation of the revised total accepted EU contribution

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

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

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

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

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

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

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

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

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

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

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

## **22.4 Enforced recovery**

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

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

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

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

- (b) by drawing on the financial guarantee(s) (if any)



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

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

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

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

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

## 22.5 Consequences of non-compliance

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

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

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

## **ARTICLE 23 — GUARANTEES**

### **23.1 Prefinancing guarantee**

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

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

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

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

They will be released within the following month.

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

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

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

## **ARTICLE 24 — CERTIFICATES**

Not applicable

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

### **25.1 Granting authority checks, reviews and audits**

#### **25.1.1 Internal checks**

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

#### **25.1.2 Project reviews**



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

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

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

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

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

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

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

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

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

Project reviews (including project review reports) will be in the language of the Agreement, unless otherwise agreed with the granting authority (see Data Sheet, Point 4.2).

### 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, unless otherwise agreed with the granting authority (see Data Sheet, Point 4.2).

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

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

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

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

## 25.4 OLAF, EPPO and ECA audits and investigations

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- (a) the beneficiary concerned is found, in other EU grants awarded under similar conditions, to have committed systemic or recurrent errors, irregularities, fraud or breach of obligations that have a material impact on this grant and
- (b) those findings are formally notified to the beneficiary concerned — together with the list of 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 2988/95<sup>18</sup>).

## **SECTION 4 FORCE MAJEURE**

### **ARTICLE 35 — FORCE MAJEURE**

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

‘Force majeure’ means any situation or event that:

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

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

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



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

## **CHAPTER 6 FINAL PROVISIONS**

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

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

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

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

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

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

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

#### **36.2 Date of communication**

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

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

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

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

#### **36.3 Addresses for communication**

The Portal can be accessed via the Europa website.

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

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



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

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

Annex 5 takes precedence over the Terms and Conditions.

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

Annex 2 takes precedence over Annex 1.

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

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

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

‘Days’ means calendar days, not working days.

## **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.

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



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	
Grant Preparation (General Information screen) — Enter the info.	
Project number:	101179602
Project name:	Introducing Leading European Competence approach into Teacher Training Curriculum for Ukraine's Resilient
Project acronym:	LECTURE
Call:	ERASMUS-EDU-2024-CBHE
Topic:	ERASMUS-EDU-2024-CBHE-STRAND-3
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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## 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.*

This proposal is aimed at introducing leading European competences into teacher training Standard to ensure Ukraine's resilience.

LECTURE will realise its ambitions through an interdependent, highly participative work programme, that will elaborate a methodology concept fostering exchange of knowledge and innovation identifying, defining and specifying four competences, including the elaboration of the Standard.

The development of the Standard of Higher Education within the project strengthens the integration of Ukraine's education into the European education area, implements European principles of the educational process in HEIs, expands the content of learning, explains the requirements for mandatory learning outcomes and benchmarks for their assessment. The list of key competencies and cross-cutting skills of future teachers included in the Standard is based on the experience of the European Union and the recommendations of the European Parliament and the Council of the European Union on the formation of key educational competencies. LECTURE presents a comprehensive legacy framework, supporting transferability and sustainability in a long- term perspective. Its extensive dissemination campaign, outreach course, guidelines, recommendations, and the support from the Ministry of Education will ensure the process of modernising the training of future teachers of Ukraine in the post-war period in accordance with European standards.

## LIST OF PARTICIPANTS

### PARTICIPANTS

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

Number	Role	Short name	Legal name	Country	PIC
1	COO	UNITOV	UNIVERSITA DEGLI STUDI DI ROMA TOR VERGATA	IT	999844864
2	BEN	VSPU	VINNYTSIA MYKHAILO KOTSIUBYNSKYI STATE PEDAGOGICAL UNIVERSITY	UA	918936388
3	BEN	UT	TARTU ULIKOOL	EE	999895013
4	BEN	UIB	UNIVERSITAT DE LES ILLES BALEARS	ES	999846707
5	BEN	UPT	UNIVERSITATEA POLITEHNICA TIMISOARA	RO	999856795
6	BEN	BSPU	BERDYANSK STATE PEDAGOGICAL UNIVERSITY	UA	934971555
7	BEN	KHNPU	KHARKIV NATIONAL PEDAGOGICAL UNIVERSITY NAMED AFTER G.S. SKOVORODA	UA	940887294
8	BEN	USPU	PAVLO TYCHYNA UMAN STATE PEDAGOGICAL UNIVERSITY	UA	930776305
9	BEN	TNPU	TERNOPIL VOLODYMYR HNATIUK NATIONAL PEDAGOGICAL UNIVERSITY	UA	933286568
10	BEN	CUSU	VOLODYMYR VYNNYCHENKO CENTRAL UKRAINIAN STATE UNIVERSITY	UA	943288044

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

Number	Role	Short name	Legal name	Country	PIC
11	BEN	MESU	MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE	UA	938113773
12	BEN	GBGP	Good bread from good people	UA	878852302
13	AP	EDEN DLE	EDEN DIGITAL LEARNING EUROPE MITTETULUNDUSUHING	EE	898572596
14	AP	Ternopil Lyceum	Ternopil Academic Lyceum "Genesis" of Ternopil City Council	UA	882975287
15	AP	Berdiansk SI	Berdiansk Secondary School for Levels I-III number 7 of Berdiansk City Council of Zaporizhzhia region	UA	883017482
16	AP	Uman Gymnasium	Uman Gymnasium #12	UA	882969661
17	AP	SCH16	Komunalnuy zaklad "Vinnytskyi litsei # 16"	UA	882973735
18	AP	KropyLyceum	«Lyceum «Scientific» of the City Council of Kropyvnytskyi»	UA	883013311

## LIST OF WORK PACKAGES

<b>Work packages</b> <i>Grant Preparation (Work Packages screen) — Enter the info.</i>						
Work Package No	Work Package name	Lead Beneficiary	Effort (Person-Months)	Start Month	End Month	Deliverables
WP1	Management, quality control, evaluation and coordination activities	1 - UNITOV	195302.00	1	36	D1.1 – Project Scope Statement D1.2 – Quality Assurance and Evaluation Plan D1.3 – Quality Visit Reports D1.4 – Mid-term progress report D1.5 – QA external evaluation report
WP2	Standard of higher education in speciality 014 Secondary education for BA students majoring in the Ukrainian Language, Mathematics and History	4 - UIB	203986.00	4	27	D2.1 – A Competency Framework for the Modern Teacher for Ukraine's Resilience and Post-War Recovery D2.2 – The Standard of Higher Education in the speciality 014 Secondary Education D2.3 – Guidelines for the development and improvement of educational programmes in the speciality 014 Secondary Education
WP3	Competences development skill toolbox	5 - UPT	233380.00	7	36	D3.1 – Self-assessment report D3.2 – Desk review repor D3.3 – Study visit to Romania D3.4 – Internship in Spain on Teaching with Technology D3.5 – Launch of a new course D3.6 – Academic staff training D3.7 – Guidelines for the development of subject-matter, inclusive, psychological, information and digital competences of teachers to ensure Ukraine's resilience. D3.8 – Description of each new or updated



<b>Work packages</b> <i>Grant Preparation (Work Packages screen) — Enter the info.</i>						
Work Package No	Work Package name	Lead Beneficiary	Effort (Person-Months)	Start Month	End Month	Deliverables
						course in the existing degree (including starting date) D3.9 – Official accreditation of the courses D3.10 – Report on trainings
WP4	Centre of Excellence for Teacher's Competences	3 - UT	285218.00	13	36	D4.1 – A report of the best European practices of centre D4.2 – Standard regulation and local UA partner universities normative documents D4.3 – The Centre of Excellence for Teacher's Competences design D4.4 – The Centre of Excellence for Teacher's Competences Launch D4.5 – Enhanced Teaching Competencies through Center Activities D4.6 – Act of Establishment of the Centre of Excellence for Teacher's Competences
WP5	Dissemination and Sustainability	2 - VSPU	193053.00	1	36	D5.1 – Dissemination tools D5.2 – Information days, seminars and round tables to disseminate information D5.3 – International project conference D5.4 – Report on measurement of KPI in logical framework D5.5 – Plan for sustainability D5.6 – Report on dissemination activities D5.7 – Dissemination plan

**Work package WP1 – Management, quality control, evaluation and coordination activities**

<b>Work Package Number</b>	WP1	<b>Lead Beneficiary</b>	1 - UNITOV
<b>Work Package Name</b>	Management, quality control, evaluation and coordination activities		
<b>Start Month</b>	1	<b>End Month</b>	36

**Objectives**

- to manage and monitor the project;
- to coordinate activities to ensure the project meets its objectives on time and budget;
- to facilitate communication between the partners and with the EC;
- to facilitate project meetings;
- to purchase and install equipment.

**Description**

Activities and division of work

**T1.1 Technical and financial coordination**

Description: UNIROMA2 as the Coordinator will prepare the Partnership Agreement, spread it among the partners and receive the signed contracts. Each contract will include:

- The participants roles and obligations;
- Financing and payments details;
- Reporting details;
- Other rules and obligations of the participants

The Partnership will elaborate the Project Scope Statement. UNIROMA2 will prepare a draft for the kick off meeting and present it in order to receive feedback from all partners. Upon its finalisation and approval by the project Steering Committee, it will be disseminated among the partners. Project Scope Statement will specify:

- Project Description
- Division of roles and responsibilities
- Communication tools
- Sustainable Project implementation Rules.
- Risk Management Plan

Participants: All, coordinator and beneficiaries.

**T1.2 Steering Committee meetings**

Description: During the project lifetime 2 face-to-face meetings and 18 bimonthly online meetings will be held.

The face-to-face meetings will take place at the beginning and at the end of the project. During the meetings, the current situation of the project tasks and deliverables will be discussed and the Steering committee will approve the deliverables. UNIROMA2 will prepare the meeting agendas two weeks prior to the meeting and disseminate the meeting minutes afterwards.

The meeting minutes will include the decisions taken during the meeting and the next steps that the partnership has to take in order to successfully complete the tasks and deliverables.

The bimonthly online meetings will take place in order for partners to align their activities, make sure the deadlines are kept and for the Steering Committee to have the chance to provide feedback on the tasks. VSPU will prepare a short agenda a week prior to the meetings, including the link of the digital meeting room, and provide briefing afterwards for each online meeting.

Participants: All, coordinator and beneficiaries.

In-kind Contributions: UNIROMA2 will offer its premises to host the kick off meeting as an in-kind contribution. VSPU will offer its premises to host the final meeting as an in-kind contribution.

**T1.3 Technical and financial reporting**

Description: The project proposal foresees internal reporting every six months, which will detail technical and financial reporting. VSPU will provide the partners with all the applicable templates for the reporting and will track the project financial activities through the six-month reports in order to ensure that the budget is appropriately used.

The project will have two major reports. For the Interim and Final payment, UNIROMA2 along with the partners will prepare a Mid Term and Final report, respectively that UNIROMA2 will submit to EACEA for granting payment

Participants: All, coordinator and beneficiaries.

#### T1.4 Equipment purchase and installation

Description: The equipment will be bought in bulk for all UA partners by the National Coordinator (VSPU) to reduce the equipment costs.

Participants: All, coordinator and beneficiaries.

#### T1.5 Quality Assurance and Evaluation

Description: At the beginning of the project TNPU, which has considerable experience in Quality assurance and evaluation, will set the baseline for the evaluation and Quality Assurance. Its first draft will be presented during the kick off meeting and it will be finalised upon the proposals of the partners. The Quality Assurance and Evaluation Plan will detail:

- Quality Assurance guidelines and methodology regarding the successful implementation of the project tasks and deliverables.
- Evaluation guidelines and templates for all the activities that will be evaluated during the project lifetime (meetings, deliverables, pilot activities etc).

Participants: All, coordinator and beneficiaries.

#### T1.6 Quality Board Meetings and Reports

Description: Every partner will appoint one member to constitute the Quality Board, led by TNPU. The Quality Board will meet biannually to discuss the project activities and their quality. The Quality Board will prepare the annual, interim and final reports.

Participants: All, coordinator and beneficiaries.

#### T1.7 Quality Control Visits

Description: The project envisages quality control visits. They will be organized in the hybrid format. The Coordinator, the National Coordinator and TNPU will visit all the UA partners with the quality control visits (VSPU during the final conference offline and all the other UA-HEIs online). The control visit report will be prepared upon each control visit.

Participants: All, coordinator and beneficiaries.

In-kind Contributions: VSPU will offer its premises to host quality control visits as an in-kind contribution.

## Work package WP2 – Standard of higher education in speciality 014 Secondary education for BA students majoring in the Ukrainian Language, Mathematics and History

Work Package Number	WP2	Lead Beneficiary	4 - UIB
Work Package Name	Standard of higher education in speciality 014 Secondary education for BA students majoring in the Ukrainian Language, Mathematics and History		
Start Month	4	End Month	27

### Objectives

- To study the EU experience of higher pedagogical education, models of BA teacher training, to analyze the competences of modern teachers in Europe
- To define the gap in the scope and levels of competences of Ukrainian and EU teachers;
- To identify challenges for higher teacher education in Ukraine, priorities in teacher training, and the potential of the EU approach for Ukraine's sustainability and post-war recovery
- To develop a framework of competences integral, general and professional BA students of higher pedagogical education of speciality 014 Secondary Education;

- to develop a list of subject competences of future BA students majoring in the Ukrainian Language, Mathematics and History.
  - to develop the Standard of higher education in speciality 014 Secondary education for BA students majoring in the Ukrainian Language, Mathematics and History.
  - to undergo the approval procedure for the Standard and implement it in the educational practice of teacher training at the bachelor's level of higher education in Ukraine;
- to elaborate Guidelines for the development and improvement of educational programmes in the speciality 014 Secondary Education, field of study 01 Education/Pedagogy for the first (bachelor's) level of higher education.

### Description

#### Activities and division of work

##### T2.1 Desk research

Description: The partners conduct desk research of teacher training models in EU to establish key competences a European teacher possesses/must possess.

Participants: All, coordinator and beneficiaries.

In-kind contributions: no

##### T2.2 Study visit to Spain

Description: 1 study visit of 6UA partners and the Ministry of Education of Ukraine to Spain to study best practices of an in-depth analysis of case studies (EU countries), benchmark analysis, desk research and expert consultations.

Participants: All UA beneficiary partners

In-kind contributions: UIB will offer its premises to host the study visit meeting as in-kind contribution

##### T2.3 Study visit to Italy

Description: 1 study visit of 6UA partners and the Ministry of Education of Ukraine to Italy to study best practices of an in-depth analysis of case studies (EU countries), benchmark analysis, desk research and expert consultations.

Participants: all UA beneficiary partners

In-kind contributions: UNIROMA 2 will offer its premises to host the study visit meeting as in-kind contribution.

##### T2.4 A Competency Framework for the Modern Teacher for Ukraine's Resilience and Post-War Recovery

Description: A series of consultations, surveys, questionnaires, and interviews of stakeholders will be conducted. All this will help to identify the knowledge, skills, values, and competencies that are relevant for a modern teacher and are necessary to ensure the sustainability of education and the post-war recovery of Ukraine. As a result, a Competency Framework including integral, general and professional competences- will be developed. Additionally, a list of subject competences of future BA students majoring in the Ukrainian Language, Mathematics and History will be compiled.

Participants: All UA partners, beneficiaries and associated partners.

In-kind contributions: no

##### T2.5 Development of the Standard of Higher Education

Description: The Standard of Higher Education in the speciality 014 Secondary Education for BA students majoring in the Ukrainian Language, Mathematics and History will be developed.

Participants: All UA partners, beneficiaries and associated partners.

In-kind contributions: no

##### T2.6 Undergoing the Standard approval procedure

Description: The elaborated Standard of Higher Education in the speciality 014 Secondary Education for BA students majoring in the Ukrainian Language, Mathematics and History will be presented for discussion to the Scientific and

Methodological Council of the Ministry of Education of Ukraine (namely, to the preschool and general secondary education sector). The representatives of all the UA partners and 15 members of the Scientific and Methodological Council will discuss and approve the Standard. The project envisages that in the long-term perspective the Standard will be implemented into the educational practice of teacher training at the bachelor's level of higher education in Ukraine.

Participants: MoES and All UA partners

In-kind contributions: no

**T2.7 Guidelines for the development and improvement of educational programmes**

Description: Guidelines for the development and improvement of educational programmes in the speciality 014 Secondary Education will be elaborated and presented.

Participants: All UA partners, beneficiaries and associated partners.

In-kind contributions: no

**T2.8 Workshops on the development of educational programmes**

Description: 6 UA partners will conduct 3 workshops each (18 in total) to verify the guidelines. At least 300 teachers will take part in these trainings, regardless of subject specialization. Participants will receive certificates of participation.

Participants: All UA partners, beneficiaries and associated partners.

In-kind contributions: no

### Work package WP3 – Competences development skill toolbox

<b>Work Package Number</b>	WP3	<b>Lead Beneficiary</b>	5 - UPT
<b>Work Package Name</b>	Competences development skill toolbox		
<b>Start Month</b>	7	<b>End Month</b>	36

#### Objectives

- to organize study trip to Romania;
- to organize an internship in Spain on Teaching with Technology;
- to analyze EU best practices in EU HE teacher training programs regarding subject-matter, inclusive, psychological, information and digital competences of teachers;
- to update 4 modules of the normative courses in 3 curricula of teacher training programs to develop teachers' professional competences;
- to elaborate and pilot 1 course "Introduction to Educational Studies: Best EU practice for Ukraine" in 3 curricula for the Ukrainian teacher training programme;
- to prepare guidelines for the development of subject-matter, inclusive, psychological, information and digital competences of teachers to ensure Ukraine's resilience.

#### Description

Activities and division of work

T3.1 Research of UA existing practice

Description: The self-assessment template will be designed and filled in by 6UA partners and external stakeholders to identify existing performance gaps in UA practices for the development of subject-matter, inclusive, psychological, information and digital competences of teachers to ensure Ukraine's resilience

Participants: All UA partners

In-kind contributions: no

**T3.2 Study visit to Romania**

Description: 1 study visit of UA partners to Romania to study best practices of the development of subject-matter, inclusive, psychological, information and digital competences of teachers by EU partners.

Participants: All UA partners and UPT

In-kind contributions: UPT will offer its premises to host the kick off meeting as an in-kind contribution

**T3.3 Internship in Spain on Teaching with Technology**

Description: 1 internship of UA partners to Spain to study best practices of the development of subject-matter, inclusive, psychological, information and digital competences of teachers by EU partners.

Participants: All UA partners and UIB

In-kind contributions: UIB will offer its premises to host the kick off meeting as an in-kind contribution

**T3.4 Update of 4 modules of the normative courses in 3 curricula of teacher training programs to develop teachers' competences**

Description: Each of the 5 UA partner HEIs develops 4 modules (20 in total) and upgrade the following compulsory subjects for BA students: Methodology of teaching the speciality (for the subject specialities Mathematics, History, Ukrainian Language and Literature, module "Adaptive teaching"), Pedagogy (module "Strategy of inclusive education"), Psychology (module "Socio-emotional and ethical learning"), Information Technology (module "Digital skills for the sustainability of education in Ukraine"). The title of the compulsory subject may vary from university to university, so does the number of credits. The total amount of credits of the upgraded compulsory courses is 302 ECTS.

Participants: All UA HEI-partners

In-kind contributions: no

**T3.5 Running of updated courses**

Description: These modules will be taught for at least 750 BA students (1-3 rd academic year).

Participants: All UA HEI-partners

In-kind contributions: no

**T3.6 Feedback on the courses**

Description: Teachers will monitor the quality, collect and analyze the feedback

Participants: All UA HEI-partners

In-kind contributions

**T3.7 Course "Introduction to educational studies (3 ECTS)**

Description: UA partner HEIs design and pilot a course "Introduction to Educational Studies: Best EU Practice for Ukraine" (3 ECTS) related to the start of teacher training, focusing on the introduction and promotion of professional competences. The suggested modules of the course are:

- The educational system of Ukraine.
- Professional activity and personality of a teacher.
- Communication as the basis of teaching.
- Barrier-free European educational space.
- Integrity of pedagogical practice, pedagogical science and pedagogical education.

This course will be taught for at least 680 BA students (1st year).

Afterwards, the involved partners collect student feedback (680 reports) and perform QA procedures

Participants: All UA HEI-partners

In-kind contributions: no

**T3.8 Academic staff training**

Description: On the basis of self-assessment and desk analysis, as well as on the basis of the developed module materials for the normative courses and the course "Introduction to Educational Studies: Best EU Practice for Ukraine", 3 online teacher training courses for in-service educators are organized to apply the developed materials in teacher training practice. The number of in-service educators is 400.

Participants: All UA HEI-partners

In-kind contributions: no

**T3.9 External/ Final Feedback**

Description: 5 trainers (1 per UA HEI partner) collect the feedback (400 reports) and the involved partners perform QA procedures

Participants: All UA HEI-partners

In-kind contributions

**T3.10 Guidelines for the development of subject-matter, inclusive, psychological, information and digital competences of teachers to ensure Ukraine's resilience**

Description: Based on the results of the courses piloting at 5 UA HEIs, Guidelines for the development of subject-matter, inclusive, psychological, information and digital competences of teachers to ensure Ukraine's resilience are prepared.

Participants: All UA HEI-partners

In-kind contributions

## Work package WP4 – Centre of Excellence for Teacher's Competences

<b>Work Package Number</b>	WP4	<b>Lead Beneficiary</b>	3 - UT
<b>Work Package Name</b>	Centre of Excellence for Teacher's Competences		
<b>Start Month</b>	13	<b>End Month</b>	36

**Objectives**

- to analyze best practices of the centre and hub design for the teacher's professional development in EU partner countries.
- to elaborate a statutory document to establish the Centre of Excellence for Teacher's Competences
- to design the Centre of Excellence for Teacher's Competences.
- to launch the Centre of Excellence for Teacher's Competences.
- to ensure permanent running of the Centre of Excellence for Teacher's Competences.

**Description**

Activities and division of work

**T4.1 Study visit to Estonia**

Description: Analysis of best practices of support centres, competence centers and hubs for the professional development of teachers based on a study visit to Italy and research off leading European experience. The study of their organisational and regulatory components and the formation of the best practices for the implementation and creation of such centres in Ukraine

Participants: All UA HEI-partners and TUN

In-kind contributions: UT will offer its premises to host the kick off meeting as an in-kind contribution

**T4.2 Development of statutory document to launch centers of excellence for enhancing teachers' competence in Ukrainian partner universities (the Centre of Excellence for Teacher's Competences)**

Description: Drafting of a statutory document that outlines the procedures and regulations governing the operation of the center, its purpose and goals, roles and responsibilities required for center staff positions and its approval by the HEIs.

Participants: All UA HEI-partners

In-kind contributions: no

**T4.3 Design of the Centre of Excellence for Teacher's Competences**

Description: Creation of the Center design by each of 5 UA HEIs with detailed information about the layout of the room, including the location of workstations, equipment, and storage areas, as well as any safety features or specialized areas and other relevant details about the physical design of the center

Participants: All UA HEI-partners

In-kind contributions: no

**T4.4 Launch of the Centre of Excellence for Teacher's Competences**

Description: The eligible equipment and materials will be purchased and installed to start up the center operation. An official launch event to showcase the center's facilities and activities with coverage of the event on universities websites and social media.

Participants: All UA HEI-partners

In-kind contributions: no

**T4.5 Permanent running of the Centre of Excellence for Teacher's Competences**

Description: Conducting classes at the Centre for BA students majoring in Mathematics, History, Ukrainian language and literature

Organizing and conducting workshops, roundtable discussions, and other methodological events delving into innovative teaching methodologies, facilitating knowledge exchange, and skills enhancement for in-service teachers and school administrators. The insights gained will inform adjustments and improvements as needed. Building on the positive outcomes of the project, a strategy for sustainability will be developed to ensure the ongoing positive impact of the project beyond its initial phases and sharing successful practices with the broader educational community.

Participants: All UA HEI-partners and UA associated partners

In-kind contributions: no

## Work package WP5 – Dissemination and Sustainability

<b>Work Package Number</b>	WP5	<b>Lead Beneficiary</b>	2 - VSPU
<b>Work Package Name</b>	Dissemination and Sustainability		
<b>Start Month</b>	1	<b>End Month</b>	36

### Objectives

- to elaborate and approve dissemination plan
- to hold various dissemination events
- to ensure sustainable dissemination of the project results

### Description

Activities and division of work

T5.1 Dissemination plan development



**Description:** A dissemination plan will be developed by the WP5 leader (USPU). It will also include the layout of the project logo and the design of promotional materials, which will be presented to the partners for discussion and approval. The document will describe the step-by-step implementation of WP5 and provide reporting templates. After discussion of the Dissemination Plan by the consortium, changes will be made (if necessary). All partners will be involved in the implementation of the Dissemination Plan. The WP5 Leader and Co-Leader will be responsible for coordinating and monitoring the implementation of the Dissemination Plan.

**Participants:** VSPU, USPU

**In-kind contributions**

#### T5.2 Project website design and support

**Description:** The WP5 leader (USPU) will develop a draft design and concept of the website. It will be discussed with the partners during the kick-off meeting. Regular updates of the website and coverage of the project results will be carried out by the National Coordinator (VSPU). All UA partners will systematically contribute to the content of the website based on the project results.

**Participants:** VSPU, USPU

**In-kind contributions:** no

#### T5.3 Social network design and support

**Description:** The WP5 Leader (USPU) will create a Facebook page and give all partners administrator rights to highlight the project results. Each partner will systematically cover news about the project results at the university.

**Participants:** All partners

**In-kind contributions:** no

#### T5.4 Dissemination of information about the project implementation in mass media

**Description:** All partner participants will engage the media during project activities to disseminate the project results to the public. Additionally, those UA partners, which prepare students majoring in Journalism, will engage the students to cover the news about the project implementation as part of their practical placement.

**Participants:** All partners

**In-kind contributions:** no

#### T5.5 Events aimed at disseminating information about the project activities

**Description:** In order to disseminate information about the progress and results of the project among different target groups, each UA partner will hold various events, including information days, round tables, seminars and other events. It is planned to hold 4 information days by each UA partner and to organise and hold 2 joint information days by UA partners. The projected total number of participants is 600 students (125 from each UA university), 300 lecturers (60 from each UA university), 300 teachers (60 from each UA university).

**Participants:** all UA partners

**In-kind contributions:** no

#### T5.6 International Conference "Teaching excellence: the best European practices"

**Description:** In the last year of the project, an international conference "Teaching excellence: the best European practices" will be organized and held in a hybrid format. The conference will cover the materials obtained as a result of the project, as well as the prospects for implementing the best European practices in the training of modern specialists in the field of pedagogy. The conference will last for 2 days. The expected number of participants is over 200.

**Participants:** all partners, beneficiaries and associated partners.

**In-kind contributions:** VSPU will offer its premises to host the kick off meeting as an in-kind contribution

## STAFF EFFORT

Staff effort per participant						
Grant Preparation (Work packages - Effort screen) — Enter the info.						
Participant	WP1	WP2	WP3	WP4	WP5	Total Person-Months
1 - UNITOV	23802.00	36915.00	28355.00	16050.00	22748.00	127870.00
2 - VSPU	30944.00	19014.00	22695.00	11936.00	49006.00	133595.00
3 - UT	15387.00	10700.00	11235.00	27820.00	14145.00	79287.00
4 - UIB	12626.00	26750.00	23005.00	7490.00	10935.00	80806.00
5 - UPT	14616.00	7490.00	35310.00	3745.00	15215.00	76376.00
6 - BSPU	17730.00	17837.00	19913.00	42543.00	15766.00	113789.00
7 - KHNPU	17730.00	17837.00	19913.00	42543.00	15766.00	113789.00
8 - USPU	17730.00	17837.00	19913.00	42543.00	15665.00	113688.00
9 - TNPU	17730.00	17837.00	19913.00	42543.00	15665.00	113688.00
10 - CUSU	17730.00	17837.00	19913.00	42543.00	15766.00	113789.00
11 - MESU	6506.00	9288.00	9737.00	4569.00	1584.00	31684.00
12 - GBGP	2771.00	4644.00	3478.00	893.00	792.00	12578.00
<b>Total Person-Months</b>	195302.00	203986.00	233380.00	285218.00	193053.00	1110939.00

## LIST OF DELIVERABLES

<b>Deliverables</b> <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 <a href="#">2015/444</a></i>						
Deliverable No	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month)
D1.1	Project Scope Statement	WP1	1 - UNITOV	R — Document, report	SEN - Sensitive	3
D1.2	Quality Assurance and Evaluation Plan	WP1	9 - TNPU	R — Document, report	SEN - Sensitive	3
D1.3	Quality Visit Reports	WP1	9 - TNPU	R — Document, report	SEN - Sensitive	32
D1.4	Mid-term progress report	WP1	1 - UNITOV	R — Document, report	SEN - Sensitive	18
D1.5	QA external evaluation report	WP1	1 - UNITOV	R — Document, report	SEN - Sensitive	36
D2.1	A Competency Framework for the Modern Teacher for Ukraine's Resilience and Post-War Recovery	WP2	11 - MESU	R — Document, report	PU - Public	12
D2.2	The Standard of Higher Education in the speciality 014 Secondary Education	WP2	11 - MESU	R — Document, report	PU - Public	21
D2.3	Guidelines for the development and improvement of educational programmes in the speciality 014 Secondary Education	WP2	10 - CUSU	R — Document, report	PU - Public	27
D3.1	Self-assessment report	WP3	6 - BSPU	R — Document, report	SEN - Sensitive	9
D3.2	Desk review repor	WP3	6 - BSPU	R — Document, report	SEN - Sensitive	9
D3.3	Study visit to Romania	WP3	6 - BSPU	R — Document, report	SEN - Sensitive	12

<b>Deliverables</b> <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 <a href="#">2015/444</a></i>						
Deliverable No	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month)
D3.4	Internship in Spain on Teaching with Technology	WP3	6 - BSPU	R — Document, report	SEN - Sensitive	15
D3.5	Launch of a new course	WP3	6 - BSPU	DEM — Demonstrator, pilot, prototype	PU - Public	15
D3.6	Academic staff training	WP3	6 - BSPU	OTHER	SEN - Sensitive	18
D3.7	Guidelines for the development of subject-matter, inclusive, psychological, information and digital competences of teachers to ensure Ukraine's resilience.	WP3	6 - BSPU	R — Document, report	PU - Public	24
D3.8	Description of each new or updated course in the existing degree (including starting date)	WP3	6 - BSPU	R — Document, report	SEN - Sensitive	24
D3.9	Official accreditation of the courses	WP3	6 - BSPU	R — Document, report	SEN - Sensitive	15
D3.10	Report on trainings	WP3	6 - BSPU	R — Document, report	SEN - Sensitive	34
D4.1	A report of the best European practices of centre	WP4	3 - UT	R — Document, report	SEN - Sensitive	13
D4.2	Standard regulation and local UA partner universities normative documents	WP4	3 - UT	R — Document, report	SEN - Sensitive	14
D4.3	The Centre of Excellence for Teacher's Competences design	WP4	3 - UT	R — Document, report	SEN - Sensitive	16

**Deliverables**

Grant Preparation (Deliverables screen) — Enter the info.

The labels used mean:

Public — fully open ( automatically posted online)

Sensitive — limited under the conditions of the Grant Agreement

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

Deliverable No	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month)
D4.4	The Centre of Excellence for Teacher's Competences Launch	WP4	3 - UT	DEC — Websites, patent filings, videos, etc	PU - Public	18
D4.5	Enhanced Teaching Competencies through Center Activities	WP4	3 - UT	R — Document, report	SEN - Sensitive	36
D4.6	Act of Establishment of the Centre of Excellence for Teacher's Competences	WP4	3 - UT	R — Document, report	SEN - Sensitive	24
D5.1	Dissemination tools	WP5	8 - USPU	OTHER	PU - Public	36
D5.2	Information days, seminars and round tables to disseminate information	WP5	8 - USPU	R — Document, report	PU - Public	35
D5.3	International project conference	WP5	8 - USPU	OTHER	PU - Public	32
D5.4	Report on measurement of KPI in logical framework	WP5	8 - USPU	R — Document, report	SEN - Sensitive	12
D5.5	Plan for sustainability	WP5	8 - USPU	R — Document, report	SEN - Sensitive	8
D5.6	Report on dissemination activities	WP5	8 - USPU	R — Document, report	SEN - Sensitive	36
D5.7	Dissemination plan	WP5	8 - USPU	R — Document, report	SEN - Sensitive	6

**Deliverable D1.1 – Project Scope Statement**

<b>Deliverable Number</b>	D1.1	<b>Lead Beneficiary</b>	1 - UNITOV
<b>Deliverable Name</b>	Project Scope Statement		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	SEN - Sensitive
<b>Due Date (month)</b>	3	<b>Work Package No</b>	WP1

<b>Description</b>
English

**Deliverable D1.2 – Quality Assurance and Evaluation Plan**

<b>Deliverable Number</b>	D1.2	<b>Lead Beneficiary</b>	9 - TNPU
<b>Deliverable Name</b>	Quality Assurance and Evaluation Plan		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	SEN - Sensitive
<b>Due Date (month)</b>	3	<b>Work Package No</b>	WP1

<b>Description</b>
English

**Deliverable D1.3 – Quality Visit Reports**

<b>Deliverable Number</b>	D1.3	<b>Lead Beneficiary</b>	9 - TNPU
<b>Deliverable Name</b>	Quality Visit Reports		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	SEN - Sensitive
<b>Due Date (month)</b>	32	<b>Work Package No</b>	WP1

<b>Description</b>
English

**Deliverable D1.4 – Mid-term progress report**

<b>Deliverable Number</b>	D1.4	<b>Lead Beneficiary</b>	1 - UNITOV
<b>Deliverable Name</b>	Mid-term progress report		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	SEN - Sensitive
<b>Due Date (month)</b>	18	<b>Work Package No</b>	WP1

<b>Description</b>
Progress report on project implementation covering the period from M1 to M18. PDF document

**Deliverable D1.5 – QA external evaluation report**

<b>Deliverable Number</b>	D1.5	<b>Lead Beneficiary</b>	1 - UNITOV
<b>Deliverable Name</b>	QA external evaluation report		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	SEN - Sensitive
<b>Due Date (month)</b>	36	<b>Work Package No</b>	WP1

Description			
Final report on achievements, deliverables and outcomes external evaluation as determined by the goals and objectives of the project.			

**Deliverable D2.1 – A Competency Framework for the Modern Teacher for Ukraine's Resilience and Post-War Recovery**

<b>Deliverable Number</b>	D2.1	<b>Lead Beneficiary</b>	11 - MESU
<b>Deliverable Name</b>	A Competency Framework for the Modern Teacher for Ukraine's Resilience and Post-War Recovery		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	PU - Public
<b>Due Date (month)</b>	12	<b>Work Package No</b>	WP2

Description			
Competency Framework Format: Electronic Language: Ukrainian Pages: not less than 20			

**Deliverable D2.2 – The Standard of Higher Education in the speciality 014 Secondary Education**

<b>Deliverable Number</b>	D2.2	<b>Lead Beneficiary</b>	11 - MESU
<b>Deliverable Name</b>	The Standard of Higher Education in the speciality 014 Secondary Education		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	PU - Public
<b>Due Date (month)</b>	21	<b>Work Package No</b>	WP2

Description			
The draft of Higher Education Standard Format: Electronic Language: Ukrainian Copies:8			

**Deliverable D2.3 – Guidelines for the development and improvement of educational programmes in the speciality 014 Secondary Education**

<b>Deliverable Number</b>	D2.3	<b>Lead Beneficiary</b>	10 - CUSU
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<b>Deliverable Name</b>	Guidelines for the development and improvement of educational programmes in the speciality 014 Secondary Education		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	PU - Public
<b>Due Date (month)</b>	27	<b>Work Package No</b>	WP2

Description			
Methodological recommendations Format: Electronic Language: Ukrainian Pages: 70			

### Deliverable D3.1 – Self-assessment report

<b>Deliverable Number</b>	D3.1	<b>Lead Beneficiary</b>	6 - BSPU
<b>Deliverable Name</b>	Self-assessment report		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	SEN - Sensitive
<b>Due Date (month)</b>	9	<b>Work Package No</b>	WP3

Description			
Self-assessment report will contain a descriptive part, as well as templates and data visualization tools for a standardized assessment of current curricula as well as questionnaires for students and external stakeholders. It will cover curriculum and courses content, learning and teaching activities, summative and formative assessment tools. Self-assessment reports will be submitted by 6 UA partners individually Language: English Format: electronic			

### Deliverable D3.2 – Desk review repor

<b>Deliverable Number</b>	D3.2	<b>Lead Beneficiary</b>	6 - BSPU
<b>Deliverable Name</b>	Desk review repor		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	SEN - Sensitive
<b>Due Date (month)</b>	9	<b>Work Package No</b>	WP3

Description			
Desk review report will be produced by the desk review panel (1 representative from each EU and UA partner, 11 members in total). It will provide an external perspective on UA partners' self- assessment to identify performance gaps, to suggest recommendations for improvement and to define the upcoming academic staff trainings' focus so that the trainings will cater precisely to the UA partners' needs. To ensure reports' quality, an online workshop on desk report procedures and practices will be held for desk review panel members (duration: 1 day, number of participants: 11).			

### Deliverable D3.3 – Study visit to Romania

<b>Deliverable Number</b>	D3.3	<b>Lead Beneficiary</b>	6 - BSPU
<b>Deliverable Name</b>	Study visit to Romania		



<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	SEN - Sensitive
<b>Due Date (month)</b>	12	<b>Work Package No</b>	WP3

**Description**

Study visit will provide a deeper insight of the EU best practices of Romania universities of implementing HE teacher training programs. They will be arranged for academic staff from 8 UA partners.

Site visits agenda will include documentation studies, staff interviews, job shadowing, observations, and monitoring.

Estimated number of participants: 20 Duration: 3 days.

The outputs will include site visit agenda, signed presence list, reports on the event, evaluation report and feedback questionnaire.

**Deliverable D3.4 – Internship in Spain on Teaching with Technology**

<b>Deliverable Number</b>	D3.4	<b>Lead Beneficiary</b>	6 - BSPU
<b>Deliverable Name</b>	Internship in Spain on Teaching with Technology		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	SEN - Sensitive
<b>Due Date (month)</b>	15	<b>Work Package No</b>	WP3

**Description**

Internship will provide a deeper insight of the EU best practices of Lithuania universities of implementing HE teacher training programs. They will be arranged for academic staff from 8 UA partners.

Site visits agenda will include documentation studies, staff interviews, job shadowing, observations, and monitoring.

Estimated number of participants: 20 Duration: 3 days.

The outputs will include site visit agenda, signed presence list, reports on the event, evaluation report and feedback questionnaire

**Deliverable D3.5 – Launch of a new course**

<b>Deliverable Number</b>	D3.5	<b>Lead Beneficiary</b>	6 - BSPU
<b>Deliverable Name</b>	Launch of a new course		
<b>Type</b>	DEM — Demonstrator, pilot, prototype	<b>Dissemination Level</b>	PU - Public
<b>Due Date (month)</b>	15	<b>Work Package No</b>	WP3

**Description**

he course, designed and piloted by 6 UA partner HEIs, will comprise the course syllabus, policy, materials, summative and formative assessment tools and will be presented as Open Educational Resources on the online platform of each UA partner.

Suggested modules:

- The educational system of Ukraine.
- Professional activity and personality of a teacher
- Communication as the basis of teaching.
- Barrier-free European educational space.
- Integrity of pedagogical practice, pedagogical science and pedagogical education.

Estimated number of participants: 680 BA students

Duration: 1-2 semester

Language: Ukrainian

The outputs will include, signed presence list, curriculum, didactic materials and learning tools, visual aids for the courses, evaluation report, feedback questionnaire.

### Deliverable D3.6 – Academic staff training

<b>Deliverable Number</b>	D3.6	<b>Lead Beneficiary</b>	6 - BSPU
<b>Deliverable Name</b>	Academic staff training		
<b>Type</b>	OTHER	<b>Dissemination Level</b>	SEN - Sensitive
<b>Due Date (month)</b>	18	<b>Work Package No</b>	WP3

#### Description

3 staff trainings will be held online by each UA partner.

Topics:

- “EU models and strategies for building an inclusive educational space”
- "Adaptive teaching of children with post- traumatic syndrome”
- Digital skills for the sustainability of education in Ukraine"

Estimated number of participants: 300. Duration: 1 day each

The outputs will include agenda, training material, evaluation report, feedback questionnaire.

Language: Ukrainian. Format: electronic.

### Deliverable D3.7 – Guidelines for the development of subject-matter, inclusive, psychological, information and digital competences of teachers to ensure Ukraine's resilience.

<b>Deliverable Number</b>	D3.7	<b>Lead Beneficiary</b>	6 - BSPU
<b>Deliverable Name</b>	Guidelines for the development of subject-matter, inclusive, psychological, information and digital competences of teachers to ensure Ukraine's resilience.		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	PU - Public
<b>Due Date (month)</b>	24	<b>Work Package No</b>	WP3

#### Description

Guidelines will sum up the results of piloting the course; introduce EU best practices identified, present recommendations for development of future teachers' competencies to ensure Ukraine's resilience. They will contain a methodology overview and a toolkit for this purpose.

Format: electronic Number of pages: 100

### Deliverable D3.8 – Description of each new or updated course in the existing degree (including starting date)

<b>Deliverable Number</b>	D3.8	<b>Lead Beneficiary</b>	6 - BSPU
<b>Deliverable Name</b>	Description of each new or updated course in the existing degree (including starting date)		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	SEN - Sensitive
<b>Due Date (month)</b>	24	<b>Work Package No</b>	WP3

#### Description

The document will describe each new or updated course in the existing degree (including starting date)

### Deliverable D3.9 – Official accreditation of the courses

<b>Deliverable Number</b>	D3.9	<b>Lead Beneficiary</b>	6 - BSPU
<b>Deliverable Name</b>	Official accreditation of the courses		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	SEN - Sensitive
<b>Due Date (month)</b>	15	<b>Work Package No</b>	WP3

#### Description

The document will contain the decisions of accreditation of the LECTURE courses made by the Scientific Councils of UA HEIs according to UA legislation

### Deliverable D3.10 – Report on trainings

<b>Deliverable Number</b>	D3.10	<b>Lead Beneficiary</b>	6 - BSPU
<b>Deliverable Name</b>	Report on trainings		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	SEN - Sensitive
<b>Due Date (month)</b>	34	<b>Work Package No</b>	WP3

#### Description

The report will include the description of the training activities carried out within WP3, together with the training materials

### Deliverable D4.1 – A report of the best European practices of centre

<b>Deliverable Number</b>	D4.1	<b>Lead Beneficiary</b>	3 - UT
<b>Deliverable Name</b>	A report of the best European practices of centre		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	SEN - Sensitive
<b>Due Date (month)</b>	13	<b>Work Package No</b>	WP4

#### Description

Report on desk research available  
Language: Ukrainian/ English  
Formats: electronic  
Approximate number of pages: 20

### Deliverable D4.2 – Standard regulation and local UA partner universities normative documents

<b>Deliverable Number</b>	D4.2	<b>Lead Beneficiary</b>	3 - UT
<b>Deliverable Name</b>	Standard regulation and local UA partner universities normative documents		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	SEN - Sensitive

<b>Due Date (month)</b>	14	<b>Work Package No</b>	WP4
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Description
Approved statutory documents on laboratories for inclusive education by each UA partner-university. Language: Ukrainian Formats: electronic Approximate number of pages: 10

### Deliverable D4.3 – The Centre of Excellence for Teacher’s Competences design

<b>Deliverable Number</b>	D4.3	<b>Lead Beneficiary</b>	3 - UT
<b>Deliverable Name</b>	The Centre of Excellence for Teacher’s Competences design		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	SEN - Sensitive
<b>Due Date (month)</b>	16	<b>Work Package No</b>	WP4

Description
The Centre of Excellence for Teacher’s Competences design Language: Ukrainian Formats: 2D or 3D drawings Approximate size: 5-6 sheets of paper

### Deliverable D4.4 – The Centre of Excellence for Teacher’s Competences Launch

<b>Deliverable Number</b>	D4.4	<b>Lead Beneficiary</b>	3 - UT
<b>Deliverable Name</b>	The Centre of Excellence for Teacher’s Competences Launch		
<b>Type</b>	DEC — Websites, patent filings, videos, etc	<b>Dissemination Level</b>	PU - Public
<b>Due Date (month)</b>	18	<b>Work Package No</b>	WP4

Description
Centre of Excellence for Teacher’s Competences in each UA HEI used to facilitate students’ skills acquisition to use modern technologies, inclusive approach, while also incorporating considerations for psychological and emotional well-being of students. Estimated number of students in each center: 150 per year Estimated number of in-service teachers and school administrators: 100 per year

### Deliverable D4.5 – Enhanced Teaching Competencies through Center Activities

<b>Deliverable Number</b>	D4.5	<b>Lead Beneficiary</b>	3 - UT
<b>Deliverable Name</b>	Enhanced Teaching Competencies through Center Activities		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	SEN - Sensitive
<b>Due Date (month)</b>	36	<b>Work Package No</b>	WP4

Description
Enhanced Teaching Competencies through Center Activities Forms for baseline, intermediate, and final assessments of targeted competencies development in students

Form: electronic  
 Language: Ukrainian  
 Estimated number of students in each center: 150 per year  
 Number of surveys: 150  
 Survey forms for evaluation of outcomes related to the conducted professional development activities among teachers and school administrators  
 Form: electronic  
 Language: Ukrainian  
 Number of surveys: 100  
 Estimated number of in-service teachers and school administrators: 100 per year

### Deliverable D4.6 – Act of Establishment of the Centre of Excellence for Teacher’s Competences

<b>Deliverable Number</b>	D4.6	<b>Lead Beneficiary</b>	3 - UT
<b>Deliverable Name</b>	Act of Establishment of the Centre of Excellence for Teacher’s Competences		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	SEN - Sensitive
<b>Due Date (month)</b>	24	<b>Work Package No</b>	WP4

#### Description

The act of establishment of the Centre of excellence will include mission statement, organigram, plan of activities, operating budget.

### Deliverable D5.1 – Dissemination tools

<b>Deliverable Number</b>	D5.1	<b>Lead Beneficiary</b>	8 - USPU
<b>Deliverable Name</b>	Dissemination tools		
<b>Type</b>	OTHER	<b>Dissemination Level</b>	PU - Public
<b>Due Date (month)</b>	36	<b>Work Package No</b>	WP5

#### Description

Promotional products to disseminate general information about the project, its outcomes, and to ensure the visual identity of the project. Promotional materials will be distributed among various target groups (800 promotion leaflets, 800 notebooks, folders and pens) by all project participants. Information about the project, its output and outcomes will be posted on the web pages of all project partners, as well as in social networks and mass media. Language: Ukrainian and English

### Deliverable D5.2 – Information days, seminars and round tables to disseminate information

<b>Deliverable Number</b>	D5.2	<b>Lead Beneficiary</b>	8 - USPU
<b>Deliverable Name</b>	Information days, seminars and round tables to disseminate information		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	PU - Public
<b>Due Date (month)</b>	35	<b>Work Package No</b>	WP5

#### Description

The target groups will be informed through systematic dissemination of project outcomes through information days,

seminars, round tables, etc. As part of the project, the following events are to be held: 6 information days (2 per year), 6 seminars (2 times a year) and 3 round tables (1 time per year) and others (if required by the partners). Reports on the activities will be available on the project management platform.

Language: Ukrainian and English

### Deliverable D5.3 – International project conference

<b>Deliverable Number</b>	D5.3	<b>Lead Beneficiary</b>	8 - USPU
<b>Deliverable Name</b>	International project conference		
<b>Type</b>	OTHER	<b>Dissemination Level</b>	PU - Public
<b>Due Date (month)</b>	32	<b>Work Package No</b>	WP5

#### Description

The international conference will be held in the 3rd year of project implementation. About 200 participants are supposed to take part in this event (representatives of the Ministry for Education and Culture of Ukraine, members of the consortium, leading scientists of Ukraine and EU countries, teachers of higher education institutions, teachers of vocational training, etc.). All materials will be available on the project website. Language: Ukrainian and English

### Deliverable D5.4 – Report on measurement of KPI in logical framework

<b>Deliverable Number</b>	D5.4	<b>Lead Beneficiary</b>	8 - USPU
<b>Deliverable Name</b>	Report on measurement of KPI in logical framework		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	SEN - Sensitive
<b>Due Date (month)</b>	12	<b>Work Package No</b>	WP5

#### Description

The report will identify the measurement of KPI in logical framework (quantitative and qualitative)

### Deliverable D5.5 – Plan for sustainability

<b>Deliverable Number</b>	D5.5	<b>Lead Beneficiary</b>	8 - USPU
<b>Deliverable Name</b>	Plan for sustainability		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	SEN - Sensitive
<b>Due Date (month)</b>	8	<b>Work Package No</b>	WP5

#### Description

The plan will include an action plan, together with indicators and financial sustainability measures for the LECTURE project.

### Deliverable D5.6 – Report on dissemination activities

<b>Deliverable Number</b>	D5.6	<b>Lead Beneficiary</b>	8 - USPU
<b>Deliverable Name</b>	Report on dissemination activities		

<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	SEN - Sensitive
<b>Due Date (month)</b>	36	<b>Work Package No</b>	WP5

<b>Description</b>
The document will report the main characteristics of the dissemination activities carried out during the whole project

### Deliverable D5.7 – Dissemination plan

<b>Deliverable Number</b>	D5.7	<b>Lead Beneficiary</b>	8 - USPU
<b>Deliverable Name</b>	Dissemination plan		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	SEN - Sensitive
<b>Due Date (month)</b>	6	<b>Work Package No</b>	WP5

<b>Description</b>
The dissemination plan will include the description of all dissemination tools and how to use them: website, social networks, promotion material, target audiences' definition, final conferences, indicators.

## LIST OF MILESTONES

<b>Milestones</b> <i>Grant Preparation (Milestones screen) — Enter the info.</i>					
<b>Milestone No</b>	<b>Milestone Name</b>	<b>Work Package No</b>	<b>Lead Beneficiary</b>	<b>Means of Verification</b>	<b>Due Date (month)</b>
1	1st Management Board Meeting	WP1	1 - UNITOV	Kick-off agenda Participants' list Photos Meeting minutes	3
2	Documents for Equipment Purchase	WP1	2 - VSPU	Confirmation from EACEA. Bid documents	12
3	Final Project Meeting	WP1	2 - VSPU	Participants' list Photos	36
4	The Standard of Higher Education in the speciality 014 Secondary Education	WP2	11 - MESU	The document of The Standard of Higher Education in the speciality 014 Secondary Education is available	21
5	Feedback on the course from external experts	WP3	6 - BSPU	1. Course syllabus available 2. Course external expertise review available.	36
6	Guidelines for the development of subject-matter, inclusive, psychological, information and digital competences of teachers to ensure Ukraine's resilience.	WP3	6 - BSPU	1.The Guidelines are published in the format of e-book on the project website and websites of each UA partner-university and Ministry of Education of Ukraine.	24
7	Launch of the Centre of Excellence for Teacher's Competences	WP4	3 - UT	<ul style="list-style-type: none"> <li>The Centre of Excellence for Teacher's Competences report.</li> <li>Photos and news coverage on universities websites and official social media about the Center's launch and ongoing activities</li> </ul>	21



## LIST OF CRITICAL RISKS

<b>Critical risks &amp; risk management strategy</b> <i>Grant Preparation (Critical Risks screen) — Enter the info.</i>			
<b>Risk number</b>	<b>Description</b>	<b>Work Package No(s)</b>	<b>Proposed Mitigation Measures</b>
1	Poor communication among partners (low)	WP4, WP2, WP5, WP3, WP1	Systematic communication plan and culture will be introduced, discussed and agreed at the kick off meeting.
2	Unclear roles (low)	WP4, WP2, WP5, WP3, WP1	Studying WP before starting, developing a detailed work plan with specified deadlines Consulting, monitoring by WP-leaders and co-leaders of timely and full completion of tasks, monitoring by WP leaders and co-leaders of the timely and full completion of tasks
3	Conflicts among partners (low)	WP4, WP2, WP5, WP3, WP1	Decision-making rules and conflict resolution are clearly outlined since the proposal and detailed in the Consortium Agreement. Agreement and composition of the role of the Steering Committee in case of serious conflicts among some partners.
4	Staff turnover can hinder the knowledge transfer and generation; delays the timeline and the achievement of results (low)	WP4, WP2, WP5, WP3, WP1	Solid system for knowledge sharing in place (see project management). Partners have solid staff induction processes and those are prioritized in the project context
5	Insufficient number of participants (low)	WP5, WP3	The project partners inform the target groups and other relevant stakeholders about the project, organize events to communicate the purpose of the proposal and its benefits.
6	Low visibility of the project (low)	WP5	Comprehensive media strategy by PR and media expertise in dissemination and advocacy, using diverse channels, appropriate linking marketing place, involvement of students majoring in Journalism
7	Problems with equipment purchase (low)	WP1	Equipment procurement will start at the beginning of the project to make sure the partnership has a pocket of time to maneuver and carry out this task successfully.
8	Technical problems during the project implementation, such as lack of electricity, Internet in the conditions of martial law in Ukraine (high)	WP4, WP2, WP5, WP3, WP1	Contingency Plan will be put in place to minimize downtime and ensure the project continues and is implemented
9	Rescheduling or cancellation of project meetings and events due to frequent air raids in Ukraine (high)	WP1	Coordination of work schedules, equipping shelters for relevant events

<b>Critical risks &amp; risk management strategy</b> <i>Grant Preparation (Critical Risks screen) — Enter the info.</i>			
<b>Risk number</b>	<b>Description</b>	<b>Work Package No(s)</b>	<b>Proposed Mitigation Measures</b>
10	Changes in legislation related to teacher education and training that may affect project eligibility and require adjustments to strategies (medium)	WP2	Project team members carry out regular monitoring and cooperate with relevant organizations to quickly adapt to changes in the education sector
11	Changing the forms, methods and technologies of teacher training in view of the development of digital technologies (low)	WP4, WP3	Continuous monitoring of digital trends by members of the project team, planning regular updates and upgrades to the tools.
12	Language barrier for effective communication and cooperation within the project (low)	WP4, WP2, WP5, WP3, WP1	A clear plan is developed that defines the language to be used for communication, documentation and meetings; the service of interpreters is reduced to minimize subcontracting costs. Instead, the students who have a high level of language proficiency are provided to ensure the accuracy of information and avoid misunderstandings during communication.
13	Increased project implementation costs (medium)	WP4, WP2, WP5, WP3, WP1	Ongoing detailed financial analysis of the project, taking into account market volatility factors in the financial plan.

## 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:	Introducing Leading European Competences into Teacher Training Standard to Ensure Ukraine's Resilience
Project acronym:	LECTURE
Coordinator contact:	Antonella Poce, Tor Vergata University of Rome

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[Events meetings and mobility](#)

[Timetable](#)

## [5. OTHER](#)

[5.1 Ethics](#)

[5.2 Security](#)

## [6. DECLARATIONS](#)

## [ANNEXES](#)

#@APP-FORM-ERASMUSBLSII@#

#@PRJ-SUM-PS@# [This document is tagged. Do not delete the tags; they are needed for the processing.]

## PROJECT SUMMARY

### Project summary (in English)

This proposal is aimed at introducing leading European competences into teacher training Standard to ensure Ukraine's resilience.

LECTURE will realise its ambitions through an interdependent, highly participative work programme, that will elaborate a methodology concept fostering exchange of knowledge and innovation identifying, defining and specifying four competences, including the elaboration of the Standard.

The development of the Standard of Higher Education within the project strengthens the integration of Ukraine's education into the European education area, implements European principles of the educational process in HEIs, expands the content of learning, explains the requirements for mandatory learning outcomes and benchmarks for their assessment. The list of key competencies and cross-cutting skills of future teachers included in the Standard is based on the experience of the European Union and the recommendations of the European Parliament and the Council of the European Union on the formation of key educational competencies. LECTURE presents a comprehensive legacy framework, supporting transferability and sustainability in a long-term perspective. Its extensive dissemination campaign, outreach course, guidelines, recommendations, and the support from the Ministry of Education will ensure the process of modernising the training of future teachers of Ukraine in the post-war period in accordance with European standards.

#\$PRJ-SUM-PS\$# #@REL-EVA-RE@# #@PRJ-OBJ-PO@#

## 1. RELEVANCE

### 1.1 Background and general objectives

#### Background and general objectives

*Please address all guiding points presented in the Call document/Programme Guide under the award criterion 'Relevance'.*

*Describe the background and rationale of the project.*

*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)?*

Quality of education is a vital prerequisite for the country's competitiveness in a globalized world. Geographically, historically, culturally and economically, Ukraine strives for Europe, and therefore is subordinated to the pan-European coordinates of development.

European integration is defined as a priority of Ukraine's strategic development in the Association Agreement between Ukraine and the EU (2014), which actualizes the entry of Ukrainian education into the European educational space. Chapter 23 of the Agreement "Education, Training and Youth" indicates the need to intensify cooperation in the field of education. This involves the harmonization of key parameters of Ukrainian education with the European ones. Ukraine applied for EU membership in February 2022 and was granted EU candidate status in June 2022. In Nov 2023 EU has opened access negotiations for Ukraine and change of country should start. The improvement of the school education quality through the prism of common European values has been widely recognized by the EU as a priority of educational policy within the framework of the development of the European Educational Space until 2025 (European Commission, 2020).

The European vector is a red thread throughout legislative documents and strategies for the development of Ukrainian national education. These include the Laws of Ukraine "On Education" (2017), "On Comprehensive General Secondary Education" (2020), the Concept of State Policy Implementation in the Reform of General Secondary Education "New Ukrainian School" until 2029 (2016), the Strategy for Development of Higher Education (2022). The implementation of this new legislation requires the transformation of national education based on Europeanization.

In its strategic program "Education and Training 2020" (2009), the EU defined four common goals for the development of education systems in the member states: making lifelong education and mobility a reality;

improving the quality and efficiency of education and training; promotion of equality, social harmony and active citizenship; encouraging creativity and innovation, including entrepreneurship, at all levels of education and training.

In 2021, Brussels approved the new Strategic Framework Program of European Cooperation in the Field of Education and Training "Towards the European Educational Space and Beyond" (2021-2030). Such five priorities for the next decade are mentioned: improving quality, equality, inclusion and success for all in education and training; making lifelong learning and mobility a reality for all; increasing the level of competence and motivation in the profession of an educator; strengthening the position of European higher education; supporting green and digital transition in education and training.

The European Framework of Reference for Key Competencies for Lifelong Learning plays a crucial role in the Europeanization of secondary education. It is focused on the introduction of competency-based education standards aimed at the formation of key competencies in young EU citizens.

The 2018 Framework offers an updated list of key competencies: literacy; multilingual competence; mathematical competence and competence in science, technology and engineering; digital competence; personal, social competence and ability to learn; civic competence; entrepreneurial competence; cultural awareness and self-expression (European Council, 2018).

Cooperation between EU member states regarding mutual recognition of qualifications and results of studies abroad at the level of higher and secondary education is a modern integration tool. The Erasmus + program is aimed at building high-quality education, which is recognized as an important component of the formation of a common European identity.

The tools of the Europeanization of vocational education and training are the European Credit System for Vocational Education and Training (ECVET), the European Qualifications Framework for Lifelong Learning (EQF), the European Quality Assessment in Vocational Education and Training (EQAVET), which contribute to the formation of a single European area of vocational education. In order to Europeanize higher education, tools such as the European Assessment Transfer System (ECTS) and the Diploma Supplement (DS) are being introduced. The Bologna process continues to contribute to the standardization of higher education, with accent on social dimension of higher education (including diversity, equity and inclusion), fundamental values (academic freedom, integrity, autonomy and student/staff involvement in HEI governance) and learning and teaching instruments.

Therefore, Europeanization has direct and indirect effects on the development of Ukrainian education, which is manifested in the format of harmonization with EU countries of key indicators that determine the direction and essence of education development.

The aforementioned documents fully reflect the conceptual foundations for teacher training and the basic competencies that a future specialist needs for personal realization and development, employment, social integration, sustainable lifestyle, successful life in a peaceful society, managing a healthy lifestyle and active citizenship.

The relevance of Ukrainian higher education integration into the European educational space is crucial in the conditions of martial law. Under such conditions, the main features of the introduction of European experience into the Ukrainian education system are the intensification of international relations; search for innovative forms of professional training of future teachers. Taking into account the facts of the political support of the European Commission and Ukrainian narratives for students, our proposal identifies the implementation of European experience as the main vectors for the development of the state teacher standard and the modernization of the system of professional training of future teachers not only as a successful specialist, but also as a highly moral individual. Such teachers will be able to educate future generations, given the integrity of the individual and introducing European values.

Ultimately, this proposal offers not only a methodology and a set of resources for applied research in the preparation of future teachers, but also makes it a point of reference for applied research in the sector of modernization of the system of professional training of future teachers. It offers opportunities for collaboration on applied concepts of research projects, open access, knowledge sharing, peer review and online publishing features. Applied research on the modernization of the system of professional training of future teachers, allowing for the European experience, occupies a niche between academic research and industry innovations.

Given all working packages and deliverables presented in close cooperation within the Partnership and the target group, the proposal serves to promote progressive ideas and applied research on the modernization of the system of professional teacher training. Such ideas are united by the principles of co-creation, user validation and transnational tolerance. The research methodology in the proposal contributes to the creation and promotion of innovative and effective solutions for solving professional problems, identifying and eliminating gaps, and creating potential opportunities for innovation in the training of future teachers, which fully meets modern challenges in the context of the implementation of best European practices and experience.

## 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 project proposal is based on the several main needs groups:

The tremendous impact of two successive crises on the education area in the world – Covid-19 and in Ukraine – the ruthless military aggression of Russian Federation became the challenges and at the same time the drivers for changing the educational space, methods, priorities and most importantly, participants at all levels of the education system. The State Education Quality Service (SEQS) states that only 70% of students had non interrupting access to the educational process. At the same time, in the last school year during the coronavirus pandemic, this share was 50% of students. The Report mentions that the war disrupted the educational process for 5.7 million children.

This determines significant challenges for the system of education in Ukraine and teacher training in particular. Beside the interruptions in education that led to educational losses, the conditions of the war have a negative effect on the general psychological and emotional state of students, and this causes a decrease in children's motivation.

International study PISA 2022 showed a lower level of mathematical, reading and science literacy among Ukrainian 15-y.o. students than the OECD average, and also the extent of learning losses compared to 2018. According to PISA standards, they are equivalent to one and half years of study in mathematics and science, and two and half years in reading. There are big gender differences in achievement of school students, SES-related difference and tremendous difference (more than 4,5 years of study) between rural and urban area.

There is an urgent need to change the role of the teacher, who, according to the Concept of the New Ukrainian School at the level of basic secondary education, has to become a coach, facilitator, tutor unlike the only source of knowledge. The concept of New Ukrainian school is based on the principles of student-centeredness, partnership pedagogy (teachers are motivated and qualified), and on the values of competence-oriented education. Unfortunately, the existing initial training of teachers by HEIs is not ready either from the standpoint of its qualitative component (content, general and professional competences), or quantitatively. The existence of a gap in the achievement of the appropriate level of quality in the training of teachers in specialty 014 is evidenced by eloquent statistics. According to the Graduate Employment Monitoring conducted in Ukraine in 2021, the share of employed graduates of the field of knowledge "Education" was 60.22%, which is one of the lowest rates among the industries that provide official employment in the public sector. At the same time, the percentage of those employed by specialty (in the same field of activity) is only 17.05% which indicates an extremely low level of commitment to the profession (the same indicator for medical specialties – 74%). The low motivation of young people to decide on pedagogy as a future career is evidenced by the average score with which applicants enter higher education institutions. The average score at the time of admission in 2022 for applicants for the speciality 014 Secondary Education in HEIs is 153.7 (out of 200 points). In order to change this situation and prepare the higher education system to train motivated graduates with relevant skills, it is necessary to reload the content (design) of educational programmes with a focus on modern competencies, teaching methods, approaches to workplace learning and certification.

II. An important element of modern education involves ensuring that all teachers are prepared to teach all students. According to the Pedagogical Constitution of Europe, the most important competency of a XXI century pedagogue is to provide an educational environment that facilitates prosperity of every child and forms his/her rich spiritual world. For Ukraine, the issue of creating an open educational environment has urgent connotations due to the influence of the war on millions of children. To equip every future teacher with the skills to communicate, study, and encourage persons with special educational needs, including those with post-traumatic, psychological problems, is priority number one at all levels of education. Sustainable Development Goals of Ukraine declare ensuring the availability of quality primary and general secondary education for all children and adolescents, increasing the prevalence among the population of knowledge and skills necessary for obtaining decent work and entrepreneurial activity, as well as creating modern educational institutions conditions for education, including inclusive education, based on innovative approaches. The National Report "Sustainable Development Goals: Ukraine" identifies issues that need to be resolved in this context and states the results of research that "increasing the volume of educational training occurs at the expense of reducing the quality of educational services" and "the quality of school training remains the main problem in the field of education." To achieve this goal, the National Report recommends: updating education standards; ensuring equal access to education for vulnerable groups of the population, primarily people with disabilities and persons in a vulnerable situation; updating the content of education by introducing educational programs on issues of sustainable development, rational consumption, human rights, gender equality, culture, social unity, peace, non-violence, etc. It is obvious that the quality of school training is directly dependent on the quality of professional training of a teacher at a general secondary education institution. That is why all the given recommendations also apply to the training of teachers in general secondary education institutions. Many countries have made progress in preparing teachers to support all students by collaborating with others, valuing diversity, and engaging professionally. Yet, around the world, it is a struggle for education systems to change attitudes, equip teachers with the skills needed to support all students, and provide supportive working environments (International Taskforce on Teachers for Education 2030 UNESCO Global Education Monitoring Report, 2020).

The countries participating in the project have their own achievements and challenges in implementation of secondary education, and all can benefit from learning from other's experiences. For instance, the Italian education system has gained a high reputation worldwide as one with the highest inclusion rates and the closest to a full inclusion. According to a study by the OECD (2004), 99.5 percent of students with disabilities were fully included in mainstream education in Italy. Thus, a heavy responsibility is placed on teacher education institutions to ensure high-quality inclusive practices. Teacher education programs have undergone many reforms and have ultimately reinvigorated a key role in preparing and supporting teachers who are inclusive of all students (Deluca, 2010 [2]). Similarly to many Eastern European countries, Estonia has a long special education tradition, which is influencing acceptance of the principles and actual practices of inclusive education. There are both inclusive and special classes in mainstream schools. These special classes are often taught by teachers of special education and not by regular teachers. Although there is an understanding of the need for inclusive education, teachers indicate that training in this area is still the largest need for their professional development. In order to ensure the development



of education in line with the Sustainable Development Goals and in the context of the New Ukrainian School, it is important to focus on training secondary school teachers who are ready to provide quality education to students on the principles of inclusion, equal access, and who are able to respond to the new challenges caused by the war in Ukraine. The New School needs a new teacher who can become an agent of change, a creative and responsible teacher who is constantly working on himself/herself, who has academic freedom, who is not only a mentor and a source of knowledge, but also a coach, facilitator, tutor, moderator in the individual educational trajectory of a child.

III. The integration of the system of higher education in Ukraine as a whole and teacher training in EHEA (European Higher Education Area) in particular requires converging the systems and processes in Ukraine on the level of rules of law (for comparability of the systems), as well as on the level of content, standards of quality (ESG), principles, and priorities. Ensuring the functioning of the system of internal quality assurance of higher education in accordance with European standards and recommendations on quality assurance of higher education (according to the 1428.6 Plan of the Implementation of the Association Agreement between Ukraine, on the one hand, and the European Union, the European Atomic Energy Community, and their member states, on the other hand), Ukraine should approve higher education standards for all specialties and educational levels with regulations on the organization of the system of internal quality assurance of higher education institutions. Despite the essential progress of the implementation of these obligations (254 higher education standards have been approved), Ukraine hasn't yet developed the Standard of HE for specialty 014 Secondary education (by subject specialties) in the field of knowledge 01 Education/Pedagogy for the first (bachelor's) and second (master's) degree levels. One of the main reasons for such a situation is the potential great gap in required competencies for secondary education teachers in Ukraine and the EU, including inclusive education competencies, as well as the gap in approaches to the education process, requirements for work-based practice, and methods of assessment in HE, as well as lack of knowledge about EU practices and regulations. Many international projects focused on specific teachers' competences but none looked at a comprehensive competency framework of teachers. Lack of a list of competencies generates the problem of the content of learning outcomes. To resolve this problem and eliminate the gap on a systematic basis, it is crucial to implement the best approaches and innovations to initial teacher education and practices in EU countries, as well as the competency framework and visions of graduates who become modern teachers in secondary school. The potential scope for the updating and improvement of their educational programs in the Ukrainian HEIs is huge the number of educational programs offered for all forms of education on specialty 014 amounted to 2,739 at 80 HEIs (1,765 for full-time) in 2022, and 2055 offers for master's level at 56 HEIs. As of January 1, 2023, the number of applicants for specialty 014 Secondary education (by subject specializations) in Ukraine is at bachelor's level 42,793 persons, master's 14,018.

The low quality of educational programs in the 014 specialty is also evidenced by the results of accreditation (report NAQA) the share of "conditional" accreditation in 2021 was 21%. For proper implementation of the relevant competencies in the design of educational programs, the project groups of educational programs should be trained. A Competency Framework for teachers consists of integral (IC), general (GC) and special (specialist) (SC) groups of competencies of future teachers in the system of professional training. It is an important prerequisite for the readiness of a graduate of pedagogical specialties to work in secondary schools. Due to the circumstances, psychological, information and digital, subject-matter and inclusive competences are the set of key competences of secondary school teachers in Ukraine in the war and post war periods. Modern Ukrainian teachers should know how to work with students suffering from post-traumatic stress disorder, remotely during the war, considering skills that are specific to a subject matter implementing the principles of inclusion and equal access to education for all participants.

In Ukraine, communication in national languages, mathematical competence, and information and digital competence are key competences of Ukrainian students. On the results of PISA Ukraine has most lost mainly in mathematical and literacy competences among 15-year-old students. Ukrainian language, Math and History of Ukraine are the compulsory subjects for the national multi-subject test (NMT) for 2024 (Order of the Ministry of Education and Culture, No. 1581). After graduating from the 9th grade, students also take final exams on these subjects.

As a response to the aforementioned needs this proposal highlights such specific objectives:

- to study the EU experience of the models of higher teacher education for general secondary education institutions, to analyze the key competencies for modern secondary school teachers in EU, compare them with challenges and priorities in Ukraine, and, as a result, identify the competency gap in teacher training for general secondary education institutions for post-war and recovering Ukraine;
- to develop the Standard of higher education in the specialty 014 Secondary education (by subject specialties: Ukrainian Language, Mathematics, History) in the field of knowledge 01 Education/Pedagogy for the first (bachelor's) level of higher education. It will specify objects of study and activity, theoretical content of the subject area, methods, techniques and technologies, tools and equipment, requirements for the system of internal quality assurance, register/list of competencies (integral (IC), general (GC) and special (specialist) (SC) competencies), list of learning outcomes (LP), forms of attestation, requirements of practice (work-based learning).
- to develop the Guidelines for the development of educational programs in the specialty 014 Secondary education (by subject specialties: Ukrainian Language, Mathematics, History) in the field of knowledge 01 Education/Pedagogy for the first (bachelor) level of higher education and train the project groups of HEIs of the development and upgrading of educational programs;
- to identify existing performance gaps in UA practices for the development of subject-matter, inclusive, psychological, information and digital competences of future teachers training;
- to develop and implement a new course "Introduction to Educational Studies: Best EU Practice for Ukraine" (3 ECTS) related to the start of teacher training, focusing on the introduction and promotion of professional competences. The suggested modules of the course are: "The educational system of Ukraine", "Professional activity and personality of a teacher", "Communication as the basis of teaching", "Barrier-free European educational space", "Integrity of pedagogical practice, pedagogical science and pedagogical education". To pilot



course on the basis of HEIs- partners for at least 680 BA students;

- to upgrade the following 4 normative courses for BA students by developing 4 modules (for the subject specialities Mathematics, History, Ukrainian Language and Literature, module "Adaptive teaching"), Pedagogy (module "Strategy of inclusive education"), Psychology (module "Socio-emotional and ethical learning"), Information Technology (module "Digital skills for the sustainability of education in Ukraine"). The title of the compulsory subject may vary from university to university. New materials will be developed based on applied research in distance learning for effective use during online teacher-training which is necessary due to the war following Russian aggression to Ukraine. These modules will be taught for at least 750 BA students (1-3 rd academic year);
- to update 3 curricula in each UA partner university (18 in total);
- to conduct training sessions for at least 400 in-service teachers to increase their capacity in the development of such competences as subject-matter, inclusive, psychological, information and digital.
- to develop Guidelines for development of future teachers' competencies to ensure the development of subject-matter, inclusive, psychological, information and digital competences of teachers of the general secondary school;
- to create a new educational space for teacher training in each UA-HEI (6 in total) in accordance with the principles of motivational and creative design, technology and inclusiveness through launching the Centre of Excellence for Teacher's Competences in 5 UA HEIs and maintain its permanent and extensive running while piloting the aforementioned modules, courses and training sessions to ensure subject-matter, inclusive, psychological, information and digital competency development.

#@COM-PLE-CP@#

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

#### 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.*

The project builds on the results of other projects the participants took part in. The project is based on the results of the experience of H.S. Skovoroda KhnPU in educational projects that reflect innovative aspects. These are such as: "New governance mechanisms based on partnership and standardization of professional and technical education of teachers in Ukraine" (609536-EPP-1-2019-1-DE-EPPKA2-CBHE-SP), which is aimed at the development and piloting of governance structures between Ukrainian partner universities and regional technical vocational schools, overcoming problems and issues between institutions; "Measuring and comparing the achievement of learning outcomes in higher education in Europe Extension" (612874-EPP-1-2019-1-ES-EPPKA3-PI-FORWARD), which assessed reference frames for five subject areas (construction, pedagogy Education, History, Nursing, Physics) and offered a detailed view of what students need to learn for their future role in society, both in terms of the workplace and civic, social and cultural participation; Complex Trajectories Promoting Successful Student Trajectories in Higher Education Face-to-Face and Online (2020-1-ES01-KA203-082842), which aims to understand and support those navigating complex student trajectories at university. Participants focus on facilitating the creation of a system for regular monitoring of student trajectories to adjust the development of policies that support these trajectories at various levels. Implementation of the project contributes to the development of an inclusive university and student retention policy. All activities complemented other activities carried out by other organizations. Innovative projects contributed to increasing the level of academic achievements in universities, as well as their cooperation with various educational institutions.

The project can also use existing education-focused programs and initiatives to train teachers with the ability and appropriate skills to work effectively with students in any school, including students with special educational needs. The goals of the project are important because they involve cooperation and exchange of knowledge between teachers, educators and organizations in Ukraine and the EU. H.S. Skovoroda KhNPU has all the opportunities to implement cross-border cooperation thanks to the project. It is worth noting that the University has a significant increase in positioning in Ukrainian and international rankings (<http://hnpu.edu.ua/uk/division/pokaznyky-reytinguvannya>).

Our proposal is based on the results of previous projects, such as: "Gender Studies Curriculum: A Step Towards Democracy and Peace in EU Neighboring Countries with Different Traditions 2015-2019" (561785-EPP-1-2015-1-LT-EPPKA2- CBHE-JP), which developed a theoretical and practical basis for innovative teaching methods and approaches to training in gender studies, improving understanding of the issues of gender education and acquiring the necessary experience and skills of teaching staff. VSPU is currently taking part in «Transformation of the Teacher Digital Competence Formation System: Innovative European Approaches» Project: 101085799 – TSDigComp – ERASMUS-JMO-2022-HEI-TCH-RSCH. The proposed project was prepared in accordance with the "Digital Competence Framework for Citizens: Eight Levels of Proficiency with Examples of Use" and covers five areas of competence: information and digital literacy, communication and collaboration, digital content creation, security, and problem solving. The main goal of the project is to modernise the system of forming the digital competence of a teacher in the context of the transformation of Ukrainian education in the context of

European integration, taking into account innovative European practices. "Social integration of children with special needs in an environment of diversity and inclusion: European approaches" (101085267 — SEEDUE4UA — ERASMUS-JMO-2022-HEI-TCH-RSCH), which introduces the EU experience in training specialists to work with an educational institution. and in the regional context, to create an inclusive environment conducive to the successful social integration of children with special educational needs, the development of civic, personal and social competence; to prevent rejection and bullying. "Inclusive memory inclusive museums for well-being and health through the creation of a new shared memory" (2021-1-IT02-KA220-HED-000031991), which focuses on promoting innovative strategies for social integration, adapting learning methodologies for specific goals, using digital tools to develop transversal competencies in university teachers, students, museum users with different educational needs, scientists, researchers, health and social protection workers. "EQAVET for Inclusion and Dropout Prevention in Vocational and Technical Education" (2021-1-SE01-KA220-VET-000033282UA), which develops a methodology for the vision, policy, strategies and actions for the inclusiveness of schools.

#§COM-PLE-CP§# #§PRJ-OBJ-PO§# #§REL-EVA-RE§# #@QUA-LIT-QL@# #@CON-MET-CM@#

## 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.*

LECTURE's activities and methodology are relevant and appropriate to achieve the envisaged results as the tools and methods chosen are widely tested and applied in educational management, though they have been greatly elaborated, improved and diversified. It will be implemented through such activities: face-to-face, online and hybrid meetings, tools for written communication, study visits, seminars and workshops, surveys and feedback analysis, social media coverage and a large-scale international conference, etc. The consortium thoroughly discussed the tools and methodologies based on their rich experience in project implementation. Thus, the consortium relies on proven tools of educational management and ethical change management in general, and the partners will share their experience and expand the scope of their cooperation.

In addition, the activities of the project are planned in accordance with the principles of staff and student development and ethical change management in general and in close cooperation with all the partners. Thus, the consortium makes sure that European best practice and partners expertise will provide feasible results and solid grounds for dissemination and sustainability of the project ideas. The project methodology is determined by the desire of the Consortium to implement the European experience of competence approach into the Ukrainian practice of teacher training. Therefore, the Consortium foresees the following Concept and methodology regarding:

##### ❖ **Rationale of Consortium Formation**

The Partnership brings together 12 organizations from 5 European countries covering the needs expressed above. The choice of the Ukrainian universities is determined by the current state in the country. Due to the war, many refugees (pupils, students, schoolteachers, university teachers) moved to the central and western part of Ukraine. The workload at these universities has increased significantly. The aforementioned factors will contribute to a holistic response to the major challenges identified. The HEI-partners are also supported by The Ministry of Education and Science of Ukraine, NGO "Good Bread from Good People" and six Ukrainian schools.

##### ❖ **Project planning**

The details of the project (aims, task, timetable, and budget etc.) were discussed with all the partners. The representatives from all UA partners contributed to writing the proposal.

##### ❖ **Content development**

Since one of the objectives of the proposal is to develop and strengthen the unifying strategy for higher education institutions of Ukraine (6UA) in their development of subject-methodical, inclusive, psychological and information-digital competencies of future teachers, comprehensive approach will be employed including:

1. The analysis of existing UA practices and study visits to EU countries to develop the Standard of higher education in the specialty 014 Secondary education (by subject specialties: Ukrainian Language, Mathematics, History) in the field of knowledge 01 Education/Pedagogy for the first (bachelor's) level of higher education. It will specify objects of study and activity, theoretical content of the subject area, methods, techniques and technologies, tools and equipment, requirements for the system of internal quality assurance, register/list of competencies (integral (IC), general (SC), and special (specialist) (SC) competencies), list of learning outcomes (LP), forms of attestation, requirements of practice (work-based learning).

2. The upgrade of 3 curricula in each UA-HEI partner by means of elaborating 4 new modules and piloting one brand new course 'Introduction to educational studies' for at least 680 BA students. It will be followed by academic staff training sessions (3 per UA partner) aimed at building the capacity of in-service teachers to develop subject-methodical, inclusive, psychological and information-digital competencies of future teachers. The UA partner universities will also undertake quality assurance (QA) procedures to ensure that each course delivered meets the standards and guidelines set out by the design team. The feedback received will also be used to identify any areas

of improvement, and to make necessary adjustments or changes to the course material after piloting.

3. 5 Centres of Excellence for Teacher's Competences in 5 UA HEIs will be launched in order to equip both students and in-service teachers with the necessary skills and knowledge to navigate their disciplines effectively, utilizing contemporary digital technologies in the educational process, embracing inclusivity in teaching, and ensuring a supportive environment for the emotional welfare of students. The statutory documents will be prepared, center plans will be developed (setting up physical space, equipment, and instructional resources), and the eligible equipment will be purchased and installed. A comprehensive approach will be employed which includes analysis of the best EU existing practices of centers of excellence for teacher's competences (1. A database of best practices of centers for development of teacher's competences based on the study of leading European experience and study visits to EU partners. The task will involve collection, analysis and synthesis of best practices, organization of meetings and meetings with experts, and the formation of a database of best practices. 2. The database of best practices will be created with careful selection of analyzable criteria, and their validity and relevance should be proven through rigorous research. The database will be used as a starting-point for lawmakers and practitioners to develop, implement, improve and assess their own development policies and initiatives. The task will be carried out through the use of qualitative and quantitative research methods and the integration of various data sources, such as study visits, academic and policy research, surveys, and interviews. Ultimately, the best practices of centers for development of teacher's competences will be collected and made available in a database format, with the aim to serve as a guide for the development of The Center of Excellence for Teacher's Competences) development of legislative and normative documents to launch the Centers of Excellence for Teacher's Competences in UA universities partners (1. Establish a team of experts to review existing legislation across the EU and Ukraine. This team should include experts in education, representatives of local partner universities and other relevant stakeholders. 2. Hold a series of consultation meetings with stakeholders from local partner universities to discuss the scope, structure and objectives of the proposed standard regulation and local university materials for the Centers of Excellence for Teacher's Competences. 3. Identify the legal documents required to create and manage the centers, including but not limited to policies, procedures, and contracts. 4. Develop a standard regulation for the Centers of Excellence for Teacher's Competences to be applied in all partner universities. 5. Prepare local university normative documents to be adapted by partner universities as per their specific context. 6. Gather input and feedback from partner universities before finalizing and approval of the documents. 7. Perform a final review of the standard regulation and local university normative documents to ensure they are in line with current laws and regulations and best practices in teachers' competencies development. 8. Utilize communication channels of partner universities to publicly launch the new standard regulation and local university normative documents); creating the Centers of Excellence for Teacher's Competences (1. Establish the structure of the center (teams and responsible roles. 2. Develop a list of activities and tasks to be conducted in the center. 3. Purchase necessary resources and materials needed for the center. 4. Develop a timeline of events and activities to be completed in the center and their launch in each partner university); to ensure permanent running of the Centres (1. Identify requirements through surveys and consultations. 2. Develop customized curricula for students' practical training and professional development of in-service teachers. 3. Establish a coordinated schedule for sessions and deliver both practical training and professional development activities. 4. Monitoring of effectiveness, collecting participants' feedback, and maintaining detailed records. 5. Creation of strategy for ongoing impact and share successful practices with the broader educational community).

#### ❖ **Dissemination and Quality**

It will include qualitative and quantitative evaluation to strengthen the impact of project results on short- and long-term target groups. Conducting seminars, round tables, and information days will contribute to the familiarization of the pedagogical community with the project of the Standard, the list of competencies and educational results of a modern teacher for European Ukraine; development of cooperation between institutions of higher education, institutions of general secondary education; will help future teachers, in particular subject teachers. Dissemination and exploitation plans will facilitate communication between the consortium and target audiences. The project management methodology will involve systematic monitoring of the progress of project implementation, highlighting of its results, etc.

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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.*

This project has been developed as a result of joint efforts of all partners of the Consortium. The Project Steering Committee carries out the overall management, which includes representatives of the consortium who have experience in the specified areas. 4 coordination meetings and 18 bimonthly online meetings are planned. At the level of the general Consortium, day-to-day management of the project is carried out in accordance with the schedule of tasks.

#### **Project management strategy:**

**Technical and financial coordination** of the project is ensured by VSPU, coordinating organisation, which receives biannually technical and financial reports from each partner on an internal template, built on the basis of

EC rules. This will ease effective communication and formal reporting toward the EACEA.

**Finance management** is under the responsibility of UNIROMA2 to assure continuous compliance to the work plan, the expected results and milestones and to the financial rules. Allocation of partners' budget considers the specific tasks of each one; each WP responsible has been provided with sufficient working days to assure effective planning of their WP and its monitoring. Coherently, resources are allocated according to responsibilities in terms of delivering outputs and performing tasks. This structure guarantees necessary decentralization of management process in all useful cases, and assures centralised control of quality in the context of project management, financial expenditure—including co-financing management and effective cooperation among partners.

**Work-package co-leading and progressing work programme.** The responsibility for implementation of main project activities (implementation and dissemination) is divided between leading partners who will be responsible for coordination and time management of those activities. WP-Leaders will be supported and will be in constant dialogue with co-leaders and the coordinator, to set the WP foundation at the beginning and consequently providing detailed and practice-based strategic leadership to the assigned WP. When a work-package starts, scoping of objectives and tasks will be performed by WP-lead and co-lead and shared with the whole partnership, in order to assure renewed common understanding, setting of goals and deliverables. Responsibilities for reporting, monitoring and implementation when carrying out the work plan are shared, and the definition of WP leaders and co-leaders which was made considering the expertise and experiences available within the partnership. In particular, they have the responsibility for ensuring regular reporting and monitoring of the WP assigned to their leadership and to so, as a minimum, at every meeting of the steering group as a fixed item on each agenda and check during the implementation a detailed quality and action plan for each work package, assuring a continuous check of the respect of the work plan against milestones, outputs and their linkage with outcomes and objectives. Co-lead partners have been assigned to each WP to support the WP leader with detailed preparation and review of documentation and specifications, prior to their circulation to partners for wider comment.

Monitoring through the project Steering committee according to the operational work plan and timetable will provide relevant information for the management control and specific monitoring, which will be conducted on the basis of indicators listed below: 1. The timetable has been respected. 2. Planned activities have taken place. 3. Communication was efficient. 4. Partners have contributed as mentioned in the work plan. 5. The goals of the evaluation period are met. 6. The partners have learned from each other.

#### **Quality assurance strategy:**

The quality control strategy set out below, adopted by TNPU has been tried and tested in many complex EU multilateral and transnational projects, providing evidence and assurance of its robust and effective approach across the full series of quality control considerations. It includes checking and reviewing course elements; structure of assessment and quality assurance of the project; incoming/outgoing questionnaires/surveys for students; a standard set of tools for monitoring academic performance; evaluation of the effectiveness of the distribution strategy (number of e-mail views, number of course participants, number of proposals from stakeholders, changes in the quality of stakeholders, comparative monitoring of positive and negative feedback on project activities, publications, interim summary information; analysis and graphical presentation of the positive dynamics of changes in the number of project stakeholders, presence in mass media – mentions in newspapers, on television).

The QA plan will include four levels of factors: 1) Input: the timely availability of Inputs, e.g. personnel, equipment, funds, expenditures and timely and proper execution of activities, working processes and planned input items from input tables and budget tables. 2) Outputs: review of the delivery of the Outputs (direct results). 3. Outcomes: peer review and assessment of the extent to which the Output has been achieved in terms of the qualitative application of the outputs and results. 4. Impact: identifying the specific and sustainable changes in conditions that have resulted from the outcomes (cross refer to work package and the external evaluation).

**Monitoring and evaluation strategy:** The Steering Committee will set out the quality assurance indicators for envisaged deliverables and related activities according to Key Performance indicators (KPIs) which will provide the standards around which the on-going review of quality assurance in LECTURE will be conducted. These indicators will be based upon the measurable criteria outlined in this application, against which the quality assurance of the project will be monitored, assessed and evaluated, linked to quality of the deliverables and of the impacts foreseen. The methodology is based on the use of on-going feedback from those engaged within the project at all levels, captured at specified intervals with internal assessment reports of the results and recommendations for action and new priorities.

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Complete the following Logical Framework Matrix (LFM) table and copy/paste it (only the table) in Part B - 2.1.2 "Project description, quality assurance and monitoring and evaluation strategy" of the application form.

NARRATIVE SUMMARY OF THE INTERVENTION LOGIC	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS AND PREREQUISITES
<p><b>Goal (general objective)</b>  <i>Identify the broader objective to which this project contributes</i>            To implement leading European competences in the teacher training standard to ensure Ukraine's resilience</p> <p>Curriculum reform. Training of teaching staff. Internalisation of education in Ukrainian higher education institutions.</p>	<p>Implementation of European experience as the main vectors of development of the state teacher standard</p> <p>Standard of Higher Education in the speciality 014 Secondary Education (with subject specialities: Ukrainian language, mathematics, history) in the field of knowledge 01 Education/Pedagogy for the first (bachelor's) level of higher education</p> <p>A Competency Framework for the Modern Teacher for Ukraine's Resilience and Post-War Recovery</p> <p>Curricula for 18 bachelor's programmes are reformed</p> <p>Trainings and master classes are held for 400 university teachers</p> <p>6 Centres of Excellence for teacher competences are designed and launched in UA-HEIs.</p>	<p>Self-evaluation and peer evaluation of the first year of the updated programmes, feedback from students, analysis of the developed discipline "Introduction to Educational Studies: Best EU Practice for Ukraine".</p> <p>Feedback from teachers who teach the updated courses and the new course.</p> <p>Attendance statistics and quality of services provided by the centre of excellence for teacher competences.</p>	
<p><b>Purpose (specific Objectives)</b>  <i>List the specific objectives that projects shall achieve</i>            to study the European experience of teacher education models for secondary schools, analyse the key competencies for modern secondary school teachers in the EU, compare them with the challenges and priorities in Ukraine, and, based on the results of the work, identify the gap in competencies in secondary school teacher education for post-war and reconstruction Ukraine;</p> <p>to elaborate and Standard of Higher Education in the speciality 014 Secondary Education (with subject specialities: Ukrainian language, mathematics, history) in the field of knowledge 01 Education/Pedagogy for the first (bachelor's) level of higher education, get it approved</p> <p>to develop Guidelines for the development of educational</p>	<p>Study visits are conducted and reports submitted from each UA partner</p> <p>18 bachelor's degree programmes in 014 Secondary Education (by subject specialities) are updated piloted</p> <p>24 bachelor's courses are updated, and one new course "Introduction to Educational Studies: Best EU practice for Ukraine" is introduced and piloted</p> <p>The Centre of Excellence for Teacher Competencies is launched and runs on permanent basis in 5 UA-HEIs.</p> <p>Guidelines for the development of future teachers' competences are developed to ensure the development of subject, inclusive, psychological, information and digital competences of teachers in general secondary</p>	<p>Project reports.</p> <p>Reports on study visits.</p> <p>Peer review committees.</p> <p>Evaluation reports.</p> <p>National approval of the Standard of Higher Education in the specialty 014 Secondary Education (with subject specialities: Ukrainian language, mathematics, history) in the field of knowledge 01 Education/Pedagogy for the first (bachelor's) level of higher education.</p> <p>Progress reports and final reports.</p> <p>Presentations at seminars and final conferences.</p>	<p>The risk could be a further military escalation between Russia and Ukraine with a possible spillover into neighbouring regions. If the situation deteriorates due to hostilities, the project may need to be postponed to implement the activities as planned.</p>




<p>programmes in the speciality 014 Secondary Education (subject specialities: Ukrainian language, mathematics, history) of the field of knowledge 01 Education/pedagogy for the first (bachelor's) level of higher education and to train teams of HEIs for the development and modernisation of educational programmes</p> <p>to identify the existing gaps in the effectiveness of UA practices for the development of subject, inclusive, psychological, information and digital competences of future teachers</p> <p>to develop <b>4 modules</b> (24 in total) and upgrade the following compulsory subjects for BA students: Methodology of teaching the speciality (for the subject specialities Mathematics, History, Ukrainian Language and Literature, module "Adaptive teaching"), Pedagogy (module "Strategy of inclusive education"), Psychology (module "Socio-emotional and ethical learning"), Information Technology (module "Digital skills for the sustainability of education in Ukraine").</p> <p>to design and pilot a course <b>"Introduction to Educational Studies: Best EU Practice for Ukraine"</b> (3 ECTS) related to the start of teacher training, focusing on the introduction and promotion of professional competences for at least 750 BA students</p> <p>to hold tailor-made workshops on course development and didactics for 400 participants for pedagogical and methodological staff of Ukrainian HEIs</p> <p>to elaborate Guidelines for the development of future teachers' competences to ensure the development of subject, inclusive, psychological, information and digital competences of teachers of general secondary education institutions</p> <p>to launch The Centre of Excellence for Teacher Competences and ensure its permanent running</p>	<p>education.</p> <p>Development of the Standard of Higher Education in the speciality 014 Secondary Education (with subject specialities: Ukrainian language, mathematics, history) in the field of knowledge 01 Education/Pedagogy for the first (bachelor's) level of higher education</p> <p>Passing the Standard approval procedure</p> <p>A Competency Framework for a Modern Teacher for Ukraine's Resilience and Post-War Recovery</p> <p>Survey among students, teachers, and stakeholders on the effectiveness of the implementation of the developed courses</p> <p>International Conference "Teaching Excellence: Best European Practices"</p> <p>Workshops on curriculum development</p>		
<p><b>Outputs (deliverables)</b></p> <p><i>List the deliverables (grouped in work packages) that the project is committed to produce. These must be stated as results.</i></p> <ul style="list-style-type: none"> <li>- 1. Preparation</li> <li>- 1.1. Launching the project.</li> </ul>	<p>1.1 Staff is identified, legal framework is adopted, consortium agreement is approved, and project implementation plan is developed.</p> <p>1.2 Documents are distributed and invitations issued.</p> <p>1.3 Equipment is purchased and assembled.</p>	<p>1.1. Agreements are signed and an implementation plan is approved.</p> <ul style="list-style-type: none"> <li>- 1.2. Project documents are signed, implementation plan is submitted.</li> <li>- 1.3. Equipment is installed</li> <li>- 1.4. Each partner will appoint one member</li> </ul>	

<ul style="list-style-type: none"> <li>- 1.2. Technical and financial coordination.</li> <li>- 1.3. Purchase and installation of equipment.</li> <li>- 1.4. Management meetings and reports</li> </ul> <p>2. Development of the Standard of Higher Education</p> <ul style="list-style-type: none"> <li>- 2.1 Desk research</li> </ul> <p>2.3 A Competency Framework for the Modern Teacher for Ukraine's Resilience and Post-War Recovery</p> <ul style="list-style-type: none"> <li>- 2.4. Development of the Standard</li> <li>2.5. Passing the Standard approval procedure.</li> </ul> <p>2.6 Guidelines</p> <p>2.7. Workshops</p> <p>3. Competences development skill toolbox</p> <p>3.1.Research of existing practice in Ukraine</p> <p>3.3 Updating 4 modules of normative courses in 3 curricula of teacher training programmes for the development of teachers' professional competences</p> <p>3.4. Conducting updated courses</p> <p>3.5. Feedback on the courses</p> <p>3.6. Course "Introduction to Educational Studies (3 ECTS). Student feedback on the course.</p> <p>3.7. Trainings for academic staff</p> <p>3.8 External/final feedback</p> <p>3.9. Guidelines for the development of subject, inclusive, psychological, information and digital competences of teachers to ensure Ukraine's resilience</p>	<p>2.1. Desk research of teacher training models in EU countries</p> <p>2.3. consultations, surveys, questionnaires and interviews with stakeholders (teachers, students of higher pedagogical education, academic community, local authorities, research institutions).</p> <p>2.4. Standard of Higher Education in the speciality 014 Secondary Education for bachelor's students in the specialities "Ukrainian language, mathematics and history".</p> <p>2.5. The Standard of Higher Education is presented for discussion to the Scientific and Methodological Council of the Ministry of Education of Ukraine. Representatives of all UA partners and 15 members of the Scientific and Methodological Council discuss and approve the Standard.</p> <p>2.6 Guidelines for the development and improvement of educational programmes in the speciality 014 Secondary Education.</p> <p>2.7. 6 UA partners conduct 3 workshops each(18 in total) to test the guidelines (at least for 300 teachers).</p> <p>3.1. The self-assessment template is developed and completed by 6UA partners and external stakeholders.</p> <p>3.3. Each of the 6UA partner HEIs develops 4 modules (1 ECTS each) in the following compulsory subjects for bachelor's students: Methods of teaching in the speciality (for the subject specialities Mathematics, History, Ukrainian Language and Literature, module "Adaptive Learning"), Pedagogy (module "Strategy of Inclusive Education"), Psychology (module "Socio-emotional and ethical learning"), Information Technology (module "Digital Skills for Sustainable Development of Education in</p>	<p>to the Quality Council. The Quality Board will meet twice a year to discuss project activities and their quality. The Quality Board will prepare annual, interim and final reports.</p> <p>2.1. The key competences that a European teacher possesses/should possess are identified.</p> <p>2.3 A competence framework has been developed including a list of subject competences of future bachelor's students</p> <p>2.4. Standard of higher education in the speciality 014 Secondary Education for bachelor's students majoring in Ukrainian Language, Mathematics and History.</p> <p>2.5. Data on the discussion of the Standard are presented.</p> <p>2.6 Methodological recommendations.</p> <p>2.7. Reports on the seminars. Certificates of participants.</p> <p>3.1. The existing gaps in the effectiveness of UA practices for the development of subject, inclusive, psychological, information and digital competences of teachers to ensure Ukraine's sustainability are identified.</p> <p>3.3. 4 modules (1 ECTS each) on the following compulsory subjects for bachelor's students: Methods of teaching in the speciality (for subject specialities Mathematics, History, Ukrainian Language and Literature, module), Pedagogy, Psychology, Information Technology.</p>	<p>Associated with document Ref. Ares(2024)7021470 - 03/10/2024</p>
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<p>4. Centre of Excellence for Teacher Competences</p> <p>4.1 The work of the Centre is planned</p> <p>4.2. Launch of Centres of Excellence for Teaching Competences at each partner university in Ukraine</p> <p>Report on the best European practices of the Centre for Professional Development of Teachers</p> <p>4.3. Regulations and normative documents of Ukrainian partner universities on the establishment and functioning of support centres, competence centres and hubs for professional development of teachers</p> <p>4.4. Planning of the Centre for Teacher Development.</p> <p>4.5. Launch of the Centre for Teacher Competence Development.</p> <p>4.6. Improvement of pedagogical competences through the activities of the Centre.</p>	<p>Ukraine").</p> <p>3.4. Updated teaching modules for 750 undergraduate students (1-3 academic years).</p> <p>3.5. positive feedback</p> <p>3.6. The course "Introduction to Educational Studies: Best EU practice for Ukraine" (3 ECTS) related to the start of teacher training, focusing on the introduction and promotion of professional competences is piloted for at least BA 750 students. Positive feedback from students on the course</p> <p>3.7. 3 online in-service training courses for educators to apply the developed materials in teacher training practice. Number of in-service teachers - 300 people.</p> <p>3.8. Positive feedback.</p> <p>3.9. Guidelines for the development of subject, inclusive, psychological, information and digital competences of teachers to ensure Ukraine's sustainability are prepared and are available in the open access.</p> <p>4. Centre of Excellence for Teacher's Competences</p> <p>Positive experience of European practices of the Centre for Professional Development of Teachers</p> <p>4.2. Approval of regulatory documents of 6 Ukrainian partner universities on the establishment and functioning of support centres, competence centres and hubs for professional development of teachers.</p> <p>4.3 Design of the Centre</p> <p>4.4. Launch of the Centres of Excellence for Teacher's Competences at 5 UA-HEIs.</p> <p>4.5</p> <p>4.6. Improved pedagogical competences through the Centre permanent running.</p>	<p>3.4 Updated modules.</p> <p>3.5. Feedback on courses as an indicator of feedback.</p> <p>3.6. The course "Introduction to Educational Studies: Best EU practice for Ukraine (3 ECTS). Feedback from students.</p> <p>3.7. Online professional development courses for teaching staff conducted</p> <p>3.8. 6 Feedback, involved partners conduct QA procedures.</p> <p>3.9. Guidelines for the development of subject, inclusive, psychological, information and digital competences of teachers to ensure Ukraine's resilience</p> <p>4. Centre of Excellence for Teacher Competencies</p> <p>4.1 The work of the Centre is planned</p> <p>4.2. Report of the Centre of Excellence for Teacher Competences .</p> <p>Photos and news coverage on university websites and official social media</p> <p>4.3. Regulatory documents</p> <p>4.4 Planning of the Centre for Teacher Development.</p> <p>The Teacher Competence Centre in each UA partner promotes the acquisition of skills in the use of modern technologies, inclusive approach, and takes into account the psychological and emotional well-being of students.</p> <p>Approximate number of students in each centre: 150 per year</p> <p>4.6. Forms for baseline, midterm and final assessment of students' development of</p>	
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<p>5. Dissemination and sustainability</p> <p>5.1. Dissemination plan development</p> <p>5.2. Project website design and support</p> <p>5.3. Dissemination of information about the project in the media</p> <p>5.4. Activities aimed at disseminating information about the project activities</p> <p>5.5. Organisation of the International Conference "Teaching Excellence: Best European Practices"</p>	<p>5.1 The dissemination plan is developed It includes the project logo and the design of promotional materials. It describes step-by-step implementation of WP5 and provides reporting templates. All partners are involved in the implementation of the Dissemination Plan.</p> <p>5.2. Development and maintenance of the project website</p> <p>5.3 Dissemination of information about the project in the media</p> <p>5.4. Activities aimed at disseminating information about the project activities</p> <p>5.5. Organisation of the International Conference "Teaching Excellence: Best European Practices"</p>	<p>target community have been developed</p> <p>Survey forms developed to assess the results of professional development activities among teachers and school administrators</p> <p>Evaluation among teachers and school administrators for each group of participants after completion of professional development activities</p> <p>Number of surveys: 5 per year</p> <p>5.1 Distribution plan</p> <p>5.2. Development and maintenance of the project website.</p> <p>5.3 Dissemination of information about the project in the media</p> <p>5.4. Availability of reporting materials. Number of events and number of participants. Photo and video materials. Information letter about the International Conference.</p> <p>Promotional products: logo and promotional products (leaflets, notebooks, roll-ups, etc.), the project website. Information about the project, its outputs and results will be posted on the websites of all project partners, as well as in social networks and media.</p> <p>Language: Ukrainian and English</p> <p>Systematic dissemination of the project results through information days, seminars, roundtables, etc. 6 information days (2 per year), 6 seminars (2 per year) and 3 roundtables (1 per year) and others (at the request of the partners). Activity reports will be available on the project management platform.</p> <p>Language: Ukrainian and English</p>	<p>Associated with document Ref. Ares(2024)7021470 - 03/10/2024</p>
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<p><b>Activities:</b>  <i>List the key activities to be carried out (grouped in work packages) and in what sequence, in order to produce the expected results.</i></p> <p>1. MANAGEMENT, QUALITY CONTROL, EVALUATION AND COORDINATION ACTIVITIES  Kick-off meeting in Italy</p> <p>2. STANDARD OF HIGHER EDUCATION IN SPECIALITY 014 SECONDARY EDUCATION FOR BA STUDENTS MAJORING IN THE UKRAINIAN LANGUAGE, MATHEMATICS AND HISTORY.  Study visit to Spain  Study visit to Italy  The Standard approval procedure  18 workshops, 300 certified participants</p> <p>3. COMPETENCES DEVELOPMENT SKILL TOOLBOX  Study visit to Romania  Internship in Spain on Teaching with Technology  Updated 4 modules of normative courses in 3 curricula  Conducting updated courses (for at least 750 undergraduate students)  The course "Introduction to Educational Studies: Best EU practice for Ukraine" (3 ECTS) - for 680 students  3 online in-service training courses for pedagogical staff (300 participants)  Guidelines</p> <p>4. CENTRE OF EXCELLENCE FOR TEACHER COMPETENCES  Study visit to Estonia  Designing, launching, conducting activities of the Teacher Competence Centre of Excellence</p> <p>5. DISSEMINATION AND SUSTAINABILITY  6 information days  Quality control visits (hybrid format)  International Conference "Teaching Excellence: Best European Practices" (200 people)</p>	<p>Equipment for 5 UA HEIs consists of webcams, Maono microphones, Velbon EX-530 tripods, Wireless microphones for conferences, graphic tablets, ultra-short focus projectors and an interactive whiteboard.</p> <p>Subcontracting: coffee-breaks, translation service, etc.</p>	<div data-bbox="1496 113 2101 140" data-label="Page-Header">  Associated with document Ref. Ares(2024)7021470-03/10/2024 </div> <p>are required to start the project</p> <p>- The main risk is related to the further deterioration of the military situation in Ukraine or access to and from the EU.</p> <p>There may be problems with procurement of equipment. We will take over procurement at the start of the project and learn from previous projects and advice from other partners</p> <p>VSPU prepares tender bids with a minimum of 3 relevant tender proposals. UA partners select the best offer. This is unlikely, but if the situation worsens, the events will be moved to partner universities that have not been affected by the military operations</p>
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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
Diana Andone	"Politehnica" University of Timișoara	Project manager	manager of the e-Learning Centre (CEL) of the university. She holds a PhD in the field of e-Learning received from the University of Brighton, UK. She is Director of the CEL, responsible for planning and implementing e-Learning courses. Her teaching interest is Multimedia and Interactive web applications. She has more than 80 papers published in the area of e-learning in journals and international conferences and leads the DigiCulture project.
Radu Vasii	"Politehnica" University of Timișoara	senior expert/researcher/trainer	professor at the Faculty of Electronics and Telecommunications. His main research interest is in e-Learning and the use of ICT in education. Professor Vasii has a considerable experience in European and international programmes, acting as manager for 17 EC projects. He has more than 84 papers published in the area of e-learning in journals and international conferences.
Mugur Mocofan	"Politehnica" University of Timișoara	senior expert/researcher/trainer	received the M.Sc. and Ph.D. degrees in Electronics and Telecommunications Engineering from the "Politehnica" University of Timișoara, Romania in 1994 and 2003, respectively. He is currently lecturer at the Faculty of Electronics and Telecommunications Engineering of the UPT. His research interests include image processing techniques, multimedia application development, e-learning and digital video production. Since 1997 he was involved in some training periods in foreign universities from France, Finland and Greece, in his research areas of interest. He is now a lecturer at the Centre for Distance Education of the university. The publication list includes 32 papers presented at different international conferences. He will be involved in the WP10 project activities.
Andrei Ternauciu	"Politehnica" University of Timișoara	senior expert/researcher/trainer	received the M.Sc. and in Electronics and Telecommunications Engineering from the "Politehnica" University of Timișoara, Romania and a Ph.D. degree with a thesis on e-learning and open source. His research interests include e-learning, Open source software and virtual laboratories. His publication list includes 12 papers presented at different international conferences. He will be involved in the WP10 project activities.
Vlad Mihaescu	"Politehnica" University of Timișoara	senior expert/researcher/trainer	received the M.Sc. and in Electronics and Telecommunications Engineering from the "Politehnica" University of Timișoara, Romania and now studies for his Ph.D. degree with a thesis on e-learning- MOOC and OER. His research interests include e-learning, Open source software, MOOC and the use of OER. His publication list includes 4 papers presented at different international conferences. He will be involved in the WP10 project activities.
Marian Bucos	"Politehnica" University of Timișoara	senior expert/researcher/trainer	lecturer at the in Electronics and Telecommunications Engineering from the "Politehnica" University of Timișoara, Romania with interests in databases, open source and virtual laboratories. His research interests include e-learning, Open source software and databases. His publication list includes 21 papers presented at different international conferences. He will be involved in the WP10 project activities.
Camelia Curuliuc	"Politehnica" University of Timișoara	administrative personnel	academic officer at CEL, graduate in English and Communication Studies with a specialisation in Intercultural perspectives. She is the academic and research assistant of the Center and will be involved in translation and administrative work of the project.
Gemma Tur	The University of the	Project manager	Senior Lecturer of of the Department of Applied Pedagogy and Educational Psychology at the University of the Balearic Islands (UIB), and researcher of the Educational Technology Group of the

	Balearic Islands		IRIE. She is the coordinator of the Teacher Training studies of the UIB in the Ibiza center for Primary and Secondary Education. Her research is about technology-enhanced learning, social media and e-portfolios for teacher training and learning designs for self-regulated learning. She has been the leading researcher of the UIB group in the following E+ projects: Erasmus Strategic Partnerships for adult education -DALI: Data Literacy for Citizenship (2020-1-N0 01-KA204-076492 ); 2017-01-DE01-KA203-003494.OpenVM: Opening Education for Developing, Assessing and Recognising Virtual Mobility Skills in Higher Education. Erasmus+.
Antònia Darder	The University of the Balearic Islands	delivery of training, consulting development of courses	Lecturer of Educational Technology in the Department of Applied Pedagogy and Psychology of Education at the University of Balearic Islands (Spain) and research member of the Group of Educational Technology at the same university. She received her PhD in Educational Technology at the University of Balearic Islands (Spain). Her research interests include online PhD supervision, self-regulated learning with digital media, integration of technology in education, and the potential of concept maps in education and research.
Sofia Villatoro	The University of the Balearic Islands	delivery of training, consulting development of courses	P.h.D. in Educational Technology (2022), Master's Degree in Educational Technology: E-Learning and Knowledge Management (2017), and Bachelor's Degree in Pedagogy (2010). Lecturer in the Department of Applied Pedagogy and Educational Psychology since 2018. Currently, I also serve as a research technician. Collaborating member of the Educational Technology Group at the University of the Balearic Islands. She has authored various publications and participated in conferences related to educational technology.
Francisca Negre	The University of the Balearic Islands	delivery of training, consulting development of courses	Ph Doctoral of Education Sciences from the University of Balearic Islands (UIB). Research and Teaching interests: technology enhanced learning environments; design, and use of teaching aids especially in the disabled people's and hospital pedagogy fields. She's the secretary of the videogames and artificial intelligence unit of the UIB (UVJIA).
Adolfina Pérez Garcias	The University of the Balearic Islands	delivery of training, consulting development of courses	PhD in Educational Sciences and Professor of the Department of Applied Pedagogy and Educational Psychology at the University of the Balearic Islands (UIB). Researcher of the Educational Technology Group of the IRIE. Coordinator of the Master of Educational Technology e-learning and Knowledge Management at the UIB. Co-director of Edutec-Electronic Journal of Educational Technology. Her main lines of research and teaching are the integration of digital technologies (DT) in teaching and learning processes; teaching innovation with ICT; flexibility and personal learning itineraries; educational co-design; design and management of enriched virtual environments for learning; educational communication with DT.
Oleksandra GOLOVKO	University of Tartu	Project management, delivery of training, consulting development of courses	PhD, 18 years of professional experience, currently has managed four Erasmus+KA2 projects and works as a teacher of English. Her academic interests concentrate on the professional development of teachers, interactive methods of teaching languages, multilingual education, CLIL, HE didactics, and the use of multimedia, digital technologies in the classroom with the learners of different ages, and MOOC design. Her interests include the use of technologies for different learning purposes. She has attended 'Efficient and Effective Project Management for EU-funded projects' seminar in August 2021. Has experience in coordinating projects (e.g. MultiEd) that concentrated on updating curricular and development and introduction of special courses into the teacher training curricula (e.g., DigiChild). With excellent command of English, she also speaks Ukrainian fluently which will reduce the communication barriers with UA team members or administrators.
Urve Aja, PhD, teacher of Estonian, director of library	University of Tartu	delivery of training, consulting development of courses	PhD, Narva College library director and teacher of Estonian. Previous experience in the field of school and college administration, author, manager and team member of multiple projects (mostly funded by Erasmus+). Has published, translated into Estonian and localized articles and books about language immersion and CLIL. Her academic interests concentrate on

			interactive methods of teaching, HE didactics, and development of teacher competences.
Olga BURDAKOVA	University of Tartu	delivery of training, consulting development of courses	PhD, 23 years of professional experience, lecturer, programme manager of "Teacher of Russian as a Foreign Language". She teaches Russian and linguistic courses. She is interested in interactive methods of teaching, multilingual education, CLIL, ontolinguistics, town linguistics, etc. She regularly delivers training for in-service teachers of languages. Best teacher of 2013 and Best teacher of 2014. She is the editor-in-chief of the journal "Multilingual Education".
Kristjan KLAUKS	University of Tartu	Accountant, administrative manager	10 years of experience in managing EU co-financed and internationally funded projects (Erasmus+, Interreg, and other projects including partnership management with USA, France, Germany, and Ukrainian universities).
Antonella POCE	UNIROMA 2	project manager	full Professor in Experimental Pedagogy at the Dept of History, Heritage, Education and Society, at Univ. Roma 2 Tor Vergata from March 2023. She is the head of the joint degree one-year the post graduate course "Museum Education" and two-years "Advanced Studies in Museum Education". She teaches Experimental Pedagogy, Educational Research Methodology, Museum Education. Her research concerns innovative teaching practices in higher education at national and international level. In 2008, she was awarded as New Researcher of the year by AEA-Europe (Association for Educational Assessment). She is EDEN (European Distance and E-learning Network) senior fellow. She coordinates national units within European project frameworks, and she has been chairing international academic committees dealing with assessment and distance learning. She used to be a member of the AEA- Europe Council Board (since 2012 to 2016) where chaired the Professional Development Committee (since 2013 to 2016). In 2011, she was elected member of the EDEN (European Distance and E-Learning Network) NAP (Network of Academics and Professionals) Steering Committee. She chaired the EDEN NAP SC from 2017 to 2020. She has been a member of ICOM (International Council of Museums) since 2003 (CECA Committee for Education and Cultural Action since 2003 and UMAC Universities Museums and Collections since 2019 so far). She is author of different publications of national and international relevance on the topics of innovation, assessment, and use of technology in teaching and learning, in the context of heritage fruition.
Lucia Ceci	UNIROMA 2	senior expert/researcher/trainer	full professor in history of pedagogy
Carlo Cappa	UNIROMA 2	senior expert/researcher/trainer	full professor in history of pedagogy
Grazia Terrone	UNIROMA 2	senior expert/researcher/trainer	associate professor in dynamic psychology
Mariagrazia Di Giuseppe	UNIROMA 2	senior expert/researcher/trainer	researcher in clinical psychology
Giuseppe Sellari	UNIROMA 2	Researcher	researcher in didactics and special pedagogy, specialized in the case of disabilities
Iryna ZADOROZHNA	Ternopil Volodymyr Hnatiuk National Pedagogical University	Manager	Dr. of Education, Full Prof., 26 years of professional experience. Her academic interests focus on teacher training and professional development, using digital tools in language teaching, blended and online education in HEI. She authors 9 course books for secondary and university education, about 150 articles in the field of education, supervises PhD students' research papers. Participant of Erasmus+ CBHE project "Foreign Language

			Teacher Training Capacity Development as a Way to Ukraine's Multilingual Education and European Integration" (610427-EPP-1-20191- EE-EPPKA2-CBHE-JP).
Hanna SLOZANSKA	Ternopil Volodymyr Hnatiuk National Pedagogical University	Researcher	PhD in Education, Dr. of Social Work, Full Prof., 19 years of professional experience. Her academic interests focus on inclusive competence forming in future and working teachers; developing of social and educational services for people with SEND. She is the author of about 120 articles in the field of education and services providing. She is responsible for preparing and implementing of educational programs and curriculum in the sphere of special and inclusive education; supervising of staff and students work; coordination of research activities and managing of the scientific research projects.
Nadiia HORISHNA	Ternopil Volodymyr Hnatiuk National Pedagogical University	Researcher	Ph.D., Associate Prof. of the Department of Special and Inclusive Education, 22 years of professional experience. Her academic interests focus on inclusion in society and education, training, implementation, and evaluation of social projects and programs. She is the author/co-author of more than 80 publications in the field of inclusive education and community development. Junior manager of the scientific research project "Development of social rehabilitation services for children with disabilities and their families at the level of territorial communities during wartime and post-war periods (2023, National Research Fund of Ukraine).
Iryna BILANYK	Ternopil Volodymyr Hnatiuk National Pedagogical University	Researcher	PhD in Mathematics, lecturer, and IT technology teacher. She is a young and ambitious promoter of mathematics and mathematical education. Her academic interests focus on mathematical studies and teaching. She is a co-author of course books and scientific articles in mathematics, supervises masters' research papers, is a winner of the award for young scientists and researchers of the Lviv regional state administration and the regional council (2019) and is a member of the Lviv Mathematical Society.
Bogdan BUYAK	Ternopil Volodymyr Hnatiuk National Pedagogical University	Researcher	Dr. of Philosophy, Full. Prof., 25 years of professional experience. His research interests include philosophy of education and science, pedagogy of higher education, legal principles of higher education and research sector functioning. He has authored and co-authored more than 100 research articles devoted to the problems of historical and philosophical aspects of education, teacher training at HEIs, political education and training of young people. Co-author of Smart-TNPU concept. Member of the Presidium of the Union of Rectors of Higher Education Institutions of Ukraine, corresponding member of the National Academy of Pedagogical Sciences of Ukraine. Participant of the projects Innovative University and Leadership. Phase V. Interdisciplinarity and intersectoral and university development strategies (2019–2020), The Academic Integrity and Quality of Education Initiative (Academic IQ, 2021–2022).
Olha HURENKO	Berdiansk State Pedagogical University	project manager	Doctor of Science in Pedagogy, Full Professor, the First Vice-Rector of Berdiansk State Pedagogical University. She responds to coordinating the process of preparation, implementation and accreditation of educational programs. She is a coordinator of the project "Design of inclusive educational environment of higher education institution" (National Research Fund of Ukraine, 2023-2024). She was a coordinator of the TEMPUS-IV project "Initial and Further Education and Training for Educationalists and Managers in Education in the Field of Diversity "(2013-2016), took part in international projects: Erasmus+ KA107 at the University of Genova (Italy), Erasmus + KA2 project "QUAERE", "Post-war socio-psychological rehabilitation" (Fulbright Program in Ukraine, 2022-2023). She is an author of more than 150 scientific works, which is also related to the project.
Igor LYMAN	Berdiansk State Pedagogical University	senior expert/researcher	Doctor of History, Professor, the Coordinator of International Relations of Berdiansk State Pedagogical University, the Head of the Department of History and Philosophy. He is the international expert of the Expert Council of National Agency for Higher Education Quality Assurance (Ukraine). He was the head of this Expert Council in 2019-2023. 2014-2022 a member of the Expert Council of the Ministry of Education and Science of Ukraine for examination of PhD dissertations (History). Coordinator of the



			Scholar Support Office. He was a coordinator of BSPU team in Erasmus+ KA2 project "QUAERE" (Quality Assurance System in Ukraine: Development on the Base of ENQA Standards and Guidelines), took part in Erasmus+ projects KA 107, TEMPUS IV, in COST Action, international project of DAAD, GIZ, European Social Fund – ESF etc.
Natalia TSYBULIAK	Berdiansk State Pedagogic al University	senior expert/rese archer	PhD in Psychological Sciences, Associate Professor. Head of the Center of Teaching Excellence "ArsDocendi";, Expert at NAQA (Ukraine). Member of NGO "Innovative University" and «National Psychological Association of Ukraine». Experience (selected projects): "Design of inclusive educational environment of higher education institution" (2023-2024); "Post-war socio-psychological rehabilitation" (2022-2023), "Inclusion and Internationalization as Components of HE" (2019), "Inclusion and internationalization as components of higher education" (2019), "Teaching excellence program" (2021-2022). The scope of activities includes research of such problems and challenges: values of teaching and learning in HEI, mental health in academia.
Anastasiia POPOVA	Berdiansk State Pedagogic al University	senior expert/rese archer/ trainer	PhD in Pedagogical Sciences, Associate Professor of the Department of Social Work and Inclusive Education, Chairman of the Council of Young Scientists of BSPU. From 2023 Expert of NAQA (Ukraine). Experience in projects: "Design of inclusive educational environment of HEI" (National Research Fund of Ukraine, 2023-2024); The state budget research project "Ukrainian Universities in New Realities: The Impact of War and Mechanisms for Preserving Scientific and Human Resources Potential for Training Specialists" (2024-2026); "Post-war socio-psychological rehabilitation" (Fulbright Program in Ukraine, 2022-2023). Research interests: comparing professional training in developed countries, globalizing education, ensuring quality in higher education, and promoting inclusive education. Author of more than 90 scientific works.
Hanna LOPATINA	Berdiansk State Pedagogic al University	senior expert/rese archer/ trainer	PhD, Associate Professor of the Department of Applied Psychology and Speech Therapy, Berdiansk State Pedagogical University (Ukraine). Holds key roles at NAQA and is adept at evaluating scientific projects for Ukraine's Ministry of Education and Science. Leads NGO "Hive 4.5.0" and is actively involved in educational and correctional teaching organizations. Notable projects include developing inclusive educational environments, contributing to "Art in Occupation" with EU support, and leading research on Ukrainian universities' adaptation to wartime challenges. Engages in international projects on education at Masaryk University, with a focus on inclusion and digital learning. Authored over 100 scientific publications, including monographs and articles in prestigious journals, enhancing her contributions to education and research.
Renat RIZHNIAK	Volodymyr Vynnychen ko Central Ukrainian State University	Project manager/re searcher	Professor of Department of Mathematics and Digital Technologies. Doctor in Historical sciences. Chair of the Interdisciplinary Scientific Center Applied Research at CUSU ( <a href="http://surl.li/plhcf">http://surl.li/plhcf</a> ). Has significant experience in organizing and conducting interdisciplinary research workshops, seminars for teachers, scientific and pedagogical workers of Ukrainian universities, graduate students, and undergraduates. Accordingly, Methodical Workshops for scientific and pedagogical workers and managers of the CUSU and Discussion platform "Challenges for the higher education ecosystem in Ukraine" will be held at the Interdisciplinary Scientific Center Applied Research. Assistant to the rector of the CUSU for national and international projects. Was the responsible executor of 3 European Union projects.
Natalia PASICHNYK	Volodymyr Vynnychen ko Central Ukrainian State University	Senior expert/advi sor/researc her	Professor of Department of Mathematics and Digital Technologies. Doctor in Historical sciences. Member of the Interdisciplinary Scientific Center Applied Research at CUSU. Takes an active part in the meeting of the Interdisciplinary Scientific Center Applied Research, presents the results of project work, research activities and student research work. Was the responsible executor of 3 European Union projects.

			<p>She is a certified gender equality training trainer within the framework of Project Subnational gender equality: balance of EU values and Ukrainian realities. She has extensive experience in research work in adapting European methods for measuring gender equality to the subnational level. This experience will contribute to similar research in the context of adapting the European experience of measuring the higher education ecosystem for Ukraine.</p>
Liliia RIABOVOL	Volodymyr Vynnychenko Central Ukrainian State University	Senior expert/advisor/researcher	<p>Doctor of Pedagogical Sciences, professor, Professor of the Department of Law and Law Enforcement.</p> <p>Member of the Sectoral Expert Council (01 Education) of the National Agency for Higher Education Quality Assurance (NAQA) (<a href="http://surl.li/eskbg">http://surl.li/eskbg</a>).</p> <p>Expert on the accreditation of educational programs of the National Agency for Higher Education Quality Assurance (NAQA) for the specialty 081 Law. Took part in offline and online accreditation expertise.</p> <p>Expert of the Ministry of Education and Science of Ukraine for the competitive selection of projects of fundamental scientific results, applied scientific results and scientific and technical (experimental) studies of young students in 2022.</p> <p>Scientific leader of the educational and scientific laboratory of civic education Volodymyr Vynnychenko Central Ukrainian State University.</p>
Lilia KLOCHEK	Volodymyr Vynnychenko Central Ukrainian State University	Senior expert/advisor/researcher	<p>Doctor of psychological sciences, professor, vice-rector for scientific work, professor of the department of psychology and social work.</p> <p>Researches the problems of the psychology of the interaction of participants in the educational process, the psychological foundations of the relationship between teachers and students on the basis of morality and psychological equality, the psychological foundations of the implementation of the idea of inclusion in the educational space. He is the leader and executor of the research work "Psychological foundations of the teacher's work with children with special educational needs", which is carried out during working hours (registered at UkrINTI number 0122U200352).</p> <p>The guarantor of the educational-scientific PhD training program in specialty 053. Psychology, within which disciplines have been developed, the content of which includes issues of the psychological foundations of inclusive education.</p>
Kateryna AKBASH	Volodymyr Vynnychenko Central Ukrainian State University	Junior expert/advisor/researcher	<p>Assistant professor, Ph.D. in physical and mathematical sciences. Member of the Interdisciplinary Scientific Center Applied Research at CUSU. Takes an active part in the meeting of the Interdisciplinary Scientific Center Applied Research, presents the results of project work, research activities and student research work. Akbash K. actively involves undergraduate and graduate students in interdisciplinary research activities. Students under her leadership regularly take prizes in all-Ukrainian scientific competitions. Akbash K. is a specialist in the field of sample surveys and statistical data analysis. Successfully adapts complex gender indices to the subnational level, which will make it possible to conduct similar studies in the context of measuring the indicators of the higher education ecosystem in Ukraine.</p>
Inna ZABUZHANSKA	Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University	Manager, teacher/trainer	<p>Associate Professor, MA in Pedagogics and Methodology of Secondary Education, PhD in Linguistics</p> <p>Holds an administrative position at the Faculty of Foreign Languages</p> <p>Managing Editor of the International Scientific Journal "Language yesterday, today, tomorrow", also responsible for establishing strong international ties between the authors.</p> <p>Took part in academic mobility Erasmus+ programs (2017, 2022), piloting within such ERASMUS projects as KA220-VET "Skills Development and Certification for Trainers of Synchronous Electronic Learning" and "Distance Education Quality Framework (DEQF)". She successfully fulfilled the requirements to secure the certificate in Project Management issued by Folkuniversitetet (Sweden). Member of the Communities of Educators: Unite for Justice and Equal Opportunities (CEUJE), which is the Ukrainian</p>



			branch of the international organization Global Community: Unite for Equal Opportunities (GCUE, USA). Participant of Erasmus+ CBHE project 'Boosting Digital Excellence and Aptitude of Universities in the Countries of East Partnership' 101129280 – BEAUCOUP.
Svitlana KIZIM	Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University	IT administrator, teacher/trainer	Candidate of Pedagogical Sciences, Associate Professor, the Department of Innovative and Information Technologies, guarantor of the educational and professional programme «Digital Technologies» for master's training in the specialty 015.39 Professional Education (Digital Technologies), deputy director for scientific work of the Educational Scientific Institute of Pedagogy, Psychology, Training of Highly Qualified Specialists in Education, Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University. Project manager, organizer (moderator), coach / teaching «Transformation of the Teacher Digital Competence Formation System: Innovative European Approaches». Project: 101085799 – TSDigComp – ERASMUS-JMO-2022-HEI-TCH-RSCH.
Olesia ZHOVNYCH	Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University	Financial administrator, teacher/trainer	PhD, Associated Professor, 14 years of professional experience, Project manager and is responsible for the implementation, compliance with all conditions of cooperation in Erasmus+ Jean Monnet Module 620252-EPP-1-2020-1UA-EPPJMO-MODULE "EU experience of soft skills development of preschool and primary school-age children by theatre activities in teacher training", within the framework of the project the issues of involvement with special educational needs are presented and studied. She is also a member and is responsible for the implementation in Erasmus+ project «Transformation of the Teacher Digital Competence Formation System: Innovative European Approaches».
Oksana VOLOSHYNA	Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University	teacher/trainer	Candidate of Pedagogical Sciences, Associate Professor, the Department of Pedagogy, Professional Education and Management of Educational Institutions. 26 years of professional experience. Experience: has developed and teaches the courses, such as Educational technologies of training, Pedagogy of innovation in higher education, Fundamentals of pedagogical skills, Pedagogy, The history of pedagogy, The basics of pedagogical skills. Teaches advanced training courses for school administrators and teachers of non-pedagogical educational institutions, which are held on the basis of the educational hub of the university. She authors 4 course books for university education, about 130 articles in the field of education. She completed an international internship under the program «Education Towards Sustainable Development» (Aharod Ofri International Center of MASHAV, Jerusalem, Israel; 14.05. – 02.06. 2017 p.), at the Andragogy Department of Pedagogical Education and Adult Education Institute of the National Academy of Pedagogical Sciences of Ukraine (Kyiv, Ukraine, 2021). Participant of Erasmus+ project «Transformation of the Teacher Digital Competence Formation System: Innovative European Approaches» (101085799 – TSDigComp – ERASMUS-JMO-2022-HEI-TCH-RSCH).
Olena IHNATOVA	Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University	teacher, trainer, administrative management	PhD, Associate Professor, Dean of the Faculty of Foreign languages, 20 years of professional experience, has extensive experience in administration and coordination of educational programmes and initiatives. Her specializations are related to HE policies implementation, as well as research and analysis in the area of Education, Training, Foreign Language Teaching and Learning in EU countries and in Ukraine. She has rich experience in development of key competences; improvement of digital tools and instruments in the field of HE; development of methodologies, study programs and curricula for disadvantaged people; implementation of innovative approaches, methods and tools in teaching and learning, monitoring of the quality of project activities and results. She is a founder of the Center of cross-cultural education and translation at the Faculty of foreign languages (2023), has an international certificate of an online tutor "Online Tutorieren" and a trainer in the Methodology of "DLL-Trainer" (Munich).

Tetiana KOVAL	Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University	teacher, trainer, administrative management	PhD, Associate Professor, Dean of the faculty of preschool and elementary education named after Valentina Voloshina, 27 years of professional experience. Has experience in managerial activities in the field of pedagogical education; coordination of educational programs, partnership and project activities; formation of pedagogical competence of future teachers in the field of primary education; introduction of digital means and tools, as well as innovative pedagogical technologies in the field of higher education; improvement of active learning methods in teaching pedagogical disciplines. She completed an international internship under the program "Fundraising and organization of project activities in educational institutions: European experience".
Tetiana MAKHOMETA	Pavlo Tychyna Uman State Pedagogical University	Manager	Tetiana Makhometa, PhD, Dean of the Faculty of Physics, Mathematics and Informatics, is also an expert of National Agency for Higher Education Quality Assurance (Ukraine). Her scientific and didactic interests span over innovative learning technologies, digital technologies in education, didactic of natural sciences, inclusive education, effective team management. Tetiana is a co-chairperson of "TOUCH POINTS" (Regional Inclusive Contest), co-organized with partners from Ukraine and Georgia. Tetiana also has rich managerial and administration national and international experience, including Erasmus+ KA2 CBHE MoPED project or large-scale events like «No Barriers in Education: practical aspects and perspectives» (for 1200 participants).
TETIANA HODOVANIUK	Pavlo Tychyna Uman State Pedagogical University	Researcher	Tetiana Hodovaniuk, Doctor of Pedagogical Sciences, Professor, Vice-rector on Scientific Work (since 2020). She is the Guaranty Expert of Educational programme Secondary Education (Mathematics. Computer Science)» of the second (postgraduate) level and the developer of the Educational programme "Secondary Education (Mathematics)" and the first (undergraduate) level of the Higher Education. Her scientific and didactic interests: Innovative technologies of training, modern technologies of training prospective Mathematics teachers. Tetiana is a co-chairperson of "TOUCH POINTS" (Regional Inclusive Contest), co-organized with partners from Ukraine and Georgia. Tetiana also has rich managerial and administration national and international experience, including Erasmus+ KA2 CBHE MoPED project.
Iryna TIAHAI	Pavlo Tychyna Uman State Pedagogical University	Researcher	Iryna Tiahai, PhD, Associate Professor of the Department of Higher Mathematics and Mathematics Teaching Methods. Guaranty Expert of Educational programme Secondary Education (Mathematics. Computer Science)» of the first (undergraduate) level and the developer of the Educational programme "Secondary Education (Mathematics. Computer Science)". Her scientific and didactic interests: Innovative learning technologies in the educational process, digitalization of education, information technologies in educational institution management. Iryna is a Member of the jury of "TOUCH POINTS" (Regional Inclusive Contest) for nomination "Inclusion: Innovations and Introduction", co-organized with partners from Ukraine and Georgia. Iryna also has Executor of the international grant project including Erasmus+ KA2 CBHE MoPED project.
Oksana HNATIUK	Pavlo Tychyna Uman State Pedagogical University	Researcher	Oksana Hnatiuk, PhD, Associate Professor of the Department of Physics and Integral Technologies of Teaching Natural Sciences. Guaranty Expert of Educational programme "Secondary Education (Natural Sciences)" for the first (undergraduate) level of Higher Education. Her scientific and didactic interests: the issues of overcoming barriers in education and introduction of Inclusive Education (AAC, digital inclusion), Methodology of Physics and interdisciplinary training at secondary education. Oksana is a participant of the project "Digital Inclusion. The First World Ukrainian Application Digital Inclusion for Non-barrier Communication of Everyone". Organizer of a number of academic events dedicated to Inclusive Education. Volunteer of the programme "Healthy Schools: for Healthy and Happy Pupils".
Volodymyr MYKOLAIKO	Pavlo Tychyna	Researcher	Volodymyr Mykolaiko, PhD, Associate Professor, Vice-Rector On International Relations and Strategic Development, associate

	Uman State Pedagogical University		<p>professor of the Physics and Integrative Science Technology Training Department.</p> <p>The sphere of scientific interests lies in higher education, teaching physics methodology, competence and integrative approaches, innovative technologies of teaching physics, productive and experiential learning, etc.</p> <p>Volodymyr Mykolaiko provides an active support for the development of international relations of the University. He is a participator and executor of many international projects.</p>
Ganna KRAPIVNYK	H.S. Skovoroda Kharkiv National Pedagogical University	Researcher	<p>PhD (Philology), DSc in Philosophy of Culture, associate professor, 19 years of teaching experience. Research interests focus on second language teaching methodology, language learning language for special purposes, and linguo-cultural studies, CELTA certified, NVC certified, Malteser psychosocial counseling project coordination, Access Microscholarship teaching and curriculum development, Pre-Service ELT Methodology Program (supported by US Embassy), participation in IVLP program.</p>
Liudmyla RYBALKO	H. S. SKOVORODA Kharkiv National Pedagogical University	researcher	<p>PhD, professor in the department of education and innovative pedagogy. She is an expert of National Agency for Quality Assurance in Higher Education, National Research Foundation Of Ukraine, guarantor of the educational and scientific program 011 Educational, pedagogical sciences for post-graduate students. She received advanced training under the program "Training for trainers" at the educational and scientific center "Volyn Business Yub" as part of the project of the EU grant program Erasmus+KA2 CBHE Teacher Certification Centers: Innovative Approaches to Teaching Excellence/UTTERLY (2023). She is the author of more than 200 scientific works, including monographs related to the project, WOS articles, and articles in professional pedagogical journals.</p>
Olha MIROSHNYCH ENKO	H. S. Skovoroda Kharkiv National Pedagogical University Ukraine 61002, Kharkiv, 29 Alchevskih Str.	Researcher	<p>PhD (Education), Senior Lecturer at the Department of Special Pedagogy, 9 years of teaching experience. The research interests focus on problem "Upbringing of health-saving behavior at primary school children' by means Ukrainian folk traditions". In our study are sanctified theoretical and experimental research of the problem in upbringing of health-saving behavior at primary school children' by means of Ukrainian folk traditions. In dissertation reveals the concept «health-saving behavior». It is clarified an essence and structure of formation of health-saving behavior from primary school children' by means of the Ukrainian folk traditions. The technology of upbringing of health-saving behavior at primary school children' by means of Ukrainian folk traditions is scientific based and experimentally verified, the effectiveness is proved. Criteria, indicators and the levels of readiness for the upbringing of health-saving behavior at primary school children' by means of Ukrainian folk traditions are clarified. She has authored and co-authored about 40 publications.</p>
Svitlana DOTSENKO	H.S. Skovoroda Kharkiv National Pedagogical University	Researcher	<p>PhD (Education) Full Professor. Head of the Department of of distance learning technologies and digital didactics in preschool education. 25 years of teaching experience. Her research interests focus on digital education, information technology, distance learning, digital competencies of teachers and scientists, mathematics education, vocational education. She has authored and co-authored about 50 publications, including 5 articles in WoS journals, parts in collective monographs, 100 course-books for tertiary and secondary educational institutions, school and university curricula, state standards etc. She is the developer of the Digitalization Strategy of H.S. Skovoroda Kharkiv National Pedagogical University for 2021-2025, the Regulations on the Internship of Pedagogical and Scientific and Pedagogical Workers on the Moodle Distance Education Platform (2022), the Regulations on the Creation and Certification of an E-Learning Course (2022).</p>
Nataliia PONOMAROVA	H.S. Skovoroda Kharkiv National Pedagogical University	Researcher	<p>Doctor of Science of Pedagogy, PhD (Education) Full Professor. Dean of the Faculty of Physics and Mathematics.</p> <p>Has 30 years of experience in the introduction of information and communication technologies to the educational process in educational institutions of various levels, personal experience in</p>

	al University		teaching Computer Science disciplines in secondary and higher education institutions. Member of the organization and program committees of International and All-Ukrainian scientific conferences. Guarantor of the educational program "Informatics in educational institutions" (specialty 014 "Secondary education (Informatics)" for the first (bachelor's) level of higher education). Project coordinator and speaker of the regional center of mixed education Skovoroda-hub H.S.Skovoroda KhNPU. Member of improvement of scientific qualification and internships abroad. Member of the association PA "International Association of Researchers in Mathematics Didactics". The scientific adviser of dissertation and master's theses. Member of the editorial board of the specialized scientific and information journal "New College". She has authored and co-authored about 200 publications, among which about 50 are related to the subject of the project.
Maryna MRUGA State Expert, Expert Group on Higher and Adult Education. Directorate of Higher and Professional Pre-higher Education	Ministry of Education and Science of Ukraine	Advisor/ researcher / manageme nt	Plan, develop, analyse, evaluate state policies in higher and adult education. Professional expertise and roles: quality assurance, accreditation, licensing, standardised assessment; foreign language in higher education, strategic development, health education specifics (medicine, dentistry, nursing, physical therapy, occupational therapy etc), regulated professions, standards of higher education Member of Higher Education Reform Expert Team funded by European Commission. Management of implementation of standardised assessment (Unified State Qualification Exam, Unified Professional Entrance Exam. Management of collaborative international projects in higher education within the expertise areas.
Vitalii NOSOK, State Expert, Expert Group on Higher and Adult Education. Directorate of Higher and Professional Pre-higher Education	Ministry of Education and Science of Ukraine	Advisor/ researcher / manageme nt	Plan, develop, analyse, evaluate state policies in higher and adult education. Professional expertise and roles: higher education digitalization, policies for displaced universities, dual education, monitoring of employment, policies related to foreign students, development strategy and supervision of Unified State Electronic Database on Education. Management of Unified State Electronic Database on Education. Management of collaborative international projects in higher education within the expertise areas.
Oleksandra HUSAK	Ministry of Education and Science of Ukraine	Advisor/ researcher	Coordination of MESU cooperation with Development partners, analytical work and coordination of the European integration in education and science, including but not limited to fulfillment of Ukraine-EU Association Agreement
Serhii SHKABKO	Ministry of Education and Science of Ukraine	Advisor/ researcher	Coordination of international projects/surveys at MESU (including Erasmus+ projects), international cooperation, analytical support for the European integration issues in education and science .
Alla RYBALKO Head of, Expert Group on Higher and Adult Education	Ministry of Education and Science of Ukraine	Advisor/ researcher / manageme nt	Plan, analyse, evaluate state policies in higher and adult education. Draft the laws on higher education issues Professional expertise and roles: strategic development, structure of education system, quality assurance, qualification framework, recognition of educational documents. Issues of co-regulation of higher education with other Ministries (military, police, infrastructure, culture, agriculture etc). Management of collaborative international projects in higher education within the expertise areas.
Oleksandra LAKTIONOVA	Ministry of Education and Science of Ukraine	Advisor/ researcher / manageme nt	Plan, develop, analyse, evaluate state policies in higher and adult education Professional expertise and roles: strategic development, foreign language in higher education, financing in higher education, dual (apprenticeship) education Management of collaborative international projects in higher education within the expertise areas.
LARYSA SAMSONOVA	Public organizatio n "Good bread for good	researcher/ expert	researcher/expert. Work experience: state expert on inclusive education at the Ministry of Education and Science of Ukraine, expert in studies of international and Ukrainian organizations, namely the OSCE "Improving access of civil society organizations of Ukraine to the provision of social services", Public Analytical

	people"		Center "Institute of Social and Economic Research ISED "Economic pragmatism" on the topic of development of inclusive education, early intervention services. Author of projects, certified programs. Participant of the certified internship "Development of inclusive education in Ukraine" as part of the "Public Relations" program of the United States Agency for International Development (USAID), development of public diplomacy (Bedford, USA).
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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.*

Subcontracting is planned in WP1 and WP5. Targeted resources are allocated to interpretation, translation and professional editing/branding of selected milestones to be attractive and easy-to-use to the audiences they are thought for. Kits with Erasmus+ logo as well as coffee-break will be provided to the participants of the dissemination events.

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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.*

The budgetary strategy is to allocate resources and costs in a proportionate way, in that personnel effort is assigned across the LECTURE partnership based upon an equitable and balanced approach to the distribution of staff days, balanced by resources targeted at partner specialisms and responsibilities. During the project design phase, the budget was built up taking into consideration the roles and the activities each partner is expected to be involved in. The Steering Committee, led by the Project Manager P1 and involving an assigned coordinator from each partner, will be created to ensure the proper budget control and time management, carry out key activities and achieve the related outcomes. Since the LECTURE project was designed to have a structural impact in the Ukrainian Higher Education System, a dedicated budget has been allocated to the Ukrainian Ministry of Education and Science in order to implement structural activities.

The Grant is finalized to achieve specific objectives of the project, therefore it can be spent exclusively for the purposes of the projects:

- travel costs and costs of stay to carry out project meetings – were calculated applying two variables: for travel costs travel distance (from the home University to venue of activity); duration for costs of stay;
- staff costs to implement the project activities three variables have contributed to calculate the grant for staff costs: staff categories (Managers, Researchers/Teachers/trainers); country in which staff is employed, independently of where tasks are performed; number of working days spent on the project per staff member;
- courses development costs – due to the project one course on inclusive education will be designed and piloted. The title and aim of the course has been agreed with each HEI at the design stage of the project. Course cost will cover the money spend on their development and training activities;
- equipment costs to purchase instruments/tools to set up the Centre of Excellence for Teacher's Competences – according to the project description, the list of equipment to be purchase to each Ukrainian HEI has been agreed with each partner during the project design phase and will include tools that will be used during the course teaching and training activities on competence formation among students and educators;
- subcontracting costs to provide external services needed for the implementation of the tasks of the project external services for meeting organization (catering and hospitality costs), translation of documents, printing materials, project website creation, an interpreter for the large-scale events to promote project ideas.

Online technologies like videoconferencing will be used for communication between the LECTURE partners whenever possible to reduce the cost of flows. The combination of tasks in the project during EU partners' visits will save time and money too. The partnership will follow sustainable EU practices in project implementation (online and hybrid format of meetings unless impossible, digital certificates for participation in training sessions, preference to rail transport over planes unless impossible, electricity saving practices for events; the Centres of Excellence will have the cutting-edge energy-efficient equipment that will reduce the carbon footprint of the University.

All partners provide co-financing of the LECTURE project stages, seminars organization, programme development etc. that is over 10% of the project.

All partners will be responsible for keeping records of working days, invoices, tickets, equipment purchase and financial reports, to be submitted to P1.

The equipment planned in the project will be used by 6UA HEIs during different phases of the project – from



preparation until development, dissemination and establishing its sustainability. The equipment procurement is planned to be done within several months after the launch of the project. It is essential to work with it while studying and applying new teaching methods and techniques within and beyond the project's timeframe.

The following group of tools are planned to be used in the Centre of Excellence:

Webcams, Maono microphones, Velbon EX-530 tripods, Wireless microphones for conferences will be used to develop subject-methodical competence (to develop skills in conducting classes in a mixed form), to develop digital competence (to develop skills in the free use of communication technology in the organisation of the educational process), to develop inclusive competence (to develop skills in organising barrier-free access to the educational process for students with special educational needs, students who are unable to attend classes, students with post-traumatic stress disorder).

The graphic tablets will be used to develop subject-methodological competence (to develop the ability to conduct classes in mathematics, Ukrainian language and history in a remote format and to provide feedback to students in this organisation of the educational process), to develop digital competence (to develop the ability to use communication technology freely in the process of organising students' practical activities in the classroom); for the development of inclusive competence (to develop the ability to use specific software for working with students with SEN, which involves working with them on practical skills in a particular discipline), for the development of psychological competence (to develop the ability to conduct questionnaires and surveys that involve working with images and operations on them).

An ultra-short focus projector and an interactive whiteboard will be used to develop digital competence (to develop the ability to conduct active presentations of educational material in various subjects of the educational process and to use the entire range of technical equipment to optimise the educational process; together with the interactive panel, this set will enable students to find out the benefits of each tool and get an idea of their capabilities and the best ways to use them), for the formation of subject-methodical competence (for the formation of skills to organise frontal activities of students, which will include the following features of the educational process: adaptability, integration, manufacturability, visibility, accessibility), for the formation of inclusive competence (for the formation of skills to organise frontal or individual activities of students with SEN when working with specific software designed for children with different levels of support).

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## 2.1.5 Risk management

### Critical risks and risk management strategy

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

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

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

Risk No	Description	Work package No	Proposed risk-mitigation measures
1.	Poor communication among partners (low)	All WP's	Systematic communication plan and culture will be introduced, discussed and agreed at the kick off meeting.
2.	Unclear roles (low)	All WP's	Studying WP before starting, developing a detailed work plan with specified deadlines Consulting, monitoring by WP-leaders and co-leaders of timely and full completion of tasks, monitoring by WP leaders and co-leaders of the timely and full completion of tasks
3.	Conflicts among partners (low)	All WP's	Decision-making rules and conflict resolution are clearly outlined since the proposal and detailed in the Consortium Agreement. Agreement and composition of the role of the Steering Committee in case of serious conflicts among some partners.
4.	Staff turnover can hinder the knowledge transfer and generation; delays the timeline and the achievement of results (low)	All WP's	Solid system for knowledge sharing in place (see project management). Partners have solid staff induction processes and those are prioritized in the project context
5.	Insufficient number of participants (low)	WP 3,5	The project partners inform the target groups and other relevant stakeholders about the project, organize events to communicate the purpose of the proposal and its benefits.

6.	Low visibility of the project (low)	WP 5	Comprehensive media strategy by PR and media expertise in dissemination and advocacy, using diverse channels, appropriate linking marketing place, involvement of students majoring in Journalism
7.	Problems with equipment purchase (low)	WP 1	Equipment procurement will start at the beginning of the project to make sure the partnership has a pocket of time to maneuver and carry out this task successfully.
8.	Technical problems during the project implementation, such as lack of electricity, Internet in the conditions of martial law in Ukraine (high)	All WP's	Contingency Plan will be put in place to minimize downtime and ensure the project continues and is implemented
9.	Rescheduling or cancellation of project meetings and events due to frequent air raids in Ukraine (high)	WP 1	Coordination of work schedules, equipping shelters for relevant events
10	Changes in legislation related to teacher education and training that may affect project eligibility and require adjustments to strategies (medium)	WP2	Project team members carry out regular monitoring and cooperate with relevant organizations to quickly adapt to changes in the education sector
11	Changing the forms, methods and technologies of teacher training in view of the development of digital technologies (low)	WP3,4	Continuous monitoring of digital trends by members of the project team, planning regular updates and upgrades to the tools.
12	Language barrier for effective communication and cooperation within the project (low)	All WP's	A clear plan is developed that defines the language to be used for communication, documentation and meetings; the service of interpreters is reduced to minimize subcontracting costs. Instead, the students who have a high level of language proficiency are provided to ensure the accuracy of information and avoid misunderstandings during communication.
13	increased project implementation costs (medium)	All WP's	Ongoing detailed financial analysis of the project, taking into account market volatility factors in the financial plan.

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## 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.*

The most efficient and diverse range of partners was selected to ensure the successful implementation of all project objectives. The current partnership includes members who are developing innovative approaches to engaging and promoting change and innovation in the higher teacher education sector.

LECTURE was developed as a European transnational initiative aimed at developing a standard for professional teacher education in the context of Ukraine's integration into the European Education Area, taking into account the reforms taking place both in higher education and in the context of the implementation of the New Ukrainian School concept in Ukraine. Under the auspices of the Ministry of Education and Science, it is planned to focus on developing the methodological, digital, inclusive, and psychological competence of future teachers.

The partnership brings together educational institutions (6 pedagogical universities of Ukraine, the Ministry of Education and Science, and the NGO "Good Bread from Good People") and 4 European educational institutions. Along with these, there are affiliated partners: EDEN Digital Learning Europe and six Ukrainian schools. The choice of Ukrainian universities is determined by the situation in the country. During the war with the Russian Federation, students and teachers moved to the central and western parts of Ukraine. The workload in universities has increased, and the format of work has changed in accordance with the organization of the educational process in the context of war. The selected universities have experience in implementing European Erasmus+ projects (different experience). All selected UA universities provide higher education for students studying under the following educational programmes: 014.01 Secondary Education. Ukrainian Language and Literature; 014.03

Secondary Education. History; 014.04 Secondary education. Mathematics. This will allow the development of unified courses in the subject disciplines, which will further facilitate the conduct of a correct, valid experimental study. All partners are clear about their responsibilities in fulfilling their tasks and their role in the project. All partners play an equally important role in decision-making, as the work is based on a collegial approach. Conflict mitigation mechanisms are clearly defined and specified.

The consortium involves non-academic and other educational partners who will influence and be involved in the project, guiding the discussion and implementation of the research results.

European partners are selected from different countries. The academic and practical experience of their work, openness, and willingness to cooperate in the implementation of the project with pedagogical universities of Ukraine were taken into account.

The cooperation is ensured by regular project meetings (both online and offline), the use of online platforms for information support and coordination of project activities; holding project-oriented events; mutual exchange of work experience, reflection on the implementation of tasks.

Mutual learning and exchange of best practices are the main activities of the project.

#### **Univ. Roma "Tor Vergata" Department of History, Cultural Heritage, Education and Society**

The Department of History, Cultural Heritage, Education and Society of the University of Rome Tor Vergata was established in July 2015 as part of a restructuring of the Macro-area of Humanities. The core is represented by the disciplines of education, history, archaeology, geography, music and performing arts, and foreign languages and literatures. Its composition was subsequently opened up to the participation of other sectors, also in view of the expansion of the teaching offer and the promotion of the interdisciplinary dimension of research. Scientific collaboration with other disciplines is a guiding criteria for various research activities and crosses departmental boundaries in a constant effort to increase cooperation and exchange with fields other than the humanities.

There are currently 83 members of the Department. The Department has developed a strategy of gender equality, which is evidenced by the presence of 11 full professors (out of a total of 19 POs), 37 women out of the total number of members, and female governance.

The Department has well-equipped laboratories that support research and teaching activities. In addition to a geocartography laboratory, an ethnomusicology laboratory, a film laboratory and a sound research laboratory, the DSPFS houses five laboratories in the archaeological field (with an adjoining archive and photographic laboratory), which aim to develop methods and technologies applied to the study and enhancement of the past. Among the activities carried out (cartographic analysis, photo-reproduction and photo-interpretation, surface reconnaissance, stratigraphic excavations, 2D and 3D surveys, development of GIS projects, etc.), particular emphasis has recently been placed on the development of archaeometrical, archaeozoological and archaeo-mineralogical analyses, also in collaboration with other departments, national and European research bodies and central and local institutions in charge of cultural heritage and the territory.

The Department has some nationally and internationally recognised excellence. A significant number of its members publish in prestigious Italian and international journals, innovative monographs and in several languages. The value of the departmental scientific activity is also manifested in the important European and national projects that have received funding since 2015 (including two ERC advanced grant projects as partners).

**The University of the Balearic Islands (UIB)** is among the top public universities in Spain. It was founded in 1978, and remains the only publicly-funded Higher Education institution in the Balearic Islands. It has grown to offer 41 Bachelor's degrees, 35 master programs, 24 doctoral programs, and 93 own studies in the branches of arts and humanities, sciences, health sciences, social sciences, and engineering and architecture. The UIB has over 14,000 students, over 11,000 of which are enrolled in Bachelor's degrees, close to 1,400 are enrolled in Master's degrees, close to 1,000 are enrolled in PhD programs, and over 700 are enrolled in studies taught by associated schools. International students represent 6% of Bachelor's students, 9.3% of Master's students, and 26.7% of PhD students. The UIB is structured into 9 Faculties, 1 Higher Polytechnic School 1 Postgraduate Studies Center, 1 Doctoral School, 4 associated schools, and a network of 30 municipal university centers across the four Balearic Islands. The UIB has a teaching and research staff of 1,696 people, 200 researchers, and 682 administration and professional services staff. Its budget for 2023 amounts to €149,694,289.79 Its 20 departments and 7 research institutes generate 90% of all the research output produced in the Balearics. Consequently, the UIB is one of Spain's leading research universities. It currently has 20 active European research projects and 66 active national or local research projects. Since 2014 the UIB has had between 1 and 4 highly cited researchers, and since 2019 it has occupied the first position among Spanish universities in percentage of highly cited papers (top 1% in their categories).

In 2011 the UIB was awarded the Campus of International Excellence distinction by the Spanish Ministry of Education for the "Euro-Mediterranean Tourism and Water Campus (e-MTA Campus)" project, a joint initiative of the University of the Balearic Islands (coordinating institution), the University of Girona, the National Research Council, and the Catalan Institute for Water Research. This project consolidated the Campus' international scope in teaching, research, and knowledge transfer in its four Lines of Specialisation: Tourism Sustainability, Water, Food and Health, and Physics, Computation and Applications.

#### **University of Tartu, Estonia (UT)**

Established in 1632, the University of Tartu (UT) is the oldest and largest university in Estonia in terms of staff and student numbers, as well as the volume of its teaching, research, and development activities. As Estonia's only classical university, UT embraces various academic fields, including medicine. Today, UT comprises four faculties (Faculty of Arts and Humanities, Faculty of Social Sciences, Faculty of Medicine, and Faculty of Science and Technology) with 13,400 students (incl. ca 1500 international students) enrolled in its 200 programs.

UT is the only university in the Baltic region that belongs to the top 1% of the world's best universities, ranking 296th in the QS World University Rankings 2022 and within the 201–250 range in the Times Higher Education (THE) World University Rankings 2023. UT is 4th in the QS University Rankings: Emerging Europe and Central Asia (QS EECA University Rankings 2022).



In this application, the University of Tartu is represented by one extensive department Narva College that will also cooperate with the Johan Skytte Institute of Political Studies to achieve maximum success.

Narva College offers high-quality higher education, holds and develops academic traditions in the North-East of Estonia, and is a promoter of integration of Estonian society. The college mainly provides training for preschool teachers, schoolteachers, and youth workers. Annually, we train about 600 students from the region, Estonia, and abroad. We specialize in teacher competence development, interactive teaching methods, student-centered learning, multilingual education, CLIL (content and language integrated learning), and online, remote, and technology-mediated learning. Narva College has considerably increased its capacity in Erasmus+ projects in the past years and feels confident cooperating in international consortia.

In 2022, the Senate of the University of Tartu decided to support Ukraine and Ukrainian universities in times and war by offering free education to students during the time of war, workplaces to Ukrainian colleagues and agreeing to apply for Erasmus+ and Horizon Europe projects as much as possible to bring our potential help to the maximum.

**Politehnica" University of Timisoara (UPT)** was established in November 1920, through Royal Decree. Now, it has 10 faculties (covering all the technical fields), about 950 teaching staff, 900 administrative staff and 15,000 full-time students. It offers bachelor engineering degree studies, master degrees and doctoral studies. The university established a number of centres, such as: the Multimedia Centre, the Centre for Learning Technologies, the Regional Centre for Distance Education – these joint later in the eLearning Center. The university delivers courses using online and distance education for bachelor studies in Applied Informatics and Audio-video and Multimedia Technologies, as well as an International Online Master in Multimedia, all developed through European projects (Tempus, Leonardo, Socrates Minerva, Erasmus CD, etc). In producing online educational materials, the university involves its own TV studio TeleUniversity, with educational purposes. The eLearning Center has developed and is supporting the innovative open online environment ViCaDiS – a Virtual Campus for Digital Students, dedicated for international open courses and virtual mobilities. The CEL Center has extensive expertise in eLearning at the levels of course delivery and administration, the development of online environments and social software, Web 2.0, and of research in the area of VLEs and LMS, with strong interests in the use of OER in Higher education. Politehnica University of Timisoara has been established in November 1920, through Royal Decree. Now, it has 10 faculties (covering all the technical fields), about 950 teaching staff, 900 administrative staff and 15,000 full-time students. It offers bachelor engineering degree studies, master degrees and doctoral studies. The university established a number of centres, such as: the Multimedia Centre, the Centre for Continuing Education and the eLearning Centre as well as its own TV studio TeleUniversity. The eLearning Center has developed and is supporting the innovative open online environment ViCaDiS – a Virtual Campus for Digital Students, dedicated for international open courses, virtual mobilities and online training courses for industry, fulfilling one of the main university targets: adult education and training. The Multimedia Center has extensive expertise in multimedia technologies, development of web and mobile applications, of online environments and social software, Web 2.0, and of research in the area of image recognition, open data, augmented reality, smart cities. **The Ministry of Education and Science of Ukraine (MESU)** is the central executive body in the field of education, which implements state policy through the preservation and development of the higher education system and the improvement of the quality of higher education, creation and provision of equal conditions of access to higher education, including provision of additional support in the educational process for persons with special educational needs, expansion of opportunities for obtaining higher education and lifelong education; development of the autonomy of institutions of higher education and academic freedom of participants in the educational process. The MoES develops higher education standards for each specialty, considering the proposals of sectoral state bodies that ensure the formation and implementation of state policy in the relevant spheres, sectoral associations of employers' organizations, and approves them in agreement with the National Agency for Quality Assurance of Higher Education. The mission of MoES is the creation of an inclusive and innovative society in Ukraine, in which every citizen has equal opportunities to develop his talent throughout his life for the purpose of forming a cohesive community of citizens capable of active creative participation in the sustainable development of Ukraine. MESU carries out work taking into account the provisions of the Program of Activities of the Cabinet of Ministers of Ukraine, the Association Agreement between Ukraine on the one hand, and the European Union, the European Atomic Energy Community and their member states, on the other hand, the National Economic Strategy for the period until 2030, Human development strategies, the State Administration Reform Strategy of Ukraine for 2022-2025, the National Strategy for Promoting the Development of Civil Society in Ukraine for 2021-2026 and taking into account the action plans for the implementation of the specified strategic documents.

**Vinnitsia Mykhailo Kotsiubynskyi State Pedagogical University (VSPU)** is an educational establishment of the fourth level of accreditation. According to the effective methods of education, high-qualified teaching staff and 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, including the United States, Great Britain, Germany, Netherlands, China, Israel, Czech Republic, Poland, Lithuania, Romania, Azerbaijan, Moldova, Canada, Austria and other 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 is stepping up to improve and modernize, so today it is ranked the 6th in the 2020 Top 10 Best Pedagogical Universities of Ukraine. The teaching staff (around 397 permanent employees), more than 82% of which is PhD and Doctor of Sciences, preserves the unique scientific potential and long traditions and provides students with high quality education over the course of decades. The number of students is about 6000. VSPU also offers formal education and non-formal education for school students and adults. The mission of the University is reinforced in scientific research and development according to the highest standards in several dozen fields of studies. The VSPU project portfolio includes 7 Erasmus+ projects being coordinated and implemented at present.

VSPU has considerable experience of the partner organization in the 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"; a consulting and training centre, the purpose of which is to provide comprehensive psychological assistance to various categories of the population.

**Volodymyr Vynnychenko Central Ukrainian State University (CUSU)** has age-old traditions of quality education. The University has 5 faculties: mathematics, natural sciences and technologies; pedagogy, psychology and arts; Ukrainian language, foreign languages and social communications; history, business education and law; physical education. The educational process is provided by 17 departments and 284 highly qualified scientific and pedagogical workers. They train 3,687 bachelors and masters, 82 postgraduates and 8 doctoral students. The University operates 127 educational programs at the bachelor's, master's, and educational and scientific levels of higher education (in 91 specialties). Of these, 56 educational programs train teachers of various subject specialties. From 2022, CUSU will carry out activities in the field of post-graduate education to improve the qualifications of pedagogical and research-pedagogical workers (19 specialties). CUSU maintains relations with various stakeholders. The University contributes to the modernisation of Ukrainian society through the provision of European-level high-quality educational services and the implementation of innovative research, training of competitive specialists for education and other sectors with a high level of general and professional competence, intellectual activity, social responsibility, dissemination of scientific knowledge, cultural and educational activities, preservation and enhancement of the best traditions of European university education, formation of intellectual, social and spiritual character of the Ukrainian society.

**Pavlo Tychyna Uman State Pedagogical University (USPU)** is a leading higher education institution in Cherkasy region that provides the labor market with highly qualified and competitive specialists in a wide range of pedagogical, engineering, technological and economic specialties. The university was established in 1930. Over the years, the university has recommended itself as an intellectual center, a center of national culture as the basis for the formation of the creative personality of the future teacher. The dedication of the teaching staff has largely contributed to its current high prestige. Today, the university is ranked in the range of 351-400 in the QS EECA University Rankings.

USPU is a higher state educational institution of the IV (highest) level of accreditation. The institution consists of 1 institute and 11 faculties. The teaching staff consists of more than 500 lecturers who teach about 8000 students (Including more than 100 international students). The university places great emphasis on inclusive education. There is a Center for Social and Educational Integration "Without Barriers".

USPU meets the new realities and conducts an objective reassessment of its strategic priorities for conceptual development, namely, improves all aspects of the role of international cooperation. This contributes to the reform of the university and covers the educational process, organization of scientific research, technology transfer, innovative development of the university, promotion and harmonization of the national higher education system with the European one, high-quality training of competent specialists, creation of new opportunities for the

**Ternopil Volodymyr Hnatiuk National Pedagogical University (TNPU)** is one of the leading centres of higher pedagogical education in Ukraine. According to the consolidated rating of Ukrainian higher education institutions in 2023, TNPU ranks first among pedagogical universities. The university has prepared more than 70 000 specialists for general secondary, professional, and higher education institutions. The university takes pride in its 65 full professors, 346 PhDs, 15 Doctors Honoris Causa, Academic and corresponding Members of National Academy of Educational Sciences of Ukraine. 16 research centres and 27 research laboratories aim to develop an innovative science and education area and solve global and regional problems, covering a broad spectrum of disciplines, e.g. ecological biochemistry, STEM, inclusive education, digital tools in education, language teaching, humanities and social sciences. Bilateral research projects were held with numerous European countries. Currently, the university pursues linkages with 74 partners from 23 countries. Cooperation within the framework of international donors and grant programmes (Erasmus+, DAAD, British Council, American Councils, etc.) involves the fields of STEM, psychological well-being, foreign languages, leadership in education. The students of the university participate in international academic mobility and informal education programs—one-term study, double diploma, internships and training, youth exchanges, etc. The university priorities include meeting European standards of education, creating effective educational environment, which benefits both students and teachers. More information about TNPU is available at: <https://tnpu.edu.ua/en/>

**Berdiansk State Pedagogical University (BSPU)** is one of the oldest and most powerful higher educational institutions of South-East of Ukraine (Zaporizhzhya region). The University holds around 5,000 students enrolled in undergraduate, graduate and postdoctoral levels. The University consists of 6 faculties, providing teacher training education: Faculty of Philology and Social Communications; Faculty of Psychological and Pedagogical Education and Arts; Faculty of Preschool, Special and Social Education; Faculty of Physics and Mathematics Education, Computer Technologies and Labor Training; Faculty of Economics and Humanities; Faculty of Physical Training. BSPU has 134 partnership agreements with higher educational institutions, international organizations and foundations in 24 countries. Berdiansk, situated on the sea of Azov, was occupied by Russian troops already in three days after beginning of this phase of the Russian-Ukrainian war, February 27, 2022. Berdiansk State Pedagogical University was relocated officially, according to an order of the Ministry of Education and Science of Ukraine, to Zaporizhzhya since April, 20. BSPU's participation in the project is due, in particular, to the successful implementation of TEMPUS project Initial and Further Training for Teachers and Education Managers with regard to Diversity (№ 543873-TEMPUS-1-2013-1-DE-TEMPUS-JPCR), aimed at special training of managers of various institutions and organizations (first of all, educational ones) to work with heterogeneous groups of employees, familiar with the management of a heterogeneous environment, models of the formation of corporate culture of a heterogeneous organization. Various heterogeneous groups, in particular the adults, were in the focus of the project. The university trains specialists to work with people with special needs, including people with disabilities:

a special teacher, a special psychologist, a specialist in social work. The disciplines "Inclusive Education", "Inclusive Educational Environment", "Professional Education in the Conditions of Inclusion" are taught in all pedagogical specialties at the bachelor's, master's and postgraduate levels. The University trains teachers in the field of work with students with special educational needs..

**"Good Bread from Good People"** is a non-governmental organization, which combines an inclusive bakery with a social initiative for people with mental disabilities. Over the five years of its existence, a small production facility that baked a single type of cupcake has become a flagship of social entrepreneurship in Ukraine, not only employing people with mental disabilities but changing their lives for the better. The bakery's goal is to create as many jobs as possible for people with mental disabilities. Here they are taught not only baking, but also how to be independent and take responsibility for themselves. This is something that people with disabilities are not taught in boarding schools. The bakery has gone from one cupcake to 15 baked goods in its product range. In 2023, the NGO opened GoodBread.Hub. This is a 4-storey building with an area of 1000 m<sup>2</sup>, which houses a bakery, a lecture theatre, offices, a carpentry and art workshops. This is a unique space in Ukraine made for people with disabilities, where they can work and feel useful to society. The Good Bread team already employs nearly 40 people, including 27 people with disabilities, and bakes 2,000 loaves of bread a day.

Europe's leading network for advancing digital education **EDEN Digital Learning Europe (EDEN DLE)** is an Associated Partner in this proposal. It was established in 2019 as a not-for-profit international educational association based in Estonia to continue the activities of EDEN European Distance and E-Learning Network (previously registered in the UK) after Brexit, building on the legacy and rich resources accumulated in the last 30 years. EDEN's aim is to shape the future of digital education in Europe by serving the needs of institutional and individual members through a) providing a network for collaboration and professional learning; b) acting as a platform for creating and sharing research- informed knowledge; and c) advocating for open, inclusive and sustainable policies and practices at local, national, European and international levels. In this membership over 30 countries are represented, from all countries of Europe and beyond. EDEN is organizing well-known Annual Conferences, Research Workshops addressed to all stakeholders in the field of open, distance and digital learning. Special attention is paid to the involvement and support of young scholars, by acknowledging their results with awards, by offering access to conferences and organizing PhD symposia. EDEN publishes the academic journal EURODL (ISSN: 1027-5207). Another important part of the EDEN publications is the EDEN Conference Proceedings series (ISSN: 2707-2819) that publishes double-blind peer-reviewed papers of EDEN conferences. Its value is that it summarizes and disseminates the results of Conferences. Besides, EDEN DLE distributes regular newsletters to 14.000 recipients to inform its members and stakeholders on the latest developments and EU policies in the field. EDEN DLE is a partner in a strategic EU tender European Digital Education Hub (EDEH) and other Erasmus+ projects. On the EU policy side EDEN DLE members participate in all important EU policy debates and initiatives of the Commission in distance and digital learning and hold lectures in international conferences. Their involvement in the project and in different activities needs is accounted for their unique experience in research and dissemination expertise.

Moreover, the LECTURE project has the support of 6 Associated partners.

**EDEN DLE** is an international educational association and not-for-profit organisation. As a professional community for smart learning, it will foster knowledge exchange within the project and enhance understanding among professionals in distance and e-learning on LECTURE main activities, while promoting project results providing expertise in digital and e-learning.

**Ternopil Lyceum, Berdyansk SI, Uman Gymnasium, SCH16, KropyLyceum** are UA secondary schools. Schools serve as platform for implementation some of the project activities. The teachers from these schools will take part in the online trainings and the students will have their internship (school practice) at these schools.

## 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.

The Steering Committee (SC) is the main decision-making body in the partnership. It is a collegial body where all partners are represented at managerial and operational level. To ensure a steady exchange between the management board members 4 SC meetings are planned during the project lifetime. Two representatives of each partner will participate (one senior manager of director level or able to commit organisation resources) and one researcher or administrator – depending on the precise agenda of the meeting. The goal of the meetings is to ensure smooth PM of the project, peer review of the strategy and high-level consultation on the implementation of the work programme. Intermediate digital meetings

In terms of decision making rules, responsibilities and structure, our approach relies on an open and transparent approach to partnerships, which is both conducive to knowledge-sharing and internal capacity building, but also for the avoidance of conflict. Another project device to maximise productivity and constructive working relationships is to underpin such cultural values in partnership working with clear-cut rules and structure for decision making in the

project. In order to establish such rules, the following system for decision making will be implemented: The decision-making process will be organised at the level of the transnational Steering Committee including a core of one director/manager level member from every partner. The technical implementation of the project will be ensured by complementing this group with local project managers and the local coordinators of each partner.

Work-package co-leading and progressing work programme. The responsibility for implementation of main project activities (implementation and dissemination) will be divided between leading partners who will be responsible for coordination and time management of those activities. WP-Leaders will be supported and will be in constant dialogue with co-leaders and the coordinator, to set the WP foundation at the beginning and consequently providing detailed and practice-based strategic leadership to the assigned WP.

Responsibilities for reporting, monitoring and implementation when carrying out the work plan are shared, and the definition of WP leaders and co-leaders which was made considering the expertise and experiences available within the partnership. In particular, they have the responsibility for ensuring regular reporting and monitoring of the WP assigned to their leadership and to so, as a minimum, at every meeting of the steering group as a fixed item on each agenda and check during the implementation a detailed quality and action plan for each work package, assuring a continuous check of the respect of the work plan against milestones, outputs and their linkage with outcomes and objectives. Co-lead partners have been assigned to each WP in order to support the WP leader with detailed preparation and review of documentation and specifications, prior to their circulation to partners for wider comment. One of the essential aspects of the best possible performance of the project is a clearly stipulated and well-organized collaboration and communication between the partners of the project. Every partner must realize the responsibility for performing the task of the project, their output, outcome, risks and problems that may arise in the course of doing the project.

In order to secure accurate organization of the partnership and visibility of the project the first coordination meeting (kick-off) will be held in Italy by beneficiary (P1) supported by P2 (VSPU). During the meeting the following actions will be discussed: the plan and the management of the project, the presentation of the roles and responsibilities of each partner, the creation of the managing committee of the project with a representative of each partner. The management and quality control of the project will be realized while holding two intermediate and one final coordination meetings.

The communication between the partners of the project is to be secured through online and offline meetings, emails (in particular, once a month P1 is to send coordinating e-mails to all beneficiaries of the project notifying about the progress achieved, current issues, and short-term liabilities) and other accessible means of communication.

Every participant is to sign an agreement on partnership stipulating particularly the procedure of resolution of conflicts that may appear in the course of carrying out the project. All conflicts are to be resolved by the Consortium; otherwise, a conflict is to be solved with the involvement of Erasmus+ National Office (Ukraine).

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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?*

##### Short-term impact:

- development of the Competency Framework for a Modern Teacher for Ukraine's resilience and post-war recovery;
- development of the Standard for bachelor's degree 014 Secondary education (by subject specialities);
- updating, in accordance with the Standard and European practice and research, of 3 curricula, work programmes and syllabi of academic courses provided for in educational programmes in accordance with the European Competence Framework and the challenges of modern education in the context of martial law and post-war reconstruction of Ukraine and using evidence-based methods for provision of distance learning;
- 24 courses for bachelors of 014 Secondary Education (by subject specialities) are updated and the brand new course "Introduction to Educational Studies: Best EU practice for Ukraine" is introduced and piloted to implement European experience in their training;
- every year, the project involves 2030 higher education students, 400 university teachers, 20 administrative staff of UA HEIs; 12 teachers from educational institutions of EU countries; 300 stakeholders and employers, 10 representatives of NGOs and the educational community of Ukraine;
- the official websites of 5 UA partner universities will contain a description of the project, main directions and activities, programmes and content of the developed course, organisation and activities of the Centre of Excellence, photo reports of classes and events within the project.

##### Medium-term impact:

- the elaboration of the Standard for teacher training creates opportunities for improving teachers' skills and enhancing their lifelong professional development; It is anticipated that Standard will be entered in force by the MoES in the 2025/2026 academic year. The Standard is mandatory for use so it will have an impact by its existence. The Standard provides dissemination of project outcomes to all initial teacher training programs for math, Ukrainian language and history teachers throughout the country - nationally the number of universities providing bachelor



programs in these subjects is 60 and number of students in these programs is over 13000.

- the introduction of the Standard for teacher training expands the forms of work and cooperation between stakeholders, employers, and the management of educational institutions to modernise teacher training in line with the challenges of the New Ukrainian school (NUS) reform and the European education area;
- educational programmes, curricula of 18 bachelor's degree programmes 014 Secondary education (by subject specialities) are reformed in accordance with the Standard;
- training sessions and master classes are held for 400 university teachers to improve the quality of teaching subjects in schools;
- launch of 6 Centres of Excellence to develop teacher competences in 5 UA-HEI partners;
- cooperation with stakeholders and employers, teachers and management of educational institutions expands the range of possibilities of the Centre of Excellence, taking into account the peculiarities of the regions of Ukraine;
- Guidelines for the development of future teachers' competences are elaborated to ensure the development of subject, inclusive, psychological, information and digital competences of teachers of general secondary education institutions.

#### Long-term impact:

- the elaborated and approved state Standard of higher education in the speciality 014 Secondary education (by subject specialities) will be developed for all subject specialties and will ensure high quality teaching and improve the level of students' knowledge that significantly increases the potential of higher education in Ukraine. Nationally the number of universities providing bachelor programs to train secondary school teachers in all subjects is 88 and number of students in these programs is over 43000. Quality of educational programs will be evidenced by accreditation results (% of Positive and Outstanding accreditations). The impact of Standard on educational programs may be tracked by a number of publications/research related to Standard and its components (new teacher competences, learning outcomes, assessment etc)
- the Competency Framework for the Modern Teacher will ensure the formation of a model of a modern teacher who will prepare students for the sustainability and post-war recovery of Ukraine;
- professional development of teachers to ensure individual, personal and professional self-improvement of school teachers through the modernisation of their basic education, professional and life experience;
- consultancy and information support of the Centre of Excellence in institutions in 6 regions of Ukraine for school teachers, kindergarten teachers and pedagogical staff of out-of-school institutions;
- cooperation with stakeholders and employers, teachers and management of educational institutions through the Centre of Excellence in 6 institutions of Ukraine to identify, disseminate and promote the best practices of school teachers who form life competencies necessary for successful self-realisation in life, study and work, personality, civic position of the student of the New Ukrainian School; make the educational process interesting and exciting;
- the introduction of the Competency Framework and the Standard for bachelor's degree 014 Secondary education (by subject specialities) contributes to the formation of citizens who understand and practice the principles of sustainable development of the EU countries, which will generally contribute to the sustainable development of Ukraine.

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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.*

The communication and dissemination activities will be aimed at spreading information about the project, its events, output, outcome and products for the key participants of the project: university professors and students as well as practicing pedagogical workers.

The Dissemination plan will be developed to specify the following means: e-mails, online and offline meetings, working and coordination meetings. During the project lifetime 2 face-to-face meetings and 18 bimonthly online meetings will be held. The face-to-face meetings will take place at the beginning and at the end of the project. The bimonthly online meetings will take place in order for partners to align their activities, make sure the deadlines are kept and for the Steering Committee to have the chance to provide feedback on the tasks.

An expanded meeting of the Consortium and the Scientific and Methodological Council of the Ministry of Education and Science of Ukraine will be held to present the elaborated Standard of the Higher Education. The meeting will be attended by representatives from each partner university. The expected number of participants is 25. As a result of the project, guidelines will be developed for the development and improvement of educational programmes in the speciality 014 Secondary Education (by subject specialities) for the first (bachelor's) level of higher education. These materials will be distributed among Ukrainian higher education institutions.

The information dissemination about the project and its outcome will be carried out as follows:

- 4 information days to be held at each university-partner in the course of carrying out the project with the involvement of various target groups and two information days, which will be jointly organised and conducted by all partner participants. The projected total number of participants is 600 students, 400 lecturers and 300 teachers.
- 3 seminars (estimated total number of participants 350) and 3 round tables (estimated total number of participants 350) to be conducted by each university-partner aimed at subject communication based on the project outcome between members of different target groups;

- a series of training sessions for different target groups that will result in dissemination of the project outcome at different levels (local, regional, national). 6 partners from Ukraine will conduct 3 training sessions on curriculum development. The projected total number of participants is 300 teachers, regardless of subject specialisation. Each Ukrainian partner participant will conduct 3 online training sessions for existing teachers to apply the developed materials in the educational process of general secondary education institutions. The total number of teachers who will improve their skills will be 300;
  - holding an international conference "Teaching Excellence: Best European Practices" to inform and disseminate the results at the national and international levels. The estimated number of participants is 200;
  - distribution of promotional and educational materials through various communication channels;
  - creation and moderation of the project website to systematically inform about current project activities, events project results and products;
  - creation of accounts in social networks to inform the general public about the results and activities of the project activities;
  - coverage of the project results in professional scientific publications (the estimated total number of publications is at least 6).
- The developed strategy for the dissemination and use of the results of project activities should promote the popularization of the project results both during its implementation and after its completion.
- The visibility of EU funding will be ensured through the project management platform (Google Drive) and confirmed by financial reports.

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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?*

The sustainability of the project is primarily achieved by project focus, timeliness, the nature of teacher training, and by developing products that do not require a lot of post-project funding for sustenance. The focus is on the Standard. This document, the Standard, is the only one through which MoES establishes requirements for competencies, learning outcomes, and influences the content of educational programs, thus serving as the foundation of teacher training programs. This project aims to define a strong foundation that will continue to influence teacher training programs long after the project ends. It is anticipated that the Standard will be enforced in the 2025/2026 academic year. Furthermore, the Standard will serve as a basis for evaluating whether educational programs meet minimum requirements and as the foundation for accreditation. This makes the Standard a highly sustainable product. In case of the need to review the Standard, MoES has the power, resources (particularly academics who are members of international projects), and procedures to carry out such work. The focus also involves changing regular practices. The major part of the project aims at improving existing teacher training programs: reviewing curricula, developing new content, establishing new types of training, developing new skills, and training academic staff. If program and staff changes are achieved during the project, they will persist after the project ends. Project timeliness is crucial. The unfolding New Ukrainian School (NUS) reform has just reached secondary school level. Our project focuses on secondary school teachers, anticipating the need for new teachers and retraining of in-service teachers to support the NUS reform. This allows us to foresee that new centers of excellence will gain sufficient funding (through for-fee services and state funding to provide in-service teacher training) to sustain. The nature of teacher training ensures sustainability. This area of higher education is always in demand and will always be supported by government funding, ensuring sustainability. Furthermore, according to the Law of Ukraine "On Education," there are plans to raise salaries in the education sector (presently postponed due to war). An increase in income will lead to a growing interest in the teaching profession, further facilitating sustainability. Upon completion of the project funding, the Consortium will continue disseminating information about the project results. All project results will continue to be used after the project is completed. The developed Standard will be posted on the website of the Ministry of Education and Science of Ukraine for further discussion by the educational community.

The developed 4 modules within the upgraded compulsory courses and the elaborated and piloted 1 new course will be made available on the online platforms of each UA partner university and will be aimed at further modernizing educational practice in higher education institutions, becoming the basis for the development of innovative courses for training students at other levels (MA, PhD). These actions will contribute to the quality training of modern teachers with all the necessary competencies. The measures will have a positive impact on teacher training in the long term, as they will be aimed at developing and improving teachers' professional competences. The elaborated training course can become a valuable guide for in-service educators.

To provide sustainability outside the project the Consortium will seek for support on the side of national financial institutions, businesses, etc.

The synergy of the project is in the following factors:

- encouraging the modernization of higher education at the national level;
- shaping professional pedagogical competencies, ones for better training of prospective teachers of different

subjects;

- working out proposals for the improvement of the legislation and other norms on Pedagogical Education;
- the developments and achievements resulting from the project can lay the foundation for new projects for improved pedagogical training, particularly for forming professional competencies.

The project results can be valuable and will be taken into account when developing standards for the (master's) level of higher education and will become the basis for the formation of competences of future teachers at this level of higher education.

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

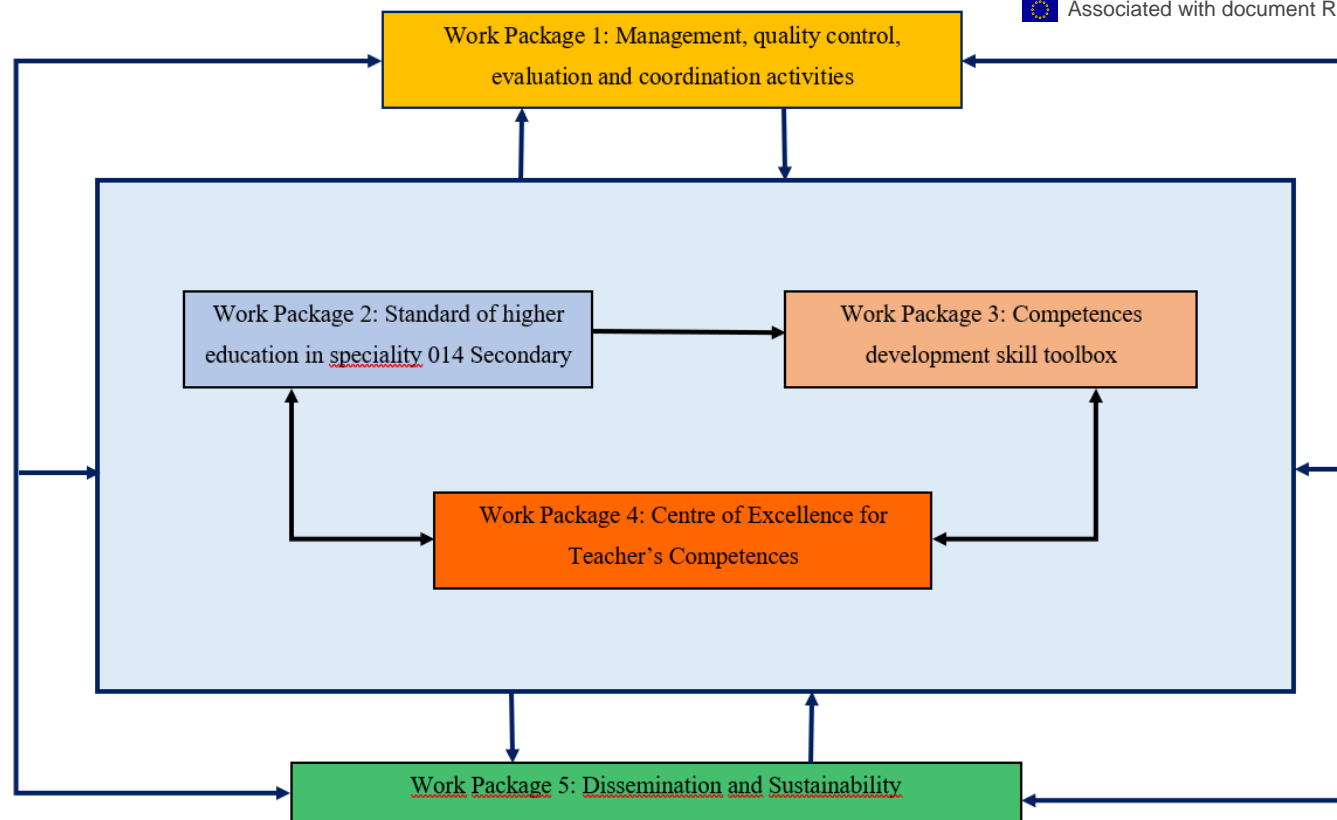
4.1 Work plan

Work plan

*Provide a brief description of the overall structure of the work plan (list of work packages or graphical presentation (Pert chart or similar)).*

The Work Packages generally present the following areas  
Work Package 1: Management, quality control, evaluation and coordination activities  
Work Package 2: Standard of higher education in speciality 014 Secondary education for BA students majoring in the Ukrainian Language, Mathematics and History  
Work Package 3: Competences development skill toolbox  
Work Package 4: Centre of Excellence for Teacher's Competences  
Work Package 5: Dissemination and Sustainability





## 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 (e.g. saving, 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: Management, quality control, evaluation and coordination activities					
Duration:	M1- M36	Lead Beneficiary:	UNIROMA2, co-lead: VSPU, TNPU		
Objectives					
<ul style="list-style-type: none"><li>to manage and monitor the project;</li><li>to coordinate activities to ensure the project meets its objectives on time and budget;</li><li>to facilitate communication between the partners and with the EC;</li><li>to facilitate project meetings;</li><li>to purchase and install equipment.</li></ul>					
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	

T1.1	Technical and financial coordination	UNIROMA2 as the Coordinator will prepare the Partnership Agreement, spread it among the partners and receive the signed contracts. Each contract will include: <ul style="list-style-type: none"><li>• The participants roles and obligations;</li><li>• Financing and payments details;</li><li>• Reporting details;</li><li>• Other rules and obligations of the participants</li></ul> The Partnership will elaborate the Project Scope Statement. UNIROMA2 will prepare a draft for the kick off meeting and present it in order to receive feedback from all partners. Upon its finalisation and approval by the project Steering Committee, it will be disseminated among the partners. Project Scope Statement will specify: <ul style="list-style-type: none"><li>• Project Description</li><li>• Division of roles and responsibilities</li><li>• Communication tools</li><li>• Sustainable Project implementation Rules.</li><li>• Risk Management Plan</li></ul>	All BENs	Associated with document Ref. Ares(2024)7021470 - 03/10/2024	
T1.2	Steering Committee meetings	During the project lifetime 2 face-to-face meetings and 18 bimonthly online meetings will be held. The face-to-face meetings will take place at the beginning and at the end of the project. During the meetings, the current situation of the project tasks and deliverables will be discussed and the Steering committee will approve the deliverables. UNIROMA2 will prepare the meeting agendas two weeks prior to the meeting and disseminate the meeting minutes afterwards. The meeting minutes will include the decisions taken during the meeting and the next steps that the partnership has to take in order to successfully complete the tasks and deliverables. The bimonthly online meetings will take place in order for partners to align their activities, make sure the deadlines are kept and for the Steering Committee to have the chance to provide feedback on the tasks. VSPU will prepare a short agenda a week prior to the meetings, including the link of the digital meeting room, and provide briefing afterwards for each online meeting.			UNIROMA2 will offer its premises to host the kick off meeting as an in-kind contribution.  VSPU will offer its premises to host the final meeting as an in-kind contribution.
T1.3	Technical and financial reporting	The project proposal foresees internal reporting every six months, which will detail technical and financial reporting. VSPU will provide the partners with all the applicable templates for the reporting and will track the project financial activities through the six-month reports in order to ensure that the budget is appropriately used. The project will have two major reports. For the Interim and Final payment, UNIROMA2 along with the partners will prepare a Mid Term and Final report, respectively that UNIROMA2 will submit to EACEA for granting payment.			
T1.4	Equipment purchase and installation	The equipment will be bought in bulk for all UA partners by the National Coordinator (VSPU) to reduce the equipment costs.			
T1.5	Quality Assurance and Evaluation	At the beginning of the project TNPU, which has considerable experience in Quality assurance and evaluation, will set the baseline for the evaluation and Quality Assurance. Its first draft will be presented during the kick off meeting and it will be finalised upon the proposals of the partners. The Quality Assurance and Evaluation Plan will detail: <ul style="list-style-type: none"><li>• Quality Assurance guidelines and methodology regarding the successful implementation of the</li></ul>			


		project tasks and deliverables.  Associated with document Ref. Ares(2024)7021470 - 03/10/2024 <ul style="list-style-type: none"> <li>Evaluation guidelines and templates for all the activities that will be evaluated during the project lifetime (meetings, deliverables, pilot activities etc).</li> </ul>			
T1.6	Quality Board Meetings and Reports	Every partner will appoint one member to constitute the Quality Board, led by TNPU. The Quality Board will meet biannually to discuss the project activities and their quality. The Quality Board will prepare the annual, interim and final reports.		COO BENs	
T1.7	Quality Control Visits	The project envisages quality control visits. They will be organized in the hybrid format. The Coordinator, the National Coordinator and TNPU will visit all the UA partners with the quality control visits (VSPU during the final conference offline and all the other UA-HEIs online). The control visit report will be prepared upon each control visit.		COO BENs	VSPU will offer its premises to host quality control visits as an in-kind contribution.

#### 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	1st Management Board Meeting	1	UNIROMA2		Kick off meeting		M3	Kick-off agenda Participants' list Photos Meeting minutes
MS2	Documents for Equipment Purchase	1	UNIROMA2, VSPU		The Consortium agrees on the final modification of equipment and gets approval from EACEA. UA partners prepare the documents, send them to VSPU. VSPU prepares tender bids with at least 3 relevant bids. UA partners choose the best bid.		M12	Confirmation from EACEA. Bid documents
MS3	Final Project Meeting	1	VSPU		Final Project Meeting		M36	Participants' list Photos
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)	
D.1.1	Project Scope Statement	1	UNIROMA 2	R	SEN	M3	English	

D.1.2	Quality Assurance and Plan	1	TNPU	R	SEN	M3	 Associated with document Ref. Ares(2024)7021470 - 03/10/2024
D.1.3	Quality Visit Reports	1	TNPU	R	SEN	M32	English
D.1.4	Mid-term progress report	1	UNIROMA 2	R	SEN	M18	Progress report on project implementation covering the period from M1 to M18. PDF document.
D.1.5	QA external evaluation report	1	UNIROMA2	R	SEN	M36	Final report on achievements, deliverables and outcomes external evaluation as determined by the goals and objectives of the project

Estimated budget — Resources <i>(n/a for prefixed Lump Sum Grants)</i>													
Participant	Costs												
	A. Personnel		B. Subcontracting	C.1a Travel			C.1b Accomodation	C.1c Subsistence	C.2 Equipment	C.3 Other goods, works and services	D.1 Financial support to third parties		E. Indirect costs
Università degli studi di Roma "Tor Vergata"	3	12000EUR		5		4025 EUR	1400 EUR	1820 EUR		3000 EUR			1557 EUR
Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University	10	13800EUR	10000 EUR	3		1590 EUR	1260 EUR	1470 EUR		800 EUR			2024 EUR
University of Tartu	3	10500 EUR		2		1640 EUR	1050 EUR	1190 EUR					1007 EUR
The University of the Balearic Islands	2	7500 EUR		2		1640 EUR	1120 EUR	1540 EUR					826 EUR
Politehnica" University of Timisoara	3	11500 EUR		2		550 EUR	700 EUR	910 EUR					956 EUR


Berdiansk State Pedagogical University	3	3900EUR	10000 EUR	2		1060 EUR	700 EUR	910 EUR		 Associated with document Ref. Ares(2024)7021470-03/10/2024			1160 EUR	17730 EUR
H.S. Skovoroda Kharkiv National Pedagogical University	3	3900EUR	10000 EUR	2		1060 EUR	700 EUR	910 EUR					1160 EUR	17730EUR
Pavlo Tychyna Uman State Pedagogical University	3	3900EUR	10000 EUR	2		1060 EUR	700 EUR	910 EUR					1160 EUR	17730 EUR
Ternopil Volodymyr Hnatiuk National Pedagogical University	3	3900 EUR	10000 EUR	2		1060 EUR	700 EUR	910 EUR					1160 EUR	17730 EUR
Volodymyr Vynnychenko Central Ukrainian State University	3	3900 EUR	10000 EUR	2		1060 EUR	700 EUR	910 EUR					1160 EUR	17730 EUR
Ministry of Education and Science of Ukraine	3	3900 EUR		2		1060 EUR	420 EUR	700 EUR					4260 EUR	6506 EUR
Hromads'ka orhanizatsiya "Good Bread from Good People"	1	1500 EUR		1		530 EUR	210 EUR	350 EUR					181 EUR	2771EUR
Total	32	110700 EUR		14s	27	15805 EUR	9450 EUR	12180 EUR		2000 EUR			14709 EUR	1 EUR]
For certain Lump Sum Grants, see detailed budget table/calculator (annex 1 to Part B; see <a href="#">Portal Reference Documents</a> ).														

**Work Package 2: Standard of higher education in speciality 014 Secondary education for BA students majoring in the Ukrainian Language, Mathematics and History**

<b>Duration:</b>	M04 – M27	<b>Lead Beneficiary:</b>	<div> Associated with document Ref. Ares(2024)7021470 - 03/10/2024</div> <div>UIB</div> <div>Co-lead: MESU, VSPU</div>		
<b>Objectives</b>					
<ul style="list-style-type: none"><li>● To study the EU experience of higher pedagogical education, models of BA teacher training, to analyze the competences of modern teachers in Europe</li><li>● To define the gap in the scope and levels of competences of Ukrainian and EU teachers;</li><li>● To identify challenges for higher teacher education in Ukraine, priorities in teacher training, and the potential of the EU approach for Ukraine's sustainability and post-war recovery</li><li>● To develop a framework of competences integral, general and professional BA students of higher pedagogical education of speciality 014 Secondary Education;</li><li>● to develop a list of subject competences of future BA students majoring in the Ukrainian Language, Mathematics and History.</li><li>● to develop the Standard of higher education in speciality 014 Secondary education for BA students majoring in the Ukrainian Language, Mathematics and History.</li><li>● to undergo the approval procedure for the Standard and implement it in the educational practice of teacher training at the bachelor's level of higher education in Ukraine;</li><li>● to elaborate Guidelines for the development and improvement of educational programmes in the speciality 014 Secondary Education, field of study 01 Education/Pedagogy for the first (bachelor's) level of higher education.</li></ul>					
<b>Activities and division of work (WP description)</b>					
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	Desk research	The partners conduct desk research of teacher training models in EU to establish key competences a European teacher possesses/must possess	All	COO, BENs	



T2.2	Study visit to Spain	1 study visit of 6UA partners and the Ministry of Education of Ukraine to Spain to study best practices of an in-depth analysis of case studies (EU countries), benchmark analysis, desk research and expert consultations.	Associated with document All UA partners	COO, BENs	Ref. Ares(2024)7021470 - 03/10/2024 UIB will offer its premises to host the study visit meeting as in-kind contribution
T2.3	Study visit to Italy	1 study visit of 6UA partners and the Ministry of Education of Ukraine to Italy to study best practices of an in-depth analysis of case studies (EU countries), benchmark analysis, desk research and expert consultations.	All UA partners	COO, BENs	UNIROMA 2 will offer its premises to host the study visit meeting as in-kind contribution
T2.4	A Competency Framework for the Modern Teacher for Ukraine's Resilience and Post-War Recovery .	A series of consultations, surveys, questionnaires, and interviews of stakeholders will be conducted. All this will help to identify the knowledge, skills, values, and competencies that are relevant for a modern teacher and are necessary to ensure the sustainability of education and the post-war recovery of Ukraine. As a result, a Competency Framework including integral, general and professional competences- will be developed. Additionally, a list of subject competences of future BA students majoring in the Ukrainian Language, Mathematics and History will be compiled.	All UA	BENs APs	
T2.5	Development of the Standard of Higher Education	The Standard of Higher Education in the speciality 014 Secondary Education for BA students majoring in the Ukrainian Language, Mathematics and History will be developed.	All UA partners	COO BENs APs	
T2.6	Undergoing the Standard approval procedure.	The elaborated Standard of Higher Education in the speciality 014 Secondary Education for BA students majoring in the Ukrainian Language, Mathematics and History will be presented for discussion to the Scientific and Methodological Council of the Ministry of Education of Ukraine (namely, to the preschool and general secondary education sector). The representatives of all the UA partners and 15 members of the Scientific and Methodological Council will discuss and approve the Standard. The project envisages that in the long-term perspective the Standard will be implemented into the educational practice of teacher training at the bachelor's level of higher education in Ukraine.	MoES All UA partners	MESU All UA partners	
T2.7	Guidelines for the development and improvement of educational programmes	Guidelines for the development and improvement of educational programmes in the speciality 014 Secondary Education will be elaborated and presented.	All UA partners	COO BENs APs	


T2.8	Workshops on the development of educational programmes	6 UA partners will conduct 3 workshops each (18 in total) to verify the guidelines. At least 300 teachers will take part in these trainings, regardless of subject specialization. Participants will receive certificates of participation.	 Associated with document Ref. Ares(2024)7021470 - 03/10/2024	All UA partners	All UA partners
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#### 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
MS4	The Standard of Higher Education in the speciality 014 Secondary Education	2	MESU			M21		The document of The Standard of Higher Education in the speciality 014 Secondary Education is available
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	A Competency Framework for the Modern Teacher for Ukraine's Resilience and Post-War Recovery	2	MESU	R	PU	M12	Competency Framework Format: Electronic Language: Ukrainian Pages: not less than 20	
D2.2	The Standard of Higher Education in the speciality 014 Secondary Education	2	MESU	R	PU	M21	The draft of Higher Education Standard Format: Electronic Language: Ukrainian Copies:8	
D2.3	Guidelines for the development and improvement of educational programmes in the speciality 014 Secondary Education	2	CUSU	R	PU	M27	Methodological recommendations Format: Electronic Language: Ukrainian Pages: 70	

#### 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	 Associated with document Ref. Ares(2024)7021470 - 03/10/2024 C.3 Other goods, works and services	D.1 Financial support to third parties		E. Indirect costs	Total costs
Università degli studi di Roma "Tor Vergata"	8	31500 EUR								3000 EUR			2415 EUR	36915 EUR
Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University	7	8700 EUR		5		4100 EUR	2310 EUR	2660 EUR					1244 EUR	19014 EUR
University of Tartu	3	10000 EUR											700 EUR	10700 EUR
The University of the Balearic Islands	6	21000 EUR								4000 EUR			1750 EUR	26750 EUR
"Politehnica" University of Timisoara	2	7000 EUR											490 EUR	7490 EUR
Berdyansk State Pedagogical University	6	7600 EUR		5		4100 EUR	2310 EUR	2660 EUR					1167 EUR	17837 EUR
H.S. Skovoroda Kharkiv National Pedagogical University	6	7600 EUR		5		4100EUR	2310EUR	2660EUR					1167 EUR	17837 EUR
Pavlo Tychyna Uman State Pedagogical University	6	7600 EUR		5		4100EUR	2310EUR	2660EUR					1167 EUR	17837 EUR
Ternopil Volodymyr Hnatiuk National Pedagogical University	6	7600 EUR		5		4100EUR	2310EUR	2660EUR					1167 EUR	17837 EUR
Volodymyr Vynnychenko Central Ukrainian	6	7600 EUR		5		4100EUR	2310EUR	2660EUR					1167 EUR	17837 EUR

State University										 Associated with document Ref. Ares(2024)7021470 - 03/10/2024			
Ministry of Education and Science of Ukraine	2	2600 EUR		4		3280 EUR	1120 EUR	1680 EUR				608 EUR	9288 EUR
Hromads'ka orhanizatsiya "Good Bread from Good People"	1	1300 EUR		2		1640 EUR	560 EUR	840 EUR				304 EUR	4644 EUR
Total	43	14890 0 EUR		8	20	16400 EUR	7980 EUR	9520 EUR		2500 EUR		12970 EUR	198270 EUR]
For certain Lump Sum Grants, see detailed budget table/calculator (annex 1 to Part B; see <a href="#">Portal Reference Documents</a> ).													


<b>Work Package 3: Competences development skill toolbox</b>					
<b>Duration:</b>	M7-M36	<b>Lead Beneficiary:</b>	UPT Co-lead: BSPU		
<b>Objectives</b>					
<ul style="list-style-type: none"> <li>• to organize study trip to Romania;</li> <li>• to organize an internship in Spain on Teaching with Technology;</li> <li>• to analyze EU best practices in EU HE teacher training programs regarding subject-matter, inclusive, psychological, information and digital competences of teachers;</li> <li>• to update 4 modules of the normative courses in 3 curricula of teacher training programs to develop teachers' professional competences;</li> <li>• to elaborate and pilot 1 course "Introduction to Educational Studies: Best EU practice for Ukraine" in 3 curricula for the Ukrainian teacher training programme;</li> <li>• to prepare guidelines for the development of subject-matter, inclusive, psychological, information and digital competences of teachers to ensure Ukraine's resilience.</li> </ul>					
<b>Activities and division of work (WP description)</b>					
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,	


				OTHER)	
T3.1	Research of UA existing practice	The self-assessment template will be designed and filled in by 6UA partners and external stakeholders to identify existing performance gaps in UA practices for the development of subject-matter, inclusive, psychological, information and digital competences of teachers to ensure Ukraine's resilience.	All UA Partners	COO, BENs	
T3.2	Study visit to Romania	1 study visit of UA partners to Romania to study best practices of the development of subject-matter, inclusive, psychological, information and digital competences of teachers by EU partners.	All UA HEI-partner, 2 EU partners	COO, BENs	UPT will offer its premises to host the kick off meeting as an in-kind contribution
T3.3	Internship in Spain on Teaching with Technology	1 internship of UA partners to Spain to study best practices of the development of subject-matter, inclusive, psychological, information and digital competences of teachers by EU partners.	All UA HEI-partners	COO, BENs	UIB will offer its premises to host the kick off meeting as an in-kind contribution
T3.4	Update of 4 modules of the normative courses in 3 curricula of teacher training programs to develop teachers' professional competences	Each of the 5 UA partner HEIs develops 4 modules (20 in total) and upgrade the following compulsory subjects for BA students: Methodology of teaching the speciality (for the subject specialities Mathematics, History, Ukrainian Language and Literature, module "Adaptive teaching"), Pedagogy (module "Strategy of inclusive education"), Psychology (module "Socio-emotional and ethical learning"), Information Technology (module "Digital skills for the sustainability of education in Ukraine"). The title of the compulsory subject may vary from university to university, so does the number of credits. The total amount of credits of the upgraded compulsory courses is 302 ECTS.	All UA HEI-partners	COO, BENs	
T3.5	Running of updated courses	These modules will be taught for at least 750 BA students (1-3 rd academic year).	All UA HEI-partners	COO, BENs	
T3.6.	Feedback on the courses	Teachers will monitor the quality, collect and analyze the feedback.	All UA HEI-partners	COO, BENs	
T3.7.	Course "Introduction to educational studies (3 ECTS)	<p>UA partner HEIs design and pilot a course "Introduction to Educational Studies: Best EU Practice for Ukraine" (3 ECTS) related to the start of teacher training, focusing on the introduction and promotion of professional competences. The suggested modules of the course are:</p> <ul style="list-style-type: none"> <li>• The educational system of Ukraine.</li> <li>• Professional activity and personality of a teacher.</li> <li>• Communication as the basis of teaching.</li> <li>• Barrier-free European educational space.</li> <li>• Integrity of pedagogical practice, pedagogical science and pedagogical education.</li> </ul>	All UA HEI-partners	COO, BENs	


		This course will be taught for at least 680 BA students (1st year). Afterwards, the involved partners collect student feedback (680 reports) and perform QA procedures.		 Associated with document Ref. Ares(2024)7021470 - 03/10/2024		
T3.8.	Academic staff trainings	On the basis of self-assessment and desk analysis, as well as on the basis of the developed module materials for the normative courses and the course "Introduction to Educational Studies: Best EU Practice for Ukraine", 3 online teacher training courses for in-service educators are organized to apply the developed materials in teacher training practice. The number of in-service educators is 400.		All UA HEI-partners	COO, BENs	
T3.9.	External/ Final Feedback	5 trainers (1 per UA partner) collect the feedback (400 reports) and the involved partners perform QA procedures.		All UA HEI-partners	COO, BENs	
T3.10.	Guidelines for the development of subject-matter, inclusive, psychological, information and digital competences of teachers to ensure Ukraine's resilience.	Based on the results of the courses piloting at 5 UA HEIs, Guidelines for the development of subject-matter, inclusive, psychological, information and digital competences of teachers to ensure Ukraine's resilience are prepared.		All UA HEI-partners	COO, BENs	
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	Feedback on the course from external experts	3	BSPU	The course designed and piloted by each of 5 UA partner HEIs under EU partners supervision and in close cooperation with external stakeholders, rests on capacities built up during field trips and training sessions.	M36	1. Course syllabus available 2. Course external expertise review available.
MS6	Guidelines for the development of subject-matter, inclusive, psychological, information and digital competences of teachers to ensure	3	BSPU	Guidelines will sum up the results of piloting the course; introduce EU best practices identified, present recommendations for development of future teachers' competencies to ensure Ukraine's resilience. They will include methodology and a set of didactic materials for this purpose.	M24	1.The Guidelines are published in the format of e-book on the project website and websites of each UA partner-university and Ministry of Education of Ukraine.

	Ukraine's resilience.						
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	Self-assessment report	3	BSPU	[R — Document, report] [DATA — data sets, microdata, etc]	[SEN — Sensitive]	M9	Self-assessment report will contain a descriptive part, as well as templates and data visualization tools for a standardized assessment of current curricula as well as questionnaires for students and external stakeholders. It will cover curriculum and courses content, learning and teaching activities, summative and formative assessment tools. Self-assessment reports will be submitted by 6 UA partners individually Language: English Format: electronic Number of pages: 25
D3.2	Desk review report	3	BSPU	[R — Document, report]	[SEN — Sensitive]	M9	Desk review report will be produced by the desk review panel (1 representative from each EU and UA partner, 11 members in total). It will provide an external perspective on UA partners' self-assessment to identify performance gaps, to suggest recommendations for improvement and to define the upcoming academic staff trainings' focus so that the trainings will cater precisely to the UA partners' needs. To ensure reports' quality, an online workshop on desk report procedures and practices will be held for desk review panel members (duration: 1 day, number of participants: 11).
D3.3	Study visit to Romania	3	BSPU	[R — Document, report]	[SEN — Sensitive]	M12	Study visit will provide a deeper insight of the EU best practices of Romania universities of implementing HE teacher training programs. They will be arranged for academic staff from 8 UA partners.




							 Associated with document Ref. Arg(2024)7021470 - 03/10/2024 Site visits agenda will include documentation studies, staff interviews, job shadowing, observations, and monitoring. Estimated number of participants: 20 Duration: 3 days. The outputs will include site visit agenda, signed presence list, reports on the event, evaluation report and feedback questionnaire.
D3.4	Internship in Spain on Teaching with Technology	3	BSPU	[R — Document, report]	[SEN — Sensitive]	M15	Internship will provide a deeper insight of the EU best practices of Lithuania universities of implementing HE teacher training programs. They will be arranged for academic staff from 8 UA partners. Site visits agenda will include documentation studies, staff interviews, job shadowing, observations, and monitoring. Estimated number of participants: 20 Duration: 3 days. The outputs will include site visit agenda, signed presence list, reports on the event, evaluation report and feedback questionnaire
D3.5	Launch of a new course	3	BSPU	[DEM — Demonstrator, pilot, prototype]	[PU — Public]	M15	The course, designed and piloted by <b>5 UA partner HEIs</b> , will comprise the course syllabus, policy, materials, summative and formative assessment tools and will be presented as Open Educational Resources on the online platform of each UA partner. Suggested modules: <ul style="list-style-type: none"> <li>• The educational system of Ukraine.</li> <li>• Professional activity and personality of a teacher.</li> <li>• Communication as the basis of teaching.</li> <li>• Barrier-free European educational space.</li> <li>• Integrity of pedagogical practice, pedagogical science and pedagogical education.</li> </ul> Estimated number of participants: 680 BA students Duration: 1-2 semester Language: Ukrainian The outputs will include, signed presence list, curriculum, didactic materials and learning tools, visual aids for the courses, evaluation report, feedback questionnaire.

D3.6	Academic staff training	3	BSPU	[OTHER]	[SEN ]	M18	 Associated with document Ref. Ares(2024)7021470 - 03/10/2024 5 start trainings will be held online by each UA partner. Topics: <ul style="list-style-type: none"> <li>• "EU models and strategies for building an inclusive educational space"</li> <li>• "Adaptive teaching of children with post-traumatic syndrome"</li> <li>• Digital skills for the sustainability of education in Ukraine"</li> </ul> Estimated number of participants: 300. Duration: 1 day each The outputs will include agenda, training material, evaluation report, feedback questionnaire. Language: Ukrainian. Format: electronic.
D3.7	Guidelines for the development of subject-matter, inclusive, psychological, information and digital competences of teachers to ensure Ukraine's resilience.	3	BSPU	[R — Document, report	[PU — Public]	M24	Guidelines will sum up the results of piloting the course; introduce EU best practices identified, present recommendations for development of future teachers' competencies to ensure Ukraine's resilience. They will contain a methodology overview and a toolkit for this purpose. Format: electronic Number of pages: 100
D3.8	Description of each new or updated course in the existing degree	3	BSPU	[R — Document, report	[SEN ]	M24	The document will describe each new or updated course in the existing degree (including starting date)

D3.9	Official accreditation of the courses	3	BSPU	[R — Document, report	[SEN ]	M20	 Associated with document Ref. Ares(2024)7021470 - 03/10/2024 The document will contain the decisions of accreditation of the LECTURE courses made by the Scientific Councils of UA HEIs according to UA legislation
D3.10	Report on trainings	3	BSPU	[R — Document, report	[SEN ]	M34	The report will include the description of the training activities carried out within WP3, together with the training materials realized within the training experiences.


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

Participant	Costs													
	A. Personnel		B. Subcontracting	C.1a Travel			C.1b Accomodation	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
Università degli studi di Roma “Tor Vergata”	7	26500 EUR											1855 EUR	28355 EUR
Vinnitsia Mykhailo Kotsiubynskyi State Pedagogical University	8	10200 EUR		6		5970 EUR	2310 EUR	2730 EUR					1485 EUR	22695 EUR

University of Tartu	3	10500 EUR								 Associated with document Ref. Ares(2024)7021470 - 03/19/2024			7350 EUR	4235 EUR
The University of the Balearic Islands	5	17500 EUR								4000 EUR			1505 EUR	23005 EUR
Politehnica" University of Timisoara	8	29000 EUR								4000 EUR			2310 EUR	35310 EUR
Berdiansk State Pedagogical University	6	7600 EUR		6		5970 EUR	2310 EUR	2730 EUR					1303 EUR	19913 EUR
H.S. Skovoroda Kharkiv National Pedagogical University	6	7600 EUR		6		5970 EUR	2310 EUR	2730 EUR					1303 EUR	19913 EUR
Pavlo Tychyna Uman State Pedagogical University	6	7600 EUR		6		5970 EUR	2310 EUR	2730 EUR					1303 EUR	19913 EUR
Ternopil Volodymyr Hnatiuk National Pedagogical University	6	7600 EUR		6		5970 EUR	2310 EUR	2730 EUR					1303 EUR	19913 EUR
Volodymyr Vynnychenko Central Ukrainian State University	6	7600 EUR		6		5970 EUR	2310 EUR	2730 EUR					1303 EUR	19913 EUR
Ministry of Education and Science of Ukraine	2	2600 EUR		4		3980 EUR	1120 EUR	1400 EUR					637 EUR	9737 EUR
Hromads'ka orhanizatsiya "Good Bread for Good People"				2		1990 EUR	560 EUR	700 EUR					228 EUR	3478 EUR
Total	54	195600 EUR		8	15	5215 EUR	5000 EUR	6575 EUR		2000 EUR			15007 EUR	229397 EUR]


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

Work Package 4: Centre of Excellence for Teacher’s Competences					
Duration:	M13-M36	Lead Beneficiary:	UT		
Objectives					
<ul style="list-style-type: none"><li>● to analyze best practices of the centre and hub design for the teacher’s professional development in EU partner countries.</li><li>● to elaborate a statutory document to establish the Centre of Excellence for Teacher’s Competences</li><li>● to design the Centre of Excellence for Teacher’s Competences.</li><li>● to launch the Centre of Excellence for Teacher’s Competences.</li><li>● to ensure permanent running of the Centre of Excellence for Teacher’s Competences.</li></ul>					
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)	
T4.1	Study visit to Estonia	Analysis of best practices of support centres, competence centers and hubs for the professional development of teachers based on a study visit to Italy and research off leading European experience. The study of their organisational and regulatory components and the formation of the best practices for the implementation and creation of such centres in Ukraine.	All UA HEI-partners, 2 EU partner	BEN	UT will offer its premises to host the kick off meeting as an in-kind contribution
T4.2	Development of statutory document to launch centers of excellence for enhancing teachers' competence in Ukrainian partner universities (the Centre of Excellence for Teacher's Competences)	Drafting of a statutory document that outlines the procedures and regulations governing the operation of the center, its purpose and goals, roles and responsibilities required for center staff positions and its approval by the HEIs.	All UA HEI-partners	BEN	
T4.3	Design of the Centre of Excellence for Teacher’s Competences.	Creation of the Center design by each of 5 UA HEIs with detailed information about the layout of the room, including the location of workstations, equipment, and storage areas, as well as any safety features or specialized areas and other relevant details about the physical design of the center.	All UA HEI-partners	BEN	

T4.4	Launch of the Centre of Excellence for Teacher's Competences.	The eligible equipment and materials will be purchased and in  associated with document Ref. Ares(2024)7021470 - 03/10/2024	All UA HEI-partners	BENs	
T4.5	Permanent running of the Centre of Excellence for Teacher's Competences	Conducting classes at the Centre for BA students majoring in Mathematics, History, Ukrainian language and literature Organizing and conducting workshops, roundtable discussions, and other methodological events delving into innovative teaching methodologies, facilitating knowledge exchange, and skills enhancement for in-service teachers and school administrators. The insights gained will inform adjustments and improvements as needed. Building on the positive outcomes of the project, a strategy for sustainability will be developed to ensure the ongoing positive impact of the project beyond its initial phases and sharing successful practices with the broader educational community.	All UA HEI-partners	BENs	

#### 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
MS7	Launch of the Centre of Excellence for Teacher's Competences	4			Launch of the Centers of Excellence for Teacher's Competences on the premises of each UA partner-university	M21	<ul style="list-style-type: none"> <li>The Centre of Excellence for Teacher's Competences report.</li> <li>Photos and news coverage on universities websites and official social media about the Center's launch and ongoing activities</li> </ul>
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	A report of the best European practices of centre	4	UT	[R — Document, report]	[SEN — Sensitive]	M12	Report on desk research available Language: Ukrainian/ English Formats: electronic Approximate number of pages: 20
D4.2	Standard regulation and	4	UT	[R — Document,	[INT Internal]	M14	Approved statutory documents on laboratories for inclusive education by each UA partner-university.

	local UA partner universities normative documents			report]			 Associated with document Ref. Ares(2024)7021470 - 03/10/2024 Language: Ukrainian Formats: electronic Approximate number of pages: 10
D4.3	The Centre of Excellence for Teacher's Competences design	4	UT	[R — Document, report]	SEN — Sensitive]	M16	The Centre of Excellence for Teacher's Competences design Language: Ukrainian Formats: 2D or 3D drawings Approximate size: 5-6 sheets of paper
D4.4	The Centre of Excellence for Teacher's Competences Launch	4	UT	[DEC — Websites, patent filings, videos, etc]	[PU — Public]	M18	Centre of Excellence for Teacher's Competences in each UA HEI used to facilitate students' skills acquisition to use modern technologies, inclusive approach, while also incorporating considerations for psychological and emotional well-being of students. Estimated number of students in each center: 150 per year Estimated number of in-service teachers and school administrators: 100 per year
D4.5	Enhanced Teaching Competencies through Center Activities	4	UT	[R — Document, report]	SEN — Sensitive]	M36	Forms for baseline, intermediate, and final assessments of targeted competencies development in students Form: electronic Language: Ukrainian Estimated number of students in each center: 150 per year Number of surveys: 150 Survey forms for evaluation of outcomes related to the conducted professional development activities among teachers and school administrators Form: electronic Language: Ukrainian Number of surveys:100 Estimated number of in-service teachers and school administrators: 100 per year
D 4.6	Act of Establishment of the Centre of Excellence for Teacher's Competences	4	UT	[R — Document, report]	SEN — Sensitive]	M24	The act of establishment of the Centre of excellence will include mission statement, organigram, plan of activities, operating budget.



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

Participant	Costs													
	A. Personnel		B. Subcontracting	C.1a Travel			C.1b Accomodation	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
Università degli studi di Roma “Tor Vergata”	4	15000 EUR											1050 EUR	16050 EUR
Vinnytsia Mykhailo Kotsiubynskyi State Pedagogical University	6	7600 EUR		3		825 EUR	1260 EUR	1470 EUR					781 EUR	11936 EUR
University of Tartu	6	22000 EUR								4000 EUR			1820 EUR	27820 EUR
The University of the Balearic Islands	2	7000 EUR											490 EUR	7490 EUR
Politehnica” University of Timisoara	1	3500 EUR											245 EUR	3745 EUR
Berdiansk State Pedagogical University	6	7600 EUR		2		550 EUR	700 EUR	910 EUR	30000EUR				2783 EUR	42543 EUR
H.S. Skovoroda Kharkiv National Pedagogical University	6	7600 EUR		2		550 EUR	700 EUR	910 EUR	30000EUR				2783 EUR	42543 EUR
Pavlo Tychyna Uman State Pedagogical University	6	7600 EUR		2		550 EUR	700 EUR	910 EUR	30000EUR				2783 EUR	42543 EUR
Ternopil Volodymyr Hnatiuk National	6	7600 EUR		2		550 EUR	700 EUR	910 EUR	30000EUR				2783 EUR	42543 EUR

Pedagogical University										 Associated with document Ref. Ares(2024)7021470 - 03/10/2024				
Volodymyr Vynnychenko Central Ukrainian State University	6	7600 EUR		2		550 EUR	700 EUR	910 EUR	30000EUR				2783 EUR	42543 EUR
Ministry of Education and Science of Ukraine	2	2600 EUR		2		550 EUR	420 EUR	700 EUR					299 EUR	4569 EUR
Hromads'ka orhanizatsiya "Good Bread for Good People"				1		275 EUR	210 EUR	350 EUR					58 EUR	893 EUR
Total	27	81900 EUR		8	15	4125 EUR	5180 EUR	6720 EUR	150000 EUR	2000EUR			17493 EUR	267418 EUR]
For certain Lump Sum Grants, see detailed budget table/calculator (annex 1 to Part B; see <a href="#">Portal Reference Documents</a> ).														

Work Package 5: Dissemination and Sustainability					
<b>Duration:</b>	M1 – M36		<b>Lead Beneficiary:</b>	VSPU, USPU (co-lead) (UA)	
<b>Objectives</b>					
<ul style="list-style-type: none"> <li>to elaborate and approve dissemination plan</li> <li>to hold various dissemination events</li> <li>to ensure sustainable dissemination of the project results</li> </ul>					
<b>Activities and division of work (WP description)</b>					
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,	

				OTHER)	
T5.1	Dissemination plan development	A dissemination plan will be developed by the WP5 leader (USPU). It will also include the layout of the project logo and the design of promotional materials, which will be presented to the partners for discussion and approval. The document will describe the step-by-step implementation of WP5 and provide reporting templates. After discussion of the Dissemination Plan by the consortium, changes will be made (if necessary). All partners will be involved in the implementation of the Dissemination Plan. The WP5 Leader and Co-Leader will be responsible for coordinating and monitoring the implementation of the Dissemination Plan.	VSPU, USPU	BEN	
T5.2	Project website design and support	The WP5 leader (USPU) will develop a draft design and concept of the website. It will be discussed with the partners during the kick-off meeting. Regular updates of the website and coverage of the project results will be carried out by the National Coordinator (VSPU). All UA partners will systematically contribute to the content of the website based on the project results.	VSPU, USPU	BENs	
T5.3	Social network design and support	The WP5 Leader (USPU) will create a Facebook page and give all partners administrator rights to highlight the project results. Each partner will systematically cover news about the project results at the university.	VSPU, USPU, all partners	BENs	
T5.4	Dissemination of information about the project implementation in mass media	All partner participants will engage the media during project activities to disseminate the project results to the public. Additionally, those UA partners, which prepare students majoring in Journalism, will engage the students to cover the news about the project implementation as part of their practical placement.	all UA partners	BENs	
T5.5	Events aimed at disseminating information about the project activities	In order to disseminate information about the progress and results of the project among different target groups, each UA partner will hold various events, including information days, round tables, seminars and other events. It is planned to hold 4 information days by each UA partner and to organise and hold 2 joint information days by UA partners. The projected total number of participants is 600 students (125 from each UA university), 300 lecturers (60 from each UA university), 300 teachers (60 from each UA university).	all UA partners	BENs	
T5.6	International Conference "Teaching excellence: the best European practices"	In the last year of the project, an international conference "Teaching excellence: the best European practices" will be organized and held in a hybrid format. The conference will cover the materials obtained as a result of the project, as well as the prospects for implementing the best European practices in the training of modern specialists in the field of pedagogy. The conference will last for 2 days. The expected number of participants is over 200.	VSPU, USPU, all partners	BENs	VSPU will offer its premises to host the kick off meeting as an in-kind contribution
<b>Milestones and deliverables (outputs/outcomes)</b>					

Milestone No (continuous numbering not linked to WP)	Milestone Name	Work Package No		Lead Beneficiary	Description		Due Date (month number)	Associated with document Ref. Ares(2024)7021470 - 03/10/2024 Means of Verification
MS8	Dissemination & Exploitation	5		USPU	Development of a strategy for expanding project outcomes. Support of the project website and in social networks. Dissemination of project outcomes at the national and international levels via various communication channels.		M36	Project website sections and pages in the social network, the number of their visits. Number of distributed advertising products. Availability of reporting materials. The number of events and the number of participants. Photo and video materials. Information letter on the International Conference.
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	Dissemination tools	5	USPU	R —Document, report  OTHER Service, product	PU	M36	Promotional products to disseminate general information about the project, its outcomes, and to ensure the visual identity of the project. Promotional materials will be distributed among various target groups (800 promotion leaflets, 800 notebooks, folders and pens) by all project participants. Information about the project, its output and outcomes will be posted on the web pages of all project partners, as well as in social networks and mass media. Language: Ukrainian and English	
D5.2	Information days, seminars and round tables to disseminate information	5	USPU	R — Document, report	PU	M35	The target groups will be informed through systematic dissemination of project outcomes through information days, seminars, round tables, etc. As part of the project, the following events are to be held: 6 information days (2 per year), 6 seminars (2 times a year) and 3 round tables (1 time per year) and others (if required by the partners). Reports on the activities will be available on the project management platform. Language: Ukrainian and English	

D5.3	International project conference	5	USPU	R — Document, report OTHER Service, event	PU	M32	Associated with document Ref. Ares(2024)7021470 - 03/10/2024 The international conference will be held in the 3rd year of project implementation. About 200 participants are supposed to take part in this event (representatives of the Ministry for Education and Culture of Ukraine, members of the consortium, leading scientists of Ukraine and EU countries, teachers of higher education institutions, teachers of vocational training, etc.). All materials will be available on the project website. Language: Ukrainian and English
D 5.4	Report on measurement of KPI in logical framework	5	USPU	R — Document, report	SEN	M12	The report will identify the measurement of KPI in logical framework (quantitative and qualitative)
D 5.5	Plan for sustainability	5	USPU	R — Document, report	SEN	M8	The plan will include an action plan, together with indicators and financial sustainability measures for the LECTURE project.
D 5.6	Report on dissemination activities	5	USPU	R — Document, report	SEN	M36	The document will report the main characteristics of the dissemination activities carried out during the whole project.
D 5.7	Dissemination plan	5	USPU	R — Document, report	SEN	M6	The dissemination plan will include the description of all dissemination tools and how to use them: website, social networks, promotion material, target audiences' definition, final conferences, indicators.

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

Participant	Costs													
	A. Personnel		B. 6 US	C.1a Travel			C.1b Accomodation	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
Università degli studi di Roma “Tor Vergata”	5	19000 EUR		2		720 EUR	700 EUR	840 EUR					1488 EUR	22748 EUR
Vinnytsia Mykhailo Kotsiubynskyi State	7	9300 EUR							30000 EUR	6500 EUR			3206 EUR	49006 EUR

Pedagogical University										 Associated with document Ref. Ares(2024)7021470 - 03/10/2024				
University of Tartu	3	10500 EUR		2		550 EUR	980 EUR	1190 EUR					925 EUR	14145 EUR
The University of the Balearic Islands	2	7500 EUR		2		550 EUR	980 EUR	1190 EUR					715 EUR	10935 EUR
Politehnica” University of Timisoara	3	11500 EUR		2		550 EUR	980 EUR	1190 EUR					995 EUR	15215 EUR
Berdiansk State Pedagogical University	3	3900 EUR		1		275 EUR	210 EUR	350 EUR		10000 EUR			1031 EUR	15766 EUR
H.S. Skovoroda Kharkiv National Pedagogical University	3	3900 EUR		1		275 EUR	210 EUR	350 EUR		10000 EUR			1031 EUR	15766 EUR
Pavlo Tychyna Uman State Pedagogical University	3	3900 EUR		1		180 EUR	210 EUR	350 EUR		10000 EUR			1025 EUR	15665 EUR
Ternopil Volodymyr Hnatiuk National Pedagogical University	3	3900 EUR		1		180 EUR	210 EUR	350 EUR		10000 EUR			1025 EUR	15665 EUR
Volodymyr Vynnychenko Central Ukrainian State University	3	3900 EUR		1		275 EUR	210 EUR	350 EUR		10000 EUR			1031 EUR	15766 EUR
Ministry of Education and Science of Ukraine				2		360 EUR	420 EUR	700 EUR					104 EUR	1584 EUR
Hromads’ka orhanizatsiya “Good Bread for Good People”				1		180 EUR	210 EUR	350 EUR					52 EUR	792 EUR

Total	27	91300 EUR		11	15	3915 EUR	5110 EUR	6860 EUR	30000 EUR	 Associated with document Ref. Ares(2024)7021470-03/10/2024 006 19041 EUR 21942 6 EUR]		
For certain Lump Sum Grants, see detailed budget table/calculator (annex 1 to Part B; see <a href="#">Portal Reference Documents</a> ).												

**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	Management, quality control, evaluation and coordination activities	1	UNIROMA2	1	36	25
2	The Standard of higher education in speciality 014 Secondary education for BA students majoring in the Ukrainian Language, Mathematics and History	4	UIB	1	36	14
3	Competences development skill toolbox	5	UPT	1	36	14
4	Centre of Excellence for Teacher's Competences	3	UT	1	36	16
5	Dissemination and Sustainability	2	VSPU	1	36	19
					Total Person-Months	88

Staff effort per participant				
Fill in the effort per work package and Beneficiary/Affiliated Entity. Please indicate the number of person/months over the whole duration of the planned work. Identify the work-package leader for each work package by showing the relevant person/month figure in bold.				
Participant	WP1	WP2	WP...	Total Person-Months
Università degli studi di Roma "Tor Vergata"	UNIROMA2	3	6	7
Vinnitsia Mykhailo Kotsiubynskyi State Pedagogical University	VSPU	3	3	7
University of Tartu	UT	2	3	3
The University of the Balearic Islands	UIB	2	6	2
"Politehnica" University of Timisoara	PUT	3	2	5

Berdiansk State Pedagogical University	BSPU	3	4	6
H.S. Skovoroda Kharkiv National Pedagogical University	H.S.Skovoroda KhNPU	3	4	6
Pavlo Tychyna Uman State Pedagogical University	USPU	3	4	6
Ternopil Volodymyr Hnatiuk National Pedagogical University	TNPU	3	4	6
Volodymyr Vynnychenko Central Ukrainian State University	CUSU	3	4	6
Ministry of Education and Science of Ukraine	MESU	3	2	-
Hromads'ka orhanizatsiya "Good bread for good people"	"Good bread"	1	1	-
Total Person-Months				

 Associated with document Ref. Ares(2024)7021470 - 03/10/2024

**Subcontracting** (n/a for prefixed Lump Sum Grants)

<b>Subcontracting</b> Give details on subcontracted project tasks (if any) and explain the reasons why (as opposed to direct implementation by the Beneficiaries/Affiliated Entities). Subcontracting — Subcontracting means the implementation of 'action tasks', i.e. specific tasks which are part of the EU grant and are described in Annex 1 of the Grant Agreement. <b>Note:</b> Subcontracting concerns the outsourcing of a part of the project to a party outside the consortium. It is not simply about purchasing goods or services. We normally expect that the participants to have sufficient operational capacity to implement the project activities themselves. Subcontracting should therefore be exceptional. Include only subcontracts that comply with the rules (i.e. best value for money and no conflict of interest; no subcontracting of project coordination tasks).						
Work Package No	Subcontract No (continuous numbering linked to WP)	Subcontract Name (subcontracted action tasks)	Description (including task number and BEN/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	Promotional products	Promotional products for dissemination events T1.1 BEN: BSPU, KHNP, USP, TNPU, CUSU	€ 5.000,00	Subcontracting is planned in WP1 Project management. Targeted resources are allocated to external services needed for the implementation of the tasks of the project. In particular, promotional products for dissemination events	The lowest in the market
1	S1.2	Services for dissemination events	Service at dissemination events T1.1	€ 20.000,00	Subcontracting is planned in WP1 Project management. Targeted resources are allocated to external services needed for the implementation of the tasks of the project,	The lowest in the market



			BEN: BSPU, KHNP, USP, TNP, CUS		In particular, service dissemination events (training and hospitality costs)	Associated with document Ref. Ares (2024)7021470 - 03/10/2024
1	S1.3	Printing and publishing	Printing and publishing of identities T1.1 BEN: BSPU, KHNP, USP, TNP, CUS	€ 15.000,00	Subcontracting is planned in WP1 Project management. Targeted resources are allocated to external services needed for the implementation of the tasks of the project, In particular, printing and publishing (design services, layout, project website creation, etc) of the identities	The lowest in the market
1	S1.4	Translation service	Translation service at the final conference T1.1 BEN: BSPU, KHNP, USP, TNP, CUS	€ 5.000,00	Subcontracting is planned in WP1 Project management. Targeted resources are allocated to external services needed for the implementation of the tasks of the project, In particular, translation service at the final conference.	The lowest in the market
1	S1.5	Paper certificate	Paper certificate for students T1.1 BEN: BSPU, KHNP, USP, TNP, CUS	€ 5.000,00	Subcontracting is planned in WP1 Project management. Targeted resources are allocated to external services needed for the implementation of the tasks of the project, In particular, paper certificates for students.	The lowest in the market
Other issues: If subcontracting for the project goes beyond 30% of the total eligible costs, give specific reasons.				Insert text		

Purchases and equipment

Purchase costs (travel and subsistence, equipment and other goods works and services)				
Details for major cost items (needed if costs declared under 'purchase costs' are higher than 15% of the claimed personnel costs).				
Start with the most expensive cost items, down to the 15% threshold.				
Participant 1:	BSPU			
Cost item name	Category	WP(s)	Explanations	Costs (EUR)
15 Laptops	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for	€ 14.000,00

			Teacher's Competences – according to the project description.	
1 router	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	€ 100,00
1 3D printer	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	€ 1.400,00
1 webcam	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	€ 60,00
1 microphone	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	€ 50,00
1 tripod	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	€ 90,00
1 Interactive panel	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment	€ 2.400,00

			will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	
15 graphic tablets	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	€ 1.000,00
15 tablets	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	€ 4.400,00
1 ultra-short focus projector	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	€ 1600,00
1 Portable braille display	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	€ 2.700,00
1 interactive board	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	€ 1.100,00
1 Conference system	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation	€ 1.100,00

			among students and educators. The equipment will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	Associated with document Ref. Ares(2024)7021470 - 03/10/2024
Total				€ 30.000,00
Participant 2:	KHNP			
Cost item name	Category	WP(s)	Explanations	Costs (EUR)
15 Laptops	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	€ 14.000,00
1 router	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	€ 100,00
1 3D printer	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	€ 1.400,00
1 webcam	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	€ 60,00

1 microphone	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	€ 50,00
1 tripod	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	€ 90,00
1 Interactive panel	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	€ 2.400,00
15 graphic tablets	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	€ 1.000,00
15 tablets	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	€ 4.400,00
1 ultra-short focus projector	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for	€ 1600,00

			Teacher's Competences – according to the project description.	
1 Portable braille display	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	€ 2.700,00
1 interactive board	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	€ 1.100,00
1 Conference system	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	€ 1.100,00
Total				€ 30.000,00
Participant 3:	USPU			
Cost item name	Category	WP(s)	Explanations	Costs (EUR)
15 Laptops	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	€ 14.000,00
1 router	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation	€ 100,00

			among students and educators. The equipment will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	Associated with document Ref. Ares(2024)7021470 - 03/10/2024
1 3D printer	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	€ 1.400,00
1 webcam	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	€ 60,00
1 microphone	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	€ 50,00
1 tripod	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	€ 90,00
1 Interactive panel	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	€ 2.400,00

15 graphic tablets	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	€ 1.000,00
15 tablets	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	€ 4.400,00
1 ultra-short focus projector	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	€ 1600,00
1 Portable braille display	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	€ 2.700,00
1 interactive board	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	€ 1.100,00
1 Conference system	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for	€ 1.100,00




			Teacher's Competences – according to the project description.	Associated with document Ref. Ares(2024)7021470 - 03/10/2024
Total				€ 30.000,00
Participant 4:	TNPU			
Cost item name	Category	WP(s)	Explanations	Costs (EUR)
15 Laptops	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	€ 14.000,00
1 router	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	€ 100,00
1 3D printer	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	€ 1.400,00
1 webcam	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	€ 60,00

1 microphone	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	€ 50,00
1 tripod	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	€ 90,00
1 Interactive panel	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	€ 2.400,00
15 graphic tablets	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	€ 1.000,00
15 tablets	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	€ 4.400,00
1 ultra-short focus projector	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment	€ 1600,00

			will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	
1 Portable braille display	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	€ 2.700,00
1 interactive board	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	€ 1.100,00
1 Conference system	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	€ 1.100,00
Total				€ 30.000,00
Participant 5:	CUSU			
Cost item name	Category	WP(s)	Explanations	Costs (EUR)
15 Laptops	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	€ 14.000,00

1 router	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	€ 100,00
1 3D printer	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	€ 1.400,00
1 webcam	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	€ 60,00
1 microphone	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	€ 50,00
1 tripod	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	€ 90,00
1 Interactive panel	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment	€ 2.400,00

			will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	Associated with document Ref. Ares(2024)7021470 - 03/10/2024
15 graphic tablets	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	€ 1.000,00
15 tablets	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	€ 4.400,00
1 ultra-short focus projector	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	€ 1600,00
1 Portable braille display	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	€ 2.700,00
1 interactive board	Equipment	WP4	The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	€ 1.100,00

1 Conference system	Equipment	WP4	 Associated with document Ref. Ares(2024)7021470 - 03/10/2024 The tools will be used during the course teaching and training activities on competence formation among students and educators. The equipment will be used to set up the Centre of Excellence for Teacher's Competences – according to the project description.	€ 1.100,00
Total				€ 30.000,00
Total purchase costs (all participants)				€ 150.000,00


### Events meetings and mobility

Events meetings and mobility							
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.							
Event No (continuous numbering linked to WP)	Participant	Description					Attendees
		Name	Type	Area	Location	Duration (days)	Number
E1.1	UNIROMA2 All partners	1st Steering Committee Meeting	Transnational Project Meeting	Project Management	Rome	2	19
E2.2	UNIROMA2 VSPU TNPU	Quality control visits	Quality control visit	Quality assurance	Vinnytsia	3	3
E2.3	UIB All UA partners	Study visit	Research activity	New skills development	Palma	2	15



[illegible]



Task 3.8 Academic staff training							 Associated with document Ref. Ares(2024)7021470 - 03/10/2024						
Task 3.9 External/ Final Feedback													
Task 3.10 Guidelines for the development of subject-matter, inclusive, psychological, information and digital competences of teachers to ensure Ukraine's resilience.													
Work Package 4: Centre of Excellence for Teacher's Competences													
Task 4.1 Study visit to Estonia													
Task 4.2 Development of statutory document to launch centres of excellence													
Task 4.3 Design of the Centre of Excellence for Teacher's Competences													
Task 4.4 Launch of the Centre of Excellence for Teacher's Competences													
Task 4.5 Permanent running of the Centre of Excellence for Teacher's Competences													
Work Package 5: Dissemination and Sustainability													
Task 5.1 Project logo and advertising product design (postcards, notebooks, roll-ups, etc.)													
Task 5.2 Project website design and support													
Task 5.3 Social network design and support													
Task 5.4 Elaboration of dissemination plan for the sustainable development of the project													
Task 5.5 Dissemination of information about the project implementation in mass media													
Task 5.6 Events aimed at disseminating information about the project activities													
Task 5.6 The organization of the International Conference													

#\$WRK-PLA-WP\$#

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## 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 project complies with all ethical principles and relevant national, EU and international legislation (Charter of Fundamental Rights of the European Union and the European convention on Human Rights), EU 2020-25 objectives on "Strategies for gender equality", The Convention on the Rights of the Child, etc. The Consortium ensures equal opportunities given to all stakeholders and teams involved to which the partners have access, as well as their equal participation in the pilots and involvement in the project. The project respects all legal national and European regulations in terms of personal data collection, storage and processing. Any personal data of participants within the project's activities are processed fairly and lawfully and will be collected for legitimate purposes and not processed in a way contradictory to those purposes. The project safeguards anonymity upon disseminating results and reporting on activities implemented. Photos and/or videos produced as part of the project where recognizable features of participants are identifiable will only be made public upon oral or written permission of the persons in question.

#§ETH-ICS-EI\$# #@\$SEC-URI-SU@#

### 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/N  
O

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)

*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.*

Insert text

#### Seal of Excellence (if applicable)

*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.*

*In this context we may share information about your proposal with other EU or national funding bodies through the Erasmus+ National Agencies.*

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]  
[NO]

#§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

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	16.09.2024	Revision on Equipment description, Subcontracting description, associated partners' role, new deliverables for WP3, WP4 and WP5.

ANNEX 2

ESTIMATED BUDGET (LUMP SUM BREAKDOWN) FOR THE ACTION

	Estimated EU contribution					Maximum grant amount <sup>1</sup>
	Estimated eligible lump sum contributions (per work package)					
	WP1 Management, quality control, evaluation and coordination activities	WP2 Standard of higher education in speciality 014 Secondary education for BA students majoring in the Ukrainian Language, Mathematics and History	WP3 Competences development skill toolbox	WP4 Centre of Excellence for Teacher’s Competences	WP5 Dissemination and Sustainability	
Forms of funding	Lump sum contribution	Lump sum contribution	Lump sum contribution	Lump sum contribution	Lump sum contribution	
	a	b	c	d	e	f = a + b + c + d + e
1 - UNITOV	21 422.00	33 224.00	25 520.00	14 444.00	20 473.00	115 083.00
2 - VSPU	27 850.00	17 112.00	20 426.00	10 742.00	44 106.00	120 236.00
3 - UT	13 848.00	9 630.00	10 111.00	25 039.00	12 730.00	71 358.00
4 - UIB	11 363.00	24 076.00	20 704.00	6 741.00	9 841.00	72 725.00
5 - UPT	13 154.00	6 741.00	31 779.00	3 370.00	13 694.00	68 738.00
6 - BSPU	15 957.00	16 053.00	17 922.00	38 289.00	14 189.00	102 410.00
7 - KHNPU	15 957.00	16 053.00	17 922.00	38 289.00	14 189.00	102 410.00
8 - USPU	15 957.00	16 053.00	17 922.00	38 289.00	14 098.00	102 319.00
9 - TNPU	15 957.00	16 053.00	17 922.00	38 289.00	14 098.00	102 319.00
10 - CUSU	15 957.00	16 053.00	17 922.00	38 289.00	14 189.00	102 410.00
11 - MESU	5 855.00	8 359.00	8 764.00	4 112.00	1 426.00	28 516.00
12 - GBGP	2 493.00	4 180.00	3 130.00	804.00	713.00	11 320.00
13 - EDEN DLE						
14 - Ternopil Lyceum						
15 - Berdyansk SI						
16 - Uman Gymnasium						
17 - SCH16						
18 - KropyLyceum						
Σ consortium	175 770.00	183 587.00	210 044.00	256 697.00	173 746.00	999 844.00

<sup>1</sup> The 'maximum grant amount' is the maximum grant amount fixed in the grant agreement (on the basis of the sum of the beneficiaries' lump sum shares for the work packages).

**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 101179602 — LECTURE** ('the Agreement')

**between** UNIVERSITA DEGLI STUDI DI ROMA TOR VERGATA (UNITOV) **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**

**TARTU ULIKOOL (UT)**, PIC 999895013, established in ULIKOOLI 18, TARTU 50090, Estonia,

**hereby agrees**

**to become beneficiary**

**in Agreement No 101179602 — LECTURE** ('the Agreement')

**between** UNIVERSITA DEGLI STUDI DI ROMA TOR VERGATA (UNITOV) **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**

**UNIVERSITAT DE LES ILLES BALEARS (UIB)**, PIC 999846707, established in CARRETERA DE VALLDEMOSSA KM 7.5, PALMA DE MALLORCA 07122, Spain,

**hereby agrees**

**to become beneficiary**

**in Agreement No 101179602 — LECTURE** ('the Agreement')

**between** UNIVERSITA DEGLI STUDI DI ROMA TOR VERGATA (UNITOV) **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**

**UNIVERSITATEA POLITEHNICA TIMISOARA (UPT)**, PIC 999856795, established in PIATA VICTORIEI 2, TIMISOARA 300006, Romania,

**hereby agrees**

**to become beneficiary**

**in Agreement No 101179602 — LECTURE** ('the Agreement')

**between** UNIVERSITA DEGLI STUDI DI ROMA TOR VERGATA (UNITOV) **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**

**BERDYANSK STATE PEDAGOGICAL UNIVERSITY (BSPU)**, PIC 934971555, established in 4 SHMIDT STREET, BERDYANSK 71100, Ukraine,

**hereby agrees**

**to become beneficiary**

**in Agreement No 101179602 — LECTURE** ('the Agreement')

**between** UNIVERSITA DEGLI STUDI DI ROMA TOR VERGATA (UNITOV) **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**

**KHARKIV NATIONAL PEDAGOGICAL UNIVERSITY NAMED AFTER G.S. SKOVORODA (KHNPV)**, PIC 940887294, established in VUL ALCHEVSKYKH 29, KHARKIV 61002, Ukraine,

**hereby agrees**

**to become beneficiary**

**in Agreement No 101179602 — LECTURE** ('the Agreement')

**between** UNIVERSITA DEGLI STUDI DI ROMA TOR VERGATA (UNITOV) **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**

**PAVLO TYCHYNA UMAN STATE PEDAGOGICAL UNIVERSITY (USPU)**, PIC 930776305,  
established in Sadova 2, Uman 20300, Ukraine,

**hereby agrees**

**to become beneficiary**

**in Agreement No 101179602 — LECTURE** ('the Agreement')

**between** UNIVERSITA DEGLI STUDI DI ROMA TOR VERGATA (UNITOV) **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**

**TERNOPIL VOLODYMYR HNATIUK NATIONAL PEDAGOGICAL UNIVERSITY (TNPU)**, PIC 933286568, established in M. KRYVONOSA STREET 2, TERNOPIL 46027, Ukraine,

**hereby agrees**

**to become beneficiary**

**in Agreement No 101179602 — LECTURE** ('the Agreement')

**between** UNIVERSITA DEGLI STUDI DI ROMA TOR VERGATA (UNITOV) **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**

**VOLODYMYR VYNNYCHENKO CENTRAL UKRAINIAN STATE UNIVERSITY (CUSU),**  
PIC 943288044, established in 1 VUL SHEVCHENKO, KROPYVNYTSKYI 25006, Ukraine,

**hereby agrees**

**to become beneficiary**

**in Agreement No 101179602 — LECTURE** ('the Agreement')

**between** UNIVERSITA DEGLI STUDI DI ROMA TOR VERGATA (UNITOV) **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 10, BERESTEISKYI AVENUE, KYIV 01135, Ukraine,

**hereby agrees**

**to become beneficiary**

**in Agreement No 101179602 — LECTURE** ('the Agreement')

**between** UNIVERSITA DEGLI STUDI DI ROMA TOR VERGATA (UNITOV) **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**

**Good bread from good people (GBGP)**, PIC 878852302, established in Almatynska Str. 2/1 Good Bread Hub, Kyiv 02090, Ukraine,

**hereby agrees**

**to become beneficiary**

**in Agreement No 101179602 — LECTURE** ('the Agreement')

**between** UNIVERSITA DEGLI STUDI DI ROMA TOR VERGATA (UNITOV) **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).



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