EUROPEAN EDUCATION AND CULTURE EXECUTIVE AGENCY (EACEA)

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

GRANT AGREEMENT

Project 101179514 — EduRob

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':

KREMENETS TARAS SHEVCHENKO REGIONAL ACADEMY OF HUMANITIES AND PEDAGOGY (KOGPA), PIC 890709388, established in 1 LITSEINA STR KREMENETS TERNOPIL, KREMENETS 47003, Ukraine,

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

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

3. **Izmail State University of Humanities (ISUH)**, PIC 931941178, established in Repin Street,12, Izmail 68610, Ukraine,

4. **HIGHER EDUCATIONAL INSTITUTION PODILLIA STATE UNIVERSITY (ZVO "PDU")**, PIC 933572912, established in 12, SHEVCHENKO STR., KAMIANETS-PODILSKYI 32316, Ukraine,

5. **MUKACHEVO STATE UNIVERSITY (MSU)**, PIC 907878679, established in UZHGORODSKA STR 26, MUKACHEVO 89600, Ukraine,

6. **BOGDAN KHMELNITSKY MELITOPOL STATE PEDAGOGICAL UNIVERSITY (MSPU)**, PIC 921231505, established in Getmanska, 20, Melitopol 72312, Ukraine,

7. **DONBASKA NATSIONALNA AKADEMIYA BUDIVNYTSTVA I ARKHITEKTURY (DonNACEA)**, PIC 905573474, established in HEROIV NEBESNOI SOTNI STR 14, KRAMATORSK 84333, Ukraine,

8. **TECHNISCHE UNIVERSITAET GRAZ (TU GRAZ)**, PIC 999977948, established in RECHBAUERSTRASSE 12, GRAZ 8010, Austria,

9. **RAKVERE LINN (RRK)**, PIC 956516322, established in LAI 20, RAKVERE 44308, Estonia,

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

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

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

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

The Agreement is composed of:

Preamble

Terms and Conditions (including Data Sheet)

Annex 1 Description of the action[1]

Annex 2 Estimated budget for the action

Annex 3 Accession forms (if applicable)[2]

Annex 3a Declaration on joint and several liability of affiliated entities (if applicable)[3]

Annex 4 Model for the financial statements

Annex 5 Specific rules (if applicable)

[1] Template published on Portal Reference Documents.
[2] Template published on Portal Reference Documents.
[3] Template published on Portal Reference Documents.

TERMS AND CONDITIONS

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DATA SHEET

1. General data

Project summary:

Project summary
Nowadays, Ukrainian teachers have limited access to novel technologies in particular to educational robotics. Recognizing that the cultivation of robotics, an embodiment of computational thinking, is optimally achieved through the utilization of educational robots at the early stages of education, our partnership has embarked on an initiative to empower university staff, pre-and in-service teachers with missing skills and update teacher training curricula and instructional practices. The primary objective of the EduRob project is to bridge the educational robotics gap between the EU and UA education seekers, particularly the younger Ukrainian generation, leveraging the support of the Erasmus+ program. The initiative involves collaboration between teachers from six remote HEIs in Ukraine and their four EU partners. The project's core tasks encompass introducing robotics competence into the teacher training curricula and promoting the use of educational robots for learning purposes in the UA university hometowns. The project tasks range from procuring equipment, building capacity, launching courses for students, and ultimately conducting training sessions for in-service teachers, cultivating their potential. To facilitate this progression, we initiate a project idea to incorporate robotics competence into the teacher training curricula across all educational levels: preschool, primary, secondary pre-service teachers and working professionals. Throughout the project, EU partners will share their expertise to assist Ukrainian partners in enhancing their technical, digital, and learning capacities through study trips, training courses, and MOOCs tailored for 234 representatives of the academic staff, who will consequently teach about 450 students and share experience with 300 in-service teachers annually. We also believe that access to modern educational robots and robotics, to a certain extent, will improve the mental health and well-being of the children of Ukraine.

Keywords:

- Innovation in learning, teaching and assessment practices supported by digital technologies
- Educational robotics, teacher training curriculum update, digital competence

Project number: 101179514

Project name: Developing Future Educators' Digital Competence Through Introducing Robotics into Curriculum

Project acronym: EduRob

Call: ERASMUS-EDU-2024-CBHE

Topic: ERASMUS-EDU-2024-CBHE-STRAND-1

Type of action: ERASMUS Lump Sum Grants

Granting authority: European Education and Culture Executive Agency

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

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

Project end date: starting date + months of duration

Project duration: 36 months

Consortium agreement: Yes

2. Participants

List of participants:

N°	Role	Short name	Legal name	Ctry	PIC	Max grant amount
1	COO	KOGPA	KREMENETS TARAS SHEVCHENKO REGIONAL ACADEMY OF HUMANITIES AND PEDAGOGY	UA	890709388	55 536.00
2	BEN	UT	TARTU ULIKOOL	EE	999895013	50 910.00
3	BEN	ISUH	Izmail State University of Humanities	UA	931941178	48 217.00

N°	Role	Short name	Legal name	Ctry	PIC	Max grant amount
4	BEN	ZVO "PDU"	HIGHER EDUCATIONAL INSTITUTION PODILLIA STATE UNIVERSITY	UA	933572912	34 967.00
5	BEN	MSU	MUKACHEVO STATE UNIVERSITY	UA	907878679	42 613.00
6	BEN	MSPU	BOGDAN KHMELNITSKY MELITOPOL STATE PEDAGOGICAL UNIVERSITY	UA	921231505	51 164.00
7	BEN	DonNACEA	DONBASKA NATSIONALNA AKADEMIYA BUDIVNYTSTVA I ARKHITEKTURY	UA	905573474	33 561.00
8	BEN	TU GRAZ	TECHNISCHE UNIVERSITAET GRAZ	AT	999977948	48 404.00
9	BEN	RRK	RAKVERE LINN	EE	956516322	18 509.00
Total						383 881.00

Coordinator:

– KREMENETS TARAS SHEVCHENKO REGIONAL ACADEMY OF HUMANITIES AND PEDAGOGY (KOGPA)

3. Grant

Maximum grant amount, total estimated eligible costs and contributions and funding rate:

Maximum grant amount (Annex 2)	Maximum grant amount (award decision)
383 881.00	383 881.00

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

Reporting					Payments	
Reporting periods			Type	Deadline	Type	Deadline (time to pay)
RP No	Month from	Month to				
1	1	36	Periodic report	60 days after end of reporting period	Final payment	90 days from receiving periodic report

Prefinancing payments and guarantees:

Prefinancing payment		Prefinancing guarantee		
Type	Amount	Guarantee amount	Division per participant	
Prefinancing 1 (initial)	268 716.70	n/a	1 - KOGPA	n/a
			2 - UT	n/a
			3 - ISUH	n/a
			4 - ZVO "PDU"	n/a
			5 - MSU	n/a
			6 - MSPU	n/a
			7 - DonNACEA	n/a
			8 - TU GRAZ	n/a
			9 - RRK	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 condititions (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:

UA053052990000025552023300875 PBANUA2X

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[4] which participate in the action with similar rights and obligations as the beneficiaries (obligation to implement action tasks and right to charge costs and claim contributions).

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

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

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

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

[4] For the definition, see Article 187 Regulation (EU, Euratom) 2018/1046 of the European Parliament and of the Council of 18 July 2018 on the financial rules applicable to the general budget of the Union, amending Regulations (EU) No 1296/2013, (EU) No 1301/2013, (EU) No 1303/2013, (EU) No 1304/2013, (EU) No 1309/2013, (EU) No 1316/2013, (EU) No 223/2014, (EU) No 283/2014, and Decision No 541/2014/EU and repealing Regulation (EU, Euratom) No 966/2012 ('EU Financial Regulation') (OJ L 193, 30.7.2018, p. 1): "**affiliated entities** [are]:
(a) entities that form a sole beneficiary [(i.e. where an entity is formed of several entities that satisfy the criteria for being awarded a grant, including where the entity is specifically established for the purpose of implementing an action to be financed by a grant)];
(b) entities that satisfy the eligibility criteria and that do not fall within one of the situations referred to in Article 136(1) and 141(1) and that have a link with the beneficiary, in particular a legal or capital link, which is neither limited to the action nor established for the sole purpose of its implementation".

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

Fraud — Fraud within the meaning of Article 3 of EU Directive 2017/1371[5] 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[6], 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[7].

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 **101179514** — **EduRob** ('action'), as described in Annex 1.

ARTICLE 4 — DURATION AND STARTING DATE

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

CHAPTER 3 GRANT

ARTICLE 5 — GRANT

5.1 Form of grant

[5] Directive (EU) 2017/1371 of the European Parliament and of the Council of 5 July 2017 on the fight against fraud to the Union's financial interests by means of criminal law (OJ L 198, 28.7.2017, p. 29).
[6] OJ C 316, 27.11.1995, p. 48.
[7] Council Regulation (EC, Euratom) No 2988/95 of 18 December 1995 on the protection of the European Communities financial interests (OJ L 312, 23.12.1995, p. 1).

The grant is an action grant[8] which takes the form of a lump sum grant for the completion of work packages.

5.2 Maximum grant amount

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

5.3 Funding rate

Not applicable

5.4 Estimated budget, budget categories and forms of funding

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

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

Annex 2 also shows the types of contributions (forms of funding)[9] to be used for each work package.

5.5 Budget flexibility

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

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

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

ARTICLE 6 — ELIGIBLE AND INELIGIBLE CONTRIBUTIONS

6.1 and 6.2 General and specific eligibility conditions

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

(a) they are set out in Annex 2 and

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

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

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

[9] See Article 125 EU Financial Regulation 2018/1046.

6.3 Ineligible contributions

'Ineligible contributions' are:

(a) lump sum contributions that do not comply with the conditions set out above (see Article 6.1 and 6.2)

(b) lump sum contributions for activities already funded under other EU grants (or grants awarded by an EU Member State, non-EU country or other body implementing the EU budget), except for the following case:

(i) Synergy actions: not applicable

(c) other:

(i) country restrictions for eligible costs: not applicable.

6.4 Consequences of non-compliance

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

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

CHAPTER 4 GRANT IMPLEMENTATION

SECTION 1 CONSORTIUM: BENEFICIARIES, AFFILIATED ENTITIES AND OTHER PARTICIPANTS

ARTICLE 7 — BENEFICIARIES

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

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

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

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

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

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

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

(a) Each beneficiary must:

(i) keep information stored in the Portal Participant Register up to date (see Article 19)

(ii) inform the granting authority (and the other beneficiaries) immediately of any events or circumstances likely to affect significantly or delay the implementation of the action (see Article 19)

(iii) submit to the coordinator in good time:

- the prefinancing guarantees (if required; see Article 23)
- the financial statements and certificates on the financial statements (CFS): not applicable
- the contribution to the deliverables and technical reports (see Article 21)
- any other documents or information required by the granting authority under the Agreement

(iv) submit via the Portal data and information related to the participation of their affiliated entities.

(b) The coordinator must:

(i) monitor that the action is implemented properly (see Article 11)

(ii) act as the intermediary for all communications between the consortium and the granting authority, unless the Agreement or granting authority specifies otherwise, and in particular:

- submit the prefinancing guarantees to the granting authority (if any)
- request and review any documents or information required and verify their quality and completeness before passing them on to the granting authority
- submit the deliverables and reports to the granting authority
- inform the granting authority about the payments made to the other beneficiaries (report on the distribution of payments; if required, see Articles 22 and 32)

(iii) distribute the payments received from the granting authority to the other beneficiaries without unjustified delay (see Article 22).

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

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

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

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

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

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

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

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

ARTICLE 8 — AFFILIATED ENTITIES

Not applicable

ARTICLE 9 — OTHER PARTICIPANTS INVOLVED IN THE ACTION

9.1 Associated partners

Not applicable

9.2 Third parties giving in-kind contributions to the action

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

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

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

The 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[11]
- 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.).

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

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

10.2 Participants which are international organisations

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

- to respect general principles (including fundamental rights, values and ethical principles, environmental and labour standards, rules on classified information, intellectual property rights, visibility of funding and protection of personal data)

- for the submission of certificates under Article 24: to use either independent public officers or external auditors which comply with comparable standards as those set out in EU Directive 2006/43/EC

- for the controls under Article 25: to allow for the checks, reviews, audits and investigations by the bodies mentioned in that Article, taking into account the specific agreements concluded by them and the EU (if any).

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

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

10.3 Pillar-assessed participants

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

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

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

- record-keeping (Article 20): may be done in accordance with internal standards, rules and procedures

- currency conversion for financial statements (Article 21): may be done in accordance with usual accounting practices

- guarantees (Article 23): for public law bodies, prefinancing guarantees are not needed

- certificates (Article 24):

    - certificates on the financial statements (CFS): may be provided by their regular internal or external auditors and in accordance with their internal financial regulations and procedures

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

and use the following specific rules, for:

- recoveries (Article 22): in case of financial support to third parties, there will be no recovery if the participant has done everything possible to retrieve the undue amounts from the third party receiving the support (including legal proceedings) and non-recovery is not due to an error or negligence on its part

- checks, reviews, audits and investigations by the EU (Article 25): will be conducted taking into account the rules and procedures specifically agreed between them and the framework agreement (if any)

- impact evaluation (Article 26): will be conducted in accordance with the participant's internal rules and procedures and the framework agreement (if any)

- grant agreement suspension (Article 31): certain costs incurred during grant suspension are eligible (notably, minimum costs necessary for a possible resumption of the action and costs relating to contracts which were entered into before the pre-information letter was received and which could not reasonably be suspended, reallocated or terminated on legal grounds)

- grant agreement termination (Article 32): the final grant amount and final payment will be calculated taking into account also costs relating to contracts due for execution only after termination takes effect, if the contract was entered into before the pre-information letter was received and could not reasonably be terminated on legal grounds

- liability for damages (Article 33.2): the granting authority must be compensated for damage it sustains as a result of the implementation of the action or because the action was not implemented in full compliance with the Agreement only if the damage is due to an infringement of the participant's internal rules and procedures or due to a violation of third parties' rights by the participant or one of its employees or individual for whom the employees are responsible.

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

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

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

- eligibility (Article 6)

- consortium roles and set-up (Articles 7-9)

- security and ethics (Articles 13, 14)

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

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

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

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

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

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

SECTION 2 RULES FOR CARRYING OUT THE ACTION

ARTICLE 11 — PROPER IMPLEMENTATION OF THE ACTION

11.1 Obligation to properly implement the action

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

11.2 Consequences of non-compliance

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

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

ARTICLE 12 — CONFLICT OF INTERESTS

12.1 Conflict of interests

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

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

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

12.2 Consequences of non-compliance

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

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

ARTICLE 13 — CONFIDENTIALITY AND SECURITY

13.1 Sensitive information

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

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

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

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

(a) need to know it in order to implement the Agreement and

(b) are bound by an obligation of confidentiality.

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

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

(a) this is necessary to implement the Agreement or safeguard the EU financial interests and

(b) the recipients of the information are bound by an obligation of confidentiality.

The confidentiality obligations no longer apply if:

(a) the disclosing party agrees to release the other party

(b) the information becomes publicly available, without breaching any confidentiality obligation

(c) the disclosure of the sensitive information is required by EU, international or national law.

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

13.2 Classified information

The parties must handle classified information in accordance with the applicable EU, international or national law on classified information (in particular, Decision 2015/444[12] 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

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

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

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

14.3 Consequences of non-compliance

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

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

ARTICLE 15 — DATA PROTECTION

15.1 Data processing by the granting authority

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

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

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[14]).

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.

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

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

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

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

15.3 Consequences of non-compliance

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

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

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

16.1 Background and access rights to background

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

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

(a) held by the beneficiaries before they acceded to the Agreement and

(b) needed to implement the action or exploit the results.

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

16.2 Ownership of results

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

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

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

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

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

(a) **use for its own purposes** (in particular, making them available to persons working for the granting authority or any other EU service (including institutions, bodies, offices, agencies, etc.) or EU Member State institution or body; copying or reproducing them in whole or in part, in unlimited numbers; and communication through press information services)

(b) **distribution to the public** (in particular, publication as hard copies and in electronic or digital format, publication on the internet, as a downloadable or non-downloadable file, broadcasting by any channel, public display or presentation, communicating through press information services, or inclusion in widely accessible databases or indexes)

(c) **editing or redrafting** (including shortening, summarising, inserting other elements (e.g. meta-data, legends, other graphic, visual, audio or text elements), extracting parts (e.g. audio or video files), dividing into parts, use in a compilation)

(d) **translation**

(e) **storage** in paper, electronic or other form

(f) **archiving**, in line with applicable document-management rules

(g) the right to authorise **third parties** to act on its behalf or sub-license to third parties the modes of use set out in Points (b), (c), (d) and (f), if needed for the information, communication and publicity activity of the granting authority and

(h) **processing**, analysing, aggregating the materials, documents and information received and **producing derivative works**.

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

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

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

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

16.4 Specific rules on IPR, results and background

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

16.5 Consequences of non-compliance

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

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

ARTICLE 17 — COMMUNICATION, DISSEMINATION AND VISIBILITY

17.1 Communication — Dissemination — Promoting the action

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

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

17.2 Visibility — European flag and funding statement

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

Funded by the
European Union

Co-funded by the
European Union

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

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

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

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

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

17.3 Quality of information — Disclaimer

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

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

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

17.4 Specific communication, dissemination and visibility rules

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

17.5 Consequences of non-compliance

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

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

ARTICLE 18 — SPECIFIC RULES FOR CARRYING OUT THE ACTION

18.1 Specific rules for carrying out the action

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

18.2 Consequences of non-compliance

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

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

SECTION 3 GRANT ADMINISTRATION

ARTICLE 19 — GENERAL INFORMATION OBLIGATIONS

19.1 Information requests

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

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

19.2 Participant Register data updates

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

19.3 Information about events and circumstances which impact the action

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

(a) **events** which are likely to affect or delay the implementation of the action or affect the EU's financial interests, in particular:

(i) changes in their legal, financial, technical, organisational or ownership situation (including changes linked to one of the exclusion grounds listed in the declaration of honour signed before grant signature)

(ii) linked action information: not applicable

(b) **circumstances** affecting:

(i) the decision to award the grant or

(ii) compliance with requirements under the Agreement.

19.4 Consequences of non-compliance

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

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

ARTICLE 20 — RECORD-KEEPING

20.1 Keeping records and supporting documents

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

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

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

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

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

20.2 Consequences of non-compliance

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

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

ARTICLE 21 — REPORTING

21.1 Continuous reporting

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

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

21.2 Periodic reporting: Technical reports and financial statements

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

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

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

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

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

The financial part of the periodic report includes:

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

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

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

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

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

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

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

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

21.3 Currency for financial statements and conversion into euros

The financial statements must be drafted in euro.

21.4 Reporting language

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

21.5 Consequences of non-compliance

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

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

ARTICLE 22 — PAYMENTS AND RECOVERIES — CALCULATION OF AMOUNTS DUE

22.1 Payments and payment arrangements

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

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

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

The cost of payment transfers will be borne as follows:

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

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

22.2 Recoveries

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

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

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

In case of enforced recoveries (see Article 22.4):

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

22.3 Amounts due

22.3.1 Prefinancing payments

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

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

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

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

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

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

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

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

22.3.2 Amount due at beneficiary termination — Recovery

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

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

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

Step 1 — Calculation of the total accepted EU contribution

Step 1 — Calculation of the total accepted EU contribution

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

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

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

{total accepted EU contribution for the beneficiary

minus

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

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

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

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

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

22.3.3 Interim payments

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

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

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

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

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

Step 1 — Calculation of the total accepted EU contribution

Step 2 — Limit to the interim payment ceiling

Step 1 — Calculation of the total accepted EU contribution

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

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

Step 2 — Limit to the interim payment ceiling

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

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

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

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

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

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

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

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

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

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

Step 1 — Calculation of the total accepted EU contribution

Step 2 — Limit to the maximum grant amount

Step 3 — Reduction due to the no-profit rule

Step 1 — Calculation of the total accepted EU contribution

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

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

Step 2 — Limit to the maximum grant amount

Not applicable

Step 3 — Reduction due to the no-profit rule

Not applicable

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

{final grant amount

minus

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

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

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

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

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

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

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

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

- requesting observations within 30 days of receiving notification.

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

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

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

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

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

Step 1 — Calculation of the revised total accepted EU contribution

Step 1 — Calculation of the revised total accepted EU contribution

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

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

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

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

{{total accepted EU contribution for the beneficiary

divided by

total accepted EU contribution for the action}

multiplied by

final grant amount for the action}.

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

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

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

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

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

22.4 Enforced recovery

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

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

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

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

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

(c) by holding other beneficiaries jointly and severally liable (if any; see Data Sheet, Point 4.4)

(d) by holding affiliated entities jointly and severally liable (if any, see Data Sheet, Point 4.4)

(e) by taking legal action (see Article 43) or, provided that the granting authority is the European Commission or an EU executive agency, by adopting an enforceable decision under Article 299 of the Treaty on the Functioning of the EU (TFEU) and Article 100(2) of EU Financial Regulation 2018/1046.

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

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

Bank charges incurred in the recovery process will be borne by the beneficiary, unless Directive 2015/2366[15] 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

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

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

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

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

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

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

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

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

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

ARTICLE 23 — GUARANTEES

23.1 Prefinancing guarantee

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

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

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

(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[16] and No 2185/96[17]
- the European Public Prosecutor's Office (EPPO) under Regulation 2017/1939
- the European Court of Auditors (ECA) under Article 287 of the Treaty on the Functioning of the EU (TFEU) and Article 257 of EU Financial Regulation 2018/1046.

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

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

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

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

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

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

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

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

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

25.5.2 Extension from other grants

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

(a) the beneficiary concerned is found, in other EU grants awarded under similar conditions, to

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

[17] Council Regulation (Euratom, EC) No 2185/96 of 11 November 1996 concerning on-the-spot checks and inspections carried out by the Commission in order to protect the European Communities' financial interests against fraud and other irregularities (OJ L 292, 15/11/1996, p. 2).

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[18]).

SECTION 4 FORCE MAJEURE

ARTICLE 35 — FORCE MAJEURE

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

'Force majeure' means any situation or event that:

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

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

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

CHAPTER 6 FINAL PROVISIONS

ARTICLE 36 — COMMUNICATION BETWEEN THE PARTIES

36.1 Forms and means of communication — Electronic management

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

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

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

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

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

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[19], 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.

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

ARTICLE 39 — AMENDMENTS

39.1 Conditions

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

Amendments may be requested by any of the parties.

39.2 Procedure

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

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

The request for amendment must include:

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

The granting authority may request additional information.

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

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

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

ARTICLE 40 — ACCESSION AND ADDITION OF NEW BENEFICIARIES

40.1 Accession of the beneficiaries mentioned in the Preamble

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

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

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

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

40.2 Addition of new beneficiaries

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

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

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

Additions are also possible in mono-beneficiary grants.

ARTICLE 41 — TRANSFER OF THE AGREEMENT

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

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

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

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

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

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

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

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

ARTICLE 43 — APPLICABLE LAW AND SETTLEMENT OF DISPUTES

43.1 Applicable law

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

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

43.2 Dispute settlement

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

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

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

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

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

ARTICLE 44 — ENTRY INTO FORCE

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

SIGNATURES

For the coordinator

Mykola Syrotyuk with ECAS id n00avjry signed in the Participant Portal on 12/12/2024 at 13:16:24 (transaction id SigId-14496-aSplw2jrlX36qjb7aYmkLYjymL9PGAX7zmzGtWH3S4APMCVmx8rzLnFLR9aEzILiCiN7eDzu48kPeWohlWqQdip-jpJZscgsw0KezzivzqSBxju-LQlhacWUYYVU6k6qP51niZmDa9GZcfgghwQHiY8qSwPXpRCubSV79YKLQrUhc0GxcNHlUc8CoqoxTCse9ff9yW). Timestamp by third party at 2024.12.12 13:16:28 CET

For the granting authority

Signed by Bodo RICHTER with ECAS id richtbo as an authorised representative on 12-12-2024 14:08:24 (transaction id SigId-16132-TTLWyWRLaKk0VMNdSPr4ysjAHVPAmzWQAtRdHcK2TlvpyhajWKL1dlMSpmqf4inIO05hA288CoRozlgdf99xxt-jpJZscgsw0KezzivzqSBxju-1fAElHvSZjtvr1olP8b7kWHpKqnntwEfziXojaoMeR5Vxo4hefkKHr09FoToXgpT8GUzdUjdq1x8FJJzzoEglW4) 2024.12.12 14:08:28 CET

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:	101179514
Project name:	Developing Future Educators' Digital Competence Through Introducing Robotics into Curriculum
Project acronym:	EduRob
Call:	ERASMUS-EDU-2024-CBHE
Topic:	ERASMUS-EDU-2024-CBHE-STRAND-1
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

TABLE OF CONTENTS

Associated with document Ref. Ares(2024)8895734 - 12/12/2024

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.

Nowadays, Ukrainian teachers have limited access to novel technologies in particular to educational robotics. Recognizing that the cultivation of robotics, an embodiment of computational thinking, is optimally achieved through the utilization of educational robots at the early stages of education, our partnership has embarked on an initiative to empower university staff, pre-and in-service teachers with missing skills and update teacher training curricula and instructional practices.

The primary objective of the EduRob project is to bridge the educational robotics gap between the EU and UA education seekers, particularly the younger Ukrainian generation, leveraging the support of the Erasmus+ program. The initiative involves collaboration between teachers from six remote HEIs in Ukraine and their four EU partners. The project's core tasks encompass introducing robotics competence into the teacher training curricula and promoting the use of educational robots for learning purposes in the UA university hometowns.

The project tasks range from procuring equipment, building capacity, launching courses for students, and ultimately conducting training sessions for in-service teachers, cultivating their potential. To facilitate this progression, we initiate a project idea to incorporate robotics competence into the teacher training curricula across all educational levels: preschool, primary, secondary pre-service teachers and working professionals.

Throughout the project, EU partners will share their expertise to assist Ukrainian partners in enhancing their technical, digital, and learning capacities through study trips, training courses, and MOOCs tailored for 234 representatives of the academic staff, who will consequently teach about 450 students and share experience with 300 in-service teachers annually.

We also believe that access to modern educational robots and robotics, to a certain extent, will improve the mental health and well-being of the children of Ukraine.

LIST OF PARTICIPANTS

PARTICIPANTS

Grant Preparation (Beneficiaries screen) — Enter the info.

Number	Role	Short name	Legal name	Country	PIC
1	COO	KOGPA	KREMENETS TARAS SHEVCHENKO REGIONAL ACADEMY OF HUMANITIES AND PEDAGOGY	UA	890709388
2	BEN	UT	TARTU ULIKOOL	EE	999895013
3	BEN	ISUH	Izmail State University of Humanities	UA	931941178
4	BEN	ZVO "PDU"	HIGHER EDUCATIONAL INSTITUTION PODILLIA STATE UNIVERSITY	UA	933572912
5	BEN	MSU	MUKACHEVO STATE UNIVERSITY	UA	907878679
6	BEN	MSPU	BOGDAN KHMELNITSKY MELITOPOL STATE PEDAGOGICAL UNIVERSITY	UA	921231505
7	BEN	DonNACEA	DONBASKA NATSIONALNA AKADEMIYA BUDIVNYTSTVA I ARKHITEKTURY	UA	905573474
8	BEN	TU GRAZ	TECHNISCHE UNIVERSITAET GRAZ	AT	999977948

PARTICIPANTS

Grant Preparation (Beneficiaries screen) — Enter the info.

Number	Role	Short name	Legal name	Country	PIC
9	BEN	RRK	RAKVERE LINN	EE	956516322

LIST OF WORK PACKAGES

Work packages

Grant Preparation (Work Packages screen) — Enter the info.

Work Package No	Work Package name	Lead Beneficiary	Effort (Person-Months)	Start Month	End Month	Deliverables
WP1	Project management and coordination	1 - KOGPA	51.00	1	36	D1.1 – Kick-Off Meeting D1.2 – Implementation plan D1.3 – Quality Assurance Plan D1.4 – Mid-term progress report D1.5 – Report related to external expertise of the new syllabi
WP2	Building Technical, Intellectual and Skill Capacity in Educational Robotics	8 - TU GRAZ	32.00	4	36	D2.1 – Study visit to Austria D2.2 – Training course on Robotics and Digital Competence" with different focuses preschool institutio primary school and secondary school) D2.3 – Report on the laboratory set-up
WP3	Introducing Robotics Component of Digital Competence into Teachers' Curriculum	2 - UT	45.00	6	36	D3.1 – Decision by the academic council for the new courses D3.2 – Permanent running of new courses
WP4	Update of Teacher Assistantship Syllabi	3 - ISUH	18.00	4	36	D4.1 – Joint Teacher Assistantship Conference D4.2 – Toolkit on Robotics in Education
WP5	Dissemination and Sustainability	6 - MSPU	27.00	1	36	D5.1 – Dissemination plan D5.2 – Dissemination Events D5.3 – Dissemination Reports D5.4 – Report on measurement of Key Performance Indicators (KPI) D5.5 – Sustainability plan

Work package WP1 – Project management and coordination

Work Package Number	WP1	Lead Beneficiary	1 - KOGPA
Work Package Name	Project management and coordination		
Start Month	1	End Month	36

Objectives

1.1: To establish the Management Board, Quality Board, Dissemination Board, Financial Board;
1.2: To enable proper planning, timely implementation and reporting of the project activities;
1.3: To sign Partnership Agreement;
1.4: To prepare Implementation Plan, Quality Assurance Plan;
1.5: To prepare and hold Kick-Off meeting;
1.6: To manage the project smoothly through the communicate with Erasmus Office in Ukraine and EACEA;
1.7: To Prepare all due reports and submit them to the Erasmus+ authorities.

Description

Task No T1.1
Task Name: Preparation of the project launch
Description:
• All partners are informed about the positive outcome of the project application;
• Grant agreement is signed;
• Partners identify members of the project teams and distribute roles. Project managers are appointed at each partner university;
• Partners agree on heads and members of all the Boards (Management Board, Quality Board, Dissemination Board, and Financial Board.
Participants: ALL (COO, BEN)
In-kind Contributions and Subcontracting: No

Task No T1.2
Task Name: Implementation Plan
Description:
• Partners develop the Implementation Plan and share it with the consortium for other partners to agree on;
• The Implementation Plan specifies partners' roles and responsibilities, focuses on the managerial issues, provides the timeline of project meetings and activities, identifies deadlines, indicates reporting and financial issues.
Participants: ALL (COO, BEN)
In-kind Contributions and Subcontracting: No

Task No T1.3
Task Name: Quality Assurance Plan
Description:
• Partners establish the Quality Board, vote on the members (representatives of all partneruniversities), share the duties;
• MSU leads the Quality Board and prepares Quality Assurance Plan;
• All partners discuss the Quality Assurance Plan, agree on it, and schedule meetings;
• MSU prepares Quality reports and identify Quality Assurance strategies.
Participants: ALL (COO, BEN)
In-kind Contributions and Subcontracting: No

Task No T1.4
Task Name: Kick-Off Meeting (hybrid format)
Description:
Format: hybrid.
Location: Mukachevo, Ukraine
Duration: 3 days
Participants: 2 participants from each partner university attend the meeting F2F, 1 participant form other partners, total 16 participants (3-4 participants from each team join online).

• Partners, responsible for the Kick-Off Meeting, make all necessary arrangements (venue, logistics, accommodation, mass media, agenda), and invite the representatives of the National Erasmus Office in Ukraine to participate;
• Partners deliver presentations about their HEI;
• Partners discuss essential project-related issues (communication strategy, work packages, partners' duties and responsibilities);
• Partners vote and approve Implementation Plan, Dissemination Plan, Quality Control Plan.
Participants: ALL (COO, BEN)
In-kind Contributions and Subcontracting: No

Task No T1.5
Task Name: Partnership Agreement
Description:
• Partners discuss Partnership Agreement;
• Partners agree on the final version of the Partnership Agreement and sign it;
• Partners translate the Partnership Agreement into Ukrainian. The National Coordinator leads the process.
Participants: ALL (COO, BEN)
In-kind Contributions and Subcontracting: No

Task No T1.6
Task Name: Equipment Procurement
Description:
• The UA partners agree on the specifications of the equipment needed for the project implementation;
• Partners, responsible for the equipment purchase, sign all necessary documents at the Ministry of Education and Cabinet of Ministers, launch the tender procedure following the EU and UA legislation systems;
• UA partners agree on the best bids, follow the rules and procedures of Prozorro tender;
• After processing all necessary documents, UA universities receive the equipment.
Participants: KOGPA, MSPU, ISUH, MSU, ZVO "PDU", DonNACEA (COO, BEN 002, BEN 003, BEN 004, BEN 005, BEN 006)
In-kind Contributions and Subcontracting: No

Task No: T1.7
Task Name: Project Financial Management and Reporting
Description:
• Partners establish Project Financial Board (during the kick-off meeting). Each partner-university is represented by a financial manager responsible for keeping all the financial and administrative documents at the national and international levels;
• Members of the Financial Board get acquainted with the financial aspects of the project, plan the deadlines for technical/ financial reports, make sure that the financial operations and payments are done in a line with the European and Ukrainian laws;
• Members of the Financial Board prepare interim and final financial reports.
FINAL PROJECT MEETING
Format: hybrid.
Location: Kremenets, Ukraine
Duration: 2 days
Participants: 2 participants from each partner university attend the meeting F2F, 1 participant form other partners, total 16 participants (3-4 participants from each team join online).
• Partner, responsible for Final project Meeting, makes all necessary arrangements (venue, logistics, accommodation), invites mass media, plans agenda;
• Partners review achieved objectives, discuss all solved project-related issues, gather feedback;
• Partners approve the fulfilment of Implementation Plan, Dissemination Plan, Quality Assurance Plan;
• Partners make an action plan for further cooperation.
Participants: ALL (COO, BEN)
In-kind Contributions and Subcontracting: No

Task No T 1.8
Task Name: Quality Assurance meetings and control
Description:
• MSU leads the quality assurance procedures, prepares Quality Assurance Plan, discusses it with other partners, follows its fulfilment;
• F2F quality assurance meeting is held in MSU.

Participants: ALL (COO, BEN)
In-kind Contributions and Subcontracting: No

Task No T1.9
Task Name: Administrative Project Management
Description:
• Partners establish Management Board (1 representative from each partner-university);
• Partners schedule regular meetings (in hybrid format), agree on some extra meeting in case of necessity in order to ensure high project quality constant communication and information flow between the consortium members.
Participants: ALL (COO, BEN)
In-kind Contributions and Subcontracting: No

Work package WP2 – Building Technical, Intellectual and Skill Capacity in Educational Robotics

Work Package Number	WP2	**Lead Beneficiary**	8 - TU GRAZ
Work Package Name	Building Technical, Intellectual and Skill Capacity in Educational Robotics		
Start Month	4	**End Month**	36

Objectives

2.1 To get acquainted with EU approaches to using Robotics in education, to adapt them to Ukrainian HEIs.
• 2.2 To organise a study visit to Austria to observe the use of Robotics in educational institutions of different levels (preschool, primary school and secondary school stage).
• 2.3 To improve UA university teachers' digital competence in using Robotics in education (courses with a different focus).
• 2.4 To Install procured equipment and launch a EduRob in UA universities.

Description

Task No T2.1
Task Name: Online training course on "Robotics in early Education"
Description:
• EU partners meet to discuss the content of the training course on "Robotics in EU Education", develop the materials and deliver the course online;
• UA Partners do the course and get acquainted with the general EU principles of implementing Robotics in the sphere of education;
• After completing the course the UA participants select the best practices of Robotics in education relevant for their HEIs.
Organizers: EU partners
Participants: UA partners (3 representatives per UA university)
Target audience: IT / Moodle experts, university administration.
Potential content:
• Education in the European universities: new trends, approaches and missions;
• Challenges of IT education in the European Union;
• General EU principles of implementing Robotics in the sphere of education.
Participants: All (COO, BEN)
In-kind Contributions and Subcontracting: No

Task No T2.2
Task Name: Skill and Capacity building course 1 ("Robotics and Digital Competence in preschool educational institutions")
Description:
• EU partners deliver training course on Robotics with specific focus on using Robotics in preschool institutions using Massive Open Online Course (MOOC);

• UA participants get the most of the course in order to promote further introduction of Robotics into preschool education, learn how to resolve issues connected with technologies and build the digital capacity of their HEIs.
Organizers: EU partners
Participants: UA partners (3 representatives per UA university)
Target audience: IT/Moodle experts, preschool specialists
Content:
• Preschool education in EU: main features and tendencies;
• Digital competence of preschoolers: ways to develop;
• Advantages of using Robotics in preschool educational institutions.
Participants: All (COO, BEN)
In-kind Contributions and Subcontracting: No

Task No T2.3
Task Name: Skill and Capacity building course 2 (“Robotics and Digital Competence for primary schools”)
Description:
• EU partners discuss the content, design the materials and deliver a training course on “Robotics and Digital Competence for primary schools”;
• UA partners take part in the course in an interactive format, deepen their knowledge on the variety of approaches of using Robotics in primary schools;
• Participants of the course reflect on the content and make a skill and capacity building plan how to develop primary school learners’ digital competence through Robotics.
Organizers: EU partners
Participants: UA partners (10 representatives per UA university)
Target audience: IT/Moodle experts, primary school specialists
Content:
• General characteristics of EU primary education;
• Boosting primary school learners’’ digital competence;
• Robotics in EU primary schools: main features and challenges.
Participants: All (COO, BEN)
In-kind Contributions and Subcontracting: No

Task No T2.4
Task Name: Skill and Capacity building course 3 (Robotics and Digital Competence for secondary schools)
Description:
• EU partners deliver a training course on “Robotics and Digital Competence for secondary schools”;
• Through the content of the course UA partners get acquainted with the principles of developing secondary school learners’ digital competence of using Robotics;
• Course participants select efficient digital tools that promote secondary school learners’ digital competence, gain hands-on experience of introducing Robotics into their classes;
• In mini-groups of 4-6 people UA partners present their mini-lessons on using Robotics in secondary schools, get feedback from the trainers, make amendments of their lesson plans if necessary.
Organizers: EU partners
Participants: UA partners (3 representatives per UA university)
Target audience: IT/Moodle experts, University teachers involved in training future IT teachers in secondary schools
Content:
• Outline of EU secondary education;
• Developing secondary school learners’ digital competence;
• Robotics in EU secondary schools: main features and challenges;
• Mini-lessons on using Robotics in secondary schools.
Participants: All (COO, BEN)
In-kind Contributions and Subcontracting: No

Task No T2.5
Task Name: Study visit to Austria with a special focus on Robotics in Education
Description:
• Hosting EU partner develops the agenda of the visit, agrees it with other partners, make all necessary preparations;
• UA coordinator makes all necessary arrangements (logistics, accommodation).
Organizers: Austria partner
Participants: UA partners (3 representatives per UA university)
Target audience: IT/Moodle experts, University teachers involved in training future IT teachers

Potential topics of the study visit:
a. EU university history and administration principles;
b. university learning and teaching approaches to using Robotics in education;
c. online platforms resources and tools university uses to promote Robotics in education;
d. cooperation of university with the community and local educational establishments (e.g., kindergartens, primary and secondary schools) with a special focus on suing Robotics in the learning process;
e. mini-seminar “Peculiarities of using Robotics in educational institutions”.
Participants: All (COO, BEN)
In-kind Contributions and Subcontracting: The hosting party (P2) offers its premises and resources as in-kind contribution.

Task No T2.6
Task Name: Launch of EduRob in UA partner universities
Description:
• The UA partners make all necessary arrangements for the laboratory launch, find a proper room, make sure that the room meets all necessary requirements to the IT Laboratory, set up all necessary equipment;
• UA partner-university IT teachers learn to work with new equipment (all necessary hardware and software, LEGO bricks, etc). In case of necessity, they address the EU partners for assistance and prompt advice;
• UA partners organise and hold an official opening of the EduRob in the universities, invite the local media to highlight the event.
Participants: KOGPA, MSPU, ISUH, MSU, ZVO “PDU”, DonNACEA (COO, BEN 002, BEN 003, BEN 004, BEN 005, BEN 006)
In-kind Contributions and Subcontracting: No

Task No T2.7
Task Name: Permanent running (functioning) of the Laboratory for teachers’, students’ and community needs
Description:
• UA university IT specialists learn to work with new equipment, offer workshops and consultations for the university teachers on how to use the EduRob equipment in the classroom;
• UA partners maintain the EduRobs in their home universities, organise and hold meetings to share the project results.
Participants: KOGPA, MSPU, ISUH, MSU, ZVO “PDU”, DonNACEA (COO, BEN 002, BEN 003, BEN 004, BEN 005, BEN 006)
In-kind Contributions and Subcontracting: No

Work package WP3 – Introducing Robotics Component of Digital Competence into Teachers’ Curriculum

Work Package Number	WP3	**Lead Beneficiary**	2 - UT
Work Package Name	Introducing Robotics Component of Digital Competence into Teachers’ Curriculum		
Start Month	6	**End Month**	36

Objectives
• 3.1 To develop new courses on Robotics with a special focus; • 3.2 To pilot the courses; • 3.3 To get feedback, make amendments and improve the courses in case of necessity; • 3.4 To introduce courses on a permanent basis; • 3.5 To implement Educational Robotics into Master’s theses.

Description
Task No T.3.1 Task Name: Online training course “Course design essentials” Description: • EU partners discuss the approaches to be used for the course development, identify the content, select materials, choose trainers; • UA participants get registered for the course, do all necessary tasks and activities.

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Organizers: EU partners
Participants: UA partners (10 representatives per UA university)
Target audience: IT/Moodle experts, University teachers involved in training future preschool, primary school teachers and IT teachers
Course potential content:
• Main principles and approaches to the course design in the EU universities;
• Identification of course aim, objectives, learning outcomes and competencies (guided by the EU partners);
• Syllabus design (course road map, identification of topics and types of assessment). Guided by the EU partners;
• Syllabus expertise at Erasmus Office in Ukraine.
Participants: All (COO, BEN)
In-kind Contributions and Subcontracting: No

Task No T 3.2
Task Name: Study visit to Estonia on Educational robots in teacher training curricula
Description:
• Hosting EU partner develops the agenda of the visit, agrees it with other partners, makes all necessary preparations;
• UA coordinator makes all necessary arrangements (logistics, accommodation).
Organizers: Estonia partner
Participants: UA partners (3 representatives per UA university)
Target audience: IT/Moodle experts, University teachers involved in training future IT teachers
Potential topics of study visit:
a. University's learning and teaching approaches to teacher training curricula design;
b. Educational Robotics teacher training curricula;
c. Online resources and tools university uses to promote Robotics;
d. Using Robotics at different stages of education in Estonia.
Participants: All (COO, BEN)
In-kind Contributions and Subcontracting: No

Task No T3.3
Task Name: Online methodological training course from EU partners on "How to design a course Robotics in Education" for BA students
Description:
• EU partners design and develop an online course for the UA partners, share the duties, choose the speakers, and prepare the content;
• UA Participants get registered for the course;
• UA Partners attend the course and receive feedback from EU partners.
Organizers: EU partners
Participants: UA partners (10 representatives per UA university)
Target audience: IT/Moodle experts, University teachers involved in training future preschool, primary school teachers and IT teachers
Participants: All (COO, BEN)
In-kind Contributions and Subcontracting: No

Task No T3.4
Task Name: BA course design and materials development
Description:
a. "Teaching Robotics to preschool students"
b. "Teaching Robotics to primary school students" (grades 1-4)
c. "Teaching Robotics to secondary school students (grades 5-9)":
• UA partners develop the educational component with a different focus (3 courses);
• Identify aim, competencies, learning outcomes, topics, and assessment;
• Evaluate, select and adamaterials for new courses;
• EU partners proofread the course materials.
Organizers: EU partners
Participants: UA partners (10 representatives per UA university)
Target audience: IT/Moodle experts, University teachers involved in training future preschool, primary school teachers and IT teachers
Outcome:
- 3 new BA courses ("Teaching Robotics to preschool students", "Teaching Robotics to primary school students" (grades 1-4), "Teaching Robotics to secondary school students (grades 5-9)")

- Courses are done in English and Ukrainian, 3 ECTS.
Participants: All (COO, BEN)
In-kind Contributions and Subcontracting: No

Task No T3.5
Task Name: Approval of BA courses by the university councils
Description:
• UA university councils approve the course. It is ready to be piloted;
• The memo of the council meeting is prepared;
• UA partners introduce the course into the following curriculum as a normative discipline:
a. preschool academic study program,
b. primary school academic study program,
c. secondary school academic study program (IT programs).
Participants: KOGPA, MSPU, ISUH, MSU, ZVO “PDU”, DonNACEA (COO, BEN 002, BEN 003, BEN 004, BEN 005, BEN 006)
In-kind Contributions and Subcontracting: No

Task No T3.6
Task Name: Course piloting
Description:
• UA partners launch the course on Moodle platform;
• UA partners pilot the course. In case of difficulties, they refer to the EU partners for help;
• UA students do a course and prepare a professional case (portfolio) on Robotics in Education.
Participants: KOGPA, MSPU, ISUH, MSU, ZVO “PDU”, DonNACEA (COO, BEN 002, BEN 003, BEN 004, BEN 005, BEN 006)
In-kind Contributions and Subcontracting: No

Task No T3.7
Task Name: Courses Feedback Analysis and Further Improvement
Description:
• Partners develop feedback questionnaires;
• After completing the course, the students are surveyed, students’ portfolios are analysed;
• UA partners analyse the data obtained and welcome comments from EU partners;
• Every teacher, delivering the course, writes a feedback report on the new course being piloted (1–2-pages);
• Based on the feedback report and EU partners’ recommendations UA partners make amendments in the course content if necessary.
Participants: All (COO, BEN)
In-kind Contributions and Subcontracting: No

Task No T3.8
Task Name: Permanent running of the courses in the Teachers’ Curricula
Description:
• After new courses piloting and elimination of shortcomings, UA partners introduce them into the curriculum on a regular basis. Thus the courses are offered permanently;
• Students attending the courses provide regular feedback to sustain their high quality.
Participants: KOGPA, MSPU, ISUH, MSU, ZVO “PDU”, DonNACEA (COO, BEN 002, BEN 003, BEN 004, BEN 005, BEN 006)
In-kind Contributions and Subcontracting: No

Task No T3.9
Task Name: Supervising Bachelor’s and Master’s theses on Educational Robotics
Description:
• UA partner universities analyse existing topics of graduation papers and introduce Robotics in Education component into Bachelor’s and Master’s theses;
• Students defend their thesis in public during the state examination period.
Participants: KOGPA, MSPU, ISUH, MSU, ZVO “PDU”, DonNACEA (COO, BEN 002, BEN 003, BEN 004, BEN 005, BEN 006)
In-kind Contributions and Subcontracting: No

Associated with document Ref. Ares(2024)8895734 - 12/12/2024

Work package WP4 – Update of Teacher Assistantship Syllabi

Work Package Number	WP4	Lead Beneficiary	3 - ISUH
Work Package Name	Update of Teacher Assistantship Syllabi		
Start Month	4	End Month	36

Objectives
• 4.1 To enhance teachers' skills and competences of "Teacher Assistantship Syllabus design; • 4.2 To update and pilot Teacher Assistantship Syllabi; • 4.3 To raise school mentors' awareness of Robotics in Education; • 4.4 To organise and hold Joint Teacher Assistantship Conference; • 4.5 To organise and hold "Best robotics model competition".

Description
Task No T4.1 Task Name: Online course on "Teacher Assistantship Syllabus design" Description: • EU partners deliver an online course "Teacher Assistantship Syllabus design", share the EU approaches to the Teacher Assistantship; • UA participants get registered for the course, do all necessary tasks and activities. Organizers: EU partners Participants: UA partners (5 representatives per UA university) Target audience: IT/Moodle experts, University teachers involved in training future IT teachers, University teachers responsible for Teachers Assistantship, administrative staff Potential topics of the study visit: • Main features of Syllabus design; • Learning and teaching approaches to using Robotics in the educational institutions of different levels; • Cooperation of university with the community and local educational establishments (e.g., kindergartens, primary and secondary schools) while organising Teacher Assistantship for students. Participants: All (COO, BEN) In-kind Contributions and Subcontracting: No Task No T4.2 Task Name: Updating Teacher Assistantship Syllabi Description: • UA partners analyse existing Teacher Assistantship Syllabi in their universities; • UA partners bring Teacher Assistantship Syllabi in accordance with a new educational Robotics component in the updated curricula; • UA partners update the content and materials for Teacher Assistantship with a focus on Robotics in education at different stages); • EU partners provide necessary assistance. Participants: All (COO, BEN) In-kind Contributions and Subcontracting: No Task No T4.3 Task Name: Teacher Assistantship Syllabi Approval by University Council Description: • UA university councils approve Teacher Assistantship Syllabi; • Teacher Assistantship Syllabi is ready to be offered to university teachers responsible for Teacher Assistantship and mentors in educational institutions (kindergartens, primary and secondary schools). Participants: KOGPA, MSPU, ISUH, MSU, ZVO "PDU", DonNACEA (COO, BEN 002, BEN 003, BEN 004, BEN 005, BEN 006) In-kind Contributions and Subcontracting: No Task No T4.4 Task Name: Launching New Assistantship Syllabi

Description:
• UA partners pilot Teacher Assistantship Syllabi. In case of difficulties, they refer to the EU partners for help;
• UA students do their Teacher Assistantship and prepare a Reflective essay on using Robotics in in the classroom.
Participants: KOGPA, MSPU, ISUH, MSU, ZVO "PDU", DonNACEA (COO, BEN 002, BEN 003, BEN 004, BEN 005, BEN 006)
In-kind Contributions and Subcontracting: No

Task No T4.5
Task Name: Permanent Running of New Syllabi
Description:
• After new Teacher Assistantship Syllabi piloting and elimination of shortcomings, UA partners implement it on a regular basis;
• Students, doing their Teacher Assistantship, provide regular feedback to sustain the high quality.
Participants: KOGPA, MSPU, ISUH, MSU, ZVO "PDU", DonNACEA (COO, BEN 002, BEN 003, BEN 004, BEN 005, BEN 006)
In-kind Contributions and Subcontracting: No

Task No T4.6
Task Name: Organizing Joint Teacher Assistantship Conference
Description:
• UA partners organise and hold a Joint Teacher Assistantship Conference;
• Each UA partner select the delegates for the conference, chosen both among teachers and students;
• Students from UA partner universities demonstrate the best practices and present the results and outcomes of their Teacher Assistantship (lesson plans, video recordings of the lessons, demo lessons based on using Robotics).
Participants: All (COO, BEN)
In-kind Contributions and Subcontracting: No

Task No T4.7
Task Name: Toolkit on Robotics in Education
Description:
• UA partners design a Toolkit on Robotics in Education, which is used in the classroom while delivering new courses on Robotics and during Teacher Assistantship by the students.
Participants: KOGPA, MSPU, ISUH, MSU, ZVO "PDU", DonNACEA (COO, BEN 002, BEN 003, BEN 004, BEN 005, BEN 006)
In-kind Contributions and Subcontracting: No

Work package WP5 – Dissemination and Sustainability

Work Package Number	WP5	**Lead Beneficiary**	6 - MSPU
Work Package Name	Dissemination and Sustainability		
Start Month	1	**End Month**	36

Objectives
• 5.1 To establish Dissemination Board; • 5.2 To prepare a Dissemination Plan; • 5.3 To launch a website and social media pages; • 5.4 To Improve the visibility and impact of the project; • 5.5 To prepare and hold dissemination events.

Description
Task No T5.1 Task Name: Dissemination Board Description: • UA partners delegate a person to the Dissemination Board, which is led by the WP leader (BE 002); • Dissemination Board raises public awareness of the project activities;

• At the meetings, which take place biannually, members of the Dissemination Board discuss dissemination issues, update the strategies of the project dissemination.
Participants: All (COO, BEN)
In-kind Contributions and Subcontracting: No

Task No T5.2
Task Name: Dissemination Plan
Description:
• Members of the Dissemination Board develop a Dissemination Plan, which includes all the issues connected with the dissemination of the project life cycle, deal with direct communication with target groups, describe all channels for sharing information about the project;
• The Dissemination Plan is presented and talked over with all project teams, finally approved.
Participants: KOGPA, MSPU, ISUH, MSU, ZVO “PDU”, DonNACEA (COO, BEN 002, BEN 003, BEN 004, BEN 005, BEN 006)
In-kind Contributions and Subcontracting: No

Task No T5.3
Task Name: Dissemination channels(project website and social media)
Description:
• UA partner, responsible for WP5, launches official site of the project in order to inform the public about project activities and results;
• All UA partners create a separate project page on the official websites of the universities to spread the information about projects aims, objectives, outcomes, activities and events among Universities’ staff and students;
• UA partner, responsible for WP5, creates a separate Facebook group, Instagram page, Telegram channel which focus on delivering information about the project progress and spreading the information about the project among non-affiliated Universities and entities.
Participants: KOGPA, MSPU, ISUH, MSU, ZVO “PDU”, DonNACEA (COO, BEN 002, BEN 003, BEN 004, BEN 005, BEN 006)
In-kind Contributions and Subcontracting: No

Task No T5.4
Task Name: Dissemination Events
Description:
• 8 events to outreach 1200 people;
• Dissemination of WP 2:
5.4.1. 3-hour experience sharing webinar 1 "Educational Robotics: Introduction of New Competence" (for 200 people), followed by Q&A sessions;
5.4.2 3-hour experience sharing webinar 2 "Development of Computational Thinking" (for 200 people), followed by Q&A sessions.
• Dissemination of WP 3:
5.4.3 Hands-on seminar 1: Theoretical and Methodological approaches to Using Educational Robotics in preschool education (20 people for P1-3), total 80 teachers;
5.4.4 Hands-on seminar 2: Theoretical and Methodological approaches to Using Educational Robotics in primary education (20 people for P1-3) total 60 teachers;
5.4.5 Hands-on seminar 3: Theoretical and Methodological approaches to Using Educational Robotics in secondary education (20 people for P1-4) total 80 teachers;
5.4.6 Hands-on seminar 4: Theoretical and Methodological approaches to Using Educational Robotics in vocational education (20 people for P2,P4-P6) total 80 teachers.
Dissemination of WP 4:
5.4.7 3-hour experience sharing webinar 3 "Toolkit on Educational Robotics: From Idea to Implementation and Use" (for 200 people), followed by Q&A sessions;
5.4.8 International Practical Conference 1 "Educational Robotics Fair" (including “Best robotics model competition”) in Mukachevo 2-day for 150 people;
5.4.9 International Practical Conference 2 "Educational Robotics Fair" (including “Best robotics model competition”) in Kamianets-Podilsky 2-day for 150 people.
Participants: KOGPA, MSPU, ISUH, MSU, ZVO “PDU”, DonNACEA (COO, BEN 002, BEN 003, BEN 004, BEN 005, BEN 006)
In-kind Contributions and Subcontracting: In-kind contribution: hosting the events
Subcontration: organization of coffee-breaks

Task No T5.5
Task Name: Dissemination Report
Description:
- The Dissemination Board prepares the annual, interim and final dissemination reports of the project;
- All Partners discuss and approve the reports.

Participants: All (COO, BEN)
In-kind Contributions and Subcontracting: No

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 - KOGPA	14.00	6.00	9.00	3.00	3.00	35.00
2 - UT	6.00	2.00	3.00	2.00	2.00	15.00
3 - ISUH	5.00	6.00	9.00	4.00	3.00	27.00
4 - ZVO "PDU"	5.00	2.00	3.00	1.00	4.00	15.00
5 - MSU	6.00	4.00	6.00	2.00	4.00	22.00
6 - MSPU	5.00	6.00	9.00	3.00	6.00	29.00
7 - DonNACEA	5.00	2.00	3.00	1.00	3.00	14.00
8 - TU GRAZ	3.00	3.00	2.00	2.00	1.00	11.00
9 - RRK	2.00	1.00	1.00		1.00	5.00
Total Person-Months	51.00	32.00	45.00	18.00	27.00	173.00

LIST OF DELIVERABLES

Deliverables

Grant Preparation (Deliverables screen) — Enter the info.

The labels used mean:

Public — fully open (⚠ automatically posted online)
Sensitive — limited under the conditions of the Grant Agreement
EU classified —RESTREINT-UE/EU-RESTRICTED, CONFIDENTIEL-UE/EU-CONFIDENTIAL, SECRET-UE/EU-SECRET under Decision 2015/444

Deliverable No	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month)
D1.1	Kick-Off Meeting	WP1	1 - KOGPA	R — Document, report	SEN - Sensitive	4
D1.2	Implementation plan	WP1	1 - KOGPA	R — Document, report	SEN - Sensitive	4
D1.3	Quality Assurance Plan	WP1	1 - KOGPA	R — Document, report	SEN - Sensitive	4
D1.4	Mid-term progress report	WP1	1 - KOGPA	R — Document, report	SEN - Sensitive	18
D1.5	Report related to external expertise of the new syllabi	WP1	1 - KOGPA	R — Document, report	SEN - Sensitive	36
D2.1	Study visit to Austria	WP2	8 - TU GRAZ	R — Document, report	SEN - Sensitive	15
D2.2	Training course on Robotics and Digital Competence" with different focuses preschool institutio primary school and secondary school)	WP2	1 - KOGPA	R — Document, report	SEN - Sensitive	12
D2.3	Report on the laboratory set-up	WP2	1 - KOGPA	R — Document, report	SEN - Sensitive	21
D3.1	Decision by the academic council for the new courses	WP3	1 - KOGPA	R — Document, report	SEN - Sensitive	21
D3.2	Permanent running of new courses	WP3	1 - KOGPA	R — Document, report	SEN - Sensitive	33
D4.1	Joint Teacher Assistantship Conference	WP4	1 - KOGPA	R — Document, report	SEN - Sensitive	30

Deliverables

Grant Preparation (Deliverables screen) — Enter the info.

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Deliverable No	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month)
D4.2	Toolkit on Robotics in Education	WP4	1 - KOGPA	R — Document, report	SEN - Sensitive	35
D5.1	Dissemination plan	WP5	6 - MSPU	R — Document, report	SEN - Sensitive	4
D5.2	Dissemination Events	WP5	6 - MSPU	R — Document, report	SEN - Sensitive	35
D5.3	Dissemination Reports	WP5	6 - MSPU	R — Document, report	SEN - Sensitive	36
D5.4	Report on measurement of Key Performance Indicators (KPI)	WP5	1 - KOGPA	R — Document, report	SEN - Sensitive	36
D5.5	Sustainability plan	WP5	1 - KOGPA	R — Document, report	SEN - Sensitive	36

Deliverable D1.1 – Kick-Off Meeting

Deliverable Number	D1.1	Lead Beneficiary	1 - KOGPA
Deliverable Name	Kick-Off Meeting		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	4	Work Package No	WP1

Description
Kick-off agenda (English) List of participants (English) Kick-Off Memo (English) Kick-off Minutes (English)

Deliverable D1.2 – Implementation plan

Deliverable Number	D1.2	Lead Beneficiary	1 - KOGPA
Deliverable Name	Implementation plan		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	4	Work Package No	WP1

Description
Document describing main rules to follow, activities and deliverables within the project (English)

Deliverable D1.3 – Quality Assurance Plan

Deliverable Number	D1.3	Lead Beneficiary	1 - KOGPA
Deliverable Name	Quality Assurance Plan		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	4	Work Package No	WP1

Description
Document describing main rules to follow, activities and deliverables within the project (English)

Deliverable D1.4 – Mid-term progress report

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

Description
- Progress report on project implementation covering the period from M1 to M18 (English)

Associated with document Ref. Ares(2024)8895734 - 12/12/2024

Deliverable D1.5 – Report related to external expertise of the new syllabi

Deliverable Number	D1.5	Lead Beneficiary	1 - KOGPA
Deliverable Name	Report related to external expertise of the new syllabi		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	36	Work Package No	WP1

Description
Report is prepared, discussed by all the partners and submitted on due time (English)

Deliverable D2.1 – Study visit to Austria

Deliverable Number	D2.1	Lead Beneficiary	8 - TU GRAZ
Deliverable Name	Study visit to Austria		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	15	Work Package No	WP2

Description
- Participants travel to Austria to learn the cutting edge experience of EU university in using Robotics in education. - Study visit programme is prepared and carried out in English, the university reports are made in Ukrainian.

Deliverable D2.2 – Training course on Robotics and Digital Competence" with different focuses preschool institutio primary school and secondary school)

Deliverable Number	D2.2	Lead Beneficiary	1 - KOGPA
Deliverable Name	Training course on Robotics and Digital Competence" with different focuses preschool institutio primary school and secondary school)		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	12	Work Package No	WP2

Description
Course participants demonstrate their competence in using Robotics in classroom through the design of skill and capacity building plans and delivery of mini-lessons on using Robotics. The training materials for each training and a report of outcomes will be provided. (English)

Deliverable D2.3 – Report on the laboratory set-up

Deliverable Number	D2.3	Lead Beneficiary	1 - KOGPA
Deliverable Name	Report on the laboratory set-up		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	21	Work Package No	WP2

Description

Documents that certify the establishment of laboratories by UA partners and photos of equipped laboratories. (English)

Deliverable D3.1 – Decision by the academic council for the new courses

Deliverable Number	D3.1	**Lead Beneficiary**	1 - KOGPA
Deliverable Name	Decision by the academic council for the new courses		
Type	R — Document, report	**Dissemination Level**	SEN - Sensitive
Due Date (month)	21	**Work Package No**	WP3

Description
Official approvals by each UA Partners' academic councils about the of implementation of new courses in the educational process (Ukrainian)

Deliverable D3.2 – Permanent running of new courses

Deliverable Number	D3.2	**Lead Beneficiary**	1 - KOGPA
Deliverable Name	Permanent running of new courses		
Type	R — Document, report	**Dissemination Level**	SEN - Sensitive
Due Date (month)	33	**Work Package No**	WP3

Description
UA partners design 3 courses with a special focus, pilot them, get feedback and introduce them into the curricula on a regular bases.

Deliverable D4.1 – Joint Teacher Assistantship Conference

Deliverable Number	D4.1	**Lead Beneficiary**	1 - KOGPA
Deliverable Name	Joint Teacher Assistantship Conference		
Type	R — Document, report	**Dissemination Level**	SEN - Sensitive
Due Date (month)	30	**Work Package No**	WP4

Description
Students from UA partner universities demonstrate the best practices and present the results and outcomes of their Teacher Assistantship (lesson plans, video recordings of the lessons, demo lessons based on using Robotics).

Deliverable D4.2 – Toolkit on Robotics in Education

Deliverable Number	D4.2	**Lead Beneficiary**	1 - KOGPA
Deliverable Name	Toolkit on Robotics in Education		
Type	R — Document, report	**Dissemination Level**	SEN - Sensitive
Due Date (month)	35	**Work Package No**	WP4

Description
UA partners design a Toolkit on Robotics in Education, which is used in the classroom while delivering new courses on Robotics and during Teacher Assistantship by the students.

Deliverable D5.1 – Dissemination plan

Deliverable Number	D5.1	**Lead Beneficiary**	6 - MSPU
Deliverable Name	Dissemination plan		
Type	R — Document, report	**Dissemination Level**	SEN - Sensitive
Due Date (month)	4	**Work Package No**	WP5

Description
- Dissemination plan provides a roadmap of the project and is based on the agreed dissemination strategy; - Dissemination plan is prepared by the Dissemination Board, agreed with all partners and approved by the consortium - Dissemination plan covers the website, social networks, promotion material, final conferences, and defines indicators and target audiences. (in English).

Deliverable D5.2 – Dissemination Events

Deliverable Number	D5.2	**Lead Beneficiary**	6 - MSPU
Deliverable Name	Dissemination Events		
Type	R — Document, report	**Dissemination Level**	SEN - Sensitive
Due Date (month)	35	**Work Package No**	WP5

Description
All necessary documents supporting the events (programmes, participant lists, certificates, feedback forms, press releases).

Deliverable D5.3 – Dissemination Reports

Deliverable Number	D5.3	**Lead Beneficiary**	6 - MSPU
Deliverable Name	Dissemination Reports		
Type	R — Document, report	**Dissemination Level**	SEN - Sensitive
Due Date (month)	36	**Work Package No**	WP5

Description
The Dissemination reports (annual, interim and final) are developed and approved by the Dissemination Board and agreed by the consortium, timely submitted (in English).

Deliverable D5.4 – Report on measurement of Key Performance Indicators (KPI)

Deliverable Number	D5.4	**Lead Beneficiary**	1 - KOGPA
Deliverable Name	Report on measurement of Key Performance Indicators (KPI)		

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

Description
Report on the achieved indicators in a logical framework (quantitative and qualitative).

Deliverable D5.5 – Sustainability plan

Deliverable Number	D5.5	**Lead Beneficiary**	1 - KOGPA
Deliverable Name	Sustainability plan		
Type	R — Document, report	**Dissemination Level**	SEN - Sensitive
Due Date (month)	36	**Work Package No**	WP5

Description
Sustainability plan for the project results.

LIST OF MILESTONES

Milestones

Grant Preparation (Milestones screen) — Enter the info.

Milestone No	Milestone Name	Work Package No	Lead Beneficiary	Means of Verification	Due Date (month)
1	Equipment Tender Launch and Procurement	WP1	1 - KOGPA	List of Equipment with Prices and Tender Procedures, Financial reports and tender documentation (English, Ukrainian).	18
2	EduRob Launch	WP2	1 - KOGPA	- A new Laboratory is launched and used in the everyday learning process (room physically exists in the university); - News in the media, site of the project and social networking sites.	20
3	Course approval	WP3	1 - KOGPA	- Approved syllabi of courses; - External expertise of the new syllabi.	21
4	Launch of New Assistantship Syllabi	WP4	1 - KOGPA	UA students do their Teacher Assistantship and prepare a Reflective essay on using Robotics in in the classroom.	27
5	Website and social media pages launch	WP5	6 - MSPU	Website and social media pages and groups present relevant information and outcomes of the project.	6

LIST OF CRITICAL RISKS

Critical risks & risk management strategy

Grant Preparation (Critical Risks screen) — Enter the info.

Risk number	Description	Work Package No(s)	Proposed Mitigation Measures
1	Communication challenges (low)	WP1	- UA partner universities agree that the project's working language is English. - The minimum English language proficiency level for the project manager is C1. - Events take into account cultural and language diversity to ensure open and mutual understanding in information exchange. - All communications are conducted in written form and distributed among all managers. - A communication plan is developed, including regular meetings, communication tools, and reporting system.
2	Low management experience and a low level of organisation (high)	WP1	- Appointing project managers who are capable of organizing a team for project implementation. - Involving individuals in project management with experience in implementing Erasmus+ projects in the project management bodies.· - Clear definition of the composition of all management bodies, duties, and roles for each partner, creating a hierarchy chart, - Maintaining a shared electronic project calendar with deadlines for events and activities.
3	Delay in approving the project implementation plan (medium)	WP1	- UA partner universities agree to adhere to the deadlines for approving the implementation plan, dissemination plan, and quality control plan. - Partners approach changes to the project plans with justification.
4	Project start delays (medium)	WP1	- Planning for the kick-off event and its tasks in advance - Informing people about their duties - Planning logistics consitering martial law in Ukraine
5	Delayed equipment procurement (high)	WP1	- The coordinator submits the equipment procurement documents to the Ministry of Education and Science of Ukraine and Cabinet of Ministers as soon as the partnership agreement is signed. - Partners responsible for equipment procurement promptly submit a tender application in Prozorro.

Critical risks & risk management strategy

Grant Preparation (Critical Risks screen) — Enter the info.

Risk number	Description	Work Package No(s)	Proposed Mitigation Measures
6	Mismatch or incompatibility of the acquired equipment with the project needs (high)	WP1	- Equipment specifications are agreed upon before submitting the project application. - Equipment specifications are checked for compliance with safety standards and licensing requirements. - Partners responsible for equipment procurement conduct preliminary reviews to ensure the compatibility and suitability of the acquired equipment with the project needs. - Partners promptly inform those responsible for equipment procurement, who, in turn, contact the supplier for equipment replacement in case of identified deficiencies.
7	A partner lags behind other participants (medium)	WP3, WP5, WP4, WP1, WP2	- Development of an electronic calendar for the implementation of each project package with deadlines for events and activities. - The Project Management Board conducts regular monitoring and identifies deviations from the schedule. - The Coordinator or any other partner promptly informs partners in case of deviations from the schedule. - The Coordinator organizes meetings for discussing issues and planning.
8	New Courses do not meet quality criteria (high)	WP3, WP2	- Courses developed by partners undergo external expertise by National Erasmus Office in Ukraine; - Coaching of instructors from UA partner universities for course launch.
9	Challenges in EduRob laboratory launch (low)	WP2	- UA partner universities guarantee the fulfilment of obligations regarding the preparation of premises for the EduRob laboratory, necessary infrastructure elements such as power supply and mounting platforms, and the configuration of the required equipment; - UA partner universities assign prepared staff (laboratory assistants) with sufficient skills to care for the laboratory equipment to the EduRob; - UA partner universities create conditions for conducting educational sessions in the EduRob.
10	Increased Russian aggression affecting the educational process (high)	WP3, WP5, WP4, WP1, WP2	- Shifting project work online; - Relocating activities to safer places; - Changing the order of tasks to achieve the project targets on time.

Critical risks & risk management strategy

Grant Preparation (Critical Risks screen) — Enter the info.

Risk number	Description	Work Package No(s)	Proposed Mitigation Measures
11	The new courses are not integrated into the curricula (high)	WP3	- UA universities have previously agreed to implement new courses into the teacher training curricula; - The administration of the partner universities in Ukraine supports the implementation of new courses.
12	Students provided low feedback on new courses (high)	WP3	- UA partner universities will analyse the students feedback to find out the shortcomings and develop ways to address them; - The new courses will be developed by UA and EU experts.
13	Underachievement in bachelor's and master's theses (medium)	WP3, WP4	- Robotics as an area of Bachelor and Master research will be promoted among prospective students; - Regular events with educational robotics will spark students' research interest.
14	Low interest from stakeholders in educational robotics (high)	WP3, WP5, WP4, WP2	- UA universities have already signed contracts to sending students to schools and kindergartens to introduce educational robotics; - UA universities, if required, will contact more schools and kindergartens to broaden the scope of internship spaces.
15	Challenges in delivering dissemination events (medium)	WP5	- UA partners outreach their colleagues from other educational establishments and local departments of education to advertise the forthcoming events and activities; - UA partner universities will conduct an information campaign among regional institutions to dissemination events; - Resorting to various communication channels (emails, website, press releases, etc.) for disseminating information among stakeholders.
16	Low quality of project implementation (high)	WP3, WP5, WP4, WP1, WP2	- The Coordinator has a previous agreement with the University of Tartu that they will provide support; - The Management Board will organise regular quality panel meetings; - The Coordinator will keep regular communication with the National Erasmus Office in Ukraine to ensure high quality.

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.

ADMINISTRATIVE FORMS (PART A)

Part A of the Application Form must be filled out directly in the Portal Submission System screens.

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:	Developing Future Educators' Digital Competence Through Introducing Robotics into Curriculum
Project acronym:	EduRob
Coordinator contact:	Mykola Syrotyuk, Kremenets Taras Shevchenko Regional Academy of Humanities and Pedagogy

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PROJECT SUMMARY

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

#§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)?

In the ever-evolving landscape of technology, robotics and automation have emerged as pivotal forces driving innovation across various industries. As we stand at the intersection of the digital age and rapid technological advancements, there is an urgent need to equip the next generation with the skills and knowledge necessary to navigate and contribute to this transformative era. Recognizing this imperative, our EduRob project sets forth a comprehensive and visionary initiative aimed at addressing the multifaceted requirements of modern Ukrainian education and industry.

The EduRob project primarily focuses on the overarching priority of 'Digital Transformation' that fundamentally alters the way we live, study and interact. At the same time, the project touches on 'Sustainable Growth and Jobs' and 'Human development' with both capitalizing on the main paramount issue of Digital Transformation.

Today's digitally connected environment requires digital competence and RoboProficiency at every level of education. Consequently, the project aim is an integrated introduction of robotics into various educational settings (from preschools to tertiary educational institutions) in order to enhance digital skills and ensure capacity building.

At present, Ukrainian universities face numerous challenges ranging from underdeveloped digital skills of both staff and students to insufficient technical base of facilities and persistent underfunding due to war-related educational hardships. The EduRob project brings less experienced universities together in order to reinforce their digital transformation through the enhancement of digital literacy and establishment of robotics competence into curricula and all stages of education.

The EduRob concept can be defined as 'progressive integration of robotics (as part of digital competence) into all educational levels: from preschools to tertiary stage of education'.

The study of robotics in modern educational institutions is highly relevant and required, although not omnipresent in Ukraine. The educational system must prepare future generations of citizens for both the opportunities and challenges that lie ahead.

Fascinating and captivating features of robotics, as a teaching tool, stimulate students' interest in science, technology and other 21-century core skills and teach them to navigate the contemporary information landscape consciously and securely.

The following facts explain the project **RATIONALE**:

Benefit for universities

Partner educational institutions will strengthen their educational and scientific base, which will be useful for training students, helping them acquire digital competence in robotics, and preparing them for professional activities. Also it will increase the attractiveness of high education as robotics laboratories add the charm of innovation and technological advancement.

Benefit for university staff

Teachers will gain the necessary knowledge, skills and abilities to use robotics in the educational process and improve personal and professional skills.

Benefit for students

Students will gain knowledge, master the skills of robotics, gain advanced European pedagogical experience. and master the methods of using robotics in education that will, consequently, broaden their professional competence framework and increase their employability.

Benefit for the community

The UA universities will launch **Robotics Labs** which will engage young people into STEM, onto which our modern society heavily relies and without which we can hardly envisage our future.

Due to this rationale, a project idea has been developed: four digitally savvy EU partners (including two universities and a kindergarten) will share know-how with motivated but less experienced universities from Ukraine experience underdeveloped capacity in digital and robotics proficiency and want to bridge this gap. The EduRob partnership includes 9 partners, namely 6 UA universities, 2 EU universities that specialise in teacher and technology training, one EU kindergarten with rich experience in educational robotics, where the UA universities will observe technology in action. This educational symbiosis will allow benefiting from knowledge integration between various levels of education. The EduRob partnership also includes two relocated universities (BE 004; BE 006) that had to start their educational activity from the outset as a result of Russian aggression (BE 004 is a twicely relocated university - 2014 from Makiivka and 2022 from Kramatorsk). Incorporating these universities into our partnership engages socially and financially disadvantaged educators and their students.

The partnership has foreign partners from Estonia and Austria. Currently, Estonia and Austria, despite their smaller sizes, are leading the way in Europe's digitalization of society and state provided services. According to DESI (Digital Economy and Society Index), Estonia rankes 9th and Austria ranks 10th. This does not come as a surprise that the countries at the top of digitalization ladder already have digital competence fully embedded into the curricula from kindergartens to PhD studies and life-long learning, with every level having its digital competence. It is worth noting that digital competences occupy an important place in Estonian education, as models for developing these competences for children of different age groups are already implemented into the education. We believe that learning this experience will help to raise the level of digital competences development in Ukrainian children to a higher level.

Borrowing, adapting, and adopting the practices and formation of attitudes is essential for Ukraine in the context of the dire time Ukraine is going through and the rebuilding which is ahead of the country after the war is over. EduRob will progressively increase the technical and human capacities of the Ukrainian universities, tackle digital divides, reinforce digital skills and competences of teachers and students involved, and will pave the way for more digitally-savvy children to exciting jobs of the future.

The project is aimed at further work with children of various age. The entire three-point plan will guarantee the effective realisation of the project:

Focus 1: building capacities of participating universities in areas of robotics creativity and digital competence;

Focus 2: integrating the robotics component of digital competence into teacher training curricula;

Focus 3: introducing the elements of robotics into teaching assistantship and learning environment of kindergartens, primary schools, secondary schools as well as extracurricular institutions and interest clubs for learners.

We anticipate that the project activities will bring significant outcomes. Most partners have been cooperating in the BOOST project (#101083203) and the proposal itself was developed during the "project writing course" under in the BOOST umbrella. During this course, the partners agreed on the main project points and then returned home to work on the proposal together. Still, we have had many ZOOM sessions and discussions until the application has gained this realistic, feasible, argumentative, and persuasive form and format.

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).

According to the latest PISA results, Ukrainian children had the highest scores in Mathematics. With that in mind, they are still 1.5 years behind their OECD counterparts. The gap is even higher in Natural Sciences (2 years) and Reading (2.5 years). The underdeveloped mathematical literacy, logical thinking, and digital skills require urgent intrusion as otherwise their decline will only exacerbate by prolonged war, forced distance learning and lack of mental wellbeing of children.

In the partnership, we have done an extensive analysis of our needs. The preliminary results showed the range of needs: common needs shared by partners and individual needs typical of one/two partners.

Common needs shared by all/some partners:

Need One, concentrates on the problem of developmental disparities of Ukrainian children relative to their international peers, primarily attributed to the absence of a comprehensive educational approach at the state level. The deficiency in developmental levels is linked to the non-inclusion of essential components, such as robotics, within the educational framework—a feature seamlessly integrated into educational programs in other nations.

Need Two, examination of educational curricula of UA university partners reveals a conspicuous absence of a Robotics component within any digital competence framework. Addressing this deficiency is imperative for resolving the identified issue. This initiative aims to delineate and contemporize the curriculum of a robotics-oriented subject, wherein each collaborating partner will individually specify a course for revision. Subsequently, each partner will contribute to the augmentation and incorporation of a designated topic, module, or course focused on the advancements and applications of modern robotic technologies.

Need Three, institutions including universities, schools, and kindergartens suffer from colossal underfunding, impeding the acquisition of tools and devices and consequently knowledge and skills by educators. Given the decentralisation in Ukraine, more affluent communities might invest in robotics equipment for their municipal schools; however, the absence of trained personnel still poses a hindrance to effective utilisation. This predicament deters procurement of educational robots due to the uncertainty surrounding their proficient deployment. Stimulating the study of robotics in educational institutions starting from kindergartens makes it possible to foster a generation of young minds that are not only technologically literate but also equipped with essential skills for the future.

Need Four, in regions characterised by a lower level of industrial development, a distinctive pattern emerges in the domain of robotics education, wherein demand does not cause a corresponding supply regarding personnel potential. Conversely, the absence of supply is attributed to the lack of demand. This results in a self-reinforcing closed loop, inherently devoid of developmental progress in the context of robotics education.

Need Five, relevant for BEN 002 and BEN 004, says that they commence their educational endeavours anew due to Russian aggression (BE 004 represents a university that has undergone two relocations, first in 2014 from Makiivka and then in 2022 from Kramatorsk). These educational institutions face more difficulties, especially in terms of equipment, than other involved UA partners.

Partner universities have shared needs, yet each institution also has their unique needs.

BEN 006 (DonNACEA) and BEN 002 (MSPU). Upon reclaiming territories, BEN 006 (DonNACEA) and BE 002 (MSPU) will return to their hometowns and play a crucial role in reintegrating Ukrainian children. These universities are poised to be at the forefront of educational innovation, seamlessly incorporating children who have been without proper education for an extended period. They aim to impart valuable knowledge, foster a genuine interest in learning, instil a positive attitude, and cultivate emotional and community engagement among these children.

BEN 004 (MSU). The University has disciplines related to the study of outer space (astronomy) and sometimes infrequently the demand for this department is not as high as it should be. The success of automated robot stations, such as Curiosity and Perseverance, indicates the need to introduce robotics into the educational process. An introduction of educational robots and STEM will definitely increase the interest in engineering, IT, AI, physics, astronomy and consequently outer space.

BEN 003 (ISUH). The university possesses experience in delivering interactive events for kids and they will share their experience in terms of how to organise them and attract audiences and attract the young learners collaborative activities for students majoring in Secondary Education with a focus on computer science. Additionally, it will facilitate group projects for students from general secondary education institutions.

The aforementioned needs can be effectively addressed through the implementation of the EduRob project.

The introduction of Educational Robotics into the curricula will present a timely and strategic response to address these multifaceted needs, providing tangible solutions for technical and educational needs in the context of local Ukrainian universities.

The implementation of the EduRob project will bridge at least two gaps. On the one hand, education and skill development: EduRob will provide university staff, pre-service teachers and in-service teachers with hands-on experience in robotics and enhance their theoretical knowledge with practical skills, preparing

them for careers in emerging technology fields. On the other hand, Community Engagement: the establishment of Robotics Laboratories in University hometowns located in different parts of Ukraine will also engage the local community, fostering interest in science and technology. Outreach programs, workshops, and events will help raise awareness and inspire future generations to pursue related careers.
The project's objectives are:
1. to improve partners' technical base, and establish the base for progressive university technical and digital development after the project lifetime (indicators: equipment procured and installed, well-equipped Robotics Laboratories established, webinars on support provided, university report on technical capacity and development prepared).
2. to increase university staff, pre-service teachers and in-service teachers' robotics and digital competencies through courses, study visits and experience exchange.
3. to organise study trips to share EU partners' experience and work approaches (2 study trips for 30 participants).
4. to train academic staff of the UA partner universities and improve their teaching skills (5 virtual, F2F, and hybrid courses designed and delivered to 234 teachers, 234 certificates issued).
7. to launch 4 new courses and improve the graduates' employability and competitiveness at the job market (indicators: courses piloted; 444 students attended them).
8. to host virtual and face-to-face dissemination events in UA partner universities to share experience (4 hands-on seminars for 300 in-service teachers, two conferences for 300 participants, and 2 webinars for 400 participants).

List of courses to be launched in this project and the number of students who will be trained:

Robotics and Digital Competence in preschool: 74
Robotics and Digital Competence for primary schools: 58
Robotics and Digital Competence for secondary schools: 126
Robotics in vocational education: 186
The total number of students who will study the new courses: 444

#@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.

This project is a further step in cooperation among universities from Ukraine belonging to the Eastern Neighbourhood countries. The close collaboration began in March 2023 with the BOOST project (101083203), funded by ERASMUS+. Six partners from the BOOST project have agreed to continue their collaboration under the new umbrella of the EduRob project (BEN 001, P002, P003, P004, P006, from Ukraine and P007 from Estonia).
The EduRob project follows the European Union development programs and initiatives aimed at enhancing the digital competencies of EU citizens:
1. The Digital Europe Programme (2021-2027) aims to establish a strong digital society and economy in Europe and takes into account the development of digital skills.
2. Digital Education Action Plan (2021-2027) outlines a shared vision for high-quality, inclusive, and accessible digital education in Europe. It aims to support the adaptation of education and training systems of member states to the digital era. The Action Plan focuses on European collaboration in the field of digital education to address challenges and opportunities associated with the COVID-19 pandemic. It includes specific measures to enhance digital skills among students, learners, and educators.
3. The Digital Competence Framework for Citizens (DigComp) defines key components of digital competence in five areas and 21 specific competencies. It serves as a foundational tool for the development and assessment of digital skills in the European Union. In the updated version, DigComp 2.2, an understanding of new technologies has been added to the competency structure, including robotics, including social robotics, artificial intelligence, virtual and augmented reality, and the Internet of Things.
4. The Digital Competence of Educators (DigCompEdu) establishes the set of digital competencies for educators at all levels of education, ranging from early childhood to higher and adult education. This includes general and vocational education and training, special needs education, and non-formal

learning contexts.

In Ukraine, insufficient attention is given to the introduction of educational robotics within the educational process. Teaching occurs sporadically, often integrated into the study of computer science, information and communication technologies (ICT), and technology, or as part of extracurricular education. A systematic approach to teaching educational robotics in Ukrainian schools is lacking because, according to the current state education standard in Ukraine, there is no separate educational field specifically designated for "Robotics."
Our partners from the EU bring rich experience in the technical and educational robotics sectors, as well as expertise in modern teaching methodologies. We, the Ukrainian partners, are motivated to learn, adapt, and adopt the EU know-how and experience into the university teachers' curricula consequently bringing educational robots to kindergartens and schools. They (BEN 007 and BEN 009) also have implemented two projects related to the area of digital education and educational robotics, one of them is DigiChild (2020-1-EE01-KA226-HE-093388) which received the Golden Apple award in October 2023 as the best Erasmus+ project in Estonia. TU Graz (BEN 008) has a special MINKT Lab, where children and young people can experience the world of mathematics, computer science, natural sciences, art and technology for themselves in a variety of age-appropriate ways. BEN 009 is a cutting-edge preschool educational establishment where digital competence is developed already at an early age. The previous rich experience of all EU partners in educational robotics and their willingness to share the theoretical and practical know-how produce the EU added value that we, otherwise, cannot be obtained from any institution within Ukraine.
Based on our previous project implementation experience, we can assert:
- EU partners have know-how and methods that they are eager to share.
- The participation of Ukrainian partners in the BOOST project (which initiated this project) has enriched the teaching methodology of Ukrainian universities.
- As less experience partners, we tend to be more attentive, as we are more motivated to gain new experiences.

As a result, the general cooperation of EU partners and Ukrainian partners will considerably reduce the gap in the training of preparing the younger generation for active digital citizenship of the which is already standing on the porch.

#§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.

The EduRob project activities use various concepts and methodologies to ensure its successful implementation. The project is based on consistent processes, clear tasks, properly allocated resources and regular feedback. A new stage will not be initiated until the previous one is completed, each stage has the tasks to be accomplished and they are arranged in a logical order. The means will be identified by the purpose, capacity, deadlines to maintain high quality.

For management - the partners hold official regular meetings, informal meetings, and personal discussions to deal with the current project issues and find ultimate solutions.

For good practices exchange - we use study visits, online and F2F training courses, webinars, conferences.

For dissemination - we use the website, online conferences and webinars, training courses, Robotics fairs and the All-Ukrainian Robotics contest.

Since the Coordinator in the consortium do not have sufficient expertise in the field of management, we have decided to resort to the policy of small steps and clear explanations throughout the project lifetime. Therefore, we will rely on the tried and tested means of clear guidelines, timely memos, and achievable deadlines.

The EduRob project includes the following activity directions: (1) Management and Coordination, (2)

Content Development, and (3) Dissemination and Sustainability.

Management and Coordination concept and methodology

It consist of a project launch preparation stage, developing Implementation amd Quality Assurance Plans, a kick-off meeting in the hybrid format, signing a partnership agreement, procuring equipment, establishing and running the project financial and administrative management, holding the quality assurance meetings.

At the preparatory stage all partner universities identify the members of their project teams, distribute and describe their roles. Also, each partner university appoints the project manager for their institution.The project will be run by a **Management Board** that includes project managers from all the partners and headed by the Coordinator (BE 001). The partners schedule regular meetings (in hybrid format), agree on extra meetings in case of necessity to ensure consistent project implementation communication and information flow between the consortium members.

The partners also form a Quality Board (headed by BE 004), a Dissemination Board (headed by BE 002), which consist of one member from each partner. The boards agree on their meeting schedules and establish the channels for their communication through e-mails, Google Disc files etc. The boards chooses their heads who will report on their activities to the Coordinator and the Management Board. As the Coordinator is not an experienced institution, they will be sustainably supported by BEN 007 (University of Tartu). This symbiosis will ensure the tasks are done correctly, on time, and high-quality. The sub-coordinator (University of Tartu) will lead the first-timer (COO) and help them avoid pitfalls or get stuck on the way. The prospective sub-coordinator from the University of Tartu speaks Ukrainian and she has coordinated 5 projects (4 with Ukraine) and now she acts as a subcoordinator in BURN Erasmus+ CBHE project. After the agreement with BEN 007 to be the subcooridnator, we understood the project will go well.

The representatives of all the partners have equal rights and shared responsibilities. If any conflict of interest arises withing a specific board it will be addressed by the Management Board. The Dissemination board sets up the official website of the project that will be open access and provide all the information on the project progress and activities. This will ensure vast inclusion and provide all the target groups with equal access rights and opportunities. Before the official launch of the EduRob project, the partners familirize with the Parnership agreement, make ammendments if required, develop drafts for the Implemetation, Quality Assurance and Dessimination plans to discuss and agree on during the F2F Kick-Off Meeting, schedule the kick-off meeting and decide on the agenda.

The Implementation Plan specifies the partners' roles and responsibilities, focuses on the managerial issues, provides the timeline of project meetings and activities, identifies deadlines, indicates reporting and financial issues.

Within the Quality Assurance plan all the partners identify the Quality Assurance strategies and specify on the format and timing of qaulity control reporting and data storage.

The kick-off meeting is organized and held in a F2F format in Mukachevo (BE 004) and attended by a mamager from each partner and one representative engaged in working in either the Quality or Dessimination Boards. 3-4 representatives of UA partner universities and invited representatives of the National Erasmus Office in Ukraine will join the kick-off meeting on-line. The kick-off meeting lasts for 3 days and focuses on essential project-related issues, finalizing the communication strategy, work packages, specifying the partners' duties and responsibilities, voting and approving of the Implementation Plan, Dissemination Plan, Quality Assurance Plan. The partners agree on the final version of the Partnership Agreement and sign it.

During the kick-off meeting, the project Financial Board will also be established. Each partner-university is represented by their financial managers responsible for keeping all the financial and administrative documents at the national and international levels. The members of the Financial Board get familiar with the financial aspects of the project, plan the deadlines for technical/financial reports, make sure that the financial operations and payments are done in a line with the European and Ukrainian laws. The members of the Financial Board also prepare interim and final financial reports.

Before carrying out the procurement procedure, the EduRob project will receive a registration card as an international technical assistance (ITA) project, which will ensure that there is no need to pay VAT and provide for saving the funds. All the procurements of the equipment will be held by the project National Coordinator (B 001) that will later transfer the ownership of equipment to the UA partner-universities following the required legal procedures. Before conducting tenders, the UA partners will reach final agreement on the specifications of the equipment needed for the project implementation, decide on the best bids, following the rules and procedures of Prozorro tenders The sub-coordinator (BEN 007) will provide guidance to the accountant, especially on the issues of equipment procurement and tender

launch. This way the partnership will be sure the money is spent according to the rules and regulations.

The minutes and video recordings of all scheduled meetings, as well as all the other project-related documentation, will be kept and stored for 5 years after the project finishes.

Development Concept and Methodology

The **Development stage** includes 3 work packages: Building Technical, Intellectual and Skill Capacity in Educational Robotics; Introducing Robotics Component of Digital Competence into Teachers' Curriculum; Update of Teacher Assistantship Syllabi.

The work package on **Building Technical, Intellectual and Skill Capacity in Educational Robotics** starts with EU partner universities developing a training course on "Robotics in EU Education" and delivering this course to the UA partner universities on-line. After doing the couse and getting familiar with the general principles of implemeting Robotics in the EU educational institutions, the UA partners decide on the best practices of using educational Robotics relevant for their HEIs.

During the next stage in this work package the EU partners develop and deliver 3 skill and capacity building courses on Robotics and Digital Competence with focuses on preschool, primary and secondary school education. During these courses, the representatives of the UA partner universities and UA preschool and school teachers will get general comprehension on how to promote introduction of Robotics at educational institutions, learn how to resolve issues connected with technologies and build the digital capacity of their institutions. The structure and cohesion of the courses will provide for the participants to develop their skills from the minimum user level to the level enabling them to teach Robotics to the others. The courses present both theoretical knowledge and practical workshops on how to use Robotics at deferent educational levels and for various age groups.

The next stage within this work package is the study visit for the representatives of the UA partners to Austria (BEN 008) with a special focus on Robotics in education. During the visit the participants will find out about learning and teaching approaches to using Robotics in EU education, get familiar with different online platforms, resources and tools used by EU uiversities to promote Robotics in education, study the good practices of the university cooperation with the community and local educational establishments (e.g., kindergartens, primary and secondary schools) on promoting Robotis.

The work package is finalized by launching EduRob laboratories in the UA partner universities after they prapare the proper premises and set up all the necessary equipment and software. The laboratories will run permanently for the university staff', students' and community needs.

The work package on **Introducing the Robotics Component of Digital Competence into Teachers' Curriculum** starts with EU partners developing and delivering an on-line training course "Course Design Essentials". The course will familiarize the representatives of the UA partner-universities with the main principles and approaches to the course design in the EU universities. On finishing the course the UA representatives will undertake a study visit to Estonia focusing on Educational Robots in teacher training curricula.

During the following stage, the EU partners organise and deliver an online methodological training course on how to design a course "Robotics in Education" for Barchelor degree students. After doing the course, the UA partner universities develop their own educational component with various focuses (3 courses "Teaching Robotics to preschool students", "Teaching Robotics to primary school students" (grades 1-4), "Teaching Robotics to secondary school students (grades 5-9)) and arrange for the EU partners to proofread the course materials. Afterwards, the UA partner universities get the courses approved by their university coucils and pilot them as 3 ETSC normative disciplines in the teacher training curriculum. On analysing feedback from the students and improving the courses, they will be set to run permanently.

Another focus under this work package is supervising Master theses on Educational Robotics by UA partner universities with pedagogical bias.

During the first stage of the **Updating of Teacher Assistantship Syllabi** work package the EU partners develop an online course "Teacher Assistantship Syllabus design" and share with the UA partners their approaches to organizing teacher assistantships. After doing the course, the UA universities analyse the existing Teacher Assistantship Syllabi in their institutions, bring their Teacher Assistantship Syllabi in accordance with a new educational Robotics component in the updated curricula.

The UA university councils approve the updated Teacher Assistantship Syllabi and the syllabi is presented to university staff responsible for teacher assistantshipa and mentors in educational institutions (kindergartens, primary and secondary schools). The UA partner universities also design and deliver professional development course on Robotics in Education for teacher assistantship mentors. All these preparatory measures will provide deeper understanding on how to use Robotics on different educational levels and foster for upgrading practical skills of using Robotics both by the students and all

other parties involved in arranging and conducting the Teacher Assistantships.

After this, UA students do their teacher assistantships and prepare a reflective essay on using Robotics in the classroom. While the UA students do their teacher assistantships at schools and kinergartens, the UA partner universities announce and hold a competition for the best robotics model.

To analyze feedback and share good practices of introducing the updated Teacher Assistantship Syllabi, the UA partners organize joint Teacher Assistantship Conference. Each UA partner selects delegates for the conference, both among teachers and students. The students from UA partner universities demonstrate the best practices and present the results and outcomes of their Teacher Assistantship (lesson plans, video recordings of the lessons, demo lessons based on using Robotics). At the conference, the UA partner universities also present their Robotics models and the jury compiled of the representatives of all the universities and other Robotics companies chose the best model.

After the new Teacher Assistantship Syllabi shortcomings are elliminated, the UA partners implement it on a regular basis. The students, when doing their Teacher Assistantship, provide regular feedback to sustain the high quality of performance.

As an ultimate outcome of this work package the UA partners design a Toolkit on Robotics in Education, which is used in the classroom while delivering new courses on Robotics and during Teacher Assistantships.

Dissemination and Sustainability Concept and Methodology

The Dissemination work package provides for sharing the project results broadly. At the start of the project, the UA partners form a Dissemination Board by delegating a person appointed to be responsible for project results dissemination in their institutions. The Dissemination Board is led by BE 002 that is responsible for launching the official site of the project in order to inform the publicity about the project activities and results. The lead of the Desiimination and Sustainability work package also creates a separate Facebook group, Instagram page, Telegram channel which focus on delivering information about the project progress and spread the information about the project among non-affiliated universities and entities.

At their first meeting the Board develops a Dissemination Plan, which determines all possible channels and ways to raise public awareness of the project activities and multiply on the project outcomes for the benefit of all the partners and referencing to the funding source. The Dissemination Plan is presented and talked over with all project teams before being finally approved.

All UA partner universities create a EduRob project page on their official websites to spread information about the project aims, objectives, outcomes, activities and events for the universities' staff and students. Through this page, their also receive feedback on project implementation success and comments on events and activities.

The official site of the project and pages/groups in social media are aimed at keeping track of all project activities, timely announcing of events and sharing the information about the project progress and results.

The dissemination of the project is also ensured by the number of scheduled mass events, which will be highlighted in the local and national media as well as through the channels created by B 002 and all the partner universities.

Work Package 2 will be brought into the public eye through two 3-hour experience sharing webinars "Educational Robotics: Introduction of New Competence" and "Development of Computational Thinking" both for 200 people, followed by Q&A sessions.

The vast dissemination of WP 3 is ensured by holding 4 hands-on seminars (Theoretical and Methodological Approaches to Using Educational Robotics in Preschool Education; Theoretical and Methodological Approaches to Using Educational Robotics in Primary Education; Theoretical and Methodological Approaches to Using Educational Robotics in Secondary Education; Theoretical and Methodological Approaches to Using Educational Robotics in Vocational Education), each reaching the audience up to 60 persons (universities' teaching staff, preschool, school and vocational school teachers, students).

There are also 2 International Practical Conferences: "Educational Robotics Fair" (Mukachevo, 2 days, 150 people) and "Educational Robotics Fair" (Kamianets-Podilskyi, 2 days, 150 people) focusing on spreading the EduRob positive outcomes and promoting for further introduction of Robotics into teacher training curricula in other UA universities,

At the meetings, which will take place biannually, the members of the Dissemination Board discuss the current issues, update the strategies of the project dissemination.

Basing on reports on dissemination received from the UA partner universities and their own activities, the Dissemination Board prepares annual, interim and final dissemination reports of the project.

Since the project may potentially start under the COVID pandemic regulations and during the active hostilities in Ukraine, we decided to host meet-ups and large-scale events such as conferences both F2F and in the online format, and disseminate through media as broadly as possible. Creating visual paraphernalia and its use by all the partners when informing and reporting about the project on their official pages will make the project easily recognizable on the national level. The project website will accumulate all the information on the project activities and outcomes and offer all the project-related information in the open-source format.

All tangible outcomes of the project, such as UdeRob laboratories, updated teacher training curricula, designed toolkits on using Robotics in educational institutions, modernized Teacher Assistantship Syllabi will ensure the sustainability of the project, since they will provide for the further introduction of a Robotica component at other UA universities through national collaboration and exchanging good practices.

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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.

To ensure high-quality project implementation and timely completion, the following measures will be implemented:

Project Management

Management Structure: The project organization will establish clear arrangements, timelines, a governance structure, and delineate collaboration and responsibilities among partners.The Project Management Board will oversee the project, holding authority in decision-making. The Project Management Board 's primary role will be to assess significance of results and offer suggestions for improvement.

Language of Communication: English will serve as the primary language for project communication, ensuring seamless exchange of ideas among partners who are proficient in English. Additionally, the BE 001 project manager is fluent in Ukrainian, facilitating communication with partners from Ukraine. Some EU teams also have members fluent in Ukrainian/Russian to aid communication in challenging circumstances.

Communication Strategy: Partners have convened online, laying groundwork for communication principles to be formalized during the kick-off meeting and included in the Partnership Agreement. Written communication, cloud storage via Dropbox for accessible documents, and memos following management meetings will be employed to promote transparent and efficient communication. Video conferences via Zoom will be prioritized over phone calls.

Ethics: Decision-making authority rests with the Management Board, comprising representatives from all partners, ensuring equitable participation. The principle of equality among partners guides decision-making, with all major decisions subject to open discussion. The consortium is committed to integrity, adhering to project objectives, quality standards, and timelines.

Quality Assurance and Monitoring Strategy:

Coordinator: BE 001 has been appointed as the Coordinator, responsible for equipment procurement for all partners.

Quality Assurance Documents: A quality plan will be developed and ratified during the Kick-Off meeting, serving as a framework for adherence to project goals, budget, and partnership agreements, ensuring timely and high-quality results.

Quality Board: Regular meetings of the Quality Board will address quality-related issues, determining the format and standards for project deliverables.

Quality Check: Quality Checks will be provided by BE 004, the project progress will be monitored in a hybrid format.

Course Expertise: The project aims to develop four new courses for BA and MA students. External expertise of the new syllabi will be subjected to external peer review by university teachers with relevant expertise.

Feedback: The Quality Board will oversee the collection and analysis of feedback from project activities and dissemination events, as well as feedback on new courses.

Reports: The Quality Board will compile reports assessing the quality of project events and Work Package 5.

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NARRATIVE SUMMARY OF THE INTERVENTION LOGIC	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS AND PREREQUISITES
Goal (general objective) *Identify the broader objective to which this project contributes.* The project aims at enhancing Roboproficiency, advancing digital pedagogy, and fostering digital competency. Collaboration with a group of like-minded professionals will allow us to implement cutting-edge digital technologies into the educational process. Besides, participation in collective development of project, which has the power to transform the world and enhance people's quality of life, is another objective of the participation.	- developed courses for UA students: "Robotics and Digital Competence in preschool educational institutions" "Robotics and Digital Competence for primary schools "Robotics and Digital Competence for secondary schools "Robotics in vocational education" - created RoboLab in every Ukrainian university partner -updated internship programs for pedagogical institutions	internal and external evaluation reports	Assumptions. The development of digital competences is an important area in the education of Ukraine and the EU The academic community of the partner universities is interested in developing in Robotix competences Implementation of the project will be useful for community development Background. Rapid process of digitalisation in various areas of human activity Difficult economic situation in Ukraine Support of educational initiatives by the EU Lack of funding for higher education in terms of equipment of educational laboratories
Purpose (specific Objectives) *List the specific objectives that projects shall achieve* 1. To create a robotics laboratory with appropriate equipment, supplied with robotics kits and instruments to facilitate robotics education. 2. To enhance digital competency of teachers and improve their robotics skills. 3. To organize study trips to share EU partners' experience and work approaches.	-launched four courses for 511 students to enhance the skills required to be competitive in the job market. - to host virtual and face-to face dissemination events in UA partner universities to share experience - updated internship programmes for would-be teachers	- orders about lab launching in UA partner institutions - external evaluation reports - feedback on student internships on the project website and social media	

Outputs (deliverables) *List the deliverables (grouped in work packages) that the project is committed to produce. These must be stated as results.* 1.1: To establish Management Board, Quality Board, Dissemination Board, and Financial Board. 1.2 To prepare an implementation plan 1.3: To prepare a quality assurance plan 1.4: To hold Kick-Off and agree on communication strategy 1.5. To prepare a partnership agreement 1.6.To prepare and submit the necessary documents for the purchase of equipment 1.7. Financial management and sustainable reports 1.8. Quality Assurance meetings and control 1.9. Sustainable Project Management 2.1. Online training course on "Robotics in EU Education" 2.2 To prepare a course Skill and Capacity building course 1 ("Robotics and Digital Competence in preschool educational institutions") 2.3.To prepare a course Skill and Capacity building course 2 "Robotics and Digital Competence for primary schools" 2.4. To prepare a course Skill and Capacity building course "Robotics and Digital Competence for secondary schools" 2.5 Organize a study trip to EU to observe the use of robotics in education 2.6 To create RoboLab in every Ukrainian university partner 2.7. Permanent running (functioning) of the Laboratory for teachers', students' and community needs 3.1 Online training course "Course design essentials" 3.2 To organize visit to	1.1. Established Management Board, Quality Board, Dissemination Board, and Administrative Financial Board. 1.2. Implementation Plan, Dissemination Plan. 1.3. Quality Control Plan. 1.4. Kick-off meeting. Communication strategy. 1.5. Partnership Agreement. 1.6. List of necessary equipment. 1.7 Interim reports and final report. 1.8. Feedback from 2 external experts, feedback from 4 school leaders of preschool and school practice on the implementation of robotics elements in the educational process. 1.9.Interim reports and final report. 2.1. Examining EU guidelines for implementing robotics in education. 2.2. Training course "Robotics and Digital Competence in preschool educational institutions" 2.3 Training course "Robotics and Digital Competence for primary schools" 2.4 Training course "Robotics and Digital Competence for secondary schools" 2.5. Trip to Austria, Estonia 2.6. Functioning of robotics laboratory 2.7. Maintenance of the robotics lab 3.1 Online course 3.2. Study tour to Estonia 3.3 Listen to the online course 3.4 Develop a course programme 3.5 Approve the course programme 3.6 Training bachelors according to the course programme 3.7 Updated courses based on student feedback 3.8 Permanent training courses on robotics	WP1 Partnership agreement Project implementation handbook Quality assurance plan List of participants and communication strategy Project page in social networks Project reports Published Interim reports and final reports List of equipment WP2 Staff training certificates Expanded university technical base and launched Robolab News, reports, media and social media coverage. WP3 Certificate of completion of the course: "Course design essentials" and "How to design a course Robotics in Education" course curricula: a. "Teaching Robotics to preschool students" b. "Teaching Robotics to primary school students" (grades 1-4) c. "Teaching Robotics to secondary school students (grades 5-9)" updated curriculum with the introduction of new courses feedback questionnaires reviews from external experts WP 4 Training programme on Teacher's Assistantship reports on internships in the use of robotics publication of materials in the media and social networks WP 5 Dissemination report	

Estonia on Educational robots in teacher training curricula 3.3 Online training course "How to design a course Robotics in Education" 3.4. to develop a BA course: a. "Teaching Robotics to preschool students" b. "Teaching Robotics to primary school students" (grades 1-4) c. "Teaching Robotics to secondary school students (grades 5-9)" 3.5. Approve new courses by university councils 3.6 Pilot new courses: "Teaching Robotics to preschool students" "Teaching Robotics to primary school students (grades 1-4) "Teaching Robotics to secondary school students (grades 5-9)" 3.7 Conducting feedback analysis and course revision 3.8 Implementation of updated training courses on a regular basis 3.9 Feedback from external experts 4.1 Complete the online course on "Teacher Assistantship Syllabus design" 4.2 Analyze and update the Teacher Assistantship Syllabus 4.3 Approve Teacher Assistantship Syllabi Approval by University Council 4.4 Implementation of the updated programme in the educational process 4.5 Permanent Running of new syllabi 4.6 Holding a Joint Teacher Assistantship Conference 4.7 Development of a manual on robotics in education 5.1. Establishment of a Dissemination Board 5.2. Preparation of the Dissemination Plan 5.3. Implementation of Dissemination channels	3.9 Feedback from 2 external experts, feedback from 4 school leaders of preschool and school practice on the implementation of robotics elements in the educational process 4.1 registering for the course and completing the required tasks 4.2 course programme, syllabus and updated content 4.3 Teacher Assistantship Syllabi 4.4 syllabus 4.5 Feedback questionnaire student report 4.6 Demonstration of the results and outcomes of their practice by UA partner delegates 4.7 Robotics toolkit for teacher assistants 5.1. List prepared by the Dissemination Board 5.2. Dissemination Plan 5.3. Website, social media 5.4. Dissemination events 5.5. Dissemination Report		

(project website and social media) 5.4. Organize and conduct events to disseminate information about the events 5.5. Discuss and prepare reports			
Activities: *List the key activities to be carried out (grouped in work packages) and in what sequence, in order to produce the expected results.* 1.1 Launch preparation 1.2. Implementation Plan 1.3. Quality Control Plan 1.4. Kick-Off Meeting 1.5.Signing Consortium Agreement 1.6. Equipment Procurement 1.7. Sustainable Financial Work 1.8. Management Board Meetings and Reporting 1.8. Quality Assurance meetings and control 1.9. Administrative Project Management 2.1 Participating in online training course on “Robotics in EU Education” 2.2 Participating in skill and capacity building course 1 (“Robotics and Digital Competence in preschool educational institutions”) 2.3. Participating in Skill and Capacity building course 2 “Robotics and Digital Competence for primary schools” 2.4. Participating in Skill and Capacity building course 3 “Robotics and Digital Competence for secondary schools” 2.5 A study trip to Austria and Estonia 2.6 Setting up and launching the laboratory in EU partner universities 2.7. Arranging training sessions, workshops, meetings on the basis of the laboratory 3.1 Online training course “Course design essentials” 3.2 Educational visit to Estonia on Educational robots in teacher training curricula 3.3 Online training course	WP 1. Management and Coordination (1.1. – 1.8) 1.1. Mobility costs. Staff time and costs.. 1.2. Staff time and costs. 1.3.Staff time and costs. 1.4. Staff time and costs. 1.5. Staff time and costs. 1.6.Staff time and costs. 1.7 Staff time and costs. 1.8.Staff time and costs. 1.9.Staff time and costs. WP 2 Building Technical, Intellectual and Skill Capacity in Educational Robotics 2.1 Staff time and costs. 2.2. Staff time and costs. 2.3 Staff time and costs. 2.4. Staff time and costs. 2.5. Staff time. Mobility costs (UA-EU). 2.6. Staff costs, equipment cost 2.7 Staff time and costs. WP 3: Introducing Robotics Component of Digital Competence into Teachers’ Curriculum (3.1-3.9) 3.1.Staff time and costs. 3.2.Staff time and costs. 3.3. Staff time and costs. 3.4. Staff time and costs. 3.5.Staff time and costs. 3.6. Staff time and costs. 3.7. Staff time and costs. 3.8. Staff time and costs. 3.9 .Staff time and costs. WP 4: Update of Teacher Assistantship Syllabi (4.1 -4.7) 4.1. Staff time and costs. 4.2. Staff time and costs. 4.3. Staff time and costs. 4.4. Staff time and costs. 4.5. Staff time and costs. 4.6. Staff time and costs. 4.7. Staff time and costs. WP 5: Dissemination and Sustainability (5.1-5.5) 5.1. Staff time and costs. 5.2. Staff time and costs. 5.3. Staff time and costs. 5.4. Staff time and costs. 5.5. Staff time and costs.		

“How to design a course Robotics in Education” 3.4. to develop BA course a. “Teaching Robotics to preschool students” b. “Teaching Robotics to primary school students” (grades 1-4) c. “Teaching Robotics to secondary school students (grades 5-9)” 3.5.Approval of new courses by university councils 3.6 Pilot new courses: "Teaching Robotics to preschool students" "Teaching Robotics to primary school students (grades 1-4) "Teaching Robotics to secondary school students (grades 5-9)" 3.7 Course reviews 3.8 Implementation of updated training courses on a regular basis 3.9 Reviews from external experts 4.1 Online course on "Teacher Assistantship Syllabus design" 4.2 Updating the Teacher Assistantship Syllabus programme 4.3 Approval of the Teacher Assistantship Syllabus and Approval by University Councils 4.4 Implementation of the updated programme in the educational process 4.5 Permanent Running of new syllabus 4.6 Holding a Joint Teacher Assistantship Conference 4.7 Development of the Handbook on Robotics in Education 5.1. Dissemination Board 5.2. Dissemination Plan 5.3. Dissemination channels (project website and social media) 5.4. Dissemination Events 5.5. Dissemination Report			

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 — use the same profiles as in the detailed budget table, if any (n/a for prefixed Lump Sum Grants)) and describe briefly their tasks. Provide CVs of all key actors (if required by the Call document/Programme Guide).

Name and function	Organisation	Role/tasks	Professional profile and expertise
Mykola Syrotyuk, manager	Kremenets Taras Shevchenko Regional Academy ofHumanities and Pedagogy	Supporting the coordinator, managing own team, delivering seminars and workshops, hosting an internship	Vice-rector for International Cooperationof Kremenets Academy, PhD, Associate professor, 18 years of professional experience, 2 years of International cooperation work experience. He has managed up several International Educational and Cultural Projects at Kremenets Academy. My academic and scintific interests concentrate on the peculiarities of forming speech competence in philology students; peculiarities of learning a foreign language in a computer-oriented learning environment; aspects of using modern multimedia in the process of learning a foreign language.
Ihor Halahan Teacher / researcher	Kremenets Taras Shevchenko Regional Academy ofHumanities and Pedagogy	Developing programmes of educational components,	PhD in Pedagogical Sciences, Associate Professor of the Department of Information Technologies and Methods of Teaching Informatics, 20 years of professional experience. Research interests: implementation of information technologies in the educational process, development of informational competences of future teachers
Yurii Lishchuk Teacher / researcher	Kremenets Taras Shevchenko Regional Academy ofHumanities and Pedagogy	Developing programmes of educational components,	Lecturer of the first category at Vocational College of Kremenets Academy. 11 years of experience. Research interests: introduction of information technologies in the educational process; organisation of students' independent work during distance learning.
Olena Furman Teacher / researcher	Kremenets Taras Shevchenko Regional Academy ofHumanities and Pedagogy	Developing programmes of educational components, updating and developing educational components, participating in online courses	Participation in trainings, online courses on interactive learning, updating and development of educational components. Phd, Associate Professor of the Department of Information Technologies and Methods of Teaching Informatics. Her research interests are focused on the study and development of effective methods and strategies that contribute to successful learning, training students to use information technology tools in their professional activities, research and development of strategies for using modern technologies, such as virtual reality, specialised applications and interactive platforms for improving the efficiency of the educational process.
Dmytro Klak Teacher/ trainer IT and tech support	Kremenets Taras Shevchenko Regional Academy ofHumanities and Pedagogy	Creation of a robotics laboratory, Delivery of training on robotics	Head of IT Department, lecturer at Kremenets Taras Shevchenko Regional Academy of Humanities and Pedagogy. His academic interests are focused on information and communication technologies, innovative educational technologies, online learning, blended learning, LMS Moodle administration.
Valentyna Smyk	Kremenets Taras	Financial management	Valentyna Smyk is a deputy chief accountant at Kremenets Academy since 2021.

Financial manager	Shevchenko Regional Academy ofHumanities and Pedagogy	, financial reports	Valentyna received a master's degree in finance in 2011 at Ternopil National University of Economics. Recently, she also performs the duties of an authorised person on public procurement issues. Her work experience as an accountant is 3.5 years, total work experience is more than 10 years
Alona Chorna Manager	Bogdan Khmelnytsky Melitopol State Pedagogical University	Managing own team, delivering seminars and workshops, developing new courses	PhD, Associate Professor of the Department of Informatics and Cybernetics, head of the center of educational distance technologies of Bogdan Khmelnytsky Melitopol State Pedagogical University, Ukraine. Scientific interests include Information and Communication Technologies, LEGO robotics, Massive Open Online Courses (MOOCs), distance learning systems, remote and blended learning, digital technologies, project management, LMS Moodle administration. The list of scientific, educational, and methodological works includes over 90 research papers: articles in journals indexed in SCOPUS, Web of Science, collective monographs, methodological recommendations, articles in specialized Ukrainian publications, and contributions to international collections. Holds 14 certificates of copyright registration, is a member of the public organization "Progressive!", Women in Tech. Alona Chorna serves as a permanent judge for nationwide competitions such as FIRST Lego League and the World Robot Olympiad.
Olga Goncharova Teacher / researcher	Bogdan Khmelnytsky Melitopol State Pedagogical University	Hosting an internship, technical support of the project	PhD, Associate Professor of the Department of Methodology of Teaching Germanic Languages of Bogdan Khmelnytsky Melitopol State Pedagogical University, Ukraine. Scientific interests: pedagogical innovations, methodology of teaching English, innovative methods of teaching English, inclusive education, English for specific purposes. The list of scientific, educational, and educational-methodological works includes more than 200 scientific works: articles in the journals included in SCOPUS database, textbooks, collective monographs, articles in specialized publications of Ukraine, articles in international books of proceedings. Has 7 Certificates of copyright registration for a scientific work, is a member of the Ukrainian Association of Education Researchers and the International Association of English Language Teachers TESOL.
Iryna Krasheninnik. Teacher / researcher	Bogdan Khmelnytsky Melitopol State Pedagogical University	Developing new courses, modernizing courses, implementation of educational technologies in training	PhD, Head of the Department of Informatics and Cybernetics of Bogdan Khmelnytsky Melitopol State Pedagogical University, Ukraine. Scientific interests: digital technologies, learning management systems, open journal systems, pedagogical innovations, vocational education, innovative methods of teaching programming. The list of scientific, educational, and educational-methodological works includes more than 50 scientific works: articles in the journals included in SCOPUS database, collective monographs, articles in specialized publications of Ukraine, articles in international books of proceedings. Iryna Krasheninnik takes part in Erasmus + projects: 101082858 "MOOC-based micro-credentials for teacher professional development" (CRED4TEACH); 101083203 "Bringing Opportunities and Organizational Success To Small Local Universities in Ukraine" (BOOST).
Viktoriia Miziuk, manager	Izmail State University of Humanities	Supporting the coordinator,	PhD in Pedagogical Sciences, Associate Professor, the Dean of the Faculty of Management, Administration and Information Activities. 30 years of professional

		managing own team, delivering seminars and workshops, hosting an internship	experience. Her academic interests are focused on information and communication technologies, innovative educational technologies, online learning, blended learning, LMS Moodle administration. She plans and introduces modern IT solutions to increase the IT and teaching capacity and digital efficiency of Izmail State University of Humanities.
Yevhenii Abrosimov Teacher / researcher	Izmail State University of Humanities	Developing new courses, modernizing courses, technical support of the project	Lecturer of the Department of Management, Informatics and Information Activities. His academic interests are focused on information system architecture, cloud-based environment, mobile applications, LMS Moodle administration. He plans and introduces modern IT solutions to increase the IT and teaching capacity and digital efficiency of Izmail State University of Humanities. His academic interests are focused on computer modeling, 3D printing, robotics design, and the implementation of information technologies in the educational process.
Maryna Dmytriieva Teacher / researcher	Izmail State University of Humanities	Developing new courses, modernizing courses, im plementation of educational technologies in training	Lecturer of the Department of Management, Informatics and Information Activities A teacher of computer science and mathematics in school, graduate student of the educational program in Pedagogy/Education. Her academic interests are focused on information and communication technologies, innovative educational technologies, online learning, blended learning.
Viktor Arnaut Teacher / researcher	Izmail State University of Humanities	Participating in training on learning, developing new teacher course	Head of the Center for IT Technologies in Education of Izmail State University of Humanities. Lecturer of the Department of Management, Informatics and Information Activities. His professional interests are related to technical support of education, robotics and 3-D printing
Mykola Kapliienko Administrative manager	Izmail State University of Humanities	Project repo rting, financial reports	Director of the Department for International Cooperation and Infrastructure Development and teacher of English. His academic interests concentrate on the professional development of teachers, interactive methods of teaching, internationalization of HEI. He has successful experience in project application writing and implementation of different projects.
Tetiana Kravchenko Manager	Mukachevo State University	Project manager. Attending webinars, training.	PhD in Pedagogics, Teaching experience at a university and school in English language teaching. Work experience - 24 years. Her current research focuses: on formation of readiness of future English language teachers for foreign language communication by means of training technologies; formation of communicative competence of the future English language teacher; training of specialists in economic specialization.
Vitaliy Gerasimov Teacher / researcher	Mukachevo State University	Developing new course, updating the courses.	PhD in Physics-Mathematical Sciences, Associate Professor. Teaching experience at a university and school in natural and engineering disciplines. Work experience - 28 years. Author of about 100 scientific publications, 4 invention patents. The author and head of the scientific grant project from the Ministry of Education and Science of Ukraine on the topic: "Application of microcontroller technology and sensors in the clothing-human system".

Oksana Panchenko Teacher / researcher	Mukachevo State University	Developing new course, updating the courses.	Experience of teaching natural and engineering disciplines at the university. Work experience - 26 years. Author of about 12 scientific publications, 2 invention patents. Scientific interests: Innovative technological processes of synthesis of new materials and informational and mathematical support.
Anastasiia Polishchuk Manager	Higher Educational Institution «Podillia State University»	Coordinate administrative resources.	PhD, Head of the Department of International Relations, Assistant of the Department of Foreign Languages of the Higher Educational Institution "Podillia State University", Ukraine. Direction of scientific research: "Modern technologies in foreign language learning". The list of scientific, educational and educational-methodological works includes more than 20 scientific works: articles in journals included in the SCOPUS database, collective monographs, articles in specialized publications of Ukraine, articles in foreign editions.
Oleksandr Oleniuk Teacher / researcher	Higher Educational Institution «Podillia State University»	Project implementation coordinating, developing new courses, delivering seminars and workshops, technical support of the project	PhD, Associate Professor of the Department of Technical Service and General Technical Subjects of the Higher Educational Institution "Podillia State University", Ukraine. Scientific interests: digital technologies, materials science, electric power engineering, programming, 3D technologies. The list of scientific, educational and educational-methodical works includes more than 50 scientific works: articles in the journals included in the SCOPUS database, a study guide, articles in specialized publications of Ukraine, articles in international collections of works. He has more than 10 invention and utility model patents.
Yurii Pantsyr Teacher / researcher	Higher Educational Institution «Podillia State University»	Project implementation coordinating, developing new courses, updating the curriculum, paperwork.	PhD, Dean of the Engineering and Technical Faculty, Associate Professor of the Department of Electrical Engineering, Electromechanics and Electrotechnology of the Higher Educational Institution "Podillia State University", Ukraine. Scientific interests: digital technologies, pedagogical innovations, professional and technical education, automatics and automation of production, application of electrical technologies. The list of scientific, educational and educational-methodological works includes more than 30 scientific works: articles in journals included in the SCOPUS database, collective monographs, articles in specialized publications of Ukraine, articles in collections of works.
Mykhailo Torchuk Teacher / researcher	Higher Educational Institution «Podillia State University»	Developing new courses, delivering seminars and workshops, implementation of educational technologies in training	PhD, Associate Professor of the Department of Information Technology, Physical, Mathematical and Civil Defence Disciplines the Higher Educational Institution "Podillia State University", Ukraine. Scientific interests: physics, use of pedagogical technologies for the formation of key competencies in physics classes, automated design and calculation systems, digital technologies, vocational education, and innovative methods of teaching programming. The list of scientific, educational and educational-methodological works includes more than 60 scientific works: articles in journals included in the SCOPUS database, collective monographs, articles in specialized publications of Ukraine, articles in international anthologies. He has 2 certificates of copyright registration for scientific work.
Sergiy Kolesnichenko Manager	Donbas National Academy of Civil	Developing new courses, updating the	DSc, PhD., Professor, Vice-Rector for Science and International Relations. Working as a European Commission (EC) and TEMPUS project manager. Academic interests concentrate on professional

	Engineering and Architecture	curriculum	development of teachers, enhancing scientific and international activities. Has experience in writing grant applications and successful implementation of the approved grants..
Tetiana Kalashnykova Teacher	Donbas National Academy of Civil Engineering and Architecture	Project implementation coordinating, developing new courses,	Senior lecturer. Works as a project coordinator in EC grant and a teacher of English at DonNACEA. Her academic interests focus on Pedagogy and English language teaching. Has experience with working on international project implementations: project management cycles, paperwork, reports, project success evaluation.
Yuriy Grytsuk Teacher./researcher IT and tech support	Donbas National Academy of Civil Engineering and Architecture	Developing new courses, updating the curriculum	PhD., Associate Professor. Head of the department. His academic interests concentrate on IT technologies for education processes.
Viktoriia Kuzmina Teacher/ researcher	Donbas National Academy of Civil Engineering and Architecture	Developing new courses, updating the curriculum	Senior lecturer. Her academic interests concentrate on Robototechnics for automobile transportation.
Andrii Popadenko, Teacher/ trainer	Donbas National Academy of Civil Engineering and Architecture	Developing new courses, updating the curriculum	Assistant Professor. His academic interests concentrate on Building Information Modelling (BIM) - modern IT technologies and Robotics application in Constructional Civil Engineering.
Oleksandra Golovko, PhD, project manager, teacher of English	University of Tartu	Project manager, teacher/trainer	PhD, 19 years of professional experience, has managed 6 Erasmus+KA2 projects at Narva College and works as a teacher of English. Her academic interests concentrate on the professional development of teachers, digital tools in education, higher education didactics, multimedia use with the learners of different ages, MOOC development. She attended 'Efficient and Effective Project Management for EU funded projects' seminar in August 2021. She also coordinated and developed content in DigiChild Erasmus+ KA 2 (2021-2023) project on developing competences in preschool teachers on the use of digital tools and robotics in the educational process. This project received a Golden Apple award as the best Erasmus+ project in Estonia (category: higher education). She also speaks Ukrainian fluently and will assist the coordinator with their first project and help them develop capacity in project management.
Olga Burdakova, PhD, lecturer	University of Tartu	teacher/trainer	PhD, 25 years of professional experience, lecturer, MA programme manager. She teaches linguistic courses. She is interested digital tools that promote interaction and learning. She regularly delivers training for in-service teachers of languages. She has participated in Erasmus+ BOOST and BEAUCOUP projects where she helped UA and AZ partners develop and update the courses and has led the development of a questionnaire on teacher's digital competence. Best teacher of 2013, Best teacher of 2014.
Urve Aja, PhD, teacher of Estonian, director of	University of Tartu	teacher/trainer	PhD, Narva College library director. Previous experience in the field of school and college administration (director of studies), and CLIL teacher. Her academic interests concentrate on interactive

library			methods of teaching through technologies. Now, she is a member of Erasmus+ eRead project team that concentrates on digital reading skill promotion.
Pavel Kodotšigov, MSc IT teacher and system administrator	University of Tartu	IT/tech expert, teacher/trainer	MSc, works as an IT teacher and IT manager. Daily responsibilities include system administration and network service. He plans and introduces modern IT solutions to increase the IT and teach capacity and digital efficiency of Narva College. He was an Erasmus+ DigiChild participant where the task was to develop an BA and MOOC courses on educational robots in preschool education.
Angelika Droisner Poject manager TU Graz Super Science Space – MINKT Labority	University of Technology Graz	Project management, conducting seminars and workshops, supervising an internship	Project manager and project coordinator of the TUit workshops and the MINKT laboratory at TU Graz. Since 2018, TU Graz has developed TUit workshops for kindergartens and schools in the area of promoting young talent. The main aim is to bring school lessons in science and technology closer to children. In March 2023, the MINKT laboratory was opened as a new milestone. A science laboratory for children and young people to gain an insight into the world of study at TU Graz.
Gerald Steinbauer-Wagner	University of Technology Graz	Delivering seminars and workshops	Associate Professor, Institute for Software Technology, Graz University of Technology 2011 now Head of research group for autonomous intelligent systems, Institute for Software Technology, Graz University of Technology Google Scholar profile
Maria Muhr, administrator	University of Technology Graz	Coodinator and administrative part	Maria Muhr is the administrative part of our team. She takes care of the coordination and is the interface between TU Graz, MINKT Lab, TUit workshops, kindergartens and schools.
Ulukbek Egemnazarov, Teacher	University of Technology Graz	Delivering workshops on educational robotics	Ulukbek studies software engineering and MINKT. He runs the coding and robotics sessions with children and young people.
Clemens Hagenbucher, Engineer	University of Technology Graz	Administrative manager (optional)	Clemens Hagenbucher is a graduate and engineer. He studied Information and Computer Engineering at Graz University of Technology. He is responsible for the content of the robotics courses and provides support during the courses.
Margit Pelli Teacher / researcher	Rakvere Rohuaia Kindergarten	Delivering workshops, hosting a study visit	McS, Educational Technology, Head of studies in Rakvere Rohuaia Kindergarten, the leader in the use of smart devices. Under her guidance, teachers use educational robots and digital learning environments to develop children´s speech and computational thinking. She was Erasmus+ KA 2 (2021-2023) project DigiKid team member.
Ene Nool Teacher / researcher	Rakvere Rohuaia Kindergaretn	Delivering workshops, hosting a study visit	MA, educational management, head of Rakvere Rohuaia Kindergarten. She was Erasmus+ KA 2 (2021-2023) project DigiKid team member. As a board member of the Association of Estonian Kindergarten Managers, she has an overview of digital education in Estonian kindergartens. She has organized opportunities for digital education of teachers: trainings, digital tools, international projects. Rakvere Rohuaia Kindergarten is ready to share these experiences.

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.

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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 **Financial Board** is tasked with ensuring the efficient financial administration of the project. Comprising representatives from each partner, the Board functions as a body capable of accommodating the project to the diverse needs of all participants. The project coordinator (BE 001) assumes the role of the Board's head.

The **project's financial plan** delineates monetary amounts, agreement specifications, and equipment procurement procedures. These aspects will be predefined and incorporated as specialised articles within the Partnership Agreement. The partners aim to finalise the agreement within six months from the project's commencement, considering the legal disparities between the EU and Ukraine.

The Financial Board plans to engage in a discussion focused on monetary matters and **equipment procurement** (in bulk and with a 20% VAT weaver) organized by the Erasmus Office in Ukraine. If needed, the project coordinator can communicate with the Erasmus National Office in Ukraine to coordinate additional sessions on financial management. Additionally, UA universities will seek approval from UT before initiating any further actions as UT acts as a sub-coordinator in this project.

Partners are enrolled in a training program covering the preparation and handling of financial documents, workload accounting, and other relevant aspects. This initiative is poised to enhance the quality of financial management, contributing positively to the project's development.

The budget for EduRob adheres to the principle of cost-effectiveness in project management and resource allocation. This encompasses meticulous planning of equipment acquisitions, co-financing project phases, and leveraging online technologies to minimise mobility costs among partners.

The project is formulated to optimise expenditures and facilitate the efficient utilisation of financial resources in pursuit of established objectives.

Mobility: Planned mobilities among partners from Ukraine and the EU are deemed sufficient for the effective transfer of knowledge and experience. The allocation of approximately one foreign trip per person is envisioned to enhance the training of a broader spectrum of participants. The inclusion of online and blended courses in the project's framework aims to curtail expenses while preserving project effectiveness. The online format is conducive to greater participation, especially for individuals with limited mobility or personal commitments.

Salary: The budget salaris are averaged salaries for respective job done in a respective position in the partner countries. Translation costs are mitigated by the presence of English-speaking managers, and EU partner teams include members proficient in Ukrainian to facilitate knowledge exchange.

Equipment: Ukrainian partners will utilise the procured equipment for successful implementation to successfully execute WP1-WP6. Recognizing the pivotal role of equipment in achieving objectives, its usage is strategically planned throughout the project's lifecycle and beyond completion.

EduRob set for pedagogical universities: 11700 EUR

- **educational robots for preschool learning**: 1700 EUR (Blue-Bot Bluetooth Programmable Robot Class Pack, Robobloq Qobo *2, Wonder Dash Workshop *2, Makeblock Mtiny * 2, Matatalab Codding Set *2)
- **educational robots for primary school learning**: 1600 EUR (Keyestudio Sensor Starter Kit ESP32 * 5, Makerzoid Smart Robot Standard * 4, Kidsbits KD0003 *5, Arduino SunFounder DIY 4-DOF * 3, Designer X-101 quadcopter * 4, LEGO BOOST * 2)
- **educational robots for secondary school learning:** 2600 EUR (Arduino Car *10, ARDUINO STARTER KIT RFID *10, FPV робот Zeus Car Arduino UNO от SunFounder *10, Spider robot ESP8266, NodeMCU *10, Sonic Modell Racer 250 KIT *5, Arduino Nano *10, A set of Arduino sensors 37 in 1 *10)
- **extra equipment:** 5800 EUR (training tables *3, 3D-Printer Creality Ender-3 S1 *1, Soldering kit with LCD display JCD 908S - 80W *5, Digital Multimeter *5, Power supply YAOGONG YG-1502DD *5, Accumulators 18650 *10, Laptop *10)

EduRob set for non-pedagogical universities: 8400 EUR (per partner)

- educational robots for vocational school learning: 2600 EUR (Arduino Car *10, ARDUINO STARTER KIT RFID *10, FPV робот Zeus Car Arduino UNO от SunFounder *10, Spider robot ESP8266, NodeMCU *10, Sonic Modell Racer 250 KIT *5, Arduino Nano * 10, a set of Arduino sensors 37 in 1 *10)
- extra equipment: 5800 EUR (training tables *3, 3D-Printer Creality Ender-3 S1 *1, Soldering kit with LCD display JCD 908S - 80W *5, Digital Multimeter *5, Power supply YAOGONG YG-1502DD *5, Accumulators 18650 *10, Laptop *10)

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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.	Communication challenges (low)	WP 1	- UA partner universities agree that the project's working language is English. - The minimum English language proficiency level for the project manager is C1. - Events take into account cultural and language diversity to ensure open and mutual understanding in information exchange. - All communications are conducted in written form and distributed among all managers. - A communication plan is developed, including regular meetings, communication tools, and reporting system.
2.	Low management experience and a low level of organisation (high)	WP 1	- Appointing project managers who are capable of organizing a team for project implementation. - Involving individuals in project management with experience in implementing Erasmus+ projects in the project management bodies.· - Clear definition of the composition of all management bodies, duties, and roles for each partner, creating a hierarchy chart, - Maintaining a shared electronic project calendar with deadlines for events and activities.
3	Delay in approving the project implementation plan (medium)	WP 1	- UA partner universities agree to adhere to the deadlines for approving the implementation plan, dissemination plan, and quality control plan. - Partners approach changes to the project plans with justification.
4	Project start delays (medium)	WP 1	- Planning for the kick-off event and its tasks in advance - Informing people about their duties - Planning logistics consitering martial law in Ukraine
5	Delayed equipment procurement (high)	WP 1	- The coordinator submits the equipment procurement documents to the Ministry of Education and Science of Ukraine and Cabinet of Ministers as soon as the partnership agreement is signed. - Partners responsible for equipment procurement promptly submit a tender application in Prozorro.
6	Mismatch or incompatibility of the acquired equipment with the project needs (high)	WP 1	- Equipment specifications are agreed upon before submitting the project application. - Equipment specifications are checked for compliance with safety standards and licensing requirements. - Partners responsible for equipment procurement conduct preliminary reviews to ensure the compatibility and suitability

			of the acquired equipment with the project needs. - Partners promptly inform those responsible for equipment procurement, who, in turn, contact the supplier for equipment replacement in case of identified deficiencies.
7	A partner lags behind other participants (medium)	WP 1-6	- Development of an electronic calendar for the implementation of each project package with deadlines for events and activities. - The Project Management Board conducts regular monitoring and identifies deviations from the schedule. - The Coordinator or any other partner promptly informs partners in case of deviations from the schedule. - The Coordinator organizes meetings for discussing issues and planning.
8	New Courses do not meet quality criteria (high)	WP2-3	- Courses developed by partners undergo external expertise by National Erasmus Office in Ukraine. - Coaching of instructors from UA partner universities for course launch.
9	Challenges in EduRob laboratory launch (low)	WP2	- UA partner universities guarantee the fulfilment of obligations regarding the preparation of premises for the EduRob laboratory, necessary infrastructure elements such as power supply and mounting platforms, and the configuration of the required equipment. - UA partner universities assign prepared staff (laboratory assistants) with sufficient skills to care for the laboratory equipment to the EduRob. - UA partner universities create conditions for conducting educational sessions in the EduRob
10	Increased Russian aggression affecting the educational process (high)	WP 1-6	- Shifting project work online. - Relocating activities to safer places. - Changing the order of tasks to achieve the project targets on time.
11	The new courses are not integrated into the curricula (high)	WP3	- UA universities have previously agreed to implement new courses into the teacher training curricula. - The administration of the partner universities in Ukraine supports the implementation of new courses.
12	Students provided low feedback on new courses (high)	WP3	- UA partner universities will analyse the students feedback to find out the shortcomings and develop ways to address them. - The new courses will be developed by UA and EU experts.
13	Underachievement in bachelor's and master's theses (medium)	WP3-4	- Robotics as an area of Bachelor and Master research will be promoted among prospective students. - Regular events with educational robotics will spark students' research interest.
14	Low interest from stakeholders in educational robotics (high)	WP2-5	- UA universities have already signed contracts to sending students to schools and kindergartens to introduce educational robotics. - UA universities, if required, will contact more schools and kindergartens to broaden the scope of internship spaces.
15	Challenges in delivering dissemination events (medium)	WP5	- UA partners outreach their colleagues from other educational establishments and local departments of education to advertise the forthcoming events and activities. - UA partner universities will conduct an information campaign among regional institutions to dissemination events. - Resorting to various communication channels (emails, website, press releases, etc.) for disseminating information among stakeholders.
16	Low quality of project implementation (high)	WP1-5	- The Coordinator has a previous agreement with the University of Tartu that they will provide support. - The Management Board will organise regular quality panel meetings. - The Coordinator will keep regular communication with the National Erasmus Office in Ukraine to ensure high quality.

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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.

How the consortium was created

The idea of EduRob arose during training on writing projects under the BOOST (Bringing Opportunities and Organisational Success To Small Local Universities in Ukraine) Erasmus+ project in December 2023. EduRob was among many other ideas discussed. Then, we had a voting and five out of ten BOOST partners (COO, BEN 002, BEN 003, BEN 004, BEN 006, and BEN 007) decided to extend cooperation in a new format. We will have a new Coordinator – university who suggested the project idea, but the BOOST coordinator (now BEN 007) will stay with us and help KOGPA develop capacity in the area of project management. We decided to broaden the partnership and also invited a Ukrainian university (BEN 005) and an Austrian university (BE 008). The University of Tartu and Technical University of Graz engaged their partner educational establishments – a school and a kindergarten. This is how the partnership of 10 educational establishments was formed. The engagement of a university with a strong pedagogical stand (University of Tartu) and with a strong technical stand (Technical University of Graz), supported by a local school and kindergarten, will ensure the synergy of different skills and expertise to share the relevant EU experience.
The task of this project is building capacities of participating universities in areas of robotics creativity and digital competence; integrating the robotics component of digital competence into teaching training curricula; introducing the elements of robotics into teaching assistantship and learning environment of kindergartens, primary schools, secondary schools as well as extracurricular institutions and interest clubs for learners.

BE 001 – Kremenets Taras Shevchenko Regional Academy of Humanities and Pedagogy, Ukraine (KOGPA)

Kremenets Taras Shevchenko Regional Academy of Humanities and Pedagogy is a higher educational institution located in Western Ukraine. The vision of the Academy is the development of a holistic system of training and advanced training of graduates and teaching staff on a modern scientific and educational base, creation of infrastructure and conditions for personal improvement, mobility of teachers and graduates. Our mission is to ensure highly effective activities in the national educational and scientific space with the aim of training highly qualified teaching staff with moral and spiritual values, competitive on the domestic and international labour markets.
More than 1,500 Ukrainian students study at KORPA, which includes 3 faculties - social and pedagogical education and arts; physical education, biology and psychology; Humanitarian-Technological. The Academy trains students in 16 bachelor and 8 master degrees. KOGPA has tight connections with HEIs from Poland. EduRob will be the first experience of KOGPA in coordination of international projects of this level, capacity, and scope.

BE 002 – Bohdan Khmelnytskyi Melitopol State Pedagogical University, Ukraine (MSPU)

Currently, Bohdan Khmelnytskyi Melitopol State Pedagogical University is one of the oldest universities in the south of Ukraine; it is the centre of scientific, educational, cultural and sports life of the city, region and country. The modern structure of the university includes the Educational and Scientific Institute of Social, Pedagogical and Artistic Education and 4 faculties, 27 departments train specialists with higher education in 34 bachelor's specialties, 29 master's and 10 PhD specialties. There are 13 pedagogical specialties and 21 classical ones.
The university has become a recognized institution of higher education among scientific and educational international partners from Moldova, Bulgaria, Austria, Switzerland, the People's Republic of China, the USA; agreements on international cooperation were concluded and successfully implemented. The activity of the scientific and pedagogical team of the educational institution is highly appreciated at the state and international levels. 11 educational research centres and 17 laboratories function within the structure of the university.

BE 003 – Izmail State University of Humanities, Ukraine (ISUH)

Izmail State University of Humanities (ISUH) is an educational and scientific centre of the Ukrainian Danube region. It offers courses and programs leading to officially recognized higher education degrees such as bachelor's degrees, master's degrees in various fields of study. More than 1,500 local and foreign students study here.
At three faculties, students have the opportunity to master more than 20 specialties, including: Ukrainian

language and literature, history, social pedagogy, preschool education, primary education, fine arts, musical arts, applied psychology, physical education, language and literature, translation, technology. Education and technology, informatics, economy and business, tourism, commerce.
The University provides professional and technical training and effectively implements progressive state policy in educational, innovative, scientific activities, integration of higher education of Ukraine into the European educational space. Today, the teaching staff of the University is actively working on the development and experimental implementation of new educational courses, on the problems of the wide application of educational information resources in the educational process, the introduction of existing and new information and communication technologies, and the integration of the University into the European educational, scientific and information space. IHUS conducts research in the field of reforming the professional training of teachers in the context of European higher education. The university has created a scientific resource centre for reforming the system of professional training of teaching staff for activities in the field of preschool, general education and vocational education. IHUS provides doctoral and postdoctoral programs, internships and professional development for administrative and scientific staff.

BE 004 – Mukachevo State University, Ukraine (MSU)

Established in 1995, Mukachevo State University offers comprehensive training across diverse academic disciplines. The institution prepares professionals in fields such as economics, finance, management, marketing, accounting, technology, engineering, design, psychology, philology, hotel management, restaurant management, tourism, education, speech therapy, and more. Postgraduate courses are available in various economic and pedagogical fields.
The university publishes several scientific journals, including two in economics and psychology, pedagogy, and one international multidisciplinary journal. A team of 20 DSc and 120 PhDs deliver the studies, continuously enhancing their expertise through participation in various scientific and study projects.
Emphasising international integration, the university collaborates with 135 national and international educational institutions. It offers mobility programs, double diploma programs, second-degree programs, and educational opportunities for foreigners and non-citizens.
Mukachevo State University is committed to the digitalization of the educational process, ensuring students have seamless access to technologies, educational materials, the library, Moodle, and collaborative opportunities with partner universities. With a well-equipped program, material and technical base, and scientific potential, the university fosters an environment where each student can explore their creative potential and develop their abilities.

B005 – Higher Educational Institution «Podillia State University», Ukraine (ZVO "PDU")

Higher Educational Institution «Podillia State University» is a multidisciplinary institution of higher education that conducts innovative educational activities at the levels of higher education, conducts basic and applied research, promotes the dissemination of scientific knowledge and conducts cultural and educational activities.
The mission of the University is to train highly qualified competitive specialists of the new generation by providing educational services of excellent quality, adherence to high standards in teaching disciplines, scientific and professional activities for key areas of state development. Assistance in overcoming modern challenges by improving and developing educational services that meet the technological convergence of different areas of knowledge in the field of food, social, economic and national security, which are progressive achievements and form competitive advantages and reserves of sustainable development and sustainable economic growth.
In general, the Higher Educational Institution «Podillia State University» carries out its international activities in the following areas:
- Expanding the geography of international cooperation by signing new agreements and contracts on cooperation with foreign educational institutions, research centers, organizations, foundations and intensifying the work of the university on joining international educational organizations, associations, programs, foundations, etc.
- Membership in international organizations (Magna Charta Universitetum, Black Sea Network Universities, GCHERA)
- Participation in international mobility programs (training, internships for students, graduate students and scientific and pedagogical workers abroad)
- Participation of students, graduate students and scientific and pedagogical workers in international conferences, seminars, webinars, exhibitions.

BE 006 – Donbas National Academy of Civil Engineering and Architecture, Ukraine (DonNACEA)

Donbas National Academy of Civil Engineering and Architecture (DonNACEA) was founded in 1947 in the city of Makiivka, Donetsk region, firstly as a branch of Donetsk Polytechnic University and, since 1972 is an independent higher educational institution. DonNACEA operates as the only higher education institution specialising in the fields of Civil Engineering, Urban Economy and Architecture in Donetsk and Luhansk regions. In 2014 DonNACEA was displaced from the city of Makiivka to the city of Kramatorsk because of the armed aggression in the eastern part of Ukraine (Makiivka is now on the territory

temporarily uncontrolled by the Ukrainian government). Since its displacement, DonNACEA kept operating successfully in the Donetsk region providing all types of learning (full-time, part-time, distance), as well as research activities. Since 2014, DonNACEA has re-established Ukraine's legal framework, carried out further cooperation with European partner universities and successfully participated in academic mobility and double diploma programs. Within the period of 8 years the Academy has managed to increase its capacity to be able to train up to 1800 students. As well as providing educational activities, DonNACEA scientific and teaching staff has been actively engaged in the scientific process in Ukraine.

The main direction they perform their research activities in are the following: energy-efficient housing construction, regional architecture conservation with the necessity of changing for post-industrial region, protecting urban environment with complicated industrial conditions, management and economics in the fields of construction and housing cervices, optimization of urban infrastructure.

In spring 2022 DonNACEA was displaced again to Ivano-Frankivsk. Now they are working on supporting their research activities in the above-specified fields, as well as developing research in the new field, which is renovation, rehabilitation and designing of buildings and city infrastructure after the explosions and military attacks.

BE 007 – University of Tartu, Narva College, Estonia (UT)

Narva College is a regional faculty of the University of Tartu which is the oldest and largest university in Estonia both in terms of staff and student numbers, as well as the volume of its teaching, research, and development activities. 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 foreign students) enrolled in its 197 research-based graduate and postgraduate degree programs. UT is the only university in the Baltic region that belongs to the top 1.2% of the world's best universities, ranking 285th in the QS World University Rankings 2021.

Narva College of the University of Tartu 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. College mostly offers training to pre-school teachers, schoolteachers, and IT specialists. Annually, we train about 600 students from the region, Estonia, and abroad. Narva College has become the training center for teachers from levels of education in the face of the comprehensive educational reform in Estonia. We specialize in interactive methods of teaching, student-centred learning, multilingual education, CLIL (content and language integrated learning), online, remote and technology-mediated learning, teacher competences, and development of strategic documents related to the reform of education in Estonia.

Being part of the University of Tartu, Narva College belongs to the campus and "digital campus" of the university. The university offers its students and staff e-access to all the university facilities: from e-management to libraries, learning environments and platforms. Digital campus is the ultimate level of the university digitalization, e-learning, and e-governance. Narva College has reach experience in implementing EU, US, and state-funded projects. Currently, Narva College coordinates 3 Erasmus+ projects (BOOST 101083203, BEAUCOUP 101129280, eRead 2022-1-EE01-KA220-HED-000089331) and acts as a subcoordinator in BURN (101129379) to help the coordinator develop capacity in project management. In 2023, our DigiChild project received "Golden Apple" award as the best Erasmus+ project in the catergory "Higher Education" in Estonia.

BE 008 – Graz University of Technology, Austria (TU Graz)

Graz University of Technology follows its motto "Knowledge Technology Passion". TU Graz University of Technology was founded in 1811 by Archduke Johann and comprises seven faculties. We offer 19 Bachelor's and 35 Master's degree programs in technical and scientific disciplines. Doctoral training is organized in 14 English-language doctoral schools. The natural science courses are offered jointly with the Karl-Franzens-University as part of the NAWI program.

TU Graz has around 3,900 employees and 16,500 students as well as 1,800 graduates each year. TU Graz takes these socio-political goals of equality seriously and creates the necessary structures also in the area of promoting young researchers. The Office for Gender Equality and the Advancement of Women is responsible for the promotion of young researchers.

We offer kindergartens and schools the opportunity to gain a comprehensive insight into Graz University of Technology, to learn all about the courses on offer, but also to introduce children and young people to science and technology in an exciting and playful way.

Last year, in cooperation with the International Office, we supervised an exchange student in the MINKT laboratory who came from Ukraine to work with us on his international study project in the field of robotics and held a summer course for young people aged 16 to 18. In the new MINKT Lab at TU Graz, children and young people can experience the world of mathematics, computer science, natural sciences, art and technology for themselves in a variety of age-appropriate ways. There are currently 4 opportunities to immerse yourself in the world of science with the MINKT laboratory in the TU Graz Super Science Space.

BE 009 – Rakvere Rohuaia Kindergarten, Estonia (RRK)

Our main activity is taking care of children aged 3-7 and enabling them to acquire early childhood

education. The kindergarten has 12 groups, 225 children. The Rohuaia preschool building has been reconstructed as a nearly 0-energy house with various smart solutions and energy-saving devices. It is starting point for the Rohuaia kindergarten to work more thoroughly with the environment, green solutions, and modern technology. We believe that through children we also influence families and community. Our kindergarten has joined the Green School program; we have the Green Flag (from 2019). Digital learning is integrated into everyday work. In the constantly changing world of the 21st century people's initiative, cooperation, social skills and practical experience are becoming more and more important. So that children, but also us adults, can create and implement our ideas, we decided to get acquainted with the Entrepreneurial School program. In 2021, our activities were recognized as corresponding to the silver level of the Entrepreneurial School. Children's learning the environment allows you to make choices, work in smaller and larger groups, learn cooperation skills, agree on standard rules of conduct and be active learners and player-actors. We use step by step methodology and good ideas from other pedagogical approaches. We work closely together University of Tartu and participated with them in the Erasmus+ DigiChild, BEAUCOUP, and eRead projects, all of which rotate around educational robotics and development of digital skills.

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.*

Managing a consortium for EduRob project demands a robust organizational structure and efficient decision-making mechanisms. Prior to the project submission, the partners have reached consensus on management and decision-making strategies. We have delineated our areas of expertise and deliberated on the roles of key consortium bodies.

Management of the Consortium at Large

The EduRob consortium will be overseen by the Project Management Board, serving as the principal governing body with representation from all partners.

Regular Meetings:

Chaired by Mykola Syrotyuk (BE 001), this Board will convene scheduled meetings (Kick-Off, Interim, and Final Reports), both virtual and in-person, and will provide opportunities for consortium members to discuss tasks, procedures, timelines, responsibilities, and outcomes. Meeting agendas will circulate in advance, allowing participants to prepare and contribute effectively. Communication platforms such as email, project management software, and video conferencing will be utilized to ensure regular and transparent communication. These meetings are open allowing partners to invite relevant stakeholders. Major decisions will be made through consensus among consortium members, ensuring that diverse perspectives are considered. A reporting framework where each work package provides regular updates on milestones, challenges, and resource requirements will be implemented. The Management Board will facilitate discussions to reach agreements on key issues. Minutes from all meetings will be shared with partners. Matters concerning multiple or all partners will be exclusively addressed by the Project Management Board, while minor issues may be resolved by individual partner project managers with support from the Coordinator.

Financial Oversight

The Financial Board will manage financial administration and reporting, presenting annual reports to the Project Management Board.

Work Packages Management

Each work package will be led by a partner with expertise in the relevant domain, offering strategies for achieving objectives. These approaches will be subject to discussion and modification by participants as needed. Work package leaders will supervise specific tasks within their domain and report progress. Comprehensive project plan outlining objectives, timelines, deliverables, and resource allocations for each phase of the project has been developed. Potential risks and uncertainties associated with project execution and implement mitigation strategies have been identified.

Team Management within Partner Institutions (Universities)

Each partner has preselected their core team for project implementation, as detailed in the application.
Major decisions are made through consensus among consortium members, ensuring that diverse perspectives are considered. Upon project approval, teams will be officially organized, potentially expanding as necessary. The project manager from each partner institution will represent their team in the Project Management Board, facilitating communication between the team and consortium. Teams comprise experts in project areas (EU partners) or individuals eager to integrate and apply EU practices

in Ukraine (UA partners). Ukrainian teams will receive support from their university administrations, fostering a sense of value and ensuring optimal performance.

Decision-making

Decision-making within the EduRob consortium is structured around the Project Management Board, Financial Board, Work Packages Management, Team Management within Partner Institutions, and Quality Assurance protocols. The PMB, comprising representatives from all partners, oversees major decisions through consensus, with regular meetings chaired by Mykola Syrotyuk facilitating transparent communication. Financial matters are managed by the Financial Board, ensuring accountability and reporting to the PMB. Work package leaders develop strategies, subject to discussion and modification, while teams within partner institutions make decisions collaboratively, guided by project managers. Quality Assurance protocols maintain high standards through regular evaluations and corrective actions, fostering continuous improvement. These mechanisms ensure effective decision-making, communication, and project delivery aligned with objectives

#§CON-SOR-CS§# #§QUA-LIT-QL§# #@IMP-ACT-IA@#

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?

The UA partner universities comprehend that the project objectives are ambitious and not easy to reach since the digital competence of Ukrainian preschool and secondary school teachers is in most cases only at its initial introduction stage. Introducing the Robotics component into teaching various subjects, not only Computer Studies, will take much effort and time but the consistency in the project activities and the relevant duration of the project lifecycle create favorable conditions for the successful completion of all the work packages planned within the project.

The outcomes of the project will provide for sustainable introduction and acquisition of the competence on all levels of education both by teachers and students. The project impact will be tangible not only in the partner universities but also in their communities. Its activities and the deliverables go beyond the university community thus uniting educational institutions of different levels in their neighborhood. The project indicators are verifiable and its management strategy will ensure successful monitoring of its progress and assessing the expected impacts:

- The creation of social value through the transference of knowledge and teaching results by the partner UA to their local communities.
- The establishment of stronger links with local preschools and schools and extracurricula education institutions which usually have smaller opportunities to introduce technology into their educational process.
- The improvement of the access to the further education and professional development for the teachers working in remote areas through teacher professional training courses developed within the project.
- The enhancement of students' employability through acquiring new digital and soft skills when working with robots.
- The improvement of the teacher assistantship programs and bringing them into line with EU requirements
- The improvement of the HEI quality assurance and feedback analysis strategies.
- The promotion of innovation through the development of Robotic component of the digital competence
- The enhancement of cooperation of the UA universities with EU partners in the field of Robotics and digital competence development

Considering the main target groups of the project, i.e university students, academic staff, school and preschool teachers, schoolers and preschoolers, local community members, it has to be noted that all of them will experience both short-term and long-term positive effects.

As a positive outcome of the project, **six UA universities** will enhance their technical capacity by launching the Robotics laboratories, strengthening their international and national cooperation ties through good practice exchange and collaborative development of teacher training curricula as well as analyzing feedback after the introduction of the new component into the digital competence.

The university students will get the opportunity to follow updated curricula that in the short run will enable them to use Robotics in teaching thus developing their professional didactic skills. The

introduction of the Robotics component will upgrade the syllabi for teaching different subjects as a result enhancing students' digital and technical awareness. In the long-run, this improved curricula will make them more competitive in the labor market and create solid basis for further life-long learning providing the future professionals with more opportunities for advanced professional development.

The academic staff will gain immediate knowledge on how to design high quality courses in accordance with the requirements presented by the EU universities that will make their courses more interest-focused, student-centered and competitive. Working in the project will also provide them continuos international good practices exchange in the academic framework and give thoughts and ideas on how to improve their professional skills in the long-term.

The short-term benefits for **the school and preschool teachers** lie in facilitating the vast use of Robotics in the teaching process In the medium run the implementation of the project will promote the update of the syllabi for teaching various subjects through the introduction of the Robotics component. The long-term effect for this target group envisages preparing them for the further engagement of modern technology in school education.

The preschool and school children will gain awareness of using Robots for play and study, develop their soft skills, ability to work in a team, communicative skills, social responsibility, and digital competence that in the long run will immensely benefit by providing them with more opportunities to develop their careers, choose wisely their future professional fields, engage in continuous life-long education and grow into responsible technology-aware people prepared for the rapid scientific and technical progress.

The benefits for **the local communities** are in the following:

- as a short-term effect, the communities will experience fruitful collaboration of the educational institutions of different levels that operate in their region and strengthened ties between theory and practice in the field of teaching technology
- as a medium effect, the implementation of the project will facilitate the development of extracurricular education through engaging various social groups in learning Robotics in interest clubs as well as school-based hobby classes
- as a long-term effect, the local communities will get enhanced digital competence of various social groups, which will promote further development of people's professional skills and career-focused educational activities

As the project's main ambition is to broaden the understanding of the digital competence and to bring up positive attitudes towards using educational robotics on all levels of education, we strongly believe that its outcomes will have multiplier effects

Project impact in numbers:

6 Robotics laboratories with all the required equipment, tools and software are launced
4 new 3 ECTS courses are developed and introduced into curricula
4 Teacher Assistantship syllabi are updated and approved
444 students do new course on Robotics in education
138 members of academic staff do capacity building course on Robotics in education
120 members of academic staff undergo on-line training on how to design a course on Robotics in education
30 members of academic staff do "Teacher Assistantship Syllabus design" on-line training course
600 people (academic staff, students, teachers, local communities' members) attend three 3-hour experience sharing webinars followed by Q&A sessions
300 teachers attend hands-on seminars theoretical and methodological approaches to suing Robotoc in education
300 people (academic staff, students, teachers, local communities' members, business representatives) attend International Practical Conference "Educational Robotics Fair"
50 people (students, preschooolers, schoolers) take part in All-Ukrainian "Best Robotics Model Competition"

Most-tangible short-term impact:

for UA partner universities: technical capacity updated with modern Robotics equipment and sofware
for UA university team members: new skills for introducing Robots into curricula developed
for UA university students: new competences for using Robotics on different levels of education developed
for UA university home towns: opportunities to experience applying Robotis for educational purposes opened

Most-tangible medium-term impact

for UA partner universities: teacher training curricula and teacher assitantship syllabi modernized and introduced into the educational process
for UA university team members: sugnificant experience in designing new couses snd bringing the curricula in accordance with modern educational tendencies aquired
for UA university students: digital competence in the field of applying Robotics for teaching purposes upgraded

for UA university home towns: digital competence of educationalists, young and older children upgraded

Most-tangible long-term impact

for UA partner universities: presented curricula are more competitive and more focused on developing up-to-date digital skills; universities are more attractive to applicants through giving access to modern educational trends and approaches for UA university team members: digital competence continues to advance; personal experience in using Robotics in education deepens for UA university students: a new generation of professionals equipped with modern skills in applying Robotics for teaching make advances in their careers as educationalists spreading modern tendencies on all educational levels locally and nationally for UA university home towns: digital competence in the field of educational Robotics of the community members continues to grow steadily.

#§IMP-ACT-IA§# #@COM-DIS-VIS-CDV@#

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 aim of the EduRob project is modernization of Ukrainian education through the development of learners' digital competence in using Robotics. That is why the project results are expected to catch on and have a large dissemination ratio, so all partners have to properly announce and promote all the events and activities, which are held within the project framework. Partners organise raising awareness campaigns, spreading project ideas and promoting project results.

Communication

Partners ensure a good start of the project and its smooth flow, by inviting representatives of the mass media to all project events, thus providing the community with all necessary information about the project launch, its progress and outcomes

BE 002 (MSPU), WP5 leader, launches and constantly updates a common project website, which reflects the total project progress; an open-source format of the website guarantees the community the informational accessibility of project intellectual outputs

Each partner creates a separate project page on the official websites of the universities to spread the information about projects aims, objectives, outcomes, activities and events among Universities' staff and students and to show the extent of the partner's involvement into the project

BE 002 (MSPU), WP5 leader, creates a separate Facebook group, Instagram page, which focus on delivering information about the project progress and spreading the information about the project among non-affiliated Universities and entities. All the posts have hashtags #EduRob and #ErasmusPlus to communicate the project activities.

Dissemination

Face-to-face activities help disseminate the project results and intellectual outputs **at the regional level**. Thus, UA partners deliver a "Professional development course on Robotics in Education for Teacher Assistantship Mentors" which is aimed at training mentors in preschool educational institutions, primary schools, and mentors in extracurricular educational institutions (5 representatives per UA university). As a result of the completion of the course Teacher Assistantship Mentors provide feedback. Potential topics include "Using Robotics at different stages of education for the development of learners' digital competence', "Peculiarities of mentoring students doing their teacher Assistantship in preschool institutions, primary and secondary schools"

Within the framework of the project there is a list of events planned to promote the project ideas **at the national level**, cause these events target both students, teachers and decision-makers throughout Ukraine. To meet this purpose UA partners organise and hold All-Ukrainian competition "Best robotics model competition" among partner universities. 2-3 students from UA partner universities present their Robotics models with a detailed instruction on how it works. Jury, chosen from UA partner universities, chooses the best Robotics model and provides a rational behind their decision. Best models are awarded with prices, all participants receive certificates. As a result of teacher Assistantship UA partners organise Joint Teacher Assistantship Conference in order to represent the student's best portfolios after having their practice at different types of schools.

The dissemination events will outreach 1200 people.

Visibility and funding

All project partners ensure visibility and stick to visibility rules, so the Erasmus+ logo is added to all the documents produced within the project, such as announcements, intellectual outputs, curricula, syllabi, and other tangibles.

All the equipment procured has the stickers with the Erasmus+ logo.

Such materials, as brochures, flyers, and videos that showcase the project's goals, objectives, and funding sources, go public and popularise project's ideas and increase awareness about project's funding sources.

All project publications, reports, and communication materials acknowledge the importance of EU funding in supporting Erasmus projects. All the events always mention EACEA and Erasmus+ as the funding authority.

To provide transparency in the use of public funds and building trust with stakeholders project financial reports clearly demonstrate how the project funds were spent.

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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?

In the third stage of the project, a sustainability plan will be developed. All partners will be involved in developing the project sustainability plan outlining steps for the next 3 years after the project lifetime.
After funding concludes, our partnership will actively pursue skill enhancement and engage with interested parties such as educational institutions and local policymakers. It is planned to organise working groups and seminars, particularly with educators, to share experiences and facilitate teacher training in robotics education.
In particular, partnerships and collaboration with other projects funded by the European Union will be developed to create synergies and interactions that will help expand the implementation of robotics in education and mutually support the results that are achieved.

Actions to ensure sustainability

Analysis of results: Conducting an in-depth analysis of the achieved outcomes involves a comprehensive examination of the project's effectiveness. This includes assessing the impact of robotics integration in education, evaluating participant feedback, and gauging overall success against predefined objectives. The analysis will provide valuable insights into the project's achievements and guide decision-making for future initiatives.
Development of a strategy: The formulation of a strategic plan for the project's continuation is crucial. This entails identifying key areas for development based on the analysis of results. The strategy will outline specific goals, timelines, and action plans to sustain and enhance the project's impact in the long term.
Funding opportunities: Exploring and leveraging additional sources of funding is crucial for the project's long-term success. This involves actively seeking grants, partnerships, and collaborations with governmental and non-governmental entities. Identifying sustainable financial support will enable ongoing implementation, further development, and the realisation of the project's full potential.
Partnership development: Establishing collaborations with similar projects and organisations is essential for knowledge exchange and mutual support. Seeking partnerships with entities sharing a common vision will facilitate the pooling of resources, expertise, and best practices. These collaborations aim to foster a synergistic environment for advancing shared educational goals.
Implementation of results: Integrating the obtained results into relevant educational programs and structures is a critical step for sustainable impact. This includes working closely with educational institutions, policymakers, and relevant stakeholders to embed successful project outcomes into existing frameworks. Effective implementation ensures that the project's achievements continue to influence and enhance educational practices beyond its initial phase.

Sustainability of results

EduRob laboratories: Continuation of work with EduRob laboratories in universities and other educational institutions.
The established EduRob laboratories in universities and educational institutions is a valuable asset for hands-on learning and practical application of robotics concepts. To ensure their sustainability, we plan to continue the operation and maintenance of these laboratories. This involves updating equipment, integrating the latest technologies, and providing ongoing training for educators to maximise the impact of these facilities.

Educational courses: Designing robotics courses for teaching staff

We will support and enhance robotics courses to foster a culture of life-long learning and development among teaching staff. This support includes regular training sessions, workshops, and access to updated curriculum materials. We expect to strengthen the quality of robotics education delivered to students through empowering educators with the latest knowledge and teaching methodologies.

Cooperation with kindergartens and schools: Continuation of cooperation with educational institutions to implement robotics in the educational process

Building on the successful collaborations with kindergartens and schools, we plan to sustain and expand these partnerships. It involves working closely with educational institutions to integrate robotics seamlessly into their curriculum. We will continue to provide resources, training, and support to educators, ensuring a smooth incorporation of robotics in various educational settings. The goal is to create a lasting impact on student's learning experiences and prepare them for the challenges of the digital age.

Sustainability of partnerships: Support and improvement

To ensure the sustainability of our partnerships, we will actively support and foster collaborations with universities, schools, and other educational institutions. It involves establishing long-term relationships, sharing resources, and engaging in mutually beneficial initiatives. By nurturing these connections, we aim to create a lasting network that continues to thrive beyond the project's duration.

Marketing and advertising: Active campaign for attention and funding

Implementing a robust marketing and advertising campaign will be integral to garnering attention and securing ongoing funding. Through strategic outreach efforts, including online and offline channels, the project's achievements, goals, and potential impact will be highlighted. This heightened visibility will not only attract financial support but also enhance the project's overall influence and reach.

Regular evaluation of results: Impact assessment and adaptive strategies

A key aspect of the given approach involves regular evaluation of project results. It entails systematically assessing the impact of our initiatives and adapting strategies based on the gathered data. By consistently monitoring outcomes ensures that the project remains responsive to evolving needs and maximizes its effectiveness. This adaptive approach enhances the project's resilience and the ability to generate meaningful and sustainable outcomes over time.

Environmental sustainability of the project

The project will actively work to ensure environmental sustainability, long-term impact and further development. This involves taking specific measures to ensure stability and maximum use of the obtained results.

Environmental impact assessment: Conducting an environmental impact assessment involves a thorough examination of how the project influences the surrounding environment. This includes studying factors such as waste generation, energy consumption, and potential ecological repercussions. The aim is to understand the project's environmental footprint and develop strategies to mitigate negative impacts. This assessment informs sustainable practices that align with environmental conservation principles.

Green technologies and practices: Identifying and implementing green technologies and practices are essential for promoting environmental sustainability. This initiative involves adopting energy-efficient technologies and eco-friendly practices throughout the project lifecycle. Examples include using renewable energy sources, minimizing waste generation, and incorporating sustainable materials. By prioritizing green solutions, the project aims to contribute positively to the environment and minimize its carbon footprint.

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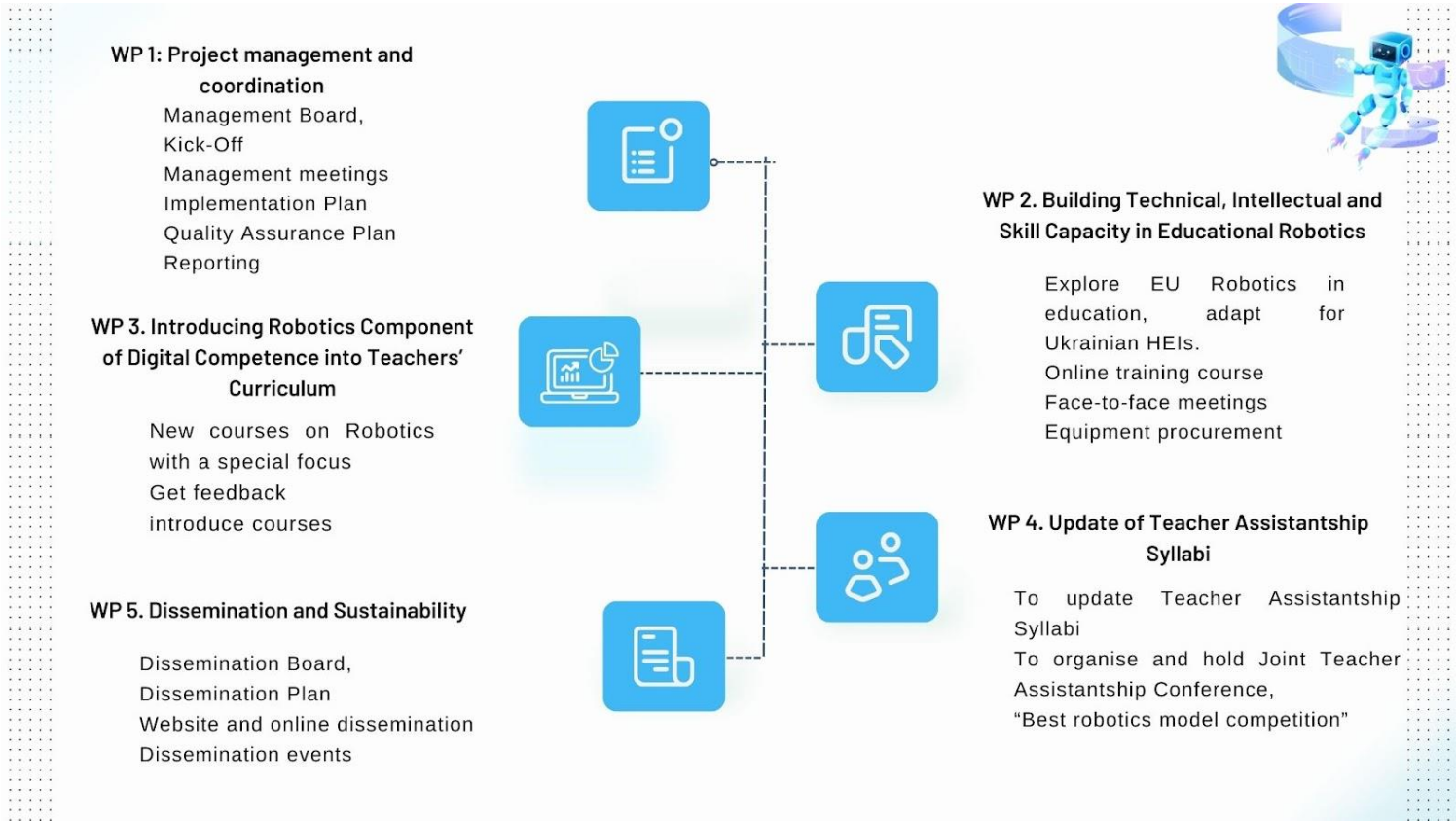
4. WORK PLAN, WORK PACKAGES, ACTIVITIES, RESOURCES AND TIMING

4.1 Work plan

Work plan



4.2 Work packages, activities, resources and timing

WORK PACKAGES

Work Package 1

Work Package 1: Project management and coordination					
Duration:	M1 – M36	**Lead Beneficiary:**	**BE 001 KOGPA**		
Objectives					
1.1: To establish the Management Board, Quality Board, Dissemination Board, Financial Board 1.2: To enable proper planning, timely implementation and reporting of the project activities 1.2: To sign Partnership Agreement 1.3: To prepare Implementation Plan, Quality Assurance Plan 1.4: To prepare and hold Kick-Off meeting 1.5: To manage the project smoothly through the communicate with Erasmus Office in Ukraine and EACEA 1.6: To Prepare all due reports and submit them to the Erasmus+ authorities					
Activities and division of work (WP description)					
Task No (continuous numbering linked to WP)	Task Name	Description	Participants		In-kind Contributions and Subcontracting (Yes/No and which)
			Name	Role (COO, BEN, AE, AP, OTHER)	
T1.1	Preparation of the project launch	All partners are informed about the positive outcome of the project application. Grant agreement is signed. Partners identify members of the project teams and distribute roles. Project managers are appointed at each partner university. Partners agree on heads and members of all the Boards (Management Board, Quality Board, Dissemination Board, and Financial Board) Partners are acquainted with the draft of Partnership	ALL	COO BEN	No

		agreement, make amendments if necessary Partners schedule the kick-off, discuss agenda, identify the representatives from the partner universities and arrange travel and accommodation issues.			
T1.2	Implementation Plan	Partners develop the Implementation Plan and share it with the consortium for other partners to agree on The Implementation Plan specifies partners' roles and responsibilities, focuses on the managerial issues, provides the timeline of project meetings and activities, identifies deadlines, indicates reporting and financial issues.	ALL	COO BEN	No
T1.3	Quality Assurance Plan	Partners establish the Quality Board, vote on the members (representatives of all partner-universities), share the duties. MSU leads the Quality Board and prepares Quality Assurance Plan All partners discuss the Quality Assurance Plan, agree on it, and schedule meetings. MSU prepares Quality reports and identify Quality Assurance strategies	ALL	COO BEN	No
T1.4	Kick-Off Meeting (hybrid format)	Format: hybrid. Location: Mukachevo, Ukraine Duration: 3 days Participants: 2 participants from each partner university attend the meeting F2F, 1 participant form other partners, total 16 participants (3-4 participants from each team join online). Partners, responsible for the Kick-Off Meeting, make all necessary arrangements (venue, logistics, accommodation, mass media, agenda), and invite the representatives of the National Erasmus Office in Ukraine to participate. Partners deliver presentations about their HEI Partners discuss essential project-related issues (communication strategy, work packages, partners' duties and responsibilities) Partners vote and approve Implementation Plan, Dissemination Plan, Quality Control Plan.	ALL	COO BEN	No
T1.5	Partnership	Partners discuss Partnership Agreement	ALL	COO	No

	Agreement	Partners agree on the final version of the Partnership Agreement and sign it. Partners translate the Partnership Agreement into Ukrainian. The National Coordinator leads the process.		BEN	
T1.6	Equipment Procurement	The UA partners agree on the specifications of the equipment needed for the project implementation Partners, responsible for the equipment purchase, sign all necessary documents at the Ministry of Education and Cabinet of Ministers, launch the tender procedure following the EU and UA legislation systems. UA partners agree on the best bids, follow the rules and procedures of Prozorro tender After processing all necessary documents,UA universities receive the equipment	KOGPA MSPU ISUH MSU ZVO “PDU” DonNACEA	COO BEN 002 BEN 003 BEN 004 BEN 005 BEN 006	No
T1.7	Project Financial Management and Reporting	Partners establish Project Financial Board (during the kick-off meeting). Each partner-university is represented by a financial manager responsible for keeping all the financial and administrative documents at the national and international levels. Members of the Financial Board get acquainted with the financial aspects of the project, plan the deadlines for technical/financial reports, make sure that the financial operations and payments are done in a line with the European and Ukrainian laws. Members of the Financial Board prepare interim and final financial reports FINAL PROJECT MEETING Format: hybrid. Location: Kremenets, Ukraine Duration: 2 days Participants: 2 participants from each partner university attend the meeting F2F, 1 participant form other partners, total 16 participants (3-4 participants from each team join online). Partner, responsible for Final project Meeting, makes all necessary arrangements (venue, logistics, accommodation), invites mass media, plans agenda Partners review achieved objectives, discuss all solved	ALL	COO BEN	No

		project-related issues, gather feedback Partners approve the fulfilment of Implementation Plan, Dissemination Plan, Quality Assurance Plan Partners make an action plan for further cooperation			
T 1.8	Quality Assurance meetings and control	MSU leads the quality assurance procedures, prepares Quality Assurance Plan, discusses it with other partners, follows its fulfilment F2F quality assurance meeting is held in MSU	ALL	COO BEN	No
T1.9	Administrative Project Management	Partners establish Management Board (1 representative from each partner-university) Partners schedule regular meetings (in hybrid format), agree on some extra meeting in case of necessity in order to ensure high project quality constant communication and information flow between the consortium members	ALL	COO BEN	No

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	Equipment Tender Launch and Procurement	1	KOGPA	The UA partners agree on the specifications of the equipment needed for the project implementation, sign all necessary documents at the Ministry of Education and Cabinet of Ministers, launch the tender procedure following the EU and UA legislation systems, as a result universities receive the equipment	18	List of Equipment with Prices and Tender Procedures, Financial reports and tender documentation (English, Ukrainian)

Deliverable No (continuous numbering linked to WP)	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month number)	Description (including format and language)
D1.1	Kick-Off Meeting	1	KOGPA	R — Document, report	SEN — Sensitive	4	Kick-off agenda (English) List of participants (English) Kick-Off Memo (English) Kick-off Minutes (English)
D1.2	Implementation plan	1	KOGPA	R — Document, report	SEN — Sensitive	4	Document describing main rules to follow, activities and deliverables within the project (English)
D1.3	Quality Assurance Plan	1	KOGPA	R — Document, report	SEN — Sensitive	4	Document describing main rules to follow, activities and deliverables within the project (English)
D1.4	Mid-term progress report	1	KOGPA	R — Document, report	SEN — Sensitive	18	Progress report on project implementation covering the period from M1 to M18 (English)
D1.5	Report related to external expertise of the new syllabi	1	KOGPA	R — Document, report	SEN — Sensitive	36	Report is prepared, discussed by all the partners and submitted on due time (English)

Work Package 2

Work Package 2.			
Duration:	M4 – M36	**Lead Beneficiary:**	BEN 008 – TU Graz
Objectives			

2.1 To get acquainted with EU approaches to using Robotics in education, to adapt them to Ukrainian HEIs
2.2 To organise a study visit to Austria to observe the use of Robotics in educational institutions of different levels (preschool, primary school and secondary school stage)
2.3 To improve UA university teachers' digital competence in using Robotics in education (courses with a different focus)
2.4 To Install procured equipment and launch a EduRob in UA universities

Activities and division of work (WP description)

Task No (continuous numbering linked to WP)	Task Name	Description	Participants		In-kind Contributions and Subcontracting (Yes/No and which)
			Name	Role (COO, BEN, AE, AP, OTHER)	
T2.1	Online training course on "Robotics in early Education"	EU partners meet to discuss the content of the training course on "Robotics in EU Education", develop the materials and deliver the course online UA Partners do the course and get acquainted with the general EU principles of implementing Robotics in the sphere of education After completing the course the UA participants select the best practices of Robotics in education relevant for their HEIs Organizers: EU partners Participants: UA partners (3 representatives per UA university) Target audience: IT / Moodle experts, university administration. **Potential content:** Education in the European universities: new trends, approaches and missions Challenges of IT education in the European Union General EU principles of implementing Robotics in the sphere of education	ALL	COO BEN	No
T2.2	Skill and Capacity building course 1 ("Robotics and Digital Competence in preschool educational institutions")	EU partners deliver training course on Robotics with specific focus on using Robotics in preschool institutions using Massive Open Online Course (MOOC) UA participants get the most of the course in order to promote further introduction of Robotics into preschool education, learn how to resolve issues connected with technologies and build the digital	ALL	COO BEN	No

		capacity of their HEIs Organizers: EU partners Participants: UA partners (3 representatives per UA university) Target audience: IT/Moodle experts, preschool specialists **Content:** Preschool education in EU: main features and tendencies Digital competence of preschoolers: ways to develop Advantages of using Robotics in preschool educational institutions			
T2.3	Skill and Capacity building course 2 (“Robotics and Digital Competence for primary schools”)	EU partners discuss the content, design the materials and deliver a training course on “Robotics and Digital Competence for primary schools” UA partners take part in the course in an interactive format, deepen their knowledge on the variety of approaches of using Robotics in primary schools Participants of the course reflect on the content and make a skill and capacity building plan how to develop primary school learners’ digital competence through Robotics Organizers: EU partners Participants: UA partners (10 representatives per UA university) Target audience: IT/Moodle experts, primary school specialists **Content:** General characteristics of EU primary education Boosting primary school learners’’ digital competence Robotics in EU primary schools: main features and challenges	ALL	COO BEN	No
T2.4	Skill and Capacity building course 3 (Robotics and Digital Competence for secondary schools)	EU partners deliver a training course on “Robotics and Digital Competence for secondary schools” Through the content of the course UA partners get acquainted with the principles of developing secondary school learners’ digital competence of	ALL	COO BEN	No

		using Robotics Course participants select efficient digital tools that promote secondary school learners' digital competence, gain hands-on experience of introducing Robotics into their classes In mini-groups of 4-6 people UA partners present their mini-lessons on using Robotics in secondary schools, get feedback from the trainers, make amendments of their lesson plans if necessary. Organizers: EU partners Participants: UA partners (3 representatives per UA university) Target audience: IT/Moodle experts, University teachers involved in training future IT teachers in secondary schools **Content:** Outline of EU secondary education Developing secondary school learners' digital competence Robotics in EU secondary schools: main features and challenges Mini-lessons on using Robotics in secondary schools			

T2.5	Study visit to Austria with a special focus on Robotics in Education	Hosting EU partner develops the agenda of the visit, agrees it with other partners, make all necessary preparations UA coordinator makes all necessary arrangements (logistics, accommodation) Organizer: Austria partner Participants: UA partners (3 representatives per UA university) Target audience: IT/Moodle experts, University teachers involved in training future IT teachers **Potential topics of the study visit:** a. EU university history and administration principles. b. university learning and teaching approaches to using Robotics in education c. online platforms resources and tools university uses to promote Robotics in education d. cooperation of university with the community and local educational establishments (e.g., kindergartens, primary and secondary schools) with a special focus on suing Robotics in the learning process e. mini-seminar “Peculiarities of using Robotics in educational institutions”	ALL	COO BEN	The hosting party (P2) offers its premises and resources as in-kind contribution.
T2.6	Launch of EduRob in UA partner universities	The UA partners make all necessary arrangements for the laboratory launch, find a proper room, make sure that the room meets all necessary requirements to the IT Laboratory, set up all necessary equipment UA partner-university IT teachers learn to work with	KOGPA MSPU ISUH MSU ZVO “PDU” DonNACEA	COO BEN 002 BEN 003 BEN 004 BEN 005 BEN 006	No

		new equipment (all necessary hardware and software, LEGO bricks, etc). In case of necessity, they address the EU partners for assistance and prompt advice UA partners organise and hold an official opening of the EduRob in the universities, invite the local media to highlight the event.			
T2.7	Permanent running (functioning) of the Laboratory for teachers', students' and community needs	UA university IT specialists learn to work with new equipment, offer workshops and consultations for the university teachers on how to use the EduRob equipment in the classroom. UA partners maintain the EduRobs in their home universities, organise and hold meetings to share the project results	KOGPA MSPU ISUH MSU ZVO "PDU" DonNACEA	COO BEN 002 BEN 003 BEN 004 BEN 005 BEN 006	No

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
MS2	EduRob Launch	2	KOGPA	UA partner-universities make all necessary preparations for the EduRob launch, IT teachers learn to work with new equipment. UA partners organise and hold an official opening of the EduRob in the universities, invite the local media to highlight the event.	20	A new Laboratory is launched and used in the everyday learning process (room physically exists in the university) News in the media, site of the project and social networking sites

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	Study visit to Austria	2	EU partner	R — Document, report	SEN — Sensitive	15	Participants travel to Austria to learn the cutting edge experience of EU university in using Robotics in education. Study visit programme is prepared and carried out in English, the university reports are made in Ukrainian.

D2.2	Training course on "Robotics and Digital Competence" with different focuses (preschool institutions, primary school and secondary school)	2	KOGPA	R — Document, report	SEN — Sensitive	12	Course participants demonstrate their competence in using Robotics in classroom through the design of skill and capacity building plans and delivery of mini-lessons on using Robotics. The training materials for each training and a report of outcomes will be provided. (English)
D2.3	Report on the laboratory set-up	2	KOGPA	R — Document, report	SEN — Sensitive	21	Documents that certify the establishment of laboratories by UA partners and photos of equipped laboratories. (English)

Work Package 3

Work Package 3: Introducing Robotics Component of Digital Competence into Teachers' Curriculum							
Duration:	M6 – M36	**Lead Beneficiary:**	BEN 007/UT				
Objectives							
3.1 To develop new courses on Robotics with a special focus 3.2 To pilot the courses 3.3 To get feedback, make amendments and improve the courses in case of necessity 3.4 To introduce courses on a permanent basis 3.5 To implement Educational Robotics into Master's theses							
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)		
T.3.1	Online training course "Course design essentials"		EU partners discuss the approaches to be used for the course development, identify the content, select materials, choose trainers. UA participants get	ALL	COO BEN	No	

			registered for the course, do all necessary tasks and activities Organizers: EU partners Participants: UA partners (10 representatives per UA university) Target audience: IT/Moodle experts, University teachers involved in training future preschool, primary school teachers and IT teachers **Course potential content:** Main principles and approaches to the course design in the EU universities. Identification of course aim, objectives, learning outcomes and competencies (guided by the EU partners). Syllabus design (course road map, identification of topics and types of assessment). Guided by the EU partners. Syllabus expertise at Erasmus Office in Ukraine			
T 3.2	Study visit to Estonia on		Hosting EU partner	ALL	COO BEN	NO

	Educational robots in teacher training curricula		develops the agenda of the visit, agrees it with other partners, makes all necessary preparations UA coordinator makes all necessary arrangements (logistics, accommodation) Organizers: Estonia partner Participants: UA partners (3 representatives per UA university) Target audience: IT/Moodle experts, University teachers involved in training future IT teachers **Potential topics of study visit:** a. University's learning and teaching approaches to teacher training curricula design b. Educational Robotics teacher training curricula c. Online resources and tools university uses to promote Robotics d. Using Robotics at different stages of education in Estonia			
T3.3	Online methodological		EU partners design and develop an online	ALL	COO BEN	No

	training course from EU partners on “How to design a course Robotics in Education” for BA students		course for the UA partners, share the duties, choose the speakers, and prepare the content. UA Participants get registered for the course UA Partners attend the course and receive feedback from EU partners Organizers: EU partners Participants: UA partners (10 representatives per UA university) Target audience: IT/Moodle experts, University teachers involved in training future preschool, primary school teachers and IT teachers			
T3.4	BA course design and materials development a. “Teaching Robotics to preschool students” b. “Teaching Robotics to primary school students” (grades 1-4) c. “Teaching Robotics to		UA partners develop the educational component with a different focus (3 courses) Identify aim, competencies, learning outcomes, topics, and assessment. Evaluate, select and adapt materials for new courses	ALL	COO BEN	No

	secondary school students (grades 5-9)"		EU partners proofread the course materials Organizers: EU partners Participants: UA partners (10 representatives per UA university) Target audience: IT/Moodle experts, University teachers involved in training future preschool, primary school teachers and IT teachers Outcome: 3 new BA courses ("Teaching Robotics to preschool students", "Teaching Robotics to primary school students" (grades 1-4), "Teaching Robotics to secondary school students (grades 5-9)") Courses are done in English and Ukrainian, 3 ECTS			
T3.5	Approval of BA courses by the university councils		UA university councils approve the course. It is ready to be piloted. The memo of the council meeting is prepared UA partners introduce the course into the following curriculum	KOGPA MSPU ISUH MSU ZVO "PDU" DonNACEA	COO BEN 002 BEN 003 BEN 004 BEN 005 BEN 006	No

			as a normative discipline: a. preschool academic study program, b. primary school academic study program, c. secondary school academic study program (IT programs)			
T3.6	Course piloting		UA partners launch the course on Moodle platform UA partners pilot the course. In case of difficulties, they refer to the EU partners for help UA students do a course and prepare a professional case (portfolio) on Robotics in Education	KOGPA MSPU ISUH MSU ZVO “PDU” DonNACEA	COO BEN 002 BEN 003 BEN 004 BEN 005 BEN 006	No
T3.7	Courses Feedback Analysis and Further Improvement		Partners develop feedback questionnaires. After completing the course, the students are surveyed, students’ portfolios are analysed. UA partners analyse the data obtained and welcome comments from EU partners. Every teacher, delivering the course, writes a feedback	ALL	COO BEN	No

			report on the new course being piloted (1–2-pages). Based on the feedback report and EU partners' recommendations UA partners make amendments in the course content if necessary			
T3.8	Permanent running of the courses in the Teachers' Curricula		After new courses piloting and elimination of shortcomings, UA partners introduce them into the curriculum on a regular basis. Thus the courses are offered permanently. Students attending the courses provide regular feedback to sustain their high quality	KOGPA MSPU ISUH MSU ZVO "PDU" DonNACEA	COO BEN 002 BEN 003 BEN 004 BEN 005 BEN 006	No
T3.9	Supervising Bachelor's and Master's theses on Educational Robotics		UA partner universities analyse existing topics of graduation papers and introduce Robotics in Education component into Bachelor's and Master's theses Students defend their thesis in public during the state examination period	KOGPA MSPU ISUH MSU ZVO "PDU" DonNACEA	COO BEN 002 BEN 003 BEN 004 BEN 005 BEN 006	No
Milestones and deliverables (outputs/outcomes)						

Milestone No (continuous numbering not linked to WP)	Milestone Name	Work Package No	Lead Beneficiary	Description	Due Date (month number)	Means of Verification
MS3	Course approval	3	KOGPA	UA university councils approve the course. It is ready to be piloted.	21	Approved syllabi of courses External expertise of the new syllabi

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	Decision by the academic council for the new courses	3	KOGPA	R — Document, report	SEN — Sensitive	21	Official approvals by each UA Partners' academic councils about the of implementation of new courses in the educational process (Ukrainian)
D3.2	Permanent running of new courses	3	KOGPA	R — Document, report	SEN — Sensitive	33	UA partners design 3 courses with a special focus, pilot them, get feedback and introduce them into the curricula on a regular bases

Work Package 4

Work Package 4: Update of Teacher Assistantship Syllabi			
Duration:	M4 - M36	**Lead Beneficiary:**	BE 003 - ISUH
Objectives			
4.1 To enhance teachers' skills and competences of "Teacher Assistantship Syllabus design 4.2 To update and pilot Teacher Assistantship Syllabi 4.3 To raise school mentors' awareness of Robotics in Education 4.4 To organise and hold Joint Teacher Assistantship Conference 4.5 To organise and hold "Best robotics model competition"			
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	Online course on "Teacher Assistantship Syllabus design"	EU partners deliver an online course "Teacher Assistantship Syllabus design", share the EU approaches to the Teacher Assistantship. UA participants get registered for the course, do all necessary tasks and activities Organizers: EU partners Participants: UA partners (5 representatives per UA university) Target audience: IT/Moodle experts, University teachers involved in training future IT teachers, University teachers responsible for Teachers Assistantship, administrative staff **Potential topics of the study visit:** Main features of Syllabus design. Learning and teaching approaches to using Robotics in the educational institutions of different levels Cooperation of university with the community and local educational establishments (e.g., kindergartens, primary and secondary schools) while organising Teacher Assistantship for students	ALL	COO BEN	No
T4.2	Updating Teacher Assistantship Syllabi	UA partners analyse existing Teacher Assistantship Syllabi in their universities UA partners bring Teacher Assistantship Syllabi in accordance with a new educational Robotics component in the updated curricula UA partners update the content and materials for Teacher Assistantship with a focus on Robotics in education at different stages) EU partners provide necessary assistance	ALL	COO BEN	No
T4.3	Teacher Assistantship Syllabi Approval by University Council	UA university councils approve Teacher Assistantship Syllabi. Teacher Assistantship Syllabi is ready to be offered to university teachers responsible for Teacher Assistantship and mentors in educational institutions (kindergartens, primary and secondary schools)	KOGPA MSPU ISUH MSU ZVO "PDU" DonNACEA	COO BEN 002 BEN 003 BEN 004 BEN 005 BEN 006	No

T4.4	Launching New Assistantship Syllabi	UA partners pilot Teacher Assistantship Syllabi. In case of difficulties, they refer to the EU partners for help UA students do their Teacher Assistantship and prepare a Reflective essay on using Robotics in in the classroom	KOGPA MSPU ISUH MSU ZVO "PDU" DonNACEA	COO BEN 002 BEN 003 BEN 004 BEN 005 BEN 006	No
T4.5	Permanent Running of new syllabi	After new Teacher Assistantship Syllabi piloting and elimination of shortcomings, UA partners implement it on a regular basis. Students, doing their Teacher Assistantship, provide regular feedback to sustain the high quality	KOGPA MSPU ISUH MSU ZVO "PDU" DonNACEA	COO BEN 002 BEN 003 BEN 004 BEN 005 BEN 006	No
T 4.6	Organizing Joint Teacher Assistantship Conference	UA partners organise and hold a Joint Teacher Assistantship Conference Each UA partner select the delegates for the conference, chosen both among teachers and students Students from UA partner universities demonstrate the best practices and present the results and outcomes of their Teacher Assistantship (lesson plans, video recordings of the lessons, demo lessons based on using Robotics)	ALL	COO BEN	No
T 4.7	Toolkit on Robotics in Education	UA partners design a Toolkit on Robotics in Education, which is used in the classroom while delivering new courses on Robotics and during Teacher Assistantship by the students	KOGPA MSPU ISUH MSU ZVO "PDU" DonNACEA	COO BEN 002 BEN 003 BEN 004 BEN 005 BEN 006	No

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	Launch of New Assistantship Syllabi	4	KOGPA	UA partners update Teacher Assistantship Syllabi and pilot it	27	UA students do their Teacher Assistantship and prepare a Reflective essay on using Robotics in in the

							classroom
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	Joint Teacher Assistantship Conference	4	KOGPA	R — Document, report	SEN — Sensitive	30	Students from UA partner universities demonstrate the best practices and present the results and outcomes of their Teacher Assistantship (lesson plans, video recordings of the lessons, demo lessons based on using Robotics)
D4.2	Toolkit on Robotics in Education	4	KOGPA	R — Document, report	SEN — Sensitive	35	UA partners design a Toolkit on Robotics in Education, which is used in the classroom while delivering new courses on Robotics and during Teacher Assistantship by the students

Work Package 5

Work Package 5: Dissemination and Sustainability			
Duration:	M1 – M36	**Lead Beneficiary:**	**BE 002 - MSPU**
Objectives			
5.1 To establish Dissemination Board 5.2 To prepare a Dissemination Plan 5.3 To launch a website and social media pages			

5.4 To Improve the visibility and impact of the project
5.5 To prepare and hold dissemination events

Activities and division of work (WP description)

Task No (continuous numbering linked to WP)	Task Name	Description	Participants		In-kind Contributions and Subcontracting (Yes/No and which)
			Name	Role (COO, BEN, AE, AP, OTHER)	
T5.1	Dissemination Board	UA partners delegate a person to the Dissemination Board, which is led by the WP leader (BE 002). Dissemination Board raises public awareness of the project activities At the meetings, which take place biannually, members of the Dissemination Board discuss dissemination issues, update the strategies of the project dissemination.	ALL	COO BEN	No
T5.2	Dissemination Plan	Members of the Dissemination Board develop a Dissemination Plan, which includes all the issues connected with the dissemination of the project life cycle, deal with direct communication with target groups, describe all channels for sharing information about the project The Dissemination Plan is presented and talked over with all project teams, finally approved.	KOGPA MSPU ISUH MSU ZVO “PDU” DonNACEA	COO BEN 002 BEN 003 BEN 004 BEN 005 BEN 006	No
T5.3	Dissemination channels (project website and social media)	UA partner, responsible for WP5, launches official site of the project in order to inform the public about project activities and results All UA partners create a separate project page on the official websites of the universities to spread the information about projects aims, objectives, outcomes, activities and events among Universities’ staff and students UA partner, responsible for WP5, creates a separate Facebook group, Instagram page, Telegram channel which focus on delivering information about the project progress and spreading the information about the project among non-affiliated Universities and entities	KOGPA MSPU ISUH MSU ZVO “PDU” DonNACEA	COO BEN 002 BEN 003 BEN 004 BEN 005 BEN 006	No
T5.4	Dissemination Events	**8 events to outreach 1200 people** **Dissemination of WP 2:** **5.4.1.** 3-hour experience sharing webinar 1 "Educational	KOGPA MSPU ISUH	COO BEN 002 BEN 003	In-kind contribution: hosting the events

		Robotics: Introduction of New Competence" (for 200 people), followed by Q&A sessions **5.4.2** 3-hour experience sharing webinar 2 "Development of Computational Thinking" (for 200 people), followed by Q&A sessions **Dissemination of WP 3:** **5.4.3** Hands-on seminar 1: Theoretical and Methodological approaches to Using Educational Robotics in preschool education (20 people for P1-3), total 80 teachers **5.4.4** Hands-on seminar 2: Theoretical and Methodological approaches to Using Educational Robotics in primary education (20 people for P1-3) total 60 teachers **5.4.5** Hands-on seminar 3: Theoretical and Methodological approaches to Using Educational Robotics in secondary education (20 people for P1-4) total 80 teachers **5.4.6** Hands-on seminar 4: Theoretical and Methodological approaches to Using Educational Robotics in vocational education (20 people for P2,P4-P6) total 80 teachers **Dissemination of WP 4:** **5.4.7** 3-hour experience sharing webinar 3 "Toolkit on Educational Robotics: From Idea to Implementation and Use" (for 200 people), followed by Q&A sessions **5.4.8** International Practical Conference 1 "Educational Robotics Fair" (including "Best robotics model competition") in Mukachevo 2-day for 150 people **5.4.9** International Practical Conference 2 "Educational Robotics Fair" (including "Best robotics model competition") in Kamianets-Podilsky 2-day for 150 people	MSU ZVO "PDU" DonNACEA	BEN 004 BEN 005 BEN 006	
T5.5	Dissemination Report	The Dissemination Board prepares the annual, interim and final dissemination reports of the project All Partners discuss and approve the reports	ALL	COO BEN	No

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	Website and social media	5	BE 002 MSPU	The official site and pages or	6	Website and social media pages and groups present

	pages launch			groups in social media of the project are aimed at keeping track of all project activities, due announcement of events and sharing the information about project progress and final results			relevant information and outcomes of the project
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 plan	5	BE 002 MSPU	R — Document, report	SEN — Sensitive	4	Dissemination plan provides a roadmap of the project and is based on the agreed dissemination strategy. Dissemination plan is prepared by the Dissemination Board, agreed with all partners and approved by the consortium. Dissemination plan covers the website, social networks, promotion material, final conferences, and defines indicators and target audiences. (in English)
D5.2	Dissemination Events	5	BE 002 MSPU	R — Document, report	SEN — Sensitive	35	All necessary documents supporting the events (programmes, participant lists, certificates, feedback forms, press releases)
D5.3	Dissemination	5	BE 002 MSPU	R — Document,		36	The Dissemination reports

	Reports			report	SEN — Sensitive		(annual, interim and final) are developed and approved by the Dissemination Board and agreed by the consortium, timely submitted (in English).
D5.4	Report on measurement of Key Performance Indicators (KPI)	5	KOGPA	R — Document, report	SEN — Sensitive	36	Report on the achieved indicators in a logical framework (quantitative and qualitative)
D5.5	Plan for sustainability	5	KOGPA	R — Document, report	SEN — Sensitive	36	Sustainability plan for the project results

Staff effort per participant

Participant	WP1	WP2	WP3	WP4	WP5	Total Person-Months
Kremenets Taras Shevchenko Regional Academy of Humanities and Pedagogy (KOGPA)/COO	14	6	9	3	3	35
Bogdan Khmelnitsky Melitopol State Pedagogical University (MSPU)/BEN002	5	6	9	3	6	29
Izmail State University of Humanities (ISUH)/BEN003	5	6	9	4	3	27
Mukachevo State University (MSU)/BEN004	6	4	6	2	4	22
Higher Educational Institution «Podillia State University» (ZVO “PDU”)/BEN005	5	2	3	1	4	15
Donbas National Academy of Civil Engineering and Architecture (DonNACEA)/BEN006	5	2	3	1	3	14
University of Tartu/BEN 007	6	2	3	2	2	15
University of Technology Graz/BEN008	3	3	2	2	1	11
Rakvere Rohuaia Kindergarten/BEN009	2	1	1		1	5
Total Person-Months	51	32	45	18	27	173

Events meetings and mobility

Events meetings and mobility							
Event No (continuous numbering linked to WP)	**Participant**	**Description**					**Attendees**
		Name	**Type**	**Area**	**Location**	**Duration**	**Number**
E1.1	COO, BEN 2 - BEN 9	Kick-Off Meeting	Management meeting	Communication strategy, work packages, partners' duties and responsibilities	Mukachevo, Ukraine	3	16
E1.2	COO, BEN 2 - BEN 9	Final meeting	Management meeting	Finalization of the project, discussion of reports	Kremenets, Ukraine	3	16
E2.1	COO, BEN 2 - BEN 9	Study visit to Austria with a special focus on Robotics in Education	Study visit	New skills development	Austria	5	14
E3.1	COO, BEN 2 - BEN 9	Study visit to Estonia on Educational robots in teacher training curricula	Study visit	New skills development	Estonia	5	14
E4.1	COO, BEN 2 - BEN 9	International Practical Conference 1 "Educational Robotics Fair" in Mukachevo	Dissemination activity	New knowledge and skills development	Mukachevo, Ukraine	2	18
E4.2	COO, BEN 2 - BEN 9	International Practical Conference 2 "Educational Robotics Fair" in Kamianets-Podilsky	Dissemination activity	New knowledge and skills development	Kamianets-Podilsky, Ukraine	2	18

Timetable

Timetable (projects of more than 2 years)												
ACTIVITY	**YEAR 1**				**YEAR 2**				**YEAR 3**			
	Q 1	**Q 2**	**Q 3**	**Q 4**	**Q 1**	**Q 2**	**Q 3**	**Q 4**	**Q 1**	**Q 2**	**Q 3**	**Q 4**
Task 1.1 Preparation of the project launch												
Task 1.2 Implementation Plan												

Task 1.3 Quality Assurance Plan												
Task 1.4 Kick-Off Meeting (hybrid format)												
Task 1.5 Partnership Agreement												
Task 1.6 Equipment Procurement												
Task 1.7 Project Financial Management and Reporting												
Task 1.8 Quality Assurance meetings and control												
Task 1.9 Administrative Project Management												
Task 2.1 Online training course on “Robotics in early Education”												
Task 2.2 Skill and Capacity building course 1 (“Robotics and Digital Competence in preschool educational institutions”)												
Task 2.3 Skill and Capacity building course 2 (“Robotics and Digital Competence for primary schools”)												
Task 2.4 Skill and Capacity building course 3 (Robotics and Digital Competence for secondary schools)												
Task 2.5 Study visit to Austria with a special focus on Robotics in Education												
Task 2.6 Launch of EduRob in UA partner universities												
Task 2.7 Permanent running (functioning) of the Laboratory for teachers’, students’ and community needs												
Task 3.1 Online training course “Course design essentials”												
Task 3.2 Study visit to Estonia on Educational robots in teacher training curricula												
Task 3.3 Online methodological training course from EU partners on “How to design a course Robotics in Education” for BA students												
Task 3.4 BA course design and materials development												
Task 3.5 Approval of BA courses by the university councils												
Task 3.6 Course piloting												
Task 3.7 Courses Feedback Analysis and Further Improvement												
Task 3.8 Permanent running of the courses in the Teachers’ Curricula												
Task 3.9 Supervising Bachelor’s and Master’s theses on Educational Robotics												
Task 4.1 Online course on “Teacher Assistantship Syllabus design”												
Task 4.2 Updating Teacher Assistantship Syllabi												
Task 4.3 Teacher Assistantship Syllabi Approval by University Council												
Task4.4 Launching New Assistantship Syllabi												

Task 4.5 Permanent Running of new syllabi													
Task 4.6 Organizing Joint Teacher Assistantship Conference													
Task 4.7 Toolkit on Robotics in Education													
Task 5.1 Dissemination Board													
Task 5.2 Dissemination Plan													
Task 5.3 Dissemination channels (project website and social media)													
Task 5.4 Dissemination Events													
Task 5.5 Dissemination Report													

#§WRK-PLA-WP§#

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.

Potential ethical issues that may arise during the implementation of the project and measures to mitigate them:
1. Interaction and cooperation: Ensuring an effective communication mechanism between all project partners to resolve issues, discuss important decisions and exchange information. Developing a clear schedule of meetings where partners can discuss important project steps and resolve possible conflicts.
2. Distribution of obligations: Determining the obligations of each partner to avoid possible conflicts and ensure effective task performance. Regular assessment of the productivity and contribution of each partner to the project.
3. Ethical standards: Coordination of ethical principles and standards among all project partners to ensure mutual understanding and resolve ethical issues that may arise during project implementation.
4. Joint responsibility: Establishing the principle of joint responsibility to all partners for the successful implementation of the project and solving the problems that may arise during its implementation.
5. Transparency and accounting of resources: Ensuring transparency in the use of financial and other project resources to avoid conflicts and ensure effective budget management.
6. Copyright audit: Conducting an audit to determine what materials and technologies may be used in the project to make sure that they do not infringe on the copyrights of other parties.
7. Licensing and permissions: Obtaining appropriate licenses and permits for the use of software, technological solutions, as well as materials that are protected by copyright.
8. Agreement of terms of use: Conclusion of agreements with external suppliers or authors of materials to define the terms of their use in the frame of the project.
9. Creation of own developments: Encouraging and supporting the creation of own developments and materials that help to avoid copyright issues.
10. Training of project participants: Conducting training and information events for project participants regarding the ethical use of copyrighted materials.
11. Monitoring and responsibility: Systematic monitoring of the use of materials from the point of view of copyright and taking measures in case of detection of possible violations.
12. Training and study: Organization of training and seminars for all project participants on ethical issues and legal aspects of using robotics in education. Providing project participants with information about their rights and responsibilities in the context of the project.
13. Creation of ethics code: Development and approval of ethics code, which includes principles of behaviour, to ensure confidentiality and to avoid conflicts of interest.
14. Monitoring of ethical issues: Implementation of a system for monitoring ethical aspects in the process of project implementation and resolution of emerging issues in time.
15. Gender approach: Ensuring equal opportunities and participation of women and men in all aspects of the project, including the distribution of obligations and access to opportunities.
16. Measures regarding discrimination: Preventing discrimination on any basis, including gender, age, race or ethnicity, disability and other categories.
17. Gender analysis: Conducting a gender analysis of participation and contribution of project participants to ensure equality and fairness.
18. Supporting women in STEM fields: Implementation of measures to support women in higher education and career development in the field of robotics and STEM.
19. Support of men during the russian invasion of Ukraine and the russian-ukrainian war: Implementation of measures to provide men with the opportunity of an internship abroad, such as applying to the Ministry of Education and Science of Ukraine and the State Border Guard Service of Ukraine with letters of request for permission to cross the border and organization of alternative methods of study and internship in case of the impossibility of leaving.
20. Privacy and protection of personal data: The collection and use of children's data must comply with the norms of confidentiality and protection of personal information. Policy for the collection and use of children's data will be developed considering permission from parents, the use of anonymization, pseudonymization and cryptographic means to protect personal data, and the installation of a monitoring and audit system to detect and resolve possible violations in time.
21. Access level and use of technologies: To guarantee access to the use of robotics to pupils, regardless of gender or other sociocultural aspects. To ensure accessibility of robotics for all pupils, including children with disabilities. To develop educational materials and instructions considering different levels of technical training of pupils. To provide access to robotics through different technical platforms (tablets, computers) to avoid exclusion regarding access. To create online self-learning

resources that allow pupils to learn robotics at home.
22. Gender equality support: Ensuring equal access to robotics for pupils of both genders and implementing methods of gender consideration in the process of learning. Implementation of various teaching methods and tasks that promote the active participation of pupils of both genders (for example, the organization of group tasks that contribute to problem-solving). Organization of thematic extracurricular robotics clubs for girls to create a favourable environment for their participation. Involvement of female experts in the field of robotics for conducting lectures and mentoring to stimulate girls' interest in this issue.
23. Children's safety: Ensuring the students' safety in the use of robotics requires defining safety standards and following them during conducting classes. Safety standards will provide mandatory training for teaching staff and parents on the safety of using robotics in an educational environment and installing safe devices for robotics that prevent possible injuries (for example, movement limiters and protective caps).
These specific measures will help not only to take into account the ethical issues of introducing robotics into educational processes but also to guarantee their effective implementation with minimal impact on the safety and rights of the participants.

#§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/NO**
We confirm that to our best knowledge neither the project as a whole nor any parts of it have benefitted from any other EU grant *(including EU funding managed by authorities in EU Member States or other funding bodies, e.g. Erasmus, EU Regional Funds, EU Agricultural Funds, etc)*. If NO, explain and provide details.	YES
We confirm that to our best knowledge neither the project as a whole nor any parts of it are (nor will be) submitted for any other EU grant *(including EU funding managed by authorities in EU Member States or other funding bodies, e.g. Erasmus, EU Regional Funds, EU Agricultural Funds, etc)*. If NO, explain and provide details.	YES

Financial support to third parties (if applicable)
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*]*

#§DEC-LAR-DL§#

ANNEXES

LIST OF ANNEXES

Standard
Detailed budget table/Calculator (annex 1 to Part B) — *mandatory for certain Lump Sum Grants (see Portal Reference Documents)*
CVs (annex 2 to Part B) — *mandatory, if required in the Call document/Programme Guide*
Annual activity reports (annex 3 to Part B) — *not applicable*
List of previous projects (annex 4 to Part B) — *mandatory, if required in the Call document/Programme Guide*

Special
Other annexes — *mandatory, if required in the Call document/Programme Guide*

LIST OF PREVIOUS PROJECTS

List of previous projects

Please provide a list of your previous projects for the last 4 years.

Participant	Project Reference No and Title, Funding programme	Period (start and end date)	Role (COO, BEN, AE, OTHER)	Amount (EUR)	Website (if any)
KOGPA /COO	Project: 101083203 — Bringing Opportunities and Organizational Success To Small Local Universities in Ukraine— BOOST — ERASMUS-EDU-2022-CBHE	Project starting date: fixed date: 1 March 2023 Project end date: 28 February 2025	BEN	43105,00	https://kogpa.edu.ua/en/golovna/international-cooperation/2-uncategorised/1212-boost-project
MSPU / BEN 2	Project: 101083203 — Bringing Opportunities and Organizational Success To Small Local Universities in Ukraine — BOOST — ERASMUS-EDU-2022-CBHE	Project starting date: fixed date: 1 March 2023 Project end date: 28 February 2025	BEN	50205,00	https://boost.mspu.edu.ua/
MSPU / BEN 2	Project: 101082858 — MOOC-based micro-credentials for teacher professional development — CRED4TEACH — ERASMUS-EDU-2022-CBHE	Project starting date: fixed date: 1 June 2023 Project end date: 31 May 2026	BEN	52 401,00	https://cred4teach.eu/
ISUH / BEN 003	Project: 101083203 — Bringing Opportunities and Organizational Success To Small Local Universities in Ukraine— BOOST — ERASMUS-EDU-2022-CBHE	Project starting date: fixed date: 1 March 2023 Project end date: 28 February 2025	BEN	41 409.00	https://boost.mspu.edu.ua/
MSU / BEN 004	Project: 101083203 — Bringing Opportunities and Organizational Success To Small Local Universities in Ukraine— BOOST — ERASMUS-EDU-2022-CBHE	Project starting date: fixed date: 1 March 2023 Project end date: 28 February 2025	BEN	43634,00	
PSU/BEN005	Support for cooperation of SGGW with Ukrainian universities within the Alliance of the European University (UNIGREEN UA) no. BPI/UE/2022/12-00	2023	BEN		https://unigreen-alliance.eu/
PSU/BEN005	Erasmus+ 2022-1-ES01-KA171-HED-000076398 (mobility programme) (Polytechnic University of Cartagena, Spain)	2021-2027	BEN		
DonNACEA / BEN 006	External Actions of the European Union EU-funded service contract n2019/413-306 "ROUTE-Renewal of Ukrainians Through Education"	20.12.2019-30.11.2024	BEN	926392,90	https://route.donnaba.edu.ua/
DonNACEA / BEN 006	ETRASMUS+ KA2 CBHE PROJECT 101083203 BOOST (Bringing Opportunities and Organizational Success to	Project starting date: fixed date: 1 March 2023	BEN	41409,00	https://boost.mspu.edu.ua/ https://www.facebook.com/boostUkr

	Small Local Universities in Ukraine)	Project end date: 28 February 2025			aine
UT / BEN 007	2020-1-EE01-KA226-HE-093388 Developing Teachers' Skills to Educate Pre-School Children with and Through Digital Technologies / DigiChild	1.03.2021-28.02.2022	COO	253.324	https://narva.ut.ee/en/digikid-erasmus-project
UT / BEN 007	2022-1-EE01-KA220-HED-000089331 Developing Reading Skills With and Through Digital Technologies/eRead	1.12.2022-30.11.2025	COO	400 000	
UT / BEN 007	610427-EPP-1-2019-1-EE-EPPKA2-CBHE-JP Foreign Language Teacher Training Capacity Development as a Way to Ukraine's Multilingual Education and European Integration / MultiEd	11/2019 – 11/2022	COO	900099	http://www.multied.com.ua/
UT / BEN 007	101083203 (Erasmus+ CBHE) Bringing Opportunities and Organizational Success To Small Local Universities in Ukraine / BOOST	1.03.2023-28.02.2025	COO	399 997	
UT / BEN 007	101129280 (Erasmus+ CBHE) Boosting Digital Excellence and Aptitude of Universities in the Countries of East Partnership / BEAUCOUP	1.01.2024-31.12.2026	COO	1 000 000	
UT / BEN 007	101129379 (Erasmus+ CBHE) Boosting University Psychological Resilience and Wellbeing in (Post-) War Ukrainian Nation / BURN	1.01.2024-31.12.2026	BEN	400 000	
RRK / BEN 009	101129280 (Erasmus+ CBHE) Boosting Digital Excellence and Aptitude of Universities in the Countries of East Partnership / BEAUCOUP	2023-202	BEN		
RRK / BEN 009	eRead 2022-1-EE01-KA220-HED-000089331	2022-2025	BEN	14000	
RRK / BEN 009	Erasmus+ DigiChild project (2020-1-EE01-KA226-HE-093388	2021-2023	BEN	17000	
RRK / BEN 009	2023-1-EE01-KA122-SCH-000125297, New opportunities for teaching STEM and screen-free ICT in Rakvere Rohuaia Kindergarten	2023-2024	BEN	5265	
RRK / BEN 009	Nature in education - cooperation between Montessori and "Green School" kindergarten Project number NPJR-2023/10285	2023	COO	6640	
TU Graz/BEN 008	*FFG Forte - Palona - passive infrastructure-less self- localization by vehicles for navigation purposes*	2019-2021	BEN		
TU Graz/BEN 008	*Lead Project Graz University of Technology - Dependable Internet of Things in Adverse Environments*	2016-2022	BEN		
TU Graz/BEN 008	*RoboNav - Off-road navigation for robotic platforms (FFG ASAP 878938, 2020-2023, Project Lead and*	2020-2023	BEN		

	Principal Investigator)				
TU Graz/B EN 008	*ROBO-Mole – ROBOtik für 3D-Mapping, Orientierung und Lokalisierung bei untertägigen Einsatzszenarien*	2020-2022	BEN		
TU Graz/B EN 008	*AMADEE-24 – Robotics Exploration Cascade Experiment*	2022-2024	BEN		

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	05.09.2024	- Information about "Outside resources" (subcontracting, seconded staff, etc.) deleted; - New Deliverables added (in WP 1, 2, 3, 5); - New descriptions of the existing deliverables added (D2.2, D5.1); - Changes to MS3 "Means of Verification" field; - Added the missing chapter titles & page numbers in table of contents
4.0	10.12.2024	Activities and references to BEN 010 (Volksschule Waltendorf) removed in the following chapters: - 1.1 Background and general objectives; - 1.3 Complementarity with other actions and innovation — European added value; - 2.1.1 Concept and methodology; - 2.1.3 Project teams, staff and experts; - 2.2.1 Consortium set-up; - Work package 2 T2.5 description; - "Staff effort per participant" table; - "Events meetings and mobility" table - LIST OF PREVIOUS PROJECTS.
5.0	11.12.2024	- The delivery deadline for the Deliverable "Mid-term progress report" (D1.4) changed from M12 to M18; - Deliverable "Project Technical and Final Reports" (D1.5) renamed to "Report related to external expertise of the new syllabi".

Proposal ID	Call for Proposal	Topic	Type of Action
SEP-211029413	ERASMUS-EDU-2024-CBHE	ERASMUS-EDU-2024-CBHE-STRAND-1	ERASMUS-LS

KPIs (Key Performance Indicators)

Please fill in the data for your project. At submission and grant preparation stage, the data will be on your planned indicators ; at reporting stage it should be the real indicators achieved (since the project start). The KPI tool should be updated with the latest available data for each periodic report (the KPIs are mandatory part of the project reporting).

Erasmus+ Programme (ERASMUS) - Education (EDU)

Location

Country
Ukraine

Country
Estonia

Country
Austria

Type of project, thematic areas and types of activities

Types of activities:

☐ EU Citizenship, EU awareness and Democracy	☐ Creativity and culture	☐ Disabilities - special needs
☐ Access for disadvantaged	☐ Social dialogue	☐ Environment and climate change
☑ Gender equality / equal opportunities	☑ New innovative curricula/educational methods/development of training courses	☑ Pedagogy and didactics
☑ Quality and Relevance of Higher Education in Partner Countries	☑ Quality Assurance	☐ Recognition (non-formal and informal learning/credits)
☑ Research and innovation	☐ Teaching and learning of foreign languages	☐ Youth (Participation, Youth Work, Youth Policy)
☑ Open and distance learning	☐ Post-conflict/post-disaster rehabilitation	☐ Entrepreneurial learning - entrepreneurship education
☐ Combat violence and tackle racism, discrimination and intolerance in sport	☐ Migrant issues	☐ Civic engagement / responsible citizenship
☐ Community development	☐ Cooperation with least developed countries	☑ Universities in more remote areas
☑ Digital and green skills	☐ Digital safety	☐ Digital youth work
☐ Early school leaving / Combating failure in education	☐ Economic and financial affairs (including funding)	☐ Encourage social inclusion and equal opportunities in sport
☐ Energy and resources	☐ Enterprise, industry, SMEs and entrepreneurship	☐ Ethics, religion and philosophy
☐ Grassroots sports	☐ Health and wellbeing	☐ Healthy lifestyle, active ageing
☐ Home and justice affairs (human rights and rule of law)	☑ ICT - new technologies - digital competencies	☐ Inclusion - equality
☐ Intercultural/intergenerational education and (lifelong) learning	☑ International cooperation, international relations, development cooperation	☐ Interreligious dialogue
☑ Key competencies (including mathematics and literacy) - basic skills	☐ Labour market issues (including career guidance and youth unemployment)	☑ Mobility - Exchanges
☐ Natural sciences	☐ Overcoming skills mismatches	☐ Preventing radicalisation

(basic/transversal)

- ☑ Quality and innovation of youth work
- ☑ Quality improvement of institutions or methods (including school development)
- ☐ Reaching the policy level/dialogue with decision-makers
- ☐ Recognition, transparency and certification
- ☐ Regional dimension and cooperation - territorial cooperation and cohesion
- ☐ Roma and/or other minorities
- ☐ Rural development and urbanisation
- ☐ Skills matching
- ☑ Soft skills
- ☐ Sustainable financing in sports, dual careers involving sports, good governance
- ☐ Transport and mobility
- ☐ VET teachers/trainers professional development
- ☐ Work-based learning
- ☐ Youth entrepreneurship
- ☐ Youth participation and active citizenship

Education levels:

- ☑ Higher education
- ☐ Adult education
- ☐ Youth
- ☐ Vocational training
- ☑ School education

EQF levels:

- ☐ Short cycle within the first cycle / Short-cycle tertiary education (ISCED-5)
- ☑ First cycle / Bachelor's or equivalent level (ISCED-6)
- ☑ Second cycle / Master's or equivalent level (ISCED-7)
- ☐ Third cycle / Doctoral or equivalent level (ISCED-8)
- ☐ Upper secondary education (ISCED-3)
- ☐ Post-secondary non-tertiary education (ISCED-4)

Academic fields:

- ☐ Sustainable Development Goals
- ☐ Climate change
- ☐ Green transformation
- ☐ Blue economy
- ☐ Maritime and coastal management
- ☑ Digital transformation
- ☐ Artificial intelligence
- ☑ Robotic
- ☐ Big data
- ☐ Internet of Things
- ☐ Creative industries
- ☐ Circular economy
- ☐ Waste management
- ☐ Arts
- ☐ Architecture
- ☐ Urbanism
- ☐ Culture
- ☐ Cultural heritage
- ☐ Web 4.0 industry
- ☑ Science, technology, engineering, and mathematics (STEM)
- ☐ Health
- ☐ Bio technology
- ☐ Social sciences
- ☐ Active citizenship
- ☐ Social inclusion
- ☐ Migration
- ☐ Humanities
- ☐ Law
- ☐ European Studies
- ☐ Public administration
- ☐ Agriculture
- ☐ Business - Marketing
- ☐ Economy
- ☐ Finance
- ☐ Other(s)

Pedagogies:

- ☑ Pedagogies
- ☐ Challenge based learning
- ☐ Micro-credential courses
- ☐ Pedagogy(ies) in your alliance
- ☑ Research based education
- ☑ Blended learning
- ☑ Student centered learning
- ☐ Enterpreneurship education
- ☑ Multi-disciplinary or cross-disciplinary education
- ☐ Collaborative learning
- ☐ Other(s)

Target groups:

- ☑ Students
- ☐ Administrative Staff
- ☐ Researchers
- ☐ Other(s)
- ☑ Academic staff
- ☐ Staff of enterprises

Sectors (only for ALLIANCES FOR INNOVATION actions):

- ☐ Tourism
- ☐ Construction
- ☐ Mobility-Transport-Automotive
- ☐ Agri-food
- ☐ Aerospace & Defence
- ☐ Low-carbon energy Intensive Industries
- ☐ Textile
- ☐ Renewable Energy
- ☐ Creative & Cultural Industries
- ☐ Electronics
- ☐ Digital
- ☐ Retail

☐ Proximity & Social Economy ☐ Health

Mobility activities:

◉ Yes ○ No

Type of mobility:

☐ Other(s) ☑ Physical mobility ☑ Virtual mobility
☑ Mixed mobility

Number of persons involved in mobility/virtual exchanges:

444

Does the project contribute to any of the EU Commission political priorities?

☐ A European Green Deal - Climate change
☐ A European Green Deal - A just transition
☐ A European Green Deal - Sustainable Europe investment plan
☐ A European Green Deal - Preserving Europe's natural environment
☑ A Europe fit for the digital age - The digital age
☑ A Europe fit for the digital age - Empowering people through education and skills
☐ An economy that works for people - Social fairness and prosperity
☐ An economy that works for people - Supporting small business
☐ An economy that works for people - Europe's social pillar
☐ An economy that works for people - A union of equality
☐ An economy that works for people - Fair taxation
☐ A stronger Europe in the world - The EU unique brand of responsible global leadership
☐ A stronger Europe in the world - Free and fair trade
☐ A stronger Europe in the world - A more active role
☐ A stronger Europe in the world - Defending Europe
☐ Promoting our European way of life - Upholding the rule of law
☐ Promoting our European way of life - Strong borders and a fresh start on migration
☐ Promoting our European way of life - Internal security
☐ A new push for European democracy - Our democracy
☐ A new push for European democracy - A greater say for Europeans
☐ A new push for European democracy - Special relationship with the European Parliament
☐ A new push for European democracy - Improving the lead candidate system
☐ A new push for European democracy - More transparency and scrutiny
☐ A new push for European democracy - Protecting our democracy
☐ An economy that works for people - Deepening our economic and monetary union

Does the project address inclusion and diversity?

○ Yes
◉ No

Does the project address participation and civic engagement?

○ Yes
◉ No

Type of project participants

Types of third country participants (only for VIRTUAL EXCHANGES actions) :

Number of third country social partners involved in the project

0

Number of third country youth organisations involved in the project

0

Number of third country sport organisations involved in the project

0

Is the project focused on regional cooperation i.e. cooperation between countries in a region of the world (only for CB-VET and CB-HE actions)?

◉ Yes ○ No

Output, result and impact indicators

Policy impact

Impact on the higher education (HE) sector:

- ☐ Active participation of students in governance and reform of HE system
- ☑ Contribution to creation of regional HE area (facilitate national and cross-border recognition, support mobility of teachers, learners and workers)
- ☑ Contribution to the reform of higher education policies that respond to societal and labour market needs
- ☐ Development of schemes that facilitate the employability of graduates
- ☐ New national policies or legislative framework
- ☐ New regional policies or legislative framework
- ☐ Project not related to higher education sector
- ☑ Strengthening of links between education, research and innovation

Cooperation agreements with stakeholders:

- ☐ Education institutions not involved in the project
- ☐ Associations, civil society organisations and NGOs
- ☐ Public organisations
- ☐ Local authorities
- ☐ Private sector
- ☐ Social enterprises
- ☐ Research institutions
- ☑ Other

Number of third countries introducing new national policies or legislative frameworks in higher education (HE) via the project (only for CB-HE actions):

Number of third countries introducing new regional policies or legislative frameworks in higher education (HE) via the project (only for CB-HE actions):

Number of third countries creating a regional higher education (HE) area via the project (facilitating national and cross-border recognition, supporting mobility of teachers, learners and workers) (only for CB-HE actions):

1

Number of third countries reforming higher education (HE) policies via the project, to respond to societal and labour market needs (only for CB-HE actions):

Do you consider that the project has improved the awareness and the perception of the EU's support in the areas addressed by Erasmus+ in (one or more) third countries (only for VIRTUAL EXCHANGES and NEO actions and only at reporting)?

- ◉ Yes
- ○ No

Socio-economic benefits

Do you consider that your organisations/institutions have developed high-quality practices as a result of the participation in this project (only at reporting)?

- ◉ Yes
- ○ No

Courses and study programmes

Number of new courses:	Number of new study programmes:	Number of updated courses:
14	14	14

Number of updated study programmes:	Number of study programmes with practical placements:
14	14

Training, meetings, workshops, etc

Number of training sessions organised (only for POLICY NETWORKS actions):
0

Number of knowledge-sharing events/seminars organised (only for POLICY NETWORKS actions):
0

Number of meetings organised with stakeholders (only for POLICY NETWORKS actions):
0

Number of meetings organised with national authorities (only for POLICY NETWORKS actions):
0

Number of meetings organised with students (only for POLICY NETWORKS actions):
0

Number of meetings organised with schools (only for POLICY NETWORKS actions):
0

Number of meetings organised with adult education bodies (only for POLICY NETWORKS actions):
0

Structures and infrastructure

Number of new or modernised structures/units/centres/hubs:
14

Number of new or modernised labs:
6

Number of new services/facilities created (only for CB-VET actions):
0

Number of new or modernised international offices created (only for CB-HE actions):
0

Persons reached

Number of persons reached:

Male	Female	Non-binary
508	470	0

Total persons reached:
978

Persons with fewer opportunities addressed by the project

Number of people with disabilities
0

Number of people with health problems
0

Number of people who face barriers linked to cultural differences
0

Number of people who face barriers linked to education and training systems
0

Number of people who are facing social barriers
0

Number of people addressed by the project who are facing economic barriers
0

Number of people who are facing barriers linked to discrimination
0

Number of people who are facing geographical barriers
450

Total number of persons with fewer opportunities addressed by the project

Students/university staff reached:

Number of students/university staff reached
978

Number of students following the courses/study programme (at Bachelor, Master, PhD level) (only for CB-HE actions)
12322

Number of students/staff with practical placements (only for CB-HE actions)
250

Number of researchers reached (only for EUROPEAN UNIVERSITIES actions)
250

Number of academic staff trained (only for EUROPEAN UNIVERSITIES and CB-HE actions)
534

Number of university administrative staff trained (only for EUROPEAN UNIVERSITIES and CB-HE actions)

Number of people trained who are not enrolled in HEIs (only for CB-HE actions)
0

Staff from ministries and public authorities reached:

Number of staff trained from ministries and public authorities (only for CB-HE actions)
0

Number of students involved in mobility:

Number of students with practical placements in a partner institution (only for CB-HE actions)
0

Number of students with other mobility to a partner institution (only for CB-HE actions)
0

Number of exchanges
0

Virtual exchanges:

Number of participants involved in mobilities with a Digital Erasmus Opportunity (only for VIRTUAL EXCHANGES actions)
0

How many types of training (online courses) does the project offer (only for VIRTUAL EXCHANGES actions)?
3

Number of young participants engaged in virtual exchanges (only for VIRTUAL EXCHANGES actions)
0

Number of facilitators/moderators/hosts engaged in virtual exchanges (only for VIRTUAL EXCHANGES actions)
3

Number of university assistents/lecturers/professors engaged in virtual exchanges (only for VIRTUAL EXCHANGES actions)
534

ANNEX 2

ESTIMATED BUDGET (LUMP SUM BREAKDOWN) FOR THE ACTION

	Estimated EU contribution					
	Estimated eligible lump sum contributions (per work package)					Maximum grant amount[1]
	WP1 Project management and coordination	WP2 Building Technical, Intellectual and Skill Capacity in Educational Robotics	WP3 Introducing Robotics Component of Digital Competence into Teachers' Curriculum	WP4 Update of Teacher Assistantship Syllabi	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 - KOGPA	15 947.00	20 093.00	11 715.00	2 889.00	4 892.00	55 536.00
2 - UT	21 066.00	7 425.00	8 571.00	5 393.00	8 455.00	50 910.00
3 - ISUH	7 472.00	20 093.00	11 715.00	4 045.00	4 892.00	48 217.00
4 - ZVO "PDU"	8 706.00	13 063.00	5 937.00	963.00	6 298.00	34 967.00
5 - MSU	7 396.00	18 167.00	8 826.00	1 926.00	6 298.00	42 613.00
6 - MSPU	8 706.00	20 092.00	11 715.00	2 889.00	7 762.00	51 164.00
7 - DonNACEA	8 706.00	13 063.00	5 937.00	963.00	4 892.00	33 561.00
8 - TU GRAZ	14 902.00	10 978.00	9 158.00	7 126.00	6 240.00	48 404.00
9 - RRK	6 577.00	4 439.00	2 408.00	0.00	5 085.00	18 509.00
Σ consortium	99 478.00	127 413.00	75 982.00	26 194.00	54 814.00	383 881.00

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

ANNEX 3

ACCESSION FORM FOR BENEFICIARIES

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

hereby agrees

to become beneficiary

in Agreement No 101179514 — EduRob ('the Agreement')

between KREMENETS TARAS SHEVCHENKO REGIONAL ACADEMY OF HUMANITIES AND PEDAGOGY (KOGPA) **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

Siret Rutiku with ECAS id n00a2iti signed in the Participant Portal on 16/12/2024 at 17:17:12 (transaction id SigId-77435-Js9EnDpuT4VmyKP3jUghUzzM7Mp4eCUdvGpzi89ngJsFkr24uFzg327xk2ihalp4tDOTDk6bw2Pzq6UA220K6uI-jpJZscgsw0KezzivzqSBxju-LzevSOfWUaAsakE7TjtLOMjDBj722RDewWFiYyDxD2COkaSyZkfbCBE0LmByrE16qeUCzoFQcg2BM5jAPI0zJMW). Timestamp by third party at 2024.12.16 17:17:15 CET

ANNEX 3

ACCESSION FORM FOR BENEFICIARIES

Izmail State University of Humanities (ISUH), PIC 931941178, established in Repin Street,12, Izmail 68610, Ukraine,

hereby agrees

to become beneficiary

in Agreement No 101179514 — EduRob ('the Agreement')

between KREMENETS TARAS SHEVCHENKO REGIONAL ACADEMY OF HUMANITIES AND PEDAGOGY (KOGPA) **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

Yaroslav Kichuk with ECAS id n00atcbk signed in the Participant Portal on 16/12/2024 at 11:20:18 (transaction id SigId-64624-kaYML HzQWLiwzJdAnHNmygX8e0zxXxBPzTw1UGvTzewFUyDCYlVabcaxzO5 C97MxHpsFzWD2IqqwpQOnrNxwjs0e-jpJZscgsw0KezzivzqSBxju-Uqi hrdpzuQDtR6uU4lOXxphFDGDHOmwOPETXE9K0ziVmllLGChTmVcv9 sRsV3zJPpXOQizkDF9NqIGnR6PSHDBO). Timestamp by third party at 2024.12.16 11:20:26 CET

ANNEX 3

ACCESSION FORM FOR BENEFICIARIES

HIGHER EDUCATIONAL INSTITUTION PODILLIA STATE UNIVERSITY (ZVO "PDU"), PIC 933572912, established in 12, SHEVCHENKO STR., KAMIANETS-PODILSKYI 32316, Ukraine,

hereby agrees

to become beneficiary

in Agreement No 101179514 — EduRob ('the Agreement')

between KREMENETS TARAS SHEVCHENKO REGIONAL ACADEMY OF HUMANITIES AND PEDAGOGY (KOGPA) **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

Volodymyr Ivanyshyn with ECAS id n00gigzc signed in the Participant Portal on 13/12/2024 at 09:58:04 (transaction id SigId-32471-AvJWTEE0x1uqL6aG95hi2msSXrppkVJTnIgmd0Wzg0hnB83GIzH75k5yGM7noDd0IsxbnljipBNzhCY8dBAznlC-jpJZscgsw0KezzivzqSBxju-woPirUBNnpFiwWc7a541ITC34DU35vjyeIYDRCoGuappunR3YcKwFhIfXUAwBjEIup9pnyE2JHrIkqO6M5XFA0). Timestamp by third party at 2024.12.13 09:58:09 CET

ANNEX 3

ACCESSION FORM FOR BENEFICIARIES

MUKACHEVO STATE UNIVERSITY (MSU), PIC 907878679, established in UZHGORODSKA STR 26, MUKACHEVO 89600, Ukraine,

hereby agrees

to become beneficiary

in Agreement No 101179514 — EduRob ('the Agreement')

between KREMENETS TARAS SHEVCHENKO REGIONAL ACADEMY OF HUMANITIES AND PEDAGOGY (KOGPA) **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

Vasyl Pigosh with ECAS id n00b5x6q signed in the Participant Portal on 18/12/2024 at 13:18:05 (transaction id SigId-31074-9OMGwpRxFGrPFUlRiRzacmA2n7RQ3IvT0qozNRRzeugOkpywvxwjbtMPuxB3iMWSsWvI1mODPjzhO0wP6fIaflG-yntOf97TTHqOEyh6VidCjq-nF52lwrMzaVuNkTKtUwR6Gl3yMGCMeKnooBGZWhhtezY1C56ZvzeVzYzMyRdzg4GhTMibsOZzuAymzdjD1ZXr57C). Timestamp by third party at 2024.12.18 13:18:11 CET

ANNEX 3

ACCESSION FORM FOR BENEFICIARIES

BOGDAN KHMELNITSKY MELITOPOL STATE PEDAGOGICAL UNIVERSITY (MSPU), PIC 921231505, established in Getmanska, 20, Melitopol 72312, Ukraine,

hereby agrees

to become beneficiary

in Agreement No 101179514 — EduRob ('the Agreement')

between KREMENETS TARAS SHEVCHENKO REGIONAL ACADEMY OF HUMANITIES AND PEDAGOGY (KOGPA) **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

Natalia Falko with ECAS id n00alzqz signed in the Participant Portal on 13/12/2024 at 18:12:51 (transaction id SigId-52554-x8tZx3J7zJuaRn6fXcjjVuo60EFq10Ep07ANExt0CKADX1hlCq8eAVnUEywFLEJ3QSxCXiPu0Dq6ET0Qf8a5dq-jpJZscgsw0KezzivzqSBxju-ZjeasZqzmEWKHyTL12DZ3T6Q1bghKFY3eqgbnR9oo30APY0oGfnV0mxknJGzucV06zRujgGmcDMMzWqJPvDYa6i). Timestamp by third party at 2024.12.13 18:12:55 CET

ANNEX 3

ACCESSION FORM FOR BENEFICIARIES

DONBASKA NATSIONALNA AKADEMIYA BUDIVNYTSTVA I ARKHITEKTURY (DonNACEA), PIC 905573474, established in HEROIV NEBESNOI SOTNI STR 14, KRAMATORSK 84333, Ukraine,

hereby agrees

to become beneficiary

in Agreement No 101179514 — EduRob ('the Agreement')

between KREMENETS TARAS SHEVCHENKO REGIONAL ACADEMY OF HUMANITIES AND PEDAGOGY (KOGPA) **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

Vasyl Kravets with ECAS id n002osfx signed in the Participant Portal on 16/12/2024 at 09:56:16 (transaction id SigId-61458-qaWpNere0ILh2y3rVZAnf4iF2uTfzWN5waKxeFkl3SaLzL9ztE7Acl6HB0FD5gJOlCJh08YznmzYPqWLW3cRTuG-jpJZscgsw0KezzivzqSBxju-rIj4GGFdvr3ptGnhHRva2AzvU0tIXpU3Obpdgrr6UE9j75dsTFSvDs4TY1rk18iAwcZSzvBbfBUwENMzdMqznQy). Timestamp by third party at 2024.12.16 09:56:20 CET

ANNEX 3

ACCESSION FORM FOR BENEFICIARIES

TECHNISCHE UNIVERSITAET GRAZ (TU GRAZ), PIC 999977948, established in RECHBAUERSTRASSE 12, GRAZ 8010, Austria,

hereby agrees

to become beneficiary

in Agreement No 101179514 — EduRob ('the Agreement')

between KREMENETS TARAS SHEVCHENKO REGIONAL ACADEMY OF HUMANITIES AND PEDAGOGY (KOGPA) **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

Stefan Vorbach with ECAS id n003ckis signed in the Participant Portal on 13/12/2024 at 08:52:41 (transaction id SigId-30218-S3Oapj WrstzS9ydzsrJkaI9KLZsnwzzQd0Ol8Qutot9OsVVo450TUFZ56nN6OTs 8UQUazxyyVzQcQYpldTzwspZa-jpJZscgsw0KezzivzqSBxju-zUNXNTm NJPoSwWkDoSOOATBIWKF0atoJHOEyRKsox9hHPYW0KvD87T7BAHM W61Ra8rBzZxWfeCSOFNANXO68xzm). Timestamp by third party at 2024.12.13 08:52:50 CET

ANNEX 3

ACCESSION FORM FOR BENEFICIARIES

RAKVERE LINN (RRK), PIC 956516322, established in LAI 20, RAKVERE 44308, Estonia,

hereby agrees

to become beneficiary

in Agreement No 101179514 — EduRob ('the Agreement')

between KREMENETS TARAS SHEVCHENKO REGIONAL ACADEMY OF HUMANITIES AND PEDAGOGY (KOGPA) **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

Triin Varek with ECAS id n00a5yfr signed in the Participant Portal on 13/12/2024 at 08:09:54 (transaction id SigId-29266-t9s8swEbvP6zsRzVZBzRzqVDc2B4sidxzaFKtPxCftzMn0MJETIOAN4G5zIzYY9MEXE2sVYrUsotexYB6n2XmSOn-jpJZscgsw0KezzivzqSBxju-RA6AnwOex8PUU5FAGhfJDSjiycztmUCKBJQN0zbJ6A2VsXm7XjCWNYUuJghZg6rwwzYLzJM9tm8rJXi6jsCpyMi). Timestamp by third party at 2024.12.13 08:09:57 CET

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:

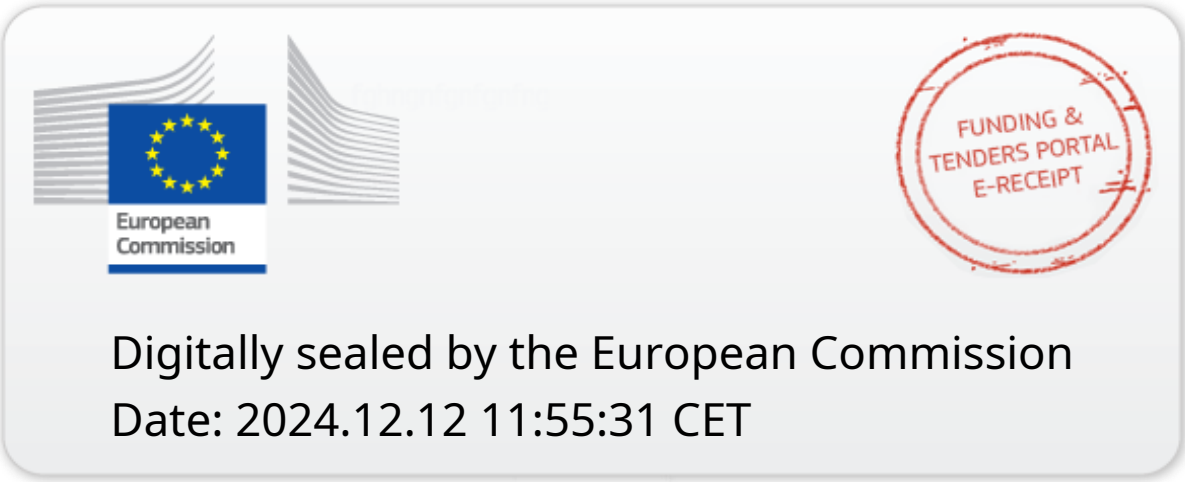
- **present the project** (including project summary, coordinator contact details, list of participants, European flag and funding statement and project results) on the beneficiaries' **websites** or **social media accounts**
- for actions involving public **events**, display signs and posters mentioning 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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