



EUROPEAN EDUCATION AND CULTURE EXECUTIVE AGENCY (EACEA)

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

GRANT AGREEMENT

Project 101082251 — PRESS

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':

UNIVERSITAET BREMEN (UBREMEN), PIC 999987454, established in Bibliothekstrasse 1, BREMEN 28359, Germany,

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

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

3. **UNIVERSITAET KLAGENFURT (UNI-KLU)**, PIC 999836813, established in UNIVERSITAETSSTRASSE 65-67, KLAGENFURT 9020, Austria,

4. **HELSINGIN YLIOPISTO (UHELSINKI)**, PIC 999994535, established in YLIOPISTONKATU 3, HELSINGIN YLIOPISTO 00014, Finland,

5. **UNIVERSITAS NEGERI MALANG (UMALANG)**, PIC 922627626, established in JALAN SEMARANG 5, MALANG 65145, Indonesia,

6. **UNIVERSITAS SULTAN AGENG TIRTAYASA (USULTANAGENG)**, PIC 916604508, established in JL RAYA JAKARTA KM 4 PABUARAN SINDANGSARI, SERANG 42118, Indonesia,

7. **THE ARAB ACADEMIC COLLEGE OF EDUCATION-HAIFA (RO) (AAEC)**, PIC 921248092, established in 22 HAHASHMAL STREET, HAIFA 33145, Israel,

8. **THE DAVID YELLIN ACADEMIC COLLEGE OF EDUCATION (A.R.) (DYCE)**, PIC 924695278, established in MAGAL BEIT HAMIDRASH 7, JERUSALEM 9103501, Israel,

9. **SHOTA RUSTAVELI STATE UNIVERSITY (RSU)**, PIC 966798419, established in NINOSHVILI STREET 35, BATUMI 6010, Georgia,

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 action¹

Annex 2 Estimated budget for the action

Annex 3 Accession forms (if applicable)²

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

Annex 4 Model for the financial statements

Annex 5 Specific rules (if applicable)

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

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

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

TERMS AND CONDITIONS

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DATA SHEET

1. General data

Project summary:

Project summary
<p>In times of increasing global challenges, e.g. climate change, biodiversity loss or plastic waste in the oceans, education for sustainable development (ESD) becomes more and more relevant. The Agenda 2030 issued by the United Nations emphasizes that by 2030 education needs to “ensure all learners acquire knowledge and skills needed to promote sustainable development”. Sustainability needs educated citizens for responsible action and transformation of the present society. The project Promoting Relevant Education in Science for Sustainability (PRESS) invests in the capacity of HEIs to better educate teachers for ESD. The aim of the project is to install courses for teacher education in science with a focus on promoting ESD. Courses will be developed and implemented to allow partners to strengthen science teacher education with a focus on ESD. Responsible action in society needs participation skills which are (in our contemporary society) inseparably bound to self-determined coverage of media. For ESD, critical scientific media literacy and communication skills with societal stakeholders are suggested as important goals in education, in general and in science education in particular. That is why the PRESS courses on ESD will include a special focus on critical scientific media education and science communication skills to the wider public, both concerning traditional as well as digital/social media. Courses will also include training teachers for integrating school science learning with partners from businesses (SMEs/industry) and the wider public in small educational projects in connection to the non-formal educational arena.</p>

Keywords:

- Sustainable Development Goals - Quality Education

Project number: 101082251

Project name: Promoting Relevant Education in Science for Sustainability

Project acronym: PRESS

Call: ERASMUS-EDU-2022-CBHE

Topic: ERASMUS-EDU-2022-CBHE-STRAND-2

Type of action: ERASMUS Lump Sum Grants

Granting authority: European Education and Culture Executive Agency

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

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

Project end date: starting date + months of duration

Project duration: 36 months

Consortium agreement: Yes

2. Participants

List of participants:

N°	Role	Short name	Legal name	Ctry	PIC	Max grant amount
1	COO	UBREMEN	UNIVERSITAET BREMEN	DE	999987454	134 516.00
2	BEN	ILIAUNI	ILIA STATE UNIVERSITY	GE	999612937	71 822.00
3	BEN	UNI-KLU	UNIVERSITAET KLAGENFURT	AT	999836813	86 254.00
4	BEN	UHELKINKI	HELSINGIN YLIOPISTO	FI	999994535	87 625.00
5	BEN	UMALANG	UNIVERSITAS NEGERI MALANG	ID	922627626	43 529.00
6	BEN	USULTANAGENG	UNIVERSITAS SULTAN AGENG TIRTAYASA	ID	916604508	45 004.00

N°	Role	Short name	Legal name	Ctry	PIC	Max grant amount
7	BEN	AACE	THE ARAB ACADEMIC COLLEGE OF EDUCATION-HAIFA (RO)	IL	921248092	86 457.00
8	BEN	DYCE	THE DAVID YELLIN ACADEMIC COLLEGE OF EDUCATION (A.R.)	IL	924695278	89 684.00
9	BEN	RSU	SHOTA RUSTAVELI STATE UNIVERSITY	GE	966798419	62 726.00
Total						707 617.00

Coordinator:

- UNIVERSITAET BREMEN (UBREMEN)

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

Maximum grant amount (Annex 2)	Maximum grant amount (award decision)
707 617.00	707 617.00

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
1	1	18	Additional prefinancing report	60 days after end of reporting period	Additional prefinancing	60 days from receiving additional prefinancing report/ 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				
2	19	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)	495 331.90	n/a	1 - UBREMEN	n/a
			2 - ILIAUNI	n/a
			3 - UNI-KLU	n/a
			4 - UHELSINKI	n/a
			5 - UMALANG	n/a
			6 - USULTANAGENG	n/a
			7 - AACE	n/a
			8 - DYCE	n/a
			9 - RSU	n/a
Prefinancing 2 (additional)	141 523.40	n/a	1 - UBREMEN	n/a
			2 - ILIAUNI	n/a
			3 - UNI-KLU	n/a
			4 - UHELSINKI	n/a
			5 - UMALANG	n/a
			6 - USULTANAGENG	n/a
			7 - AACE	n/a
			8 - DYCE	n/a
			9 - RSU	n/a

Reporting and payment modalities (art 21, 22):

Mutual Insurance Mechanism (MIM): No

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

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

No-profit rule: n/a

Late payment interest: ECB + 3.5%

Bank account for payments:

DE2125000000025101544

Conversion into euros: n/a

Reporting language: Language of the Agreement

4.3 Certificates (art 24): n/a

4.4 Recoveries (art 22)

First-line liability for recoveries:

Beneficiary termination: Beneficiary concerned

Final payment: Coordinator

After final payment: Beneficiary concerned

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

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

Joint and several liability of affiliated entities — n/a

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

Applicable law (art 43):

Standard applicable law regime: EU law + law of Belgium

Dispute settlement forum (art 43):

Standard dispute settlement forum:

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

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

6. Other

Specific rules (Annex 5): Yes

Standard time-limits after project end:

Confidentiality (for X years after final payment): 5

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

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

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

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

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

CHAPTER 1 GENERAL

ARTICLE 1 — SUBJECT OF THE AGREEMENT

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

ARTICLE 2 — DEFINITIONS

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

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

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

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

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

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

Affiliated entities (AE) — Entities affiliated to a beneficiary within the meaning of Article 187 of EU Financial Regulation 2018/1046⁴ which participate in the action with similar rights and obligations as the beneficiaries (obligation to implement action tasks and right to charge costs and claim contributions).

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

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

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

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

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

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

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

Fraud — Fraud within the meaning of Article 3 of EU Directive 2017/1371⁵ and Article 1 of the Convention on the protection of the European Communities' financial interests, drawn up by the Council Act of 26 July 1995⁶, as well as any other wrongful or criminal deception intended to result in financial or personal gain.

Irregularities — Any type of breach (regulatory or contractual) which could impact the EU financial interests, including irregularities within the meaning of Article 1(2) of EU Regulation 2988/95⁷.

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

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

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

CHAPTER 2 ACTION

ARTICLE 3 — ACTION

The grant is awarded for the action **101082251 — PRESS** ('action'), as described in Annex 1.

ARTICLE 4 — DURATION AND STARTING DATE

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

CHAPTER 3 GRANT

ARTICLE 5 — GRANT

5.1 Form of grant

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

⁶ OJ C 316, 27.11.1995, p. 48.

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

The grant is an action grant⁸ which takes the form of a lump sum grant for the completion of work packages.

5.2 Maximum grant amount

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

5.3 Funding rate

Not applicable

5.4 Estimated budget, budget categories and forms of funding

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

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

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

5.5 Budget flexibility

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

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

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

ARTICLE 6 — ELIGIBLE AND INELIGIBLE CONTRIBUTIONS

6.1 and 6.2 General and specific eligibility conditions

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

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

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

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

⁹ See Article 125 EU Financial Regulation 2018/1046.

6.3 Ineligible contributions

‘Ineligible contributions’ are:

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

6.4 Consequences of non-compliance

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

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

CHAPTER 4 GRANT IMPLEMENTATION

SECTION 1 CONSORTIUM: BENEFICIARIES, AFFILIATED ENTITIES AND OTHER PARTICIPANTS

ARTICLE 7 — BENEFICIARIES

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

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

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

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

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

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

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

(a) Each beneficiary must:

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

(b) The coordinator must:

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

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

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

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

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

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

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

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

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

ARTICLE 8 — AFFILIATED ENTITIES

Not applicable

ARTICLE 9 — OTHER PARTICIPANTS INVOLVED IN THE ACTION

9.1 Associated partners

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/EC¹¹
- for the controls under Article 25: allow for checks, reviews, audits and investigations (including on-the-spot checks, visits and inspections) by the bodies mentioned in that Article (e.g. granting authority, OLAF, Court of Auditors (ECA), etc.).

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 2015/444¹² and its implementing rules).

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

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

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

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

13.3 Consequences of non-compliance

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 2018/1725¹³.

15.2 Data processing by the beneficiaries

The beneficiaries must process personal data under the Agreement in compliance with the applicable EU, international and national law on data protection (in particular, Regulation 2016/679¹⁴).

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



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:

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

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

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

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

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

22.3.3 Interim payments

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

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

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

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

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

Step 1 — Calculation of the total accepted EU contribution

Step 2 — Limit to the interim payment ceiling

Step 1 — Calculation of the total accepted EU contribution

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

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

Step 2 — Limit to the interim payment ceiling

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

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

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

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

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

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

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

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

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

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

Step 1 — Calculation of the total accepted EU contribution

Step 2 — Limit to the maximum grant amount

Step 3 — Reduction due to the no-profit rule

Step 1 — Calculation of the total accepted EU contribution

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

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

Step 2 — Limit to the maximum grant amount

Not applicable

Step 3 — Reduction due to the no-profit rule

Not applicable

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

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

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

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

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

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

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

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

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

- requesting observations within 30 days of receiving notification.

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

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

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

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

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

Step 1 — Calculation of the revised total accepted EU contribution

Step 1 — Calculation of the revised total accepted EU contribution

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

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

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

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

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

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

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

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

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

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

22.4 Enforced recovery

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

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

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

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

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

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

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

Bank charges incurred in the recovery process will be borne by the beneficiary, unless Directive 2015/2366¹⁵ applies.

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

22.5 Consequences of non-compliance

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

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 29) and the grant or the coordinator may be terminated (see Article 32).

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

ARTICLE 23 — GUARANTEES

23.1 Prefinancing guarantee

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

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

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

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

They will be released within the following month.

23.2 Consequences of non-compliance

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

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

ARTICLE 24 — CERTIFICATES

Not applicable

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

25.1 Granting authority checks, reviews and audits

25.1.1 Internal checks

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

25.1.2 Project reviews

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

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

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

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

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

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

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

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

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

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

25.1.3 Audits

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

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

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

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

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

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

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

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

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

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

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

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

25.3 Access to records for assessing simplified forms of funding

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

25.4 OLAF, EPPO and ECA audits and investigations

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

- the European Anti-Fraud Office (OLAF) under Regulations No 883/2013¹⁶ and No 2185/96¹⁷
- the European Public Prosecutor's Office (EPPO) under Regulation 2017/1939
- the European Court of Auditors (ECA) under Article 287 of the Treaty on the Functioning of the EU (TFEU) and Article 257 of EU Financial Regulation 2018/1046.

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

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

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

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

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

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

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

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

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

25.5.2 Extension from other grants

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

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

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 2185/1996 of 11 November 1996 concerning on-the-spot checks and inspections carried out by the Commission in order to protect the European Communities' financial interests against fraud and other irregularities (OJ L 292, 15/11/1996, p. 2).

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

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

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

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

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

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

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

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

25.6 Consequences of non-compliance

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

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

ARTICLE 26 — IMPACT EVALUATIONS

26.1 Impact evaluation

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

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

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

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

26.2 Consequences of non-compliance

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

CHAPTER 5 CONSEQUENCES OF NON-COMPLIANCE

SECTION 1 REJECTIONS AND GRANT REDUCTION

ARTICLE 27 — REJECTION OF CONTRIBUTIONS

27.1 Conditions

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

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

Ineligible lump sum contributions will be rejected.

27.2 Procedure

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

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

27.3 Effects

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

ARTICLE 28 — GRANT REDUCTION

28.1 Conditions

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

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

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

28.2 Procedure

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

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

28.3 Effects

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

SECTION 2 SUSPENSION AND TERMINATION

ARTICLE 29 — PAYMENT DEADLINE SUSPENSION

29.1 Conditions

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

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

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

29.2 Procedure

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

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

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

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

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

ARTICLE 30 — PAYMENT SUSPENSION

30.1 Conditions

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

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

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

30.2 Procedure

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

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

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

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

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

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

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

ARTICLE 31 — GRANT AGREEMENT SUSPENSION

31.1 Consortium-requested GA suspension

31.1.1 Conditions and procedure

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

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

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

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

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

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

31.2 EU-initiated GA suspension

31.2.1 Conditions

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

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

31.2.2 Procedure

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

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

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

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

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

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

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

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

ARTICLE 32 — GRANT AGREEMENT OR BENEFICIARY TERMINATION

32.1 Consortium-requested GA termination

32.1.1 Conditions and procedure

The beneficiaries may request the termination of the grant.

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

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

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

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

32.1.2 Effects

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

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

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

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

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

32.2 Consortium-requested beneficiary termination

32.2.1 Conditions and procedure

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

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

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

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

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

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

32.2.2 Effects

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

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

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

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

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

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

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

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

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

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

32.3 EU-initiated GA or beneficiary termination

32.3.1 Conditions

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

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

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

32.3.2 Procedure

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

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

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

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

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

32.3.3 Effects

(a) for **GA termination**:

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

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

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

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

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

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

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

(b) for **beneficiary termination**:

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

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

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

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

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

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

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

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

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

SECTION 3 OTHER CONSEQUENCES: DAMAGES AND ADMINISTRATIVE SANCTIONS

ARTICLE 33 — DAMAGES

33.1 Liability of the granting authority

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

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

33.2 Liability of the beneficiaries

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

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

ARTICLE 34 — ADMINISTRATIVE SANCTIONS AND OTHER MEASURES

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

for instance, Articles 135 to 145 EU Financial Regulation 2018/1046 and Articles 4 and 7 of Regulation 2988/95¹⁸).

SECTION 4 FORCE MAJEURE

ARTICLE 35 — FORCE MAJEURE

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

‘Force majeure’ means any situation or event that:

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

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

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

CHAPTER 6 FINAL PROVISIONS

ARTICLE 36 — COMMUNICATION BETWEEN THE PARTIES

36.1 Forms and means of communication — Electronic management

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

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

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

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 1182/71¹⁹, 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).

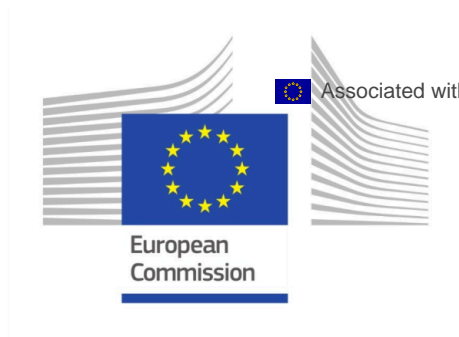
ARTICLE 44 — ENTRY INTO FORCE

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

For the granting authority



ANNEX 1



Erasmus+ Programme (ERASMUS)

Description of the action (DoA)

Part A

Part B

DESCRIPTION OF THE ACTION (PART A)

COVER PAGE

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

PROJECT	
<i>Grant Preparation (General Information screen) — Enter the info.</i>	
Project number:	101082251
Project name:	Promoting Relevant Education in Science for Sustainability
Project acronym:	PRESS
Call:	ERASMUS-EDU-2022-CBHE
Topic:	ERASMUS-EDU-2022-CBHE-STRAND-2
Type of action:	ERASMUS-LS
Service:	EACEA/A/04
Project starting date:	first day of the month following the entry into force date
Project duration:	36 months

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Staff effort	7
List of deliverables	8
List of milestones (outputs/outcomes)	15
List of critical risks	16

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.

In times of increasing global challenges, e.g. climate change, biodiversity loss or plastic waste in the oceans, education for sustainable development (ESD) becomes more and more relevant. The Agenda 2030 issued by the United Nations emphasizes that by 2030 education needs to “ensure all learners acquire knowledge and skills needed to promote sustainable development”. Sustainability needs educated citizens for responsible action and transformation of the present society. The project Promoting Relevant Education in Science for Sustainability (PRESS) invests in the capacity of HEIs to better educate teachers for ESD. The aim of the project is to install courses for teacher education in science with a focus on promoting ESD. Courses will be developed and implemented to allow partners to strengthen science teacher education with a focus on ESD. Responsible action in society needs participation skills which are (in our contemporary society) inseparably bound to self-determined coverage of media. For ESD, critical scientific media literacy and communication skills with societal stakeholders are suggested as important goals in education, in general and in science education in particular. That is why the PRESS courses on ESD will include a special focus on critical scientific media education and science communication skills to the wider public, both concerning traditional as well as digital/social media. Courses will also include training teachers for integrating school science learning with partners from businesses (SMEs/industry) and the wider public in small educational projects in connection to the non-formal educational arena.

LIST OF PARTICIPANTS

PARTICIPANTS

Grant Preparation (Beneficiaries screen) — Enter the info.

Number	Role	Short name	Legal name	Country	PIC
1	COO	UBREMEN	UNIVERSITAET BREMEN	DE	999987454
2	BEN	ILIAUNI	ILIA STATE UNIVERSITY	GE	999612937
3	BEN	UNI-KLU	UNIVERSITAET KLAGENFURT	AT	999836813
4	BEN	UHELSINKI	HELSINGIN YLIOPISTO	FI	999994535
5	BEN	UMALANG	UNIVERSITAS NEGERI MALANG	ID	922627626
6	BEN	USULTANAGENG	UNIVERSITAS SULTAN AGENG TIRTAYASA	ID	916604508
7	BEN	AACE	THE ARAB ACADEMIC COLLEGE OF EDUCATION-HAIFA (RO)	IL	921248092
8	BEN	DYCE	THE DAVID YELLIN ACADEMIC COLLEGE OF EDUCATION (A.R.)	IL	924695278
9	BEN	RSU	SHOTA RUSTAVELI STATE UNIVERSITY	GE	966798419

LIST OF WORK PACKAGES

Work packages						
<i>Grant Preparation (Work Packages screen) — Enter the info.</i>						
Work Package No	Work Package name	Lead Beneficiary	Effort (Person-Months)	Start Month	End Month	Deliverables
WP1	Management and coordination	1 - UBREMEN	30.00	1	36	D1.1 – Signed PA D1.2 – Kick-off, Management, Quality
WP2	Preparation	4 - UHELSINKI	18.00	1	6	D2.1 – Needs analysis, partners list D2.2 – Study tours
WP3	Development and Implementation	1 - UBREMEN	81.00	7	33	D3.1 – Curriculum Framework and Syllabi D3.2 – PRESS teaching toolkit D3.3 – Purchase of supporting materials D3.4 – National meetings in partner countries D3.5 – International staff trainings and workshops in partner countries D3.6 – Implemented PRESS courses at partner universities and accreditation D3.7 – PRESS networks
WP4	Quality assurance and evaluation	3 - UNI-KLU	19.00	2	36	D4.1 – Internal evaluation D4.2 – Evaluation of the local trainings and international training workshops D4.3 – Evaluation of the PRESS courses
WP5	Dissemination	2 - ILIAUNI	33.00	1	36	D5.1 – Setup of the project Website and social media accounts D5.2 – Final Conference D5.3 – Dissemination strategy/plan

Work package WP1 – Management and coordination

Work Package Number	WP1	Lead Beneficiary	1. UBREMEN
Work Package Name	Management and coordination		
Start Month	1	End Month	36

Objectives

- The general objective of WP1 (Management and coordination) is to manage and coordinate the project by establishing an effective and efficient management environment/system for all project partners to ensure the smooth development of all tasks related to the project implementation
- Project management provides a clear schedule of development and tracking the overall project implementation, including scientific, administrative and financial issues related to the project for its full lifetime-36 months
- Project management is based on the core principles of EU funded project management. The coordinator together with the beneficiaries contribute to a smooth and successful implementation of the project based on transparency and visibility. A Project Management Board (PMB) ensures through reporting and monitoring successful implementation of the PRESS activities.

Description

The task of WP1 (Management and coordination) is to manage and coordinate the project. The consortium will establish an effective and efficient management to ensure the smooth development of all tasks among all project partners to fulfill all tasks written in the project proposal. The project management will guide and track the overall project implementation, including scientific, administrative and financial issues for its full lifetime-36 months. The management is based on the core principles of EU funded project management. The coordinator together with the beneficiaries will organize a smooth and successful implementation of the project based on transparency and visibility. The project management will establish a Project Management Board (PMB) to ensure reporting and monitoring processes for a successful implementation of the PRESS project activities.

Work package WP2 – Preparation

Work Package Number	WP2	Lead Beneficiary	4. UHELSINKI
Work Package Name	Preparation		
Start Month	1	End Month	6

Objectives

- One of the specific objectives of the WP2 is to identify locally relevant examples, topics and networking partners based on the needs analysis in the partner countries
- Organisation of study tours by UniHB and UH for key staff from partner universities

Description

WP 2 (Preparation) will identify locally relevant examples, practices, topics and networking partners. A needs analysis will be done in the partner countries for successful PRESS course implementation. Study tours by UniHB and UH will be organized for key staff from partner universities to learn about already existing courses and practices that can be used as examples of good practices for PRESS course implementation in partner countries.

Work package WP3 – Development and Implementation

Work Package Number	WP3	Lead Beneficiary	1. UBREMEN
Work Package Name	Development and Implementation		

Start Month	7	End Month	33
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Objectives
<ul style="list-style-type: none"> ▪ One of the general objectives of WP3 is development of PRESS curriculum and course materials/PRESS teaching toolkit ▪ Partner networks will be established and PRESS courses will be implemented at the partner universities ▪ Supporting materials will be purchased for PRESS courses ▪ National meetings will be organised twice in a year at partner universities – one face to face and one online ▪ International staff and teacher training workshops will be organised in Georgia, Israel and Indonesia ▪ PRESS courses will be implemented at partner universities

Description
<p>In WP 3 (Development and Implementation), the PRESS curriculum and associated course materials with the PRESS teaching toolkit will be developed. The partner country universities will establish partner networks and implement PRESS courses in their institutions. Where necessary, supporting materials will be purchased for PRESS courses. Partner countries will organize national PRESS meetings twice a year - one face to face and one online. PRESS will organize international staff and teacher training workshops, each one in Georgia, Israel and Indonesia.</p>

Work package WP4 – Quality assurance and evaluation

Work Package Number	WP4	Lead Beneficiary	3. UNI-KLU
Work Package Name	Quality assurance and evaluation		
Start Month	2	End Month	36

Objectives
<ul style="list-style-type: none"> ▪ To guarantee the successful implementation of the project several quality measures will be installed, which involve internal and external monitoring ▪ International training workshops, local trainings and PRESS courses will be evaluated

Description
<p>WP 4 (Quality assurance and evaluation) targets on the monitor the the successful implementation of the project. Quality measures will be installed, which involve internal and external monitoring. Activities, like the international training workshops, local trainings and PRESS courses will be evaluated to document the impact and success of PRESS.</p>

Work package WP5 – Dissemination

Work Package Number	WP5	Lead Beneficiary	2. ILIAUNI
Work Package Name	Dissemination		
Start Month	1	End Month	36

Objectives
<ul style="list-style-type: none"> ▪ Dissemination of the PRESS course framework and materials on university and school level ▪ Linking PRESS activities with non-formal partners and society

Description
<p>WP 5 (Dissemination) targets on the dissemination of PRESS courses and associated materials on the local and national levels, for all targeted groups, namely the academia, schools and interested audience in society.</p>

STAFF EFFORT

Staff effort per participant						
<i>Grant Preparation (Work packages - Effort screen) — Enter the info.</i>						
Participant	WP1	WP2	WP3	WP4	WP5	Total Person-Months
1 - UBREMEN	5.00	2.00	11.00	2.00	5.00	25.00
2 - ILIAUNI	4.00	2.00	10.00	2.00	6.00	24.00
3 - UNI-KLU	3.00	1.00	5.00	3.00	3.00	15.00
4 - UHELSINKI	3.00	3.00	5.00	2.00	3.00	16.00
5 - UMALANG	3.00	2.00	10.00	2.00	3.00	20.00
6 - USULTANAGENG	3.00	2.00	10.00	2.00	3.00	20.00
7 - AACE	3.00	2.00	10.00	2.00	3.00	20.00
8 - DYCE	3.00	2.00	10.00	2.00	3.00	20.00
9 - RSU	3.00	2.00	10.00	2.00	4.00	21.00
Total Person-Months	30.00	18.00	81.00	19.00	33.00	181.00

LIST OF DELIVERABLES

Deliverables						
<i>Grant Preparation (Deliverables screen) — Enter the info.</i>						
<i>The labels used mean:</i>						
<i>Public — fully open (⚠ automatically posted online)</i>						
<i>Sensitive — limited under the conditions of the Grant Agreement</i>						
<i>EU classified — RESTREINT-UE/EU-RESTRICTED, CONFIDENTIEL-UE/EU-CONFIDENTIAL, SECRET-UE/EU-SECRET under Decision 2015/444</i>						
Deliverable No	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month)
D1.1	Signed PA	WP1	1 - UBREMEN	R — Document, report	SEN - Sensitive	6
D1.2	Kick-off, Management, Quality	WP1	1 - UBREMEN	R — Document, report	SEN - Sensitive	6
D2.1	Needs analysis, partners list	WP2	4 - UHELSINKI	R — Document, report	SEN - Sensitive	6
D2.2	Study tours	WP2	4 - UHELSINKI	R — Document, report	SEN - Sensitive	6
D3.1	Curriculum Framework and Syllabi	WP3	1 - UBREMEN	R — Document, report	PU - Public	18
D3.2	PRESS teaching toolkit	WP3	1 - UBREMEN	R — Document, report	PU - Public	24
D3.3	Purchase of supporting materials	WP3	1 - UBREMEN	R — Document, report	SEN - Sensitive	12
D3.4	National meetings in partner countries	WP3	1 - UBREMEN	R — Document, report	SEN - Sensitive	33
D3.5	International staff trainings and workshops in partner countries	WP3	1 - UBREMEN	R — Document, report	SEN - Sensitive	24
D3.6	Implemented PRESS courses at partner universities and accreditation	WP3	1 - UBREMEN	R — Document, report	SEN - Sensitive	33
D3.7	PRESS networks	WP3	1 - UBREMEN	R — Document, report	SEN - Sensitive	33
D4.1	Internal evaluation	WP4	3 - UNI-KLU	R — Document, report	SEN - Sensitive	36
D4.2	Evaluation of the local trainings and international training workshops	WP4	3 - UNI-KLU	R — Document, report	SEN - Sensitive	34

Deliverables

Grant Preparation (Deliverables screen) — Enter the info.

The labels used mean:

Public — fully open ( automatically posted online)

Sensitive — limited under the conditions of the Grant Agreement

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

Deliverable No	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month)
D4.3	Evaluation of the PRESS courses	WP4	3 - UNI-KLU	R — Document, report	SEN - Sensitive	34
D5.1	Setup of the project Website and social media accounts	WP5	2 - ILIAUNI	DEC — Websites, patent filings, videos, etc	PU - Public	36
D5.2	Final Conference	WP5	2 - ILIAUNI	R — Document, report	PU - Public	34
D5.3	Dissemination strategy/plan	WP5	2 - ILIAUNI	R — Document, report	SEN - Sensitive	18

Deliverable D1.1 – Signed PA

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

Description
Signed Partnership Agreement

Deliverable D1.2 – Kick-off, Management, Quality

Deliverable Number	D1.2	Lead Beneficiary	1. UBREMEN
Deliverable Name	Kick-off, Management, Quality		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	6	Work Package No	WP1

Description
Kick-off Meeting report, Project Management Plan Handbook (including conflict resolution mechanisms) and Quality Assurance Plan

Deliverable D2.1 – Needs analysis, partners list

Deliverable Number	D2.1	Lead Beneficiary	4. UHELSINKI
Deliverable Name	Needs analysis, partners list		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	6	Work Package No	WP2

Description
The report documents the analysis of training needs and available educational policy documents in participating institutions, for future planning of curriculum development, production of the materials such as training materials and activities with non-academic partners. (English)

Deliverable D2.2 – Study tours

Deliverable Number	D2.2	Lead Beneficiary	4. UHELSINKI
Deliverable Name	Study tours		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	6	Work Package No	WP2

Description
Study tours are organised for partner country staff to program countries to get more insight how ESD is implemented in EU countries.

Deliverable D3.1 – Curriculum Framework and Syllabi

Deliverable Number	D3.1	Lead Beneficiary	1. UBREMEN
Deliverable Name	Curriculum Framework and Syllabi		
Type	R — Document, report	Dissemination Level	PU - Public
Due Date (month)	18	Work Package No	WP3

Description
Curriculum framework and syllabus is developed and based on good practices, collaboration between the partner institutions. Document in all project languages

Deliverable D3.2 – PRESS teaching toolkit

Deliverable Number	D3.2	Lead Beneficiary	1. UBREMEN
Deliverable Name	PRESS teaching toolkit		
Type	R — Document, report	Dissemination Level	PU - Public
Due Date (month)	24	Work Package No	WP3

Description
PRESS teaching toolkit is prepared and translated in all project languages, taking into account several aspects of diversity-sensitive teaching for informing practice and introduction of innovations in teaching science.

Deliverable D3.3 – Purchase of supporting materials

Deliverable Number	D3.3	Lead Beneficiary	1. UBREMEN
Deliverable Name	Purchase of supporting materials		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	12	Work Package No	WP3

Description
Specific supporting materials are purchased for promoting teacher education for sustainable development. Materials are installed in PRESS centres

Deliverable D3.4 – National meetings in partner countries

Deliverable Number	D3.4	Lead Beneficiary	1. UBREMEN
Deliverable Name	National meetings in partner countries		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	33	Work Package No	WP3

Description
National meetings are held in all partners universities two times in a year (one meeting F2F and one meeting online)

for further discussions of country specific needs and implementation of PRESS courses on national level. Meetings are held on local languages.

Deliverable D3.5 – International staff trainings and workshops in partner countries

Deliverable Number	D3.5	Lead Beneficiary	1. UBREMEN
Deliverable Name	International staff trainings and workshops in partner countries		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	24	Work Package No	WP3

Description

International staff and teacher training PRESS workshops are held in partner universities in Georgia, Israel and Indonesia. International exchange is very helpful for project partners to further develop their understanding of ESD and to promote science education for sustainability. Workshop language – English with the translation on local languages.

Deliverable D3.6 – Implemented PRESS courses at partner universities and accreditation

Deliverable Number	D3.6	Lead Beneficiary	1. UBREMEN
Deliverable Name	Implemented PRESS courses at partner universities and accreditation		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	33	Work Package No	WP3

Description

PRESS courses are implemented during the third year of the project lifetime in all universities. Accreditation for all PRESS courses. All project languages.

Deliverable D3.7 – PRESS networks

Deliverable Number	D3.7	Lead Beneficiary	1. UBREMEN
Deliverable Name	PRESS networks		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	33	Work Package No	WP3

Description

Report on the established PRESS networks.

Deliverable D4.1 – Internal evaluation

Deliverable Number	D4.1	Lead Beneficiary	3. UNI-KLU
Deliverable Name	Internal evaluation		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	36	Work Package No	WP4

Description	
Regular internal reporting is done within the consortium to ensure the flow of information between all members and the coordinator. Document, English	

Deliverable D4.2 – Evaluation of the local trainings and international training workshops

Deliverable Number	D4.2	Lead Beneficiary	3. UNI-KLU
Deliverable Name	Evaluation of the local trainings and international training workshops		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	34	Work Package No	WP4

Description	
All local training workshops and international trainings are evaluated based on participants' feedback. Document, English	

Deliverable D4.3 – Evaluation of the PRESS courses

Deliverable Number	D4.3	Lead Beneficiary	3. UNI-KLU
Deliverable Name	Evaluation of the PRESS courses		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	34	Work Package No	WP4

Description	
Evaluation of the PRESS courses	

Deliverable D5.1 – Setup of the project Website and social media accounts

Deliverable Number	D5.1	Lead Beneficiary	2. ILIAUNI
Deliverable Name	Setup of the project Website and social media accounts		
Type	DEC — Websites, patent filings, videos, etc	Dissemination Level	PU - Public
Due Date (month)	36	Work Package No	WP5

Description	
Well-designed website is developed with the Project relevant content in English. Social media accounts are developed for all project related communication with the partners and society on project local languages for promoting project results and science education for sustainability.	

Deliverable D5.2 – Final Conference

Deliverable Number	D5.2	Lead Beneficiary	2. ILIAUNI
Deliverable Name	Final Conference		

Type	R — Document, report	Dissemination Level	PU - Public
Due Date (month)	34	Work Package No	WP5

Description

Well organized final conference is prepared and conducted at BSU, in Georgia. Project results are presented. Conference language - English

Deliverable D5.3 – Dissemination strategy/plan

Deliverable Number	D5.3	Lead Beneficiary	2. ILIAUNI
Deliverable Name	Dissemination strategy/plan		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	18	Work Package No	WP5

Description

Dissemination strategy/plan

LIST OF MILESTONES

Milestones					
<i>Grant Preparation (Milestones screen) — Enter the info.</i>					
Milestone No	Milestone Name	Work Package No	Lead Beneficiary	Means of Verification	Due Date (month)
1	Project management	WP1	1-UBREMEN	Signed GA and PAs, PMB, WPs, finalised budget tables from all partners, financial reports	36
2	Successful coordination of the project meetings	WP1	1-UBREMEN	Agendas from the meetings, video records, reports	36
3	Training needs analysis and successful identification of project partners	WP2	4-UHELSINKI	The report documents of the needs analysis List of potential schools and business partners	6
4	Study tours	WP2	4-UHELSINKI	Trained project staff, list of the participants, photos from the meetings	6
5	Curriculum Framework and Syllabi for PRESS courses	WP3	1-UBREMEN	Curriculum document in all project languages	18
6	Implemented PRESS courses at all project universities	WP3	1-UBREMEN	PRESS courses are implemented during the third year of the project in all universities	33
7	Reports on the project's progress	WP4	3-UNI-KLU	Reports given in M12, M24 and M36 on all progress in PRESS towards the coordinator	36
8	External evaluator's reports on the project's progress	WP4	3-UNI-KLU	Reports from external evaluator	34
9	Project Website	WP5	2-ILIAUNI	Website	6
10	Final Conference	WP5	2-ILIAUNI	Conference program, Photos, List of the participants	34

LIST OF CRITICAL RISKS

Critical risks & risk management strategy			
<i>Grant Preparation (Critical Risks screen) — Enter the info.</i>			
Risk number	Description	Work Package No(s)	Proposed Mitigation Measures
1	During the needs analysis, not all the required educational policy documents are available. Likelihood: low.	WP2	The partners will be informed about the need to collect the respective documents way in advance. It will be made clear which documents are needed.
2	The educational policy documents do not contain any information on ESD. Likelihood: low.	WP2	Due to our previous experiences with the partner countries, we already have an impression of the extent of ESD-related aspects in educational policies. A limited presence of ESD-related aspects in the documents indicated a strong need for their implementation and thus legitimizes the project.
3	The partners are not able to agree on a common course structure. Likelihood: low.	WP3	It will be made clear that the partners must agree on a common general modularized framework that can and must be adapted to local needs.
4	Problems in the development of the course materials. Likelihood: low.	WP3	From the programme countries there is already a large variety of material available that can be adopted to new PRESS courses and serve as a starting point for the development of new materials.
5	Changes in teacher training curricula are embedded in wider political and administrative circumstances. Decisions are sometimes done on the political level where teacher education institutions have to follow. Likelihood: medium.	WP3	PRESS will develop a flexible toolkit for sessions in different course structures that can be used even in already existing courses in case that the establishment of new course is hindered or postponed. PRESS will initialize contact with stakeholders from educational policy at an early stage to convince policy and to allow for effective and sustainable implementation. Agreement shall be made with the heads of the department that changes in the science teacher curriculum will be allowed.
6	Difficulties in finding schools, SMEs and business and society partners may occur. Likelihood: low to medium.	WP3, WP2	All partners universities already have numerous contacts to schools and SMEs (also from pervious projects). But, finding new suitable business and society partners may take time to convince them to participate. Here, the consortium can provide guidance on networking with these partners due to extensive previous experiences (e.g. from the ARTIST project).
7	It might be problematic to get enough participating teachers for the open workshops. Likelihood: low.	WP3	Partners are encouraged to promote the workshops way in advance. In addition, it will be ensured that they are recognised as in-service training for teachers.

Critical risks & risk management strategy			
<i>Grant Preparation (Critical Risks screen) — Enter the info.</i>			
Risk number	Description	Work Package No(s)	Proposed Mitigation Measures
8	Procedures in the purchase of equipment might cause delay in its instalment. Likelihood: low.	WP3	The financial and procurement offices of all partners are part of the coordinating team to enable the flawless operation of installing the equipment
9	Difficulties in handling all the required report forms by partners. Likelihood: medium.	WP1	Extensive instructions and rigorous control of all demands in the monitoring of the project by the coordinator.
10	Delay in reporting to the coordinator may influence the workflow. Likelihood: low.	WP1	Regular reminders and guidance on all steps of the workflow by the coordinator and WP leaders.
11	Delays by missing contributions of partners. Likelihood: low.	WP1	Continuous reminders on any reporting by the coordinator and WP leaders.
12	Missing contributions to the PRESS website from partners- Likelihood: low.	WP5	Reminders for contributing to the website, careful selection of the web administrator by the coordinator.
13	Availability of staff (e.g. for the training workshops, the meetings and the final conference). Likelihood: low.	WP3	Involvement of the leaders of the institutions to give participation priority. Careful selection of the dates. Organization of meetings also via Zoom (with consideration of the different time zones).
14	Problems with the overall sustainability of the project results. Likelihood: low.	WP5	The courses developed by the project will be firmly integrated into teacher training programmes on a long-term basis. The results of the project will be available on the website even after the end of the project.
15	There might be a risk because accreditation obstacles, e.g. related to complex and time consuming procedures.	WP3	Early start to initiate the preparation of accreditation issues and getting early in contact with the relevant authorities.



Erasmus+ Programme (ERASMUS)

Application Form

Technical Description (Part B)

(ERASMUS Standard Budget-based + LS Type II)

Version 1.0
25 February 2021

Disclaimer

This document is aimed at informing applicants for EU funding. It serves only as an example. The actual web forms and templates are provided in the Funding & Tenders Portal Submission System (and may contain certain differences). The applications (including annexes and supporting documents) must be prepared and submitted online via the Portal.



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.



TECHNICAL DESCRIPTION (PART B)

COVER PAGE

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

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

PROJECT	
Project name:	Promoting Relevant Education in Science for Sustainability
Project acronym:	PRESS
Coordinator contact:	Ingo Eilks, University of Bremen

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PROJECT SUMMARY

Project summary (in English)

See Abstract (Application Form Part A).

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)?



Overall aim: PRESS aims at innovations in science education at schools and in the public understanding of science via **innovating higher education, namely science teacher education** courses. PRESS teaching and learning materials will be prepared for pre-service science teacher education courses about the theoretical basis of sustainability and **education for sustainable development (ESD)**, e.g. as described in the target 4.7 of goal 4 "Quality Education" by the Agenda 2030 suggested by the United Nations (UN), and its practical application in class – and beyond. PRESS tries to contribute to several of the overarching EU priorities, namely the Green Deal, digital transformation, and the external dimension of EU policies in education.

Purpose: The purpose of the PRESS project combines three horizontal aspects mentioned in the call. It aims at **environmental sustainability** by promoting education for sustainable development (ESD) via training of prospective and current science teachers. In PRESS, ESD is promoted in general, but also with a specific focus on digital media education as a contribution to the preparation of teachers and students for the **digital transformation**. In fostering critical scientific digital media literacy in the context of ESD and networking teacher education, school student learning with businesses and societal stakeholder groups it contributes to preparing the young generation for **civic engagement and participation**.

Objectives: A first needs analysis among the partners in the partner countries showed that ESD, as suggested in the Agenda 2030 by the UN, is hardly implemented in their countries and that there is no systemic approach in the partner HEIs. The same holds true for critical scientific media education and concepts for connecting formal education in schools with out-of-school partners for ESD. PRESS will



design and **implement courses on ESD in each of the partner country institutions** for preparing science teachers to promote ESD, critical scientific media literacy and opening the school classroom to out-of-school learning environments for ESD. As a base, a PRESS toolkit of materials will be developed that will be adopted to the different educational environments for the training of prospective science teachers and to create continuous professional development offers. The PRESS courses will be designed in a learner-centred way and contain relevant, up-to-date problem-based contexts that address the challenges of a world with growing complexity. For further details see 1.2.

Link to EU policy and initiatives: The improvement and **innovation of education** as well as **transformation for sustainability** are high priorities in EU policy and many initiatives. PRESS is in line with this policy and will make use of any relevant information from the EU to be implemented in the teacher education programs. To our best of knowledge, so far there is no initiative combining ESD, media education and matching teacher education with external partners from the business sector (SMEs/industry) and the wider society in the field of science education from the EU to support HEIs in the eligible **third countries not associated to ERASMUS+ (Georgia, Israel, Indonesia; further named as partner countries)**.

EU added value: PRESS is an international cooperation in which expertise from the **EU-countries participating in PRESS (Germany, Austria and Finland; further named as programme countries)** is used for innovations in science teacher education courses in the partner countries, but also for joint learning and innovation. A corresponding level of expertise in the fields of education for sustainable development (ESD), networking with SMEs/industry and other societal stakeholders relevant to sustainable development challenges, and the corresponding exploitation of results towards the wider public is limited in the selected partner countries. The same holds true for questions of media education in science education with a focus on sustainability. These areas of expertise are represented by the programme country partners. The programme country partners can also provide longstanding expertise in networking and linking formal education in schools to the wider society. **International and cross-regional exchange and cooperation** will be helpful for all partners to further develop their understanding of ESD and help developing joint efforts **to promote science education for sustainability**. In the consortium the attempt will be made to develop a most holistic view on ESD issues, like climate change or biodiversity loss, and its different implications and potential solutions in different parts of the world. As doing so, the project aims to contribute societal development and sustainability in the partner countries which in return will also be of benefit to the EU as economic partner to the partner countries, but also to sustainability which is a challenge for the whole world.

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, measurable, 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).

As outlined under 1.1, the purpose of the PRESS project combines the aims of **environmental sustainability**, preparation for the **digital transformation** and fostering skills for **civic engagement and participation**. This is in line with priorities in the partner countries. It aims at developing education for sustainable development via implementing corresponding courses in science teacher education.

The aim is based on a first needs analysis for all three partner countries. For instance, the 17 Sustainable Development Goals set up by the UN (SDGs) are the main part of the reforms of the Georgian government, e.g. on climate action. The implementation of the SDGs started in 2015. **National priorities for Georgia** are defined after the long discussions based on the challenges and national context. For today, Georgia identified 99 targets and more than 200 indicators and plans to implement all 169 SDG targets by 2030. The Georgian Government approved the third national program of Georgian environmental activities for 2018-2021. One of the strategic aims of this program is promoting sustainable development in social and economic policy considering environmental aspects. The Ministry of Environment and Natural Resources Protection of Georgia in 2014 conducted a study to identify how the environmental issues are presented in pre-school education, secondary school curricula and in programs of Georgian universities on all study levels (Bachelor, Master, PhD). A total of 210 respondents took part in this study, which showed a low level of environmental awareness among the population. It was



concluded that the reason of this is the **low level of education and awareness of the public** in this area, low civic responsibility, lack of motivation, state policy and less efficiency in the civil sector. Based on this study, Georgia issued the recommendations, part of it claiming: "It is important to support the preparation of relevant resources and the professional development of teachers. Specifically: It is recommended that resources, guides, textbooks, visuals, fun activities, games, videos, age-appropriate literature be prepared in accordance with educational programs; creating the infrastructure needed for sustainability education. In this regard, it is particularly important to equip the bases of vocational education institutions with modern standards of teaching; there is a need to **strengthen the capacity of teachers** to teach environmental issues; it should be a systematic approach. It is important for teachers to use trainings and seminars on a variety of teaching-assessment methods, organize practices, organize conferences, and so on. It is important to analyse, evaluate, identify, and disseminate best practices in environmental programs or individual subjects /modules. In general, it is recommended to promote links between educational institutions in the field of sustainability education; these activities should be implemented in **cooperation with other educational institutions, international and local organizations**" (<http://eiec.gov.ge/>). The academic staff involved in this project conducted focus groups and interviews with educational experts and teachers at secondary schools in Georgia, in which 5 educational experts and 14 teachers took part. Central topics of the focus groups were addressed to the issue of ESD. Education experts believe that Georgian government organisations have carried out some important activities to raise awareness of the public in recent years. Some environmental topics became part of the Georgian National Curricula, but teachers are not well prepared to teach these issues. They need more materials from the national context and support in pedagogical approaches to teach these topics considering the age and interests of the students. Secondary school teachers stressed the **importance of ESD**. They mentioned that they hold classes on environmental issues and some main topics of SD, but mostly they described only short-term activities they do with the students, such as making posters or PPTs. It is obvious that teachers need both training and support from educators with materials and didactic approaches for teaching these topics. Academic staff need to revise teacher training curricula. It is clear that some courses need to be updated with ESD materials.

In both Georgian partner institutions, a compulsory course for science teacher education will be implemented. The course will be focusing on education for sustainable development (ESD) combined with aspects media literacy in science education. Course materials will be developed with a general focus and student teachers will also be **presented with practical examples adapted to the national and regional background of the two partner universities in West and Central/East Georgia**. Existing networks of the partner HEI with schools and SMEs/industry will be strengthened and expanded to further stakeholders from society. Corresponding contacts from the ERASMUS+ CBHE ARTIST project will pursued, updated and extended. E.g., a contact to the Agency of Protected Areas in Georgia has already been made. Further prospective partners might be the authorities of the Mtirala and Kobuleti National Parks. Student teachers will elaborate **activities on ESD with school partners and partners from society** to be presented to a broader audience, e.g. concerning climate change effects in the Caucasus. Activities will be regularly presented in schools and at public science events. E.g., ISU is the organizer of the Science Picnic, a broad outreach activity in Tbilisi. All teaching and learning materials will be available in Georgian language. The materials will be presented to other Georgian universities for broader application. Georgia will also profit from an international conference at the end of the project. The conference will be open to academic staff, teacher professional development providers, and teachers from the whole country.

In Israel a needs analysis revealed a **lack in teaching about many local environmental challenges**, such as a shortage in water resources and renewable energies since environmental issues are not at the top of the public concerns. Several years ago, the Ministry of Education and the Ministry of Environmental Protection in Israel promoted an integrated program for ESD as an institutional training program for the development of teachers in all educational levels. The main objective of the programme was for the **teachers and students to become active and responsible citizens** who engage and act in their environment and on social media, who take a stand and believe in their ability to bring about change for environmental and social justice. Since this program had a limited impact, the partners in this project want to participate in the efforts to spread ESD in Israel's educational system and train in- and pre-service teachers on the educational and teaching tools for ESD. From the limited results of the official integrated programme for ESD and the analysis of the current situation by the academic staff of the partner institutions, we conclude that **science teachers are not sufficiently prepared to teach ESD topics**, such as climate change and its impacts. It becomes clear that teachers in training need support from educators with materials and pedagogical approaches to teach ESD topics. We need to create new courses and update other courses on ESD both for pre-service and in-service science teachers in all educational levels. This can be done relying on the expertise of the Program countries, strengthening and expanding networks with out-of-school partners.



In both Israeli partner colleges, a compulsory course for science teacher education will be implemented. The course will also be focusing on education for sustainable development (ESD) and media education in science education. Course materials will be developed with a general focus as well as with **practical examples for teachers specific to the national Israeli and regional Israeli backgrounds of both partner colleges, including the Arab sector in Israel**, e.g. the impact of climate change on water scarcity. Existing networks of the partner HEI with schools and SMEs/industry will be strengthened and expanded. Corresponding contacts from the ERASMUS+ CBHE ARTIST project from AACE will be pursued, updated and extended for the Haifa region in northern Israel, especially for the Israeli Arab sector in the north of Israel. With DYC further impact will be generated with new partners around Jerusalem in central Israel. External prospective partners are e.g. the Haschel Sustainability Center or the MUSLALA Project, greenhouse for initiative and creativity for sustainability. Student teachers will work out activities on **ESD with school partners and partners from the Israeli society, both in the Israeli Jewish and Israeli Arab sectors**, to be presented to a broad audience, e.g. concerning climate change's influence on water availability in Israel. Activities will be regularly presented in schools and on public science events, both in Haifa and Jerusalem. All teaching and learning materials will be available in both Hebrew and Arabic language. The materials will be presented to other Israeli teacher education colleges for broader application.

The situation in Indonesia mirrors many of the arguments made for Georgia and Israel. An analysis of the current situation carried out by the academic staff of the partner institutions gives a clear picture of the lack of national mechanisms for sustainable development, e.g. in relation to climate change, and the same applies to education. Sustainable development and ESD are only slowly coming into focus. **Education needs to focus on the SDGs for poverty alleviation, income generation, climate action and sustainable development.** Relevant issues such as climate change are covered in class, but in a pigeonholed way. Sustainable development is not considered as the underlying "big idea" of all the relevant issues. Students need to see that all these pressing issues discussed in classes fall under a coherent whole - ESD. There is a lack of a systematically organized national mechanism on sustainable development. Also, specific programs, such as for poverty alleviation or climate change awareness, have been pursued in a quite compartmentalized, disconnected way. This leads to superficial knowledge and ineffective programs. New Indonesian National Curricula (Merdeka Belajar Curricula) will be launched in 2022. The curriculum development policy is stated in the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 958/P/2020 concerning learning outcomes in early childhood education, basic education, and secondary education. These **new curricula will introduce the topic of sustainable development.** E.g., sustainability will explicitly be tied to the subject of chemistry in secondary school education. This new education includes the so called Profil Pelajar Pancasila as stated in the regulation of the Minister of Education and Culture Number 22 of 2020, regarding the strategic plan of the Ministry of Education and Culture for 2020-2024. The policy expects the students to be lifelong learners, globally competent and to demonstrate six key characteristics, namely: belief in God and implementation of religious values, respect for global diversity and global citizenship, ability to work independently, and critical and creative thinking. All of these all in line with the goal of sustainable development. This is a **big challenge for the teacher education institutions** to prepare prospective teachers to be able develop learning materials as well as teaching models, methods and strategies to deliver issues related to sustainable development. The partner institutions supported by PRESS will better prepare science teachers to teach relevant topics such as climate change, renewable energy sources, etc. An ESD perspective will be more meaningful and have a greater impact on their profession as science teachers. An innovative approach to **presenting SD in classes is the goal.** Studies have shown that students learn more if more of their senses are involved in the process of learning. Hence, technology and the media will play an important role in the innovative delivery of the subject matter and cross-curricular goals, like ESD, climate change education, and learning for societal action and civic engagement. Links to SD issues in the mass media will also raise the perception of relevance.

In both Indonesian partner universities, a compulsory course for science teacher education will be implemented. The course will be focusing on education for sustainable development (ESD) and media education in science education. Course materials will be developed with a general focus as well as with **practical examples to teachers specific to the national Indonesian and regional backgrounds** of both partners. Networks of HEIs with schools and SMEs/industry will be established and expanded to further societal stakeholders. First contacts are already available, e.g. to schools or the Zero Waste Indonesian Alliance. Student teachers will design activities on ESD with school partners and partners from society to be presented to a broad audience, e.g. concerning climate change's influence on the oceans and potential floods in Indonesia. **Activities will be regularly presented in schools and on public science events, both in eastern and western Java.** Visibility and impact are to be further expanded through well-developed networks with other teacher training universities throughout Indonesia. The



teaching and learning materials are used in English. The materials will be presented to other Indonesian teacher education institutions for wider application.

An additional query within the framework of the needs analysis revealed that aspects of critical science media education are also underrepresented in the institutions of the partner countries. From our point of view, the connection of aspects of ESD with media education is of great relevance in our increasingly complex world. In a media landscape that is changing at great speed, there is intensive communication about aspects of sustainability not only in traditional media but also in social media, and not only by experts. The understanding of such communication mechanisms and the questioning of content are to be promoted in the PRESS courses so that future and active teachers can also pass on these competences to their students. The relevance of these competencies has recently (2021 in response to the COVID-19 pandemic and the related sprouting of false information) been taken up by UNESCO in an updated version of the Media and Information Literacy (MIL) Framework. The following points, among others, are mentioned there as central competences for teachers: to sensitize teachers and educators to the policies and vision needed for MIL, to enhance knowledge of the whole range of information providers (such as digital communications) and to effect change in educators' pedagogical practices necessary to teach about media and information literacy. This framework also serves as an orientation framework for PRESS.

Specific objectives: In all partner country HEIs participating in PRESS, compulsory **PRESS courses** will be implemented in the teacher education programmes and offered annually. The courses have a minimum of 3 credit points in terms of the ECTS. In each participating higher education institution, 20 student teachers of science will attend the course in the second and third year of the project and in each subsequent year after completion of the project. The target value is also to open the course to more students studying in related programmes in year 3 and beyond to attract up to 40 student teachers per year in Georgia and Israel (for the case of Indonesia the baseline is 50 and the target is 100, since more students are enrolled in the corresponding programmes). For the formation of **PRESS networks**, namely the partnership with schools, the baseline is cooperating with 3 schools and a target of 5. Cooperation with business partners (SMEs/industry), out-of-school learning environments or NGOs is also set to have a baseline of 3 partners and a target of 5. In each partner country one international training workshop will be conducted. One day will be open to guests (teachers and teacher educators) as a chance for their **in-service professional development** on ESD in science education. The baseline is 30 participants in the international workshops, the target is 50. Finally, PRESS aims at **promoting awareness for ESD, media literacy education and networking with schools with out-of-school partners** in the partner countries. This will be achieved by establishing the PRESS website as well as accounts on social media with locally relevant teaching and learning materials, as well as reports about the school students SD activities and the course of PRESS. Additionally, PRESS partners will present PRESS on local and national conferences for teachers and academic educators in science education. Finally, awareness will be raised by the final PRESS international conference where the baseline is to attract 100 participants, the target is 150.

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.

All the programme country partners have **long-standing expertise in educational research and evidence-based science curriculum development** in the field of education for sustainable development, science teacher education and connecting school learning to out-of-school partners. All partners acknowledge that any educational innovation needs to consider the background, premises, and conditions of the educational field of action. A systematic extension of the already conducted needs analysis (see above) and the recognition of already existing educational policy documents in partner countries is suggested to be most appropriate to set the ground for implementing teacher education that is mostly authentic, relevant, and feasible. This will be a major effort in WP1 ("Preparation"). The course



structure and learning materials/activities to be developed in WP 2 (“Development and Implementation”) is suggested based upon experiences in providing courses on ESD and media education in science classrooms by the programme country partners. In UniHB, e.g., a corresponding teacher education course was developed in the years 2010-2013 based on a PhD project (by Dr. Mareike Burmeister). This course was developed over a three-year period based on a cyclical action research strategy that incorporated student feedback from the outset to ensure feasibility and success.

A similar strategy of evidence-based curriculum development was used at UniHB also in **many other curriculum development works focusing ESD and/or media education in science classrooms**, e.g., on interdisciplinary climate change education or on using and reflecting science-related media in the science classroom. All these works were accepted for publication both on the national and international level documenting that the works were perceived both by international educational research and the national practical teaching community as relevant and well developed. It is therefore proposed to take this work and develop it into locally and nationally relevant examples to ensure authenticity and feasibility. In a former project where several of the PRESS members were involved (ARTIST funded 2016-2019 under ERASMUS+ CBHE, 573533-EPP-1-2016-1-DE-EPPKA2-CBHE-JP), it was demonstrated that such teacher education and science teaching strongly benefits from cooperation with businesses/SMEs. In ARTIST, the focus of this cooperation was career orientation. In PRESS, we are taking a broader focus into view. A view on sustainability and ESD should include further partners, like NGOs or non-formal learning providers. Nevertheless, companies/SMEs are also in focus, as sustainability is an issue that needs to be reached by all actors and stakeholders in society. Besides these goals, learning about how companies/SMEs deal with sustainability can be another implicit professional orientation that could be a side effect. We suggest that linking teacher education with schools, enterprises/SMEs and other societal actors is promising to lead to rich and authentic experiences in teacher education and science learning. To our knowledge, there are **no other projects with this specific set of foci** to combine education for sustainable development, critical scientific media education, networking of school education with out-of-school partners, and combining cross-regional perspectives from different parts of the world. The different sustainability challenges in their contrasting nature will contribute to a better understanding among each other, from which teacher education in the partner and programme countries can benefit. The different backgrounds might also be of interest for further countries facing similar challenges in the Caucasus region, the Near to Middle East, and South-East Asia.

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 **initial course content is designed on the base of already existing course materials** in the programme countries, and then extended and adopted by materials and examples to be identified in partner countries. The course structure and content will be developed in partnership based on the already existing needs as outlined in 1.2 and further analysis in the first year of the PRESS project. To ensure quality, the curriculum development is done within WP 3 “Development and Implementation” in a **dialogical process with communicative validation and expert rating** in and between the PRESS partners. International educational policy documents and resources from both the international and national literature in the partner countries will be systematically identified that can inform PRESS teacher education seminars, and later can be used for pre- and in-service science teacher professional development and by teachers for regular teaching in schools. Resources already developed in the programme countries will be adapted and translated to be later implemented for the PRESS courses.

Evidence-based resources, developed by action research, are available from the programme country partners, e.g. on climate change education, bio-fuels, replacing crude oil-based plastics use, biogeochemical flows, novel entities and many others, both for use in formal education in schools as well as



in non-formal education. Also course structures exist that can be used to inform the PRESS curriculum structure and syllabus.

For illustration: (1) Sustainability and ESD in teacher education at the University of Bremen (Germany)

In 2013, Burmeister and Eilks described the development of a course module on concepts of sustainability issues and Education for Sustainable Development (ESD) in German pre-service secondary chemistry teacher education. The module was inspired by empirical research findings about the knowledge base of student teachers. It was created and cyclically refined using Participatory Action Research and encompasses both theoretical and practical content about sustainability, GC and education for sustainable development. The course is compulsory to all chemistry student teachers in Chemistry Education I and regularly updated by newer developments in GC and SC and sustainable policy development. Overview on a suggested course session content in Bremen (90 min/each):

Session 1	- Assessing a priori knowledge and attitudes towards sustainability and ESD using a questionnaire - Lecture on the historical genesis and modern concepts of sustainability - Overview on the course and introduction to a WebQuest on issues of sustainability in General and the and the concept of Green Chemistry in particular
Session 2	- WebQuest on issues of sustainability, the concept of Green Chemistry and its perception in society - Role playing of different views towards Green Chemistry, inspired by the WebQuest
Session 3	- Jigsaw classroom on educational policy papers about implementing ESD in secondary school education
Session 4	- Analysing and mimicking a lesson plan on teaching about plastics with an ESD focus, which mimics product testing in order to evaluate traditional and bioplastics in the foreground of sustainability criteria
Session 5	- Further analysis and discussion of teaching materials, games and digital learning environments to foster ESD in chemistry education.
Session 6	- Lecture presentation summing up the course content and basic models how to connect ESD and chemistry education - Self-assessment of learning success with reference to the initial questionnaire and data about student teachers' knowledge on sustainability and ESD from accompanying research - Reflection of the course content and structure

Further sessions on ESD are implemented in the other modules Chemistry Education 2-4, at the associated lab courses, e.g. on sustainable lab work in the school context, operating non-formal laboratories at universities for high school students. Part of the programme also include student teachers to visit a non-formal laboratory with a school class during their school internship and excursion to the science centre "Climate House" and the affiliated climate education centre in Bremerhaven.

Burmeister, M., & Eilks, I. (2013). Using Participatory Action Research to develop a course module on Education for Sustainable Development in pre-service chemistry teacher education. Centre for Educational Policy Studies Journal, 3 (1), 59-78.

For illustration: (2) Content and didactic concept of a module on "Sustainable Development" at the University of Klagenfurt (Austria)

Central topics	1) Sustainability: History of idea and concepts; 2) Disciplinarity: working in multi-, inter- and transdisciplinary environments and contexts; 3) Disciplinary perspectives on growth, development and self-fulfillment: ecology, economy, educational sciences; 4) Disciplinary perspectives on norms, rules and patterns: jurisprudence, cultural sciences and sociology; 5) System theory: approaches, system-performance, models; 6) Elaboration of a transdisciplinary research project (field of practice, research question, research design, methods, implementation, presentation).
Learning goals	1) Theoretical and technical approaches towards SD of different disciplines; 2) Identification of contradictions and aporetic conflicts related to SD; 3) Applying different methods of inter- and transdisciplinary



	research.; 4) Being able to formulate an interdisciplinary research question (course SD I) and to answer this research question by specifying a practical field and applying adequate research methods
Didactic approaches	The concept is characterized by the following elements: 1) Concentric structure of lecturers: guiding team, core-team, enlarged team, partners from practical settings; 2) High diversity of input from different scientific disciplines and technical fields; 3) Concrete field of application: topic, actor group-oriented transfer product; 4) Learning progress and evaluation: logbook, essay on a research question, seminar paper.
Formats of teaching and learning	1.) Different presentation formats, e.g., "conventional" lectures, PechaKucha, presentation of summaries; presenting current research of teachers 2.) Highly interactive formats for exchange, e.g., group work, mental connections, speed-dating, open space, world café; 3.) Software for simulation and visualisation, e.g., i-generator, simulation models; 4.) Experimental formats, e.g., peripatetic exercise, expedition, translocation.

Rauch, F., Elmenreich, W., Huebner, R., Jungmeier, M., Gracner, E., & Sposato, R. G. (2021). Designing and Implementing an Interfaculty Elective "Sustainable Development" Course at a University: Concepts, Developments and Lessons Learned. *Action Research and Innovation in Science Education*, 4(1), 33–36.

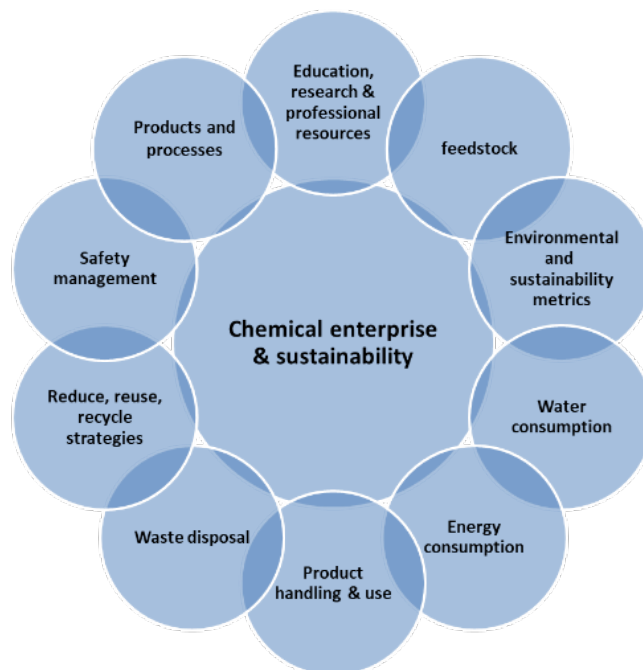
New resources of national and regional relevance in the partner countries will be developed with all partners based on the needs analysis from WP2 "Preparation". In WP 3 "Development and Implementation", a **course toolkit** will be developed that can be flexibly adopted to different science teacher education scenarios, for the BA or MEd levels, and with certain points of main emphasis in any field of the sciences, e.g. biology, chemistry, physics or environmental education. The toolkit will encompass five different domains, namely (1) course materials for learning about central concepts of sustainability, e.g. Sustainable Development Goals of the UN, the concept of planetary boundaries or the idea of critical resources, (2) course materials for learning about the philosophy and central approaches for ESD in formal and non-formal learning, e.g. scenario based learning or operating socio-scientific issues in science class debates (3) course materials for learning about the role of media in society and on how to promote critical scientific (digital) media literacy, e.g. on analysing and mimicking discussions in social media, like TikTok, Instagram, Internet forums of blogs, (4) prototypical classroom examples on different topics of general and regional relevance, e.g. on the consumption practices in different societies, and (5) materials to guide student teachers to develop activities in partnership with stakeholders from the society to promote the idea of sustainability to a wider audience, e.g. non-formal lab experiences or working with businesses/SMEs, non-formal learning providers or stakeholder groups from society. Many tools will be provided in digital form to provide information and initiate reflection sustainability and ESD in science education.

For illustration: Examples for models to be used to reflect content knowledge and pedagogical content knowledge in PRESS course for the field of chemistry:

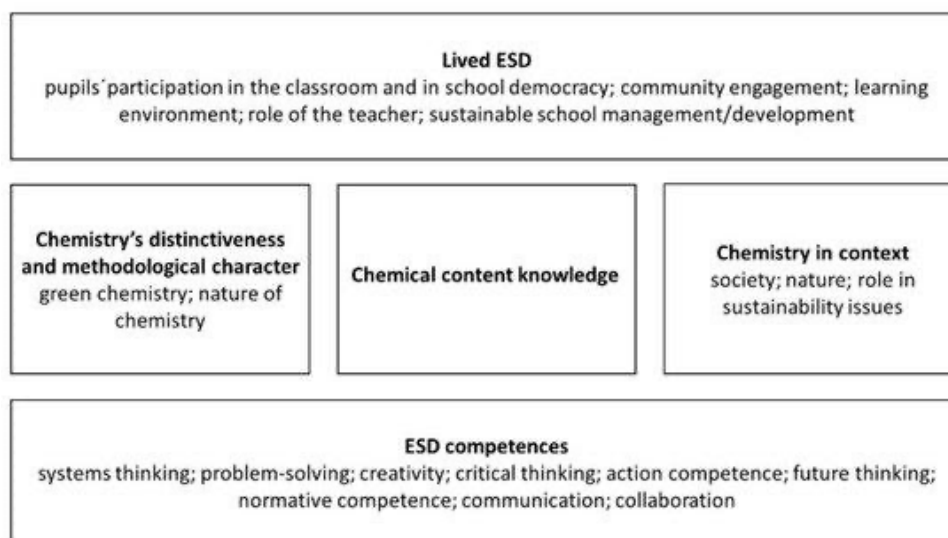
(1) Basic models of approaching sustainability issues in chemistry education

- Model 1: Adopting Green Chemistry principles to the practice of science education lab work
- Model 2: Adding sustainability strategies as content in Chemistry education
- Model 3: Using controversial sustainability issues for socio-scientific issues which drive Chemistry education
- Model 4: Chemistry education as a part of ESD-driven school development

From Burmeister, M., Rauch, F., & Eilks, I. (2012). Education for Sustainable Development (ESD) and secondary chemistry education. *Chemistry Education Research and Practice*, 13 (2), 59-68.

**(2) Chemical enterprise and sustainability**

From Zuin, V.G., Eilks, I., Elschami, M., & Kümmerer, K. (2021). Education in Green Chemistry and in Sustainable Chemistry: perspectives towards sustainability. *Green Chemistry*, 23, 1594-1608.

(3) Content from the ESD model in relation to chemistry education

From Jegstad, K.M. & Sinnes, A.T. (2015). Chemistry Teaching for the Future: A Model for Secondary Chemistry Education for Sustainable Development. *International Journal of Science Education*, 37, 655–683.

The **work plan is following three phases**. In the initial year, the needs analysis will be extended, the course structure and materials will be developed and the school and out-of-school partners will be identified. Institutions will develop existing infrastructure by procuring specific materials needed to promote teacher education for education for sustainable development related to the non-academic partners in the partnership network. These materials may include some special equipment, media or items for demonstrating, studying and investigating, e.g., processes like climate change, biodiversity loss or clean water supply. In the second year, the courses will be implemented, piloted and evaluated. In the third year, the implemented courses and materials will be refined and adjusted based on the course



evaluation to its final form. In year 3, the courses will be also formally implemented into the science teacher programmes in the partner country HEIs. The third year will also be used to continue dissemination of the course design and materials beyond the participating institutions on regional and national meetings and the PRESS final international conference. The whole process of development under WP 3 “Development and Implementation” is accompanied by the formation of PRESS networks with a strong focus on ESD and media education, to ensure sufficient background and impact of the project. Institutions will develop existing infrastructure by procuring and installing learning materials needed to promote teacher education for ESD related to the non-academic partners in the partnership networks.

The **work plan is structured by 5 work packages** and associated tasks and deliverables. The main work is structured in WPs 2 and 3 on “Preparation” and “Development and Implementation”. WP 2 on “Preparation” will follow the tasks T2.1 to extend the training needs analysis, T2.2 to identify local and regional relevant issues and examples to be operated in the PRESS module activities, T1.3 to identify schools and out-of-school partners to for PRESS networks. As a preparation for later operating the ESD courses, T2.4 suggests study tours where the coming teacher training staff can learn from established practices in programme countries, namely the universities in Bremen and Helsinki. In WP3 on “Development and Implementation”, tasks will be T3.1 to develop the curriculum framework and syllabus and T3.2 the associated teaching and learning materials. These structures and materials will be T3.3 adapted and piloted to T3.4 develop the final draft of the course. In parallel, partner networks will be established under T3.5 and helpful media and supporting materials for the new courses will be analysed under T3.6 and installed under T3.7. Partner country partners will conduct regular national meetings once a year in their countries to find coherence and exchange information under T3.8. PRESS centres will be established under T3.9 to be contact points for other science teacher educators to get information and examples for teacher education following the PRESS philosophy. International staff trainings will be held under T3.10, until the final courses will be implemented under T3.11.

The identified **PRESS networks** shall be established in the partner countries and the **PRESS teaching toolkit** shall be ready in a first complete draft before the onsite international staff training courses will start under the head of WP 3. Three international **teacher education staff trainings** will be conducted in Georgia, Israel and the Indonesia. The workshops will be both used to finalize the course materials and finally adopt them to national/regional demands. Each of the training visits will include a **teacher in-service education workshop** open to the public. These workshops will be used to inform schools and teachers about the ideas of PRESS and the resources PRESS partners can provide to teacher education, schools and non-formal science education providers. Finally, PRESS will close with the **PRESS international conference** in Batumi, Georgia, to disseminate all results of PRESS within the consortium and beyond.

Behind WPs 2-3, work packages on WP4 on **quality assurance and evaluation** and WP1 on **management and coordination** will organise and monitor the PRESS project. Quality is controlled by WP 4 “Quality Assurance and Evaluation”. WP 4 will take care in T4.1 on the internal consortium monitoring, T4.2 external monitoring by interviews with all partners in partner countries, T 4.3/4 evaluation of the local and international training workshops, and T4.5 the evaluation of the PRESS courses by collecting feedback from the participating student teachers. WP 1 organise in T1.1 administrative issues to get the project started, organise the kick-off- ongoing and final consortium meeting (T1.2-4). It will undertake the ongoing management and financial administration and reporting (T 1.5/6).

Finally, in WP 5 “Dissemination”, tasks are T5.1 to develop a detailed **dissemination and exploitation** plan and to T5.2/3 develop and maintain the PRESS website and social media presence. It will 5.4 disseminate the PRESS materials and results, T5.4 link the PRESS activities with non-formal education partners and society, and finally T5.5 prepare and operate the PRESS final conference in Batumi, Georgia. Under T4.1, the PRESS website will be created to include a description of PRESS, contact points for interested teachers, a log mirroring all activities, the teaching materials in all PRESS relevant languages, and results from the course as case on how to connect teacher education with ESD, media education, and science communication to the public. It will also inform about national and international meetings and dissemination activities to a wider audience. The website will be networked with the social media activities.

Under 2.1.5, a detailed analysis of potential **risks** is outlined. We see a few risks on low to medium level. The biggest challenge will be that changes in teacher training curricula are embedded in wider political and administrative circumstances. Decisions are sometimes done on the national or regional political level which teacher education institutions have to follow. Partners are confident that corresponding authorities will accept a stronger orientation of science teacher education towards ESD, since this an educational demand agreed upon on a multi-national level. This was agreed upon, e.g. in the UN sustainable development goal 4 “Quality education”, more specifically target 4.7 which explicitly asks for education that allows the young generation a sustainable way of life. Other risks might be seen in the long-term



cooperation and involvement of schools, businesses and wider societal partners. The PRESS participants in partner countries are confident that they can convince corresponding partners to participate, but are also open to replace corresponding partners in case they are not further interested in participating in this kind of partnerships. Due to long standing bilateral and networked cooperation by one way or another between the PRESS HEIs, we do not see any risk that all partners will find mutual agreements about any issues that will raise up during the PRESS duration and beyond. One risk we cannot consider, no one can consider today, is if any restriction will come into PRESS due to the COVID19-pandemic. We would try starting the innovations virtually. But, there is nothing from the applicants to foresee any implications on PRESS outputs and deliverables by any changes in the COVID 19 situation – or any other coming pandemic situation.

The **range of impact** of PRESS includes different parts of the educational and non-educational sectors. First of all, PRESS provides training for teacher educators as they are listed in 2.1.3, but will also involve further teacher education staff in the participating institutions. Secondly, PRESS will continuously impact the education of prospective science teachers. The number of student teachers attending the PRESS seminars will be between 20 and 40 per year in each participating HEI in Georgia and Israel. In Indonesia, HEIs will reach 50 and 100 student teachers per year. In total PRESS will about reach 360 student teachers in the participating institution, we aim at a 720 during the project time and many more after the course of the project. When working with schools for doing the student teachers educational actions on ESD (see below), each student teacher or small group of student teachers will make an action with at least a school class of 25-40 school students, or impact other groups of young learners in public events. This number is difficult to guess, but we hope to present PRESS activities to 2000 learners and 10 of their teachers, at least. Beyond the original idea of implementing courses in pre-service teacher education in partner countries, PRESS members in partner countries plan to make use of PRESS materials and content also in their regularly offers on in-service teacher professional development workshops and days, if possible under virtual inclusion of input from programme country partners and beyond the days open to the public during each of the international training workshops in Georgia, Israel and Indonesia. This plan is based in experienced from the past where workshops and lectures for in-service teachers were given by programme countries partners UniHB and Uni-KLU in Georgia and Israel, as well as by UniHB in Indonesia (in person based on other exchange chances or via Zoom). The target number for participants in public events is 150 on average, with 100 as a baseline in each of the open days, a total between 300 and 450. Academic staff from other universities and colleges will be encouraged to offer PRESS materials during their courses, it means that the certain numbers of students outside the partner universities will be attached with ESD and digital media education in the means of PRESS. Invitations will be send out teacher education colleges in Israel and teacher training universities in Georgia and Indonesia.

PRESS will take care on **environmental sustainability** by reducing necessary travel and on-sight visits and face-to-face workshops to the needed minimum. Most communication will be done using digital tools, like Zoom, email and Dropbox. Dissemination of the project will be mostly done by electronic media to reduce environmental impact by producing and distributing physical and print products. PRESS is trying to use the applied budget in the most cost efficient way and will use as many as possible already existing infrastructure and materials.

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.

The project management and quality assurance of PRESS is based on the rich expertise of most of the partners in project work and international cooperation. Several quality measures will be installed to guarantee the successful course of the project. Measures involve internal and external monitoring.

Internal monitoring will be based on regular self-reports every twelve months by all partners towards the coordinator and the WP 4 leader Uni-KLU. The partners will report any activities related to achievements



based on evidence indicators and potential problems. Every process (e.g. identifying networks and topics, course development, trainings, dissemination, etc.) will be assessed on local and if applicable on the national and international levels to be reported to the coordinator and the WP4 leader. The reports will be discussed during the project meetings and analysed to identify success and any obstacles that need revisions in action. The coordinator will sum up the reports given by the partners within four weeks after submission to inform the consortium in case of any potential problems.

The consortium will meet regularly during the course of the project. **Cluster meetings** of key personnel from the partner universities are to take place - one in the beginning of the project and others during the project lifetime, every 6 months via Zoom. Additionally national meetings will take place every 6 months, once a year in person and once a year via digital conference tools. Every meeting will allow enough time to discuss the monitoring reports to identify any problems and take action accordingly. Zoom meetings of smaller groups within the project as well as regular contacts and exchange, both on Zoom and face-to-face among partners in Georgia, Israel, and Indonesia will be organized.

The three training workshops shall be subject to **evaluation** based on participants' feedback. A feedback questionnaire will be provided by the WP 4 "Quality Assurance and Evaluation" leader (Uni-KLU) that takes into account comprehensibility, feasibility, and usefulness of the workshops' content and methodology. The feedback will be used to optimize the workshops cyclically in the three rounds of application to allow for ready to apply course structure and materials for implementation towards the end of the project. The implemented courses shall be evaluated by students' feedback in focus groups and by feedback questionnaires.

The project consortium suggests involving an **external evaluator** and advisor. As special advisor to the project we have an agreement with the internationally renowned scientist Dr. Rachel Mamlok-Naaman from the Weizmann Institute of Science in Israel. Dr. Mamlok-Naaman is both very experienced in EU-projects and in sustainability education work. She was awarded for involvement of sustainability into chemical education by the American Chemical Society. She has agreed to review the project activities, give advice and support the coordinator and the WP4 leader in evaluating the project outcomes. She will provide the project management board with two reports.

The **evaluation** methods will include **both qualitative and quantitative measures**.

The **quantitative indicators** (see also 1.2) are the courses installed in the partner country HEIs acknowledged by the corresponding authorities (minimum 6 course, one in each partner HEI, of at least 3 credit points in terms of the ECTS). The courses should be acknowledged to be integral parts of the science teacher education programmes to be attended by a baseline of 20 students per year (target 40) in Georgia and Israel, 50 to 100 in Indonesia. A documentation will be provided that the national and international meetings and workshops where conducted as outlined above. Reports will be provided about the establishment of the PRESS networks (baseline each 3 schools and 3 out-of-school partners, target at least each 5), PRESS website, course structure and materials. A report will be made on the outreach of the project through the open in-service teacher and teacher educator activity at each of the international training workshops (baseline each 30, target 50), the PRESS final conference (baseline each 100, target 150) and any number of presentations or workshops on PRESS on national or international meetings.

Qualitative indicators are reports on the process of course development and implementation by communicative validation within the PRESS consortium and rating with external experts from the programme countries and further persons in the programme countries. WP 4 "Quality Assurance and Evaluation" will conduct and report on the evaluation of the PRESS courses based on student teachers' feedback. An external evaluator will accompany the whole process and will provide the coordinator a report at the end of each year of the PRESS project.

Logical framework matrix

<p>Wider Objective: <input checked="" type="checkbox"/></p> <p><i>What is the general objective, to which the project will contribute?</i></p>	<p>Indicators of progress:</p> <p><i>What are the key indicators related to the wider objective?</i></p>	<p>How indicators will be measured:</p> <p><i>What are the sources of information on these indicators?</i></p>		
<p>PRESS aims to innovate pre-service science teacher education and thus indirectly reform science teaching in secondary schools in terms of Education for Sustainable Development (ESD) and critical scientific media literacy informed by industry/SMEs and other societal groups.</p>	<ul style="list-style-type: none"> ● PRESS partners jointly develop and implement courses for pre-service science teacher training focusing ESD and critical scientific media literacy in science teaching ● Networks between PRESS partners in the partner countries, schools, enterprises, and societal stakeholders are formed to support the process of implementation of ESD and media education in science teacher education by the exchange of expertise and materials ● PRESS partners in partner countries are acting as experts to support schools and teachers for innovating science education in terms of ESD and critical scientific media education ● A PRESS toolkit for science teacher education on ESD and critical scientific media education will be devolved 	<ul style="list-style-type: none"> ● PRESS courses are adopted and officially implemented in the PRESS partner universities/colleges in the partner countries, the implementation will be documented and reported ● PRESS partners document their network and outreach activities via the PRESS website and social media channels ● Cases on student activities will be reported via the PRESS website and social media channels ● The PRESS toolkit will be made available for the broader public on the website and announced via social media 		

<p>Specific Project Objective/s: <i>What are the specific objectives, which the project shall achieve?</i></p> <p>Development of country specific curricula for courses and corresponding teaching and learning materials for ESD and critical scientific media literacy in science teacher education, training of staff to sustainably implement the courses</p> <p>Establishment of PRESS networks between partners in partner countries, schools, SMEs and other societal partners, to support the process of innovation of science education by implementing ESD and critical scientific media literacy</p> <p>Implementing courses and establishing student teacher activities for ESD and contributing to critical scientific media literacy</p>	<p>Indicators of progress: <i>What are the quantitative and qualitative indicators showing whether and to what extent the project's specific objectives are achieved?</i></p> <p>PRESS courses are developed, piloted, and implemented for pre-service science teacher education in the partner universities/colleges in partner countries, staff trainings are hold and documented.</p> <p>All partners work with at least 5 schools and at least 3 partners from industry/SMEs or societal groups, regular national and international PRESS meetings are to take place.</p> <p>All partners officially raise the PRESS project and it is visible on the institutional, regional and national level.</p>	<p>How indicators will be measured: <i>What are the sources of information that exist and can be collected? What are the methods required to get this information?</i></p> <p>Implementation reports on new courses including numbers of participating staff and student teachers and feedback from participants</p> <p>Documentation of PRESS networks and participant lists of meetings</p> <p>Documentation of PRESS outreach activities in PRESS monitoring reports, on the PRESS website and social media channels</p>	<p>Assumptions & risks <i>What are the factors and conditions not under the direct control of the project, which are necessary to achieve these objectives? What risks have to be considered?</i></p> <p>Changes in teacher training curricula are embedded in wider political and administrative circumstances.</p> <p>Decisions are sometimes done on the political level where teacher education institutions must follow.</p>	<p>How the risks will be mitigated:</p> <p>PRESS will develop a flexible toolkit for application in different educational environments that can be used even in already existing courses in case that the establishment of new course is hindered or postponed.</p> <p>PRESS will enforce early contact with stakeholders from educational policy to convince policy and to allow for effective and sustainable implementation.</p>
<p>Outputs (tangible) and Outcomes (intangible): <i>Please provide the list of concrete DELIVERABLES - outputs/outcomes (grouped in Work packages), leading to the specific objective/s.:</i></p> <p>WP1. Management and coordination</p>	<p>Indicators of progress: <i>What are the indicators to measure whether and to what extent the project achieves the envisaged results and effects?</i></p>	<p>How indicators will be measured: <i>What are the sources of information on these indicators?</i></p>	<p>Assumptions & risks <i>What external factors and conditions must be realised to obtain the expected outcomes and results on schedule?</i></p>	<p>How the risks will be mitigated:</p>

D1.1 Signed PA	Signed PAs	Signed PAs	No risks	
D1.2 Kick-off, Management, Quality	A kick-off meeting will be conducted, a management and quality assurance plan will be set up	Kick-off Meeting report, Project Management Plan Handbook (including conflict resolution mechanisms) and Quality Assurance Plan (Documentation)	Availability of staff	Give staff priority in participating in the meeting, careful selection of the dates, announcement of the meeting in advance; early start of setting up the management and quality plan
WP2. Preparation D2.1 Needs analysis, partners list	A needs analysis report is worked out on lacks in science teacher education curricula and teacher training materials in partner countries that are related to the intentions of PRESS. Partners identify schools, business/SMEs and other societal partners for regional PRESS networks and plan future activities and report their networks.	Feedback of all partners on comprehensibility of the needs analysis report	Information flow and feedback by partners needs to be given on short notice. We don't see any risks here as all partners are working together for many years.	1. The coordinator will regularly inquire into any problems concerning partners' needs and networking and help will be provided by the programme country members.
D2.2 Study tours WP3. Development and implementation. D3.1 Curriculum Framework and Syllabi	Conduction of study tours A PRESS course syllabus is developed. Potential PRESS course structures are outlined and implemented.	Number of the partners for the PRESS networks (baseline 5 schools and 3 out-of-school partners per HEi in partner countries) List of numbers and names in the study tours (18 participants) Documentation about new courses	All PRESS partners have many contacts to schools and SMEs, therefore we do not envisage any problems in this regard. Risks: Finding new suitable business and society partners might take time to convince them to participate. Travel restrictions beyond the project's responsibility All PRESS partners are very motivated and we don't see any problems for the development of the course syllabus. Nevertheless, changes in HEI curricula are related to wider political and administrative environment. Stakeholders from these groups have to be convinced to allow for effective and sustainable implementation.	The coordinator, Uni-KLU and WP leader UH will provide guidance how to best network academic institutions with partners from industry/SMEs and other societal stakeholders. In case, postponing the study tours
D3.2 PRESS teaching toolkit	A PRESS course toolkit containing presentations, worksheets and activities will be developed, translated, published via the PRESS website, and announced via the social media channels.	Published PRESS toolkit on the website	A workplan to develop the toolkit and to select appropriate content for it should be set up. The risk is that no agreement can be achieved on the content of the toolkit. The toolkit must be translated in the languages of the partner countries to ensure dissemination.	2. Agreement shall be made with the heads of the department that changes in the science teacher curriculum will be allowed. Stakeholders from educational policy shall be involved early to be convinced allowing for effective and sustainable implementation. The toolkit will be structured in a way for most flexible adoption to the needs of universities/colleges in partner countries.

D3.3 Purchase of supporting materials	Supporting material is purchased and set up at partner universities.	Report on type and number of supporting materials	Procedures in the purchase of supporting materials might cause delays.	The financial and procurement offices of all partners are part of the coordinating team to enable the flawless operation of purchasing and distributing the materials.
D3.4 National meetings in partner countries	Six national meetings, three face-to-face, three online Reports about the national meetings in partner countries via the PRESS website and the social media channels	Programmes and lists of participants of the meetings	Availability of staff	Involvement of the leaders of the institutions to give staff priority in participating in the meetings, careful selection of the dates, announcement of the meetings in advance
D3.5 International staff trainings and workshops in partner countries	Three international staff and teacher training workshops	Programme and list of participants of the workshops (baseline 50 participants, target 100)	Availability of staff	Involvement of the leaders of the institutions to give participation in the training workshops priority. Careful selection of the dates
D3.6 Implemented PRESS courses at partner universities and accreditation	The courses are an official (accredited) part of the universities' curricula.	Documentation of implementation and accreditation (baseline 260 participating student teachers, target 520)	Changes in teacher training curricula are embedded in wider political and administrative circumstances. Decisions are sometimes done on the political level where teacher education institutions must follow. Accreditation obstacles.	Involvement of the leaders of the institutions to give implementation of the courses sufficient support. Early start to initiate the preparation of accreditation issues and getting early in contact with the relevant authorities.
D3.7 PRESS Networks	The PRESS networks are established.	Report on the established PRESS networks.	No network partners can be obtained.	Early start to establish the networks, activation of established contacts.
WP4. Quality assurance and evaluation				
D4.1 Internal evaluation	Regular reports on the course of the project on the project meetings	Availability of reports	Delivery of information from all partner institutions in time	Timely reminders by the coordinator
D4.2 Evaluation of the local trainings and international training workshops	Regular reports on the local trainings and international workshops under participation of the external evaluator	Availability of reports	Voluntary feedback provided by the participants	Collecting anonymous feedback and explaining the importance of feedback for quality assurance
D4.3 Evaluation of the PRESS courses	Evaluation report based on participants' feedback	Availability of the report	Voluntary feedback provided by the participants	Collecting anonymous feedback and explaining the importance of feedback for quality assurance
WP5. Dissemination	Establishment and maintenance of the PRESS website and social media accounts	Comprehensibility and visibility of the website and the social media accounts	Missing contributions from partners, low numbers of followers on social media	Reminders for contributing to the website and to social media, careful selection of the web administrator by the coordinator.

D5.1 Setup of the project website and social media accounts				Using existing networks to share content on social media (e.g. via reposts), using appropriate hashtags, encouraging the participants of the courses and workshops to share their experiences on social media to increase visibility
D5.2 Final Conference	Conduction of the final conference	Programme and list of participants of the final conference (baseline 100 participants, target 150)	Availability of staff and guests for the final conference	Involvement of the leaders of the institutions to give staff priority in participating in the conference, careful selection of the dates, announcement of the meetings in advance (also via social media)
D5.3 Dissemination strategy	Setting up a plan to disseminate the projects' results	Dissemination strategy plan (document)	Partners' activities do not go in line with the plan.	Involvement of the leaders of the institutions to coordinate the dissemination activities, timely reminders.



2.1.3 Project teams, staff and experts

Project teams and staff			
<p><i>Describe the project teams and how they will work together to implement the project.</i></p> <p><i>List the staff included in the project budget (budget category A) by function/profile (e.g. project manager, senior expert/advisor/researcher, junior expert/advisor/researcher, trainers/teachers, technical personnel, administrative personnel etc. and describe shortly their tasks. If required by the call, provide CVs of all key actors. If required by the Call document/Programme Guide.</i></p>			
Name and function	Organisation	Role/tasks	Professional profile and expertise
Ingo Eilks, Prof, head of institute	University of Bremen, Germany	PRESS coordinator, senior expert	full professor in chemistry education, 25 years of experience in science teacher education, expert in education for sustainable development in the context of science education, digital learning and out-of-school learning
Nadja Belova PhD, lecturer and post-doctoral researcher	University of Bremen, Germany	junior expert	lecturer in chemistry education, 10 years of experience in science teacher education, expert in (digital) media education in the context of science education
Franz Rauch, Prof, head of institute	University of Klagenfurt, Austria	senior expert	professor, 35 years of experience in environmental education/ESD, professional development, networks in education, science education
Christina Pichler-Koban, PhD, lecturer	University of Klagenfurt, Austria	junior expert	lecturer in ESD, 5 years of experience in science education and communication, more than 20 years of experience as project manager in trans- and interdisciplinary nature conservation projects
Andrea Frantz-Pittner, PhD, science coordinator	University of Klagenfurt, Austria	junior expert	15 years of experience in outdoor learning, citizen science projects, science education and science communication
Maija Aksela, Prof, head of institute	University of Helsinki, Finland	senior expert	full professor in science education (chemistry), 35 year experience of science education and 25 year experience in science teacher education, expert in ESD in the context of science education, digital learning and out-of-school learning
Outi Haatainen, junior staff scientist	University of Helsinki, Finland	junior expert	post doc from Spring 2022, 5 years experience in chemistry teacher education, five years as project manager of international StarT program, expert in integrative science education and project-based learning



Marika Kapanadze, Prof., head of institute	Ilia State University, Georgia	PRESS co-coordinator, senior expert	full professor in science education, 20 years of experience of development, implementation and evaluation of inquiry-based learning and teaching materials in physics and science
Ekaterine Slovinsky, lecturer	Ilia State University, Georgia	junior expert	lecturer in science education, experience of working on ESD as cross-curriculum competences standards for Georgia, specialized in environmental education
Manana Varazashvili, PhD, lecturer	Ilia State University, Georgia	teacher trainer	lecturer in science and biology education, experience of working for development of teaching materials and after school activities in environmental and health education
Manana Salukvadze, financial manager	Ilia State University, Georgia	administrative/ technical	financial manager of international projects, overseeing the project financial decisions, budget and transfer management, and reporting
Rusudan Khukhunaisvili Prof, head of institute	Batumi Shota Rustaveli State University, Georgia	senior expert	professor, 25 years of experience in biology and environmental education, expert in HEI programs accreditation
Marina Koridze, Prof.	Batumi Shota Rustaveli State University, Georgia	senior expert	professor; 30 years of experience in science education (Biology), member of council high school authorization in Georgia, 10 years experience in educational management
Irine Tsinsadze, PhD, lecturer	Batumi Shota Rustaveli State University, Georgia	teacher trainer	lecturer in biology, 10 years experience in teaching biology and science in elementary/ secondary schools
Shorena Gabaidze. teaching assistant	Batumi Shota Rustaveli State University, Georgia	teacher trainer	teaching assistant in biology, 3 years experience in teaching laboratory/practical courses in science
Ahmad Basheer, PhD, vice-president	Academic Arab College for Education in Haifa, Israel	senior expert	researcher in science/chemistry education, 15 years of experience in science teacher education, recently oriented to sustainability, climate change and green chemistry in the context of science education,



			interested in the fields of context-based learning and ICT in chemistry/science education
Naim Najami, PhD lecturer,	Academic Arab College for Education in Haifa, Israel	teacher trainer	lecturer in Biology education, head of the biology education group, 15 years of experience in science teacher education, involved in doing science education research e.g. argumentation in science and science context-based learning
Riam Abu-Much PhD. lecturer	Academic Arab College for Education in Haifa, Israel	teacher trainer	lecturer in chemistry education, head of the chemistry education group, 12 years of experience in science teacher education and nano-chemistry.
Fadeel Joubran, PhD, lecturer	Academic Arab College for Education in Haifa, Israel	teacher trainer	lecturer in Physics education, head of the physics education group, 10 years of experience in science teacher education and teacher in high school more than 20 years
Salem Saker, CIO	Academic Arab College for Education in Haifa, Israel	administrative/ technical	Chief Information Officer (CIO), lecturer at the computer science department for 7 years in information system analysis and teaching and studying in computerized environment expert in distance learning, more than 25 years' experience in ICT
Yaron Lehavi, Prof.	The David Yellin Academic College of Education in Jerusalem, Israel	senior expert	associate professor in physics education, 30 years of experience in science teacher education – research and practice, specialized in scientific focused teacher-teacher dialogue facilitation and in curriculum development
Ronit Ahdut-HaCohen PhD, MBA, lecturer	The David Yellin Academic College of Education in Jerusalem, Israel	junior expert	lecturer in science teachers' education, specialized in medical neurobiology, experience in promoting a healthy lifestyle and education for health and sustainability.
Chen Sherman, PhD, lecturer	The David Yellin Academic College of Education in Jerusalem, Israel	junior expert	lecturer in science teachers' education, specialized in environmental sciences (biology).



Safwatun Nida, PhD, lecturer	Universitas Negeri Malang, Indonesia	junior expert	lecturer in science education, 8 years of experience in science teacher education, specialized in socio-scientific issue based science education
Sri Rahayu, Prof., lecturer	Universitas Negeri Malang, Indonesia	senior expert	lecturer in chemistry education, 31 years of experience in science teacher education, specialized in socio-scientific issue based education for scientific literacy
Hadi Suwono, Prof., lecturer	Universitas Negeri Malang, Indonesia	senior expert	lecturer in biology education, 31 years of experience in biology teacher education, specialized in STEM education research for scientific literacy
Habidin, PhD, lecturer	Universitas Negeri Malang, Indonesia	teacher trainer	lecturer in chemistry education, 14 years of experience in chemistry teacher education, specialized in assessment in the context of chemistry education
Muhammad Fajar Marsuki, junior trainer	Universitas Negeri Malang, Indonesia	teacher trainer	junior trainer in science education and teacher professional development, 4 years of experience in science teacher education, specialized in digital media for secondary and higher education
Robby Zidny, PhD, lecturer	Universitas Sultan Ageng Tirtayasa, Indonesia	junior expert	lecturer in chemistry education, 7 years of experience in chemistry teacher education, specialized in integrating indigenous science in chemistry education to promote sustainability education
Solfarina, PhD, lecturer	Universitas Sultan Ageng Tirtayasa, Indonesia	senior expert	lecturer in chemistry education, 21 years of experience in chemistry teacher education, specialized in reflective thinking in chemistry education and integration of ethnoscience in chemistry education
Yuvita Oktarisa, PhD, lecturer	Universitas Sultan Ageng Tirtayasa, Indonesia	junior expert	lecturer in physics education, 7 years of experience in chemistry teacher education, specialized in history of science (HOS) in physics education
Ratna Sari Siti Aisyah, lecturer	Universitas Sultan Ageng Tirtayasa, Indonesia	teacher trainer	lecturer in chemistry education, 5 years of experience in chemistry teacher education, specialized in digital media and online learning for secondary and higher education



Indah Sari, lecturer	Universitas Sultan Ageng Tirtayasa, Indonesia	teacher trainer	lecturer in chemistry education, 7 years of experience in chemistry teacher education, expert in digital media (augmented reality technology) and STEM education for secondary school and higher education
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Outside resources (subcontracting, seconded staff, etc)

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

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

Subcontracting and other services are necessary for the successful implementation of the PRESS project.

For the development of project materials in the local project languages and implementation of all planned activities certain translation services are necessary:

- Translation of teaching materials and the PRESS tool-kit for teacher trainings and the PRESS courses is necessary. Translation of teaching materials requires special skills which is why this task cannot be performed by the project staff.
- Translation services at the international meetings in Georgia, Israel and Indonesia and the PRESS final conference in Batumi, Georgia, are needed. Translation will allow teachers, educators, stakeholders and policy makers to understand more about the PRESS courses and and the implementation of ESD and scientific media literacy education.
- Translation of conference materials into English for all participants is needed.

Preparation of different dissemination materials: Special service is required for good quality of dissemination materials. Posters for the international meetings and conference, digital dissemination materials, USB sticks with the project materials etc. will be used during PRESS. All materials will be branded with the project and ERASMUS+ logos and disseminated.

For the successful organization and operation of the final international conference equipping the venue with all necessary services for the participants is needed (translation service, equipping the lecture hall for the plenary sessions and the rooms for the workshops, e.g. flip charts, printouts, stationary).


Special service is required for the establishment of the PRESS project website as this task requires special IT skills and cannot be performed by the project staff. This task will be subcontracted by the coordinator.

Subcontracting is necessary for external evaluator costs. Every process is internally evaluated by the project staff and lead of the WP4 coordinator. For the overall the project quality assurance an external evaluator service is required. This task will be subcontracted by the coordinator.

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.**



In order for PRESS to be a cost effective endeavour, based on the experience in managing EU-funded projects of the coordinator and co-coordinator, the budget has been developed taking into account the following arrangements and directions:

- Through the budget there is a **fair balance** between the expertise provided by partner institutions, travel costs, and the purchase of other necessary materials and services. The ROI (return on investment) is planned to be high, as measured by the long term capacity to be developed and the outreach of the curriculum to wider audiences through pre- and in-service teacher trainings.
- Project management guidelines and regulations including financial administration rules and reporting instructions will be developed by the coordinator and discussed during the kick-off meeting with the partners. The approved financial management plan will be strictly obeyed. Management of the project is establishing **close linkages of the institutional capacities** of the partner HEIs and project teams. Each project team will have a committee including the top level financial officers of the HEIs.
- The project envisages preparation of the international **website for PRESS**. The structure and the programming site will happen centrally. The site will be then filled in by the local content by partners, thus reducing the redundancy of spending for development of several sites. The web deployment will be also centrally administered. The site will be hosted on an already existing server in UniHB thus ensuring the long term maintenance on one hand and the cost effective use of the project funds on the other.
- No larger equipment will be purchased, no infrastructure measures are planned. All partners will use their university science laboratories and infrastructure for conducting the PRESS courses.
- **Travels** will be planned in an effective way. Both of the study tours will be combined with the kick-off meeting in Bremen and the final consortium meeting will be combined with the final conference. It is noteworthy to mention that all consortium meetings except for kick-off and final will be held online via Zoom. A full Zoom license is available at UniHB. Also other sources for online communication will be used between the partners for reducing the travel costs.
- The **training workshops** of the staff in the partner institutions shall be conducted on two levels thus ensuring the fair usage of the project funds. Smaller group (2 persons from each UniHB, Uni-KLU, UH, and ISU) will participate in trainings on the international level with larger groups from the partner institutions in Georgia, Israel and Indonesia accordingly.
- For successful implementation of the project activities (discussing country specific issues, issues of piloting and implementation of PRESS courses, solving difficulties etc.) national meetings between the partner institutions are planned twice a year in each country. One meeting is planned face-to-face and another via Zoom.

2.1.5 Risk management

Critical risks and risk management strategy

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

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

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

Risk No	Description	Work package No	Proposed risk-mitigation measures
1	During the needs analysis, not all the required educational	WP 2	The partners will be informed about the need to collect the respective documents way in



	policy documents are available. Likelihood: low.		advance. It will be made clear which documents are needed.
2	The educational policy documents do not contain any information on ESD. Likelihood: low.	WP 2	Due to our previous experiences with the partner countries, we already have an impression of the extent of ESD-related aspects in educational policies. A limited presence of ESD-related aspects in the documents indicated a strong need for their implementation and thus legitimizes the project.
3	The partners are not able to agree on a common course structure. Likelihood: low.	WP 3	It will be made clear that the partners must agree on a common general modularized framework that can and must be adapted to local needs.
4	Problems in the development of the course materials. Likelihood: low.	WP 3	From the programme countries there is already a large variety of material available that can be adopted to new PRESS courses and serve as a starting point for the development of new materials.
5	Changes in teacher training curricula are embedded in wider political and administrative circumstances. Decisions are sometimes done on the political level where teacher education institutions have to follow. Likelihood: medium.	WP 3	PRESS will develop a flexible toolkit for sessions in different course structures that can be used even in already existing courses in case that the establishment of new course is hindered or postponed. PRESS will initialize contact with stakeholders from educational policy at an early stage to convince policy and to allow for effective and sustainable implementation. Agreement shall be made with the heads of the department that changes in the science teacher curriculum will be allowed.
6	Difficulties in finding schools, SMEs and business and society partners may occur. Likelihood: low to medium.	WP 2/3	All partners universities already have numerous contacts to schools and SMEs (also from pervious projects). But, finding new suitable business and society partners may take time to convince them to participate. Here, the consortium can provide guidance on networking with these partners due to extensive previous



			experiences (e.g. from the ARTIST project).
7	It might be problematic to get enough participating teachers for the open workshops. Likelihood: low.	WP 3	Partners are encouraged to promote the workshops way in advance. In addition, it will be ensured that they are recognised as in-service training for teachers.
8	Procedures in the purchase of equipment might cause delay in its instalment. Likelihood: low.	WP 3	The financial and procurement offices of all partners are part of the coordinating team to enable the flawless operation of installing the equipment
9	Difficulties in handling all the required report forms by partners. Likelihood: medium.	WP 1	Extensive instructions and rigorous control of all demands in the monitoring of the project by the coordinator.
10	Delay in reporting to the coordinator may influence the workflow. Likelihood: low.	WP 1	Regular reminders and guidance on all steps of the workflow by the coordinator and WP leaders.
11	Delays by missing contributions of partners. Likelihood: low.	WP 1	Continuous reminders on any reporting by the coordinator and WP leaders.
12	Missing contributions to the PRESS website from partners- Likelihood: low.	WP 5	Reminders for contributing to the website, careful selection of the web administrator by the coordinator.
13	Availability of staff (e.g. for the training workshops, the meetings and the final conference). Likelihood: low.	WP 3	Involvement of the leaders of the institutions to give participation priority. Careful selection of the dates. Organization of meetings also via Zoom (with consideration of the different time zones).
14	Problems with the overall sustainability of the project results. Likelihood: low.	WP 5	The courses developed by the project will be firmly integrated into teacher training programmes on a long-term basis. The results of the project will be available on the website even after the end of the project.
15	There might be a risk because accreditation obstacles, e.g.	WP 3	Early start to initiate the preparation of accreditation issues



	related to complex and time consuming procedures.		and getting early in contact with the relevant authorities.
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2.2 PARTNERSHIP AND COOPERATION ARRANGEMENTS

2.2.1 Consortium set-up

Consortium cooperation and division of roles (if applicable)

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

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

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

The coordinator (UniHB) and co-coordinator (ISU) will provide an efficient and dedicated project **management** to oversee the activities of the partners. The management includes developing and tracking the overall project implementation and a clear scheduling, including scientific, administrative and financial issues related to the project for its full life. UniHB will coordinate the activities of the project and deliver the goals within the agreed timescale and resources and build the consortium into a coherent group oriented to seek overall benefits. ISU will assist UniHB as it has been a successful cooperation in coordinating both the ERASMUS+ CBHE project ARTIST and a previous, similar project SALiS under TEMPUS.

The PRESS consortium is **built upon already existing and fruitful cooperation** between the partners. Non-EU countries representatives have joint scientific publications with some of the EU partners. Part of the consortium already collaborated in different EU funded projects.

The coordinator has the responsibility for the **organization of the project**. He will be in charge of ensuring that the project is compliant with the objectives set by the consortium and negotiated with the EC. The coordinator is responsible for all aspects of the interface between the project and the EC. Coordinator's responsibilities will be: Managing the EC grant agreement and linking between the EC and the consortium. The coordinator will report any problem to the project management board, be responsible to manage the funds according the rules set by the EC, and maintain regular contact with the all partners. The coordinator will ensure coordination with the aim that the work plan progresses against the objectives and in timely manner.

The coordinator will be responsible for the execution of the **work plan** and together with WP 4 "Quality Assurance and Evaluation" work package leader (Uni-KLU) for the **monitoring of the quality** and efficiency of all project activities including progress monitoring, communication, risk management, administrative and financial issues, and legal procedures. The co-coordinator ISU is actively involved in all monitoring processes together with the coordinator and the external evaluator.

The **work package leaders** (WPL) will coordinate the work to be carried out in their work package with the help of all partners. They will also be responsible for the planning, monitoring and reporting of the activities. The WPLs will report directly to the coordinator in case of issues related to content/technical issues. WPLs will be responsible for: The implementation and development of each planned activity, identification of risks and organization of any necessary changes in the tasks schedule, reporting the progress achieved to the coordinator, ensuring integration of their work in the overall work plan.

The **composition** of the consortium is a mix from programme and partner countries. The three members from programme countries (Bremen, Klagenfurt and Helsinki) are experienced in curriculum development and innovations in higher education. All partners have outstanding expertise in education for sustainable development (ESD) under inclusion of critical scientific media education, science teacher education, and connecting formal science education with our-of-school partners in different forms. Institutions from partner countries belong to the leading institutions in their countries in the field of science teacher education. All HEIs from partner countries have at least initial experiences in education for sustainable



development or environmental education. Aside the participating institutions all HEIs in partner countries have intense contacts to schools, business partners and environmental stakeholders in each of their local environments that should be structured more formally and should be used to support innovations in the teacher education courses to be implemented by PRESS.

For illustration (1): The project „ChemistryLab Gadolin” (Finland)

The ChemistryLab Gadolin is a versatile, active learning environment and a meeting place for businesses, researchers, teachers, as well as children and young people. The main focus is on active study visits, during which groups from educational institutions of different levels (from early childhood education to the upper secondary level) can conduct chemistry experiments in a real university laboratory, meet with researchers as well as find out about chemistry as a field and as a topic of studies. In addition, virtual workshops and visits are organized. The topics of study visits are linked to sustainability, materials and health and well-being and designed to support the national core curriculum.

The forms of operation for science education in ChemistryLab Gadolin are carried out in strong interaction with pre-service and in-service education and research at the Unit of Chemistry Teacher Education as well as with the Department of Chemistry and the Industry. For example, in university courses concerning the teaching of chemistry, future chemistry subject teachers get to plan, instruct and develop hands-on study visits to ChemistryLab Gadolin as a part of their studies. In addition, the science lab offers a possibility for conducting research. This collaboration supports the constant development of ChemistryLab Gadolin that supports science education. ChemistryLab Gadolin's science education is also participating in the development process of MOOCs that are aimed at teachers, in collaboration with doctoral students and researchers at the Unit of Chemistry Teacher Education. For example, a MOOC on Sustainable Energy in Education has been developed.

Active corporate collaboration is a part of ChemistryLab Gadolin's collaborative operating model. The development of relevant forms of collaboration is promoted collaboratively through work in steering groups or development work groups with representatives from the collaborative companies. The forms of collaboration include among others collaborative events, visit and designing new working instructions. In addition to expertise, the company can support the promotion of science education in chemistry by donating equipment and materials for educational purposes for the science lab. For example, a cooperation partner Oy Aga Ab has donated gases for promoting inquiry-based work and for supporting the learning of gases in chemistry.

Engaging and collaborative design-based research that is a part of the operations of ChemistryLab Gadolin, offers a perfect tool for developing new solutions and pedagogical innovations into science education in chemistry and for support of carrying out current and future curricula. It is also possible to complete projects concerning theses in collaboration with companies, equipment manufacturers and other cooperation partners. This is how research and design-based research can be better allocated to most novel innovations in the field of chemistry and how they can be spread into school teaching. At the same time, using this type of research promotes the implementation of a new kind of a collaborative model for teacher's pre-service and in-service education, where all the impactors learn from each other and they produce relevant solutions together into science education of chemistry, also internationally.

For illustration (2): The project „Rare Earth Metals & Co” (Germany)

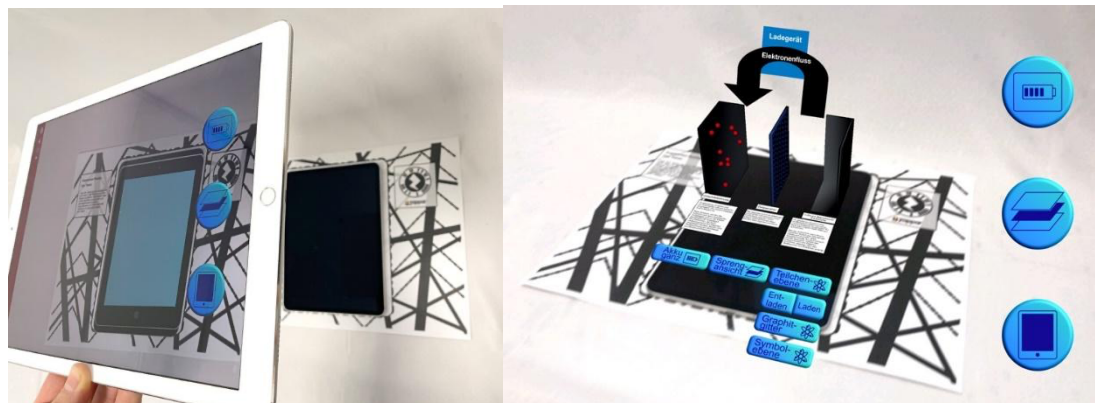
In this project, the universities of Bremen and Konstanz jointly develop half-day, non-formal lab courses for high school classes on the chemistry behind modern tablet-PCs, namely iPads. Experiments focus on how tablet-PCs work and what resources are needed to build them. The aim is to sensitize students for responsible consumption, proper re-collection and recycling of electronic waste as an important contribution to sustainability.

The issue of recycling focuses certain components, like magnets or batteries, to recycle rare earth metals, but also gold or copper. The recycling processes are laid down in augmented and virtual reality applications that were developed as an extension of the real lab experience based on a cooperation with a supplier of digital equipment for schools and a company working on the recycling of computer waste. Thus, the project combines learning with tablet-PCs and about tablet-PCs. In terms of media education, it introduces and offers chance to reflect the ideas of learning with augmented reality, virtual environments, but it also focuses on a responsible consumption of digital hardware.

The corresponding lab course and augmented reality applications are also introduced to student teachers in Bremen and Konstanz, making the project part of science teacher education on new issues in the fields



of sustainability, education for sustainable development and promoting critical scientific media literacy. It also allows students insights into the work of the business partners in the project.



Huwer, J., Barth, C., Siol, A., & Eilks, I. (2021). Nachhaltigkeitsbildung und Digitalisierung gemeinsam denken - Lernen mit und über den nachhaltigen Einsatz von Tablets am Beispiel einer Augmented Reality Lernumgebung. *Chemie konkret*, 28, 235-240

The **tasks** in the project will be assigned on the specific know-how of each of the project partners. The three members from programme countries (Bremen, Klagenfurt and Helsinki) are experienced in curriculum development and innovations in higher education, both for science teacher education in general and ESD in particular. Beyond general expertise in the broad field of ESD and all the PRESS facets, UniHB will take the leading role in aspects of critical scientific media literacy (especially under inclusion of digital and social media, as obtained from many research works in the past 15 years), Uni-KLU will take special responsibility on networking (among teachers and schools as obtained from being one of the leaders in the IMST initiative in Austria), and UH will bring its special expertise in networking formal education in schools with out-of-school partners (e.g. on non-formal educational programs as obtained in the Gadolin network in Finland). Partners in partner countries will bring in their local and regional knowledge on local relevant sustainability challenges, national curriculum requirements and potential to form regional networks to promote PRESS activities. For more details on the tasks description see the detailed listing in the work package description.

A project management board (PMB) will be established. The PMB supports the management and **collaboration** of the consortium and will take major decisions. All participants will be equal members of the consortium, which will have to operate through consensus and cooperation to assure ownership of the project among the partners. Each participant has already nominated a senior member of staff as the PI and member of the PMB. The PMB represents the interests and objectives of all partners of the consortium. The PMB will meet up at each project meeting and will communicate and vote on decisions by email or Zoom if decisions need to be taken in between meetings.

All partners being part of PRESS gave **commitment** to contribute to the assigned roles to guarantee the success of PRESS. All partners agreed upon the importance of ESD in each of their countries, for the world as a whole, but also for their individual science teacher education programmes in particular. Each of the partners is committed to contribute their different expertise, as outlined above, to make PRESS a success and to provide important structures and materials that also have potential to lead other institutions in the partner countries and beyond to also implement ESD modules as developed in PRESS. All partners committed themselves to offensively distribute and promote the PRESS ideas and philosophy in their countries and on an international level.

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.

As already described under 2.2.1, the consortium will be managed and led by UniHB in cooperation with ISU. Both institutions have already experiences in co-leading projects (ERASMUS+ CBHE project ARTIST and TEMPUS project SALiS).

As said under 2.2.1, a **project management board** will be installed to make joint decisions beyond the detailed description of roles and tasks in the application or any needed adjustment to the project application. In the event of any slippages in the agreed work plan, the PMB will act to deploy resources to achieve recovery and the coordinator will inform the EC accordingly.

Since all partners within the consortium had been in contact and cooperation with one of the two co-coordinating institutions, difficulties in communication are not expected. Communication will be structured via regular meetings (face-to-face and online).

At UniHB, aside the coordinator in person (Ingo Eilks), a junior expert will assist in the management of the project (Nadja Belova) to allow availability to partners at all time. At ISU, aside the co-coordinator in persons (Marika Kapanadze), an EC-programme experienced administrative manager (Manana Salukvadze) will be available to all partners for any questions on the project administration and use of the grant.

Project meetings will be organized two times per year, (kick-off meeting in a face-to-face format, middle and end of Year 1, middle and end of Year 2, middle of Year 3 – online via Zoom, and end of Year 3 in combination with the final conference) and provide discussion platforms for partners to report on their activities and the development of the WP activities in each country. Each meeting allow partners enough time to exchange, report and discuss how they will implement the tasks of each Work package, taking into account the differences of cultures and opportunities. The PMB will meet up at each project meeting to discuss and make all relevant decision concerning the course of the project, The Project Management Board (PMB) will communicate and vote on decisions by email if decisions need to be taken in between meetings.

Internal communication between partners will be done mostly by email and Zoom. Mailing-lists will be created to facilitate communication between the groups of partners and corresponding stakeholder groups involved. A Dropbox area for repository of working files, reports, photos and videos will be provided. WPLs will communicate actively with the partners to ensure cohesion of the group, best communication of ideas and feedback.

Dispute resolution for the project will be taken by the PMB together with the coordinator. Each partner nominated already a senior member of staff to be a member of the PMB. Meetings will be held regularly at each project meeting and will be chaired by the coordinator. When necessary, the PMB will make decisions by simple majority voting with each member of the consortium having one vote. All meetings of the PMB will be minuted and stored in the Dropbox space. The coordinator will report to the PMB on the finances of the project and any slippages in schedule at the project meetings and via email.

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?

Exploitation and Dissemination: Within the PRESS project a PRESS toolkit in the different languages of the partner countries will be developed and published online on the PRESS webpage. The toolkits will be used in pre-service and in-service teacher education (professional development). In the partner countries PRESS courses in pre-service teacher education will be designed with the participation of teacher educators and student teachers. Professional development PRESS workshops will be developed for teachers, school students and the wider public as well. A PRESS network will be set up to support



exchange, co-operation and mutual learning by all parties involved like teacher educators, student teachers, students as well as societal partners. All the project milestones, such as the publication of the toolkit or the open workshops, will be disseminated via the project website and via social media. Different social media platforms, which will all be linked on the website, will be set up and used for slightly different purposes. A Facebook account will serve as a source of information mainly for other scholars/teacher educators as well as the public and will mirror the main information from the project website. As younger people tend not to use Facebook actively anymore, we will create accounts on Instagram, Twitter and TikTok. While the first two accounts will also serve the dissemination of selected project results, important meetings or the announcement of events (in a shorter format than on Facebook due to the characteristics of the network), the TikTok account will be used to disseminate general information on the importance of ESD in a more catching and entertaining way. Especially Twitter will be an important channel of dissemination as teachers all over the world actively use it. We will come up with special PRESS hashtags and combine them with common hashtags from the Twitter (and Instagram where hashtags are also actively used) “education bubble” to reach a boarder public. If during the course of the project new social media platforms might gain popularity, we will also use any new type of dissemination channels to spread the PRESS results.

Short term impact during the project: During the project a number of staff of the participating institutions will participate in national and international meetings and conferences. Innovative courses in pre-service and in-service teacher education will be developed and piloted during the project phase. They will be integrated into the teacher education curricula of the partner countries already during the project. Teacher educators, teachers, student teachers as well as students will be the main target groups to benefit from PRESS in the partner countries. They will directly benefit from the project results as they will get to know relevant concepts of SD and ESD. PRESS networks will be founded with members among teacher educators, teachers, businesses/industries and societal partners. A PRESS website and fill-fledged social media presence will be established.

Middle and long term impact after the project: Innovative courses in pre-service teacher education and in-service teacher education will be firmly established in the partner countries based on the PRESS results. The PRESS website (including the social media accounts) and the PRESS networks will be maintained after the end of the project and actively used to disseminate updates related to the impacts of the project. Based on these measures changed and improved quality of practice in teacher education and in the schools is expected. The learning of students and student teachers on science education and sustainable development will be improved. Additionally PRESS will contribute to the awareness of the society on sustainable development which can be also done via the social media channels.

Open access: The PRESS website with the teaching and learning materials and tools as well as the social media accounts will be freely accessible. Any accompanying research will be published in open access journals where possible.

Sustainability: With this measures the modernised HEIs in the partner countries will create knowledge value which support economic and social development. The PRESS networks as well as the PRESS website together with the social media channels secure access among people with fewer opportunities and people located in remote areas of the partner countries. The different social media channels might attract the attention of the public and make a great number of people who might not be directly related to the educational sector aware of the importance of ESD. Within the PRESS networks new and strengthened existing links will be established with the public and private sector. Students’ sense of initiative in sustainable development and natural sciences will be promoted by the PRESS measures. The development of the PRESS measures will be done by co-operation and participation of the institutions in the partner countries. This will lead to a sustained institutional ownership and will ensure the sustainability of the impact. The participation in PRESS will increase the quality of the offers and services of the participating institutions nationally and internationally in the long run.

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.



During the project three of **national educational policy meetings** in the partner countries will be organised by the PRESS partners. Teacher educators and policy makers will participate.

During the project three PRESS **professional development workshop** for in-service teachers will be organised in the partner countries. New and updated PRESS courses in pre-service teacher education programmes will be established in the partner countries.

School students will participate in a number of outreach activities during and after the project.

The products and outcomes of PRESS will be presented at **conferences** via materials and **publications** during and after the project. Here, our first priority will be a high visibility at international science education conferences such as ESERA, ECRICE or NARST. We hope that there will be at least two to three opportunities during the project to present our results and the project as such at such conferences (they usually take place every two years). In addition, the programme and partner countries all have several annual national conferences where we will also be active (on average at least one conference per country per year). We also plan to publish the project results in national and international journals. For example, the journal ARISE, which was launched during the ARTIST project, is a good first platform for this. For the entire duration of the project, we are aiming for at least a double-digit number of publications, whereby the results will certainly resonate and lead to further publications beyond the project duration.

For the concrete strategies on communication, dissemination and **visibility via website and social media** see 3.1 under “Exploitation and Dissemination”. The website will be updated regularly so that all project milestones will be visible there. So, there will be new content on the website every few weeks. The central project results will be mirrored in an abbreviated form on the Facebook account with the appropriate frequency. These two communication channels mostly target other educators and HEIs in general. The postings on Twitter, Instagram and TikTok will be more frequent, every few days depending on the project phase. Twitter in particular will be increasingly used for low-threshold updates (information on productive online meetings, interesting experiences from the international collaboration, sneak peeks into the courses and materials) due to the large education community (pre-service as well as in-service teachers and educators from all educational levels) there. TikTok is intended to act as a kind of gateway medium for young users, for example teachers at the beginning of their training, in order to arouse initial interest. The advantage of Instagram, TikTok and especially Twitter is that you can optimise the targeting for certain groups by using specific hashtags (such as #edchat for lower and upper secondary education or #highered for higher education).

The visibility of the EU funding will be ensured via the **placement of ERASMUS logos** on all of the materials (workshop materials, PowerPoint slides, toolkit etc.), mentioning of the funding on the website and on social media as well as respective acknowledgements in publications of the project results.

3.3 Sustainability and continuation

Sustainability, long-term impact and continuation

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

What will need to be done? Which parts of the project should be continued or maintained? How will this be achieved?

Which resources will be necessary to continue the project? How will the results be used?

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

The **PRESS website** as well as the social media accounts will be continued and maintained after the project.

The developed PRESS toolkit and online-tools will be available in the different languages of the partner countries. The **PRESS courses** in the partner countries will be implemented, **teaching materials** as well as online-tools will be available and staff teaching resources will be allocated.

The partner institutions will continue offering **professional development courses** for in-service teachers and will use the PRESS course materials.



The developed **PRESS networks** will be continued and cooperation will go on after the end of the project. PRESS builds on the several cooperation from Erasmus+ Project ARTIST and will extend the cooperation gained there.

Science teachers and science student-teachers from different schools in Georgia, Israel and Indonesia will become **PRESS ambassadors for ESD**. They will disseminate the philosophy and results of PRESS at their schools, in local communities and among their colleagues. They will implement the project ideas and disseminate materials prepared based on PRESS in the frame of the project and after the project lifetime.

4. WORK PLAN, WORK PACKAGES, TIMING AND SUBCONTRACTING

4.1 Work plan

Work plan

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

See also section 2.1 for further explanations and explaining the tasks and their justification.

The work plan is structured by 5 work packages and associated tasks and deliverables.

The main work is done in WPs 2 and 3 on “**Preparation**” and “**Development and Implementation**”. WP 2 on “Preparation” will follow the tasks

T2.1 Conducting the training needs analysis

T2.2 Identifying relevant examples and topics for the PRESS module activities

T2.3 Identifying relevant networking partners

T2.4 Study tours

and WP 3 on “Development and Implementation”

T3.1 Development of the curriculum framework and syllabus

T3.2 Development of course materials/PRESS teaching toolkit

T3.3 Adapting and piloting the courses

T3.4 Development of the final draft of the curriculum

T3.5 Establishing partner networks

T3.6 Analysis of helpful media and supporting materials for new courses

T3.7 Purchasing supporting materials and equipment for PRESS trainings and courses

T3.8 National face-to-face and online Meetings

T3.9 Launch of the PRESS centres

T3.10 International staff and teacher training PRESS workshops

T3.11 Implementation of PRESS courses in all project universities

Management and quality control are done in WP 1 and 4 “**Management and Coordination**” and “**Quality Assurance and Evaluation**”, more specifically in WP 1

T1.1 Signing of GA and PAs/Grant Registration Procedures/Training and Grant holders’ Meeting

T1.2 Kick-off meeting

T1.3 Project consortium meetings

T1.4 Project final consortium meeting

T1.5 Project ongoing Management and financial administration

T1.6 Reporting

and in WP 4

T4.1 Internal consortium monitoring

T4.2 External monitoring and interviews with all partners

T4.3 Evaluation of the local training workshops content and methodology

T4.4 Evaluation of the international training workshops content and methodology

T4.5 Evaluation of the PRESS courses

“**Dissemination and Exploitation**” is subject to WP 5

T5.1 Development of Dissemination and Exploitation Plan

T5.2 Developing of the PRESS website

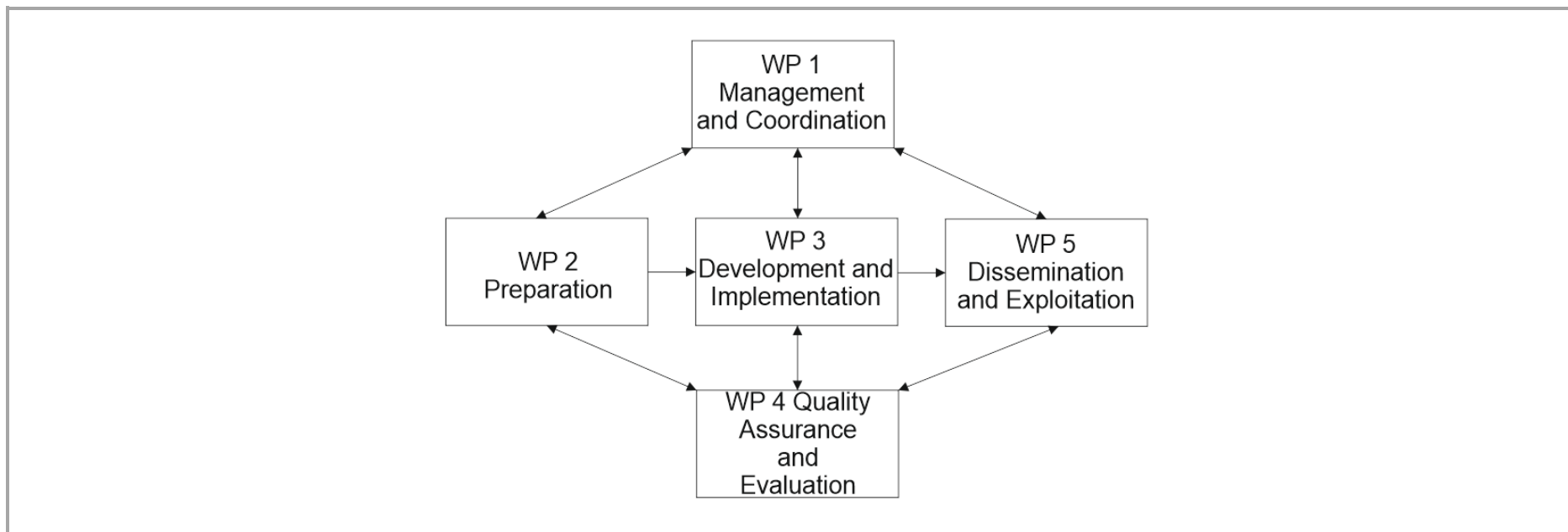
T5.3 Setup of project social media pages

T5.4 Continuous support, consulting and dissemination of the PRESS course framework and materials

T5.5 Linking teacher education and PRESS activities with non-formal education partners and society

T5.6 Preparing and operating the PRESS final conference

The workflow is planned from the WP 1 preparation, via WP 2 development and implementation towards WP 5 dissemination with some overlaps, e.g. the development starts already parallel to the ongoing preparation phase, or dissemination starts parallel to the development and implementation phase. The whole process is coordinated by WP 1. Constant interplay is done with WP4 to assure quality. The relationship between the WPs can be seen in the following graph:



4.2 Work packages and activities


WORK PACKAGES

This section concerns a detailed description of the project activities.

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

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

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

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

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

Work Package 1: Management and coordination

Duration:	M1 – M36	Lead Beneficiary:	UniHB
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Objectives

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

- The general objective of WP1 (Management and coordination) is to manage and coordinate the project by establishing an effective and efficient management environment/system for all project partners to ensure the smooth development of all tasks related to the project implementation
- Project management provides clear schedule of development and tracking the overall project implementation, including scientific, administrative and financial issues related to the project for its full lifetime-36 months
- Project management is based on the core principles of EU funded project management. The coordinator together with the beneficiaries contribute to a smooth and successful implementation of the project based on transparency and visibility. A Project Management Board (PMB) ensures through reporting and monitoring successful implementation of the PRESS activities.

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

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

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

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

Note:

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

The coordinator remains fully responsible for the coordination tasks, even if they are delegated to someone else. Coordinator tasks cannot be subcontracted. If there is subcontracting, please also complete the table below.

	Task Name	Description	Participants	
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Task No (continuous numbering linked to WP)			Name	Role (COO, BEN, AE, AP, OTHER)	In-kind Contributions and Subcontracting (Yes/No and which)
T1.1	Signing of GA and PAs/Grant Registration Procedures/Training and Grant holders' Meeting	Signing a GA with the Agency/EACEA, participation in the grant holders meeting organized by the EACEA, grant registration procedures. Preparation and signing PA s with the consortium partners.	UniHB	COO/BEN	Yes with additional staff time of support staff, no subcontracting
T1.2	Kick-off meeting	The kick-off meeting is a very important event as this is the opportunity for all project partners to get together and discuss face-to-face all key issues of the project ensuring success of the project implementation. The Project Management Board will be formed and the first meeting will be organized. The meeting will be organised by UniHB in Bremen in combination with the start of the study tours.	UniHB, Uni-KLU, UH, ISU, BSU, AACE, DYC, UM, UNTIRTA	COO/BEN	No in-kind contribution and no subcontracting
T1.3	Project consortium meetings	Project consortium meetings will be organised every 6 months when meeting face-to-face, otherwise hybrid or virtually, via Zoom, for discussions, planning and reporting about the project activities.	UniHB, Uni-KLU, UH, ISU, BSU, AACE, DYC, UM, UNTIRTA	COO/BEN	No in-kind contribution and no subcontracting
T1.4	Project final consortium meeting	The final consortium meeting will be organised after the final conference in Batumi, Georgia. All partners will meet together and evaluate the development and implementation of the project, plan how to sustain PRESS networks and further collaboration.	UniHB, Uni-KLU, UH, ISU, BSU, AACE, DYC, UM, UNTIRTA	COO/BEN	No in-kind contribution and no subcontracting

T1.5	Project ongoing management and financial administration	Project ongoing management and financial administration will be done according to the guidelines and grant regulations, all financial payments will be done according to the PAs.	UniHB, Uni-KLU, UH, ISU, BSU, AACE, DYC, UM, UNTIRTA	COO	Yes with additional staff time of support staff, no subcontracting
T1.6	Reporting	Intermediate and final reports will be prepared by the coordinator in cooperation with all partners for the Agency/EACEA. Intermediate reporting will be done by each partner regularly twice in a year to all on-going project issues and will be presented during the consortium meetings.	UniHB, Uni-KLU, UH, ISU, BSU, AACE, DYC, UM, UNTIRTA	COO	No in-kind contribution and no subcontracting

Milestones and deliverables (outputs/outcomes)

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

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

Deliverables are project outputs which are submitted to show project progress (any format). Refer only to major outputs. Do not include minor sub-items, internal working papers, meeting minutes, etc.

It is recommended to limit the number of deliverables to max 10-15 for the entire project. You may be asked to further reduce the number during grant preparation.

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

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

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

The labels used mean:

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

Sensitive — limited under the conditions of the Grant Agreement

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

Milestone No	Milestone Name	Work Package No	Lead Beneficiary	Description	Due Date (month number)	Means of Verification
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(continuous numbering not linked to WP)							
MS1	Project management	1	UniHB	EU project management system is structured according to EACEA regulations.		M36	Signed GA and PAs, PMB, WPs, finalised budget tables from all partners, financial reports
MS 2	Successful coordination of the project meetings	1	UniHB	Consortium meetings are organised and all reports are issued.		M36	Agendas from the meetings, video records, reports
Deliverable No <small>(continuous numbering linked to WP)</small>	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date <small>(month number)</small>	Description <small>(including format and language)</small>
D1.1	Signed PAs	1	UniHB	[R — Document, report]— [DMP — Data Management [OTHER]	[SEN — Sensitive]	M6	Signed PAs
D1.2	Kick-off, Management, Quality	1	UniHB	[R — Document, report]— [OTHER]	[SEN — Sensitive]	M6	Kick-off Meeting report, Project Management Plan Handbook (including conflict resolution mechanisms) and Quality Assurance Plan (English)

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

	Costs
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Participant	A. Personnel		B. Subcontracting	C.1a Travel			C.1b Accommodation	C.1c Subsistence	C.2 Equipment	C.3 Other goods, works and services	D.1 Financial support to third parties		E. Indirect costs	Total costs
	person months	EUR		travels	persons travelling	EUR					grants	EUR		
UniHB	5 person months	22339 EUR	0 EUR	1 travel	1 person travelling	196 EUR	411 EUR	408 EUR	0 EUR	0 EUR	0 grants	0 EUR	1635 EUR	24989 EUR
ISU	4 person months	4696 EUR	0 EUR	1 travel	1 person travelling	433 EUR	411 EUR	408 EUR	0 EUR	0 EUR	0 prizes	0 EUR	416 EUR	6364 EUR
Uni-KLU	3 person months	13304 EUR	0 EUR	1 travel	2 persons travelling	442 EUR	714 EUR	776 EUR	0 EUR	0 EUR	0 prizes	0 EUR	1067 EUR	16303 EUR
UH	3 person months	12339 EUR	0 EUR	1 travel	2 persons travelling	460 EUR	714 EUR	776 EUR	0 EUR	0 EUR	0 grants	0 EUR	1000 EUR	15289 EUR
UM	3 person months	1982 EUR	0 EUR	0 travels	0 persons travelling	0 EUR	0 EUR	0 EUR	0 EUR	0 EUR	0 prizes	0 EUR	139 EUR	2121 EUR
UNTIRTA	3 person months	1982 EUR	0 EUR	0 travels	0 persons travelling	0 EUR	0 EUR	0 EUR	0 EUR	0 EUR	0 prizes	0 EUR	139 EUR	2121 EUR
AACE	3 person months	7571 EUR	0 EUR	0 travels	0 persons travelling	0 EUR	0 EUR	0 EUR	0 EUR	0 EUR	0 grants	0 EUR	530 EUR	8101 EUR

DYC	3 person months	7571 EUR	0 EUR	0 travels	0 persons travelling	0 EUR	0 EUR	0 EUR	0 EUR	0 EUR	0 grants	0 EUR	530 EUR	8101 EUR
BSU	3 person months	3321 EUR	0 EUR	0 travel	0 persons travelling	0 EUR	0 EUR	0 EUR	0 EUR	0 EUR	0 grants	0 EUR	232 EUR	3553 EUR
Total	30 person months	75105 EUR	0 EUR	4 travels	6 persons travelling	1531 EUR	2250 EUR	2368 EUR	0 EUR	0 EUR	0 grants 0 prizes	0 EUR	5688 EUR	86942 EUR

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

Work Package 2: Preparation

Duration:

M1 – M6

Lead Beneficiary:

UH

Objectives

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

- One of the specific objectives of the WP2 is to identify locally relevant examples, topics and networking partners based on the needs analysis in the partner countries
- Organisation of study tours by UniHB and UH for key staff from partner universities

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

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

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

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

Note:
In-kind contributions: In-kind contributions for free are cost-neutral, i.e. cannot be declared as cost. Please indicate the in-kind contributions that are provided in the context of this work package.
The coordinator remains fully responsible for the coordination tasks, even if they are delegated to someone else. Coordinator tasks cannot be subcontracted. If there is subcontracting, please also complete the table below.

Task No (continuous numbering linked to WP)	Task Name	Description	Participants		In-kind Contributions and Subcontracting (Yes/No and which)
			Name	Role (COO, BEN, AE, AP, OTHER)	
T2.1	Conducting the training needs analysis	Detailed needs detailed analysis for each of the partner country will be conducted by the whole consortium based on regional demands for implementing ESD in science teacher education in Georgia, Israel and Indonesia. An analysis will be carried out what educational policy documents and materials are available in the different national/regional environments that are related to education for sustainable development (ESD) and media education in science education.	UniHB, Uni-KLU, UH, ISU, BSU, AACE, DYC, UM, UNTIRTA	COO, BEN	No in-kind contribution and no subcontracting
T2.2	Identifying relevant examples and topics for the PRESS module activities	All partners will work on the development of content for PRESS activities. Relevant examples and topics for these activities will be based on the analysis of potential resources from the partner countries and EU partners international expert knowledge	UniHB, Uni-KLU, UH, ISU, BSU, AACE, DYC, UM, UNTIRTA	COO, BEN	No in-kind contribution and no subcontracting
T2.3	Identifying relevant networking partners	Partners from Georgia, Israel and Indonesia will identify local partners from businesses/SMEs, non-formal learning providers or groups from society, e.g. NGOs. Partners are needed that would be interested	ISU, BSU, AACE, DYC, UM, UNTIRTA	BEN	Yes with additional staff time of support staff, no subcontracting

		to cooperate with PRESS members for both the development of teaching and learning scenarios to be used in teacher education and schools, as well as to create public activities by science student teachers promoting the ideas of sustainability and ESD to a broader audience.			
T2.4.1	Study Tour 1	Study tours to UniHB – key staff from Georgian, Israeli and Indonesian universities for best practice exchange	UniHB, ISU, BSU, AACE, DYC, UM, UNTIRTA	COO, BEN	No in-kind contribution and no subcontracting
T2.4.2	Study Tour 2	Study tours to UH – key staff from Georgian, Israeli and Indonesian universities for best practice exchange	UH, ISU, BSU, AACE, DYC, UM, UNTIRTA	COO, BEN	No in-kind contribution and no subcontracting

Milestones and deliverables (outputs/outcomes)

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

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

Deliverables are project outputs which are submitted to show project progress (any format). Refer only to major outputs. Do not include minor sub-items, internal working papers, meeting minutes, etc.

It is recommended to limit the number of deliverables to max 10-15 for the entire project. You may be asked to further reduce the number during grant preparation.

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

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

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

The labels used mean:

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

Sensitive — limited under the conditions of the Grant Agreement

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

Milestone No (continuous numbering not linked to WP)	Milestone Name	Work Package No	Lead Beneficiary	Description		Due Date (month number)	Means of Verification
MS 3	Training needs analysis and successful identification of project partners	2	UH	Needs analyses for each of the partner countries are done by EU countries for implementing ESD in science teacher education in Georgia, Israel and Indonesia. PRESS partners identify potential schools and business partners for cooperating with them within the PRESS networks.		M6	The report documents of the needs analysis List of potential schools and business partners
MS 4	Study tours	2	UH	Study tours are organised for partner country staff to program countries to get more insight how ESD is implemented in EU countries.		M6	Trained project staff, list of the participants, photos from the meetings
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	Needs analysis, partners list	2	UH	[R — Document, report]	[SEN — Sensitive]	M6	The report documents the analysis of training needs and available educational policy documents in participating institutions, for future planning of curriculum development, production of the materials such as training materials and activities with non-academic partners. (English)

							Partners describe a strategy of how to establish the networks and what forms of interaction are intended. List of potential schools and business partners. (English)
D2.2	Study tours	2	UH	[R — Document, report] [DEC — Websites, patent filings, videos, etc]	[SEN — Sensitive]	M6	Study tours are organised for partner country staff to program countries to get more insight how ESD is implemented in EU countries.

Estimated budget — Resources <i>(n/a for prefixed Lump Sum Grants)</i>														
Participant	Costs													
	A. Personnel		B. Subcontracting	C.1a Travel			C.1b Accommodation	C.1c Subsistence	C.2 Equipment	C.3 Other goods, works and services	D.1 Financial support to third parties		E. Indirect costs	Total costs
UniHB	2 person months	9178 EUR	0 EUR	0 travels	0 persons travelling	0 EUR	0 EUR	0 EUR	0 EUR	0 EUR	0 grants	0 EUR	642 EUR	9820 EUR
ISU	2 person months	2625 EUR	0 EUR	1 travel	3 persons travelling	1299 EUR	4689 EUR	4071 EUR	0 EUR	0 EUR	0 prizes	0 EUR	888 EUR	13572 EUR

Uni-KLU	1 person months	5357 EUR	0 EUR	0 travels	0 persons travelling	0 EUR	0 EUR	0 EUR	0 EUR	0 EUR	0 grants	0 EUR	375 EUR	5732 EUR
UH	3 person months	15714 EUR	0 EUR	0 travels	0 persons travelling	0 EUR	0 EUR	0 EUR	0 EUR	0 EUR	0 grants	0 EUR	1100 EUR	16814 EUR
UM	2 person months	1482 EUR	0 EUR	1 travel	3 persons travelling	3303 EUR	4689 EUR	4071 EUR	0 EUR	0 EUR	0 grants	0 EUR	948 EUR	14493 EUR
UNTIRTA	2 person months	1482 EUR	0 EUR	1 travel	3 persons travelling	3303 EUR	4689 EUR	4071 EUR	0 EUR	0 EUR	0 grants	0 EUR	948 EUR	14493 EUR
AACE	2 person months	5571 EUR	0 EUR	1 travel	3 persons travelling	1299 EUR	4689 EUR	4071 EUR	0 EUR	0 EUR	0 grants	0 EUR	1094 EUR	16724 EUR
DYC	2 person months	5571 EUR	0 EUR	1 travel	3 persons travelling	1299 EUR	4689 EUR	4071 EUR	0 EUR	0 EUR	0 grants	0 EUR	1094 EUR	16724 EUR
BSU	2 person months	2625 EUR	0 EUR	1 travel	3 persons travelling	1299 EUR	4689 EUR	4071 EUR	0 EUR	0 EUR	0 prizes	0 EUR	888 EUR	13572 EUR
Total	18 person months	49605 EUR	0 EUR	6 travels	18 persons travelling	11802 EUR	28134 EUR	24425 EUR	0 EUR	0 EUR	0 grants 0 prizes	0 EUR	7977 EUR	121943 EUR

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

Work Package 3: Development and Implementation

Duration:

M7 – M33

Lead Beneficiary:

UniHB

Objectives

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

- One of the general objectives of WP3 is development of PRESS curriculum and course materials/PRESS teaching toolkit
- Partner networks will be established and PRESS courses will be implemented at the partner universities
- Supporting materials will be purchased for PRESS courses
- National meetings will be organised twice in a year at partner universities – one face to face and one online
- International staff and teacher training workshops will be organised in Georgia, Israel and Indonesia
- PRESS courses will be implemented at partner universities

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

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

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

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

Note:

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

The coordinator remains fully responsible for the coordination tasks, even if they are delegated to someone else. Coordinator tasks cannot be subcontracted. If there is subcontracting, please also complete the table below.

	Task Name	Description	Participants	
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Task No (continuous numbering linked to WP)			Name	Role (COO, BEN, AE, AP, OTHER)	In-kind Contributions and Subcontracting (Yes/No and which)
T3.1	Development of the curriculum framework and syllabus	The course structure will be developed based on experiences in programme countries and in collaboration between the partner institutions.	UniHB, Uni-KLU, UH, ISU, BSU, AACE, DYC, UM, UNTIRTA	COO, BEN	No in-kind contribution and no subcontracting
T3.2	Development of course materials/PRESS teaching toolkit	Training materials, teaching toolkit, slide shows and hand-outs will be prepared for the courses. Materials will cover teaching Science for ESD, taking into account several aspects of media literacy and non-formal learning in teaching science. The materials will be developed by UniHB, Uni-KLU and UH in cooperation with all partners. The materials are to be translated to all local languages.	UniHB, Uni-KLU, UH, ISU, BSU, AACE, DYC, UM, UNTIRTA	COO, BEN	No in-kind contribution, no subcontracting
T3.3	Adapting and piloting the courses	The PRESS courses will be piloted at first. Students and trainees will participate in the piloting in all six PRESS partner country beneficiary institutions. They will participate in evaluation and fine-tuning of the curriculum and material.	ISU, BSU, AACE, DYC, UM, UNTIRTA	BEN	Yes with additional staff time of support staff, no subcontracting
T3.4	Development of the final draft of the curriculum	Based on the piloting results the final drafts of the course structure are to be developed.	UniHB, Uni-KLU, UH, ISU, BSU, AACE, DYC, UM, UNTIRTA	COO, BEN	No in-kind contribution and no subcontracting
T3.5	Establishing partner networks	A network of the partner universities with schools and non-academic partners from society are to be formed around each of the	ISU, BSU, AACE, DYC, UM, UNTIRTA	BEN	Yes with additional staff time of support staff, no subcontracting

		PRESS universities, to ensure sufficient background and impact of the project.			
T3.6	Analysis of helpful media and supporting materials for new courses	A detailed list of supporting materials will be developed around training needs in each partner university.	UniHB, Uni-KLU, UH, ISU, BSU, AACE, DYC, UM, UNTIRTA	COO, BEN	Yes with additional staff time of support staff, no subcontracting
T3.7	Purchasing supporting materials for PRESS trainings and courses	Institutions will develop existing infrastructure by procuring specific materials needed to promote teacher education for education for sustainable development related to the non-academic partners in the partnership network. These materials may include some special media or items for demonstrating, studying and investigating, e.g., processes climate change, biodiversity loss or clean water supply. All materials will be purchased in all PRESS partner universities during the first year of the project.	ISU, BSU, AACE, DYC, UM, UNTIRTA	BEN	Yes with additional staff time of support staff, no subcontracting
T3.8.1	National Meetings in Batumi	National meetings for the first and third year of the project will be held in Batumi for Georgian partners for further discussions of country specific needs. Activities related to the development and implementation of PRESS courses on national level.	ISU, BSU	BEN	Yes with additional staff time of support staff, no subcontracting
T3.8.2	National Meeting in Tbilisi	National meeting for the second year of the project will be held in Tbilisi for Georgian partners for further discussions of country specific needs. Activities related to the development and implementation of PRESS courses on national level.	ISU, BSU	BEN	Yes with additional staff time of support staff, no subcontracting
T3.8.3	National Meetings in Haifa	National meetings for the first and third year of the project will be held in Haifa for Israeli partners for further discussions of country specific needs. Activities related to the	DYC, AACE	BEN	Yes with additional staff time of support staff, no subcontracting

		development and implementation of PRESS courses on national level.			
T3.8.4	National Meeting in Jerusalem	National meeting for the second year of the project will be held in Jerusalem for Israeli partners for further discussions of country specific needs. Activities related to the development and implementation of PRESS courses on national level.	DYC, AACE	BEN	Yes with additional staff time of support staff, no subcontracting
T3.8.5	National Meetings in Malang	National meetings for the first and third year of the project will be held in Malang for Indonesian partners for further discussions of country specific needs. Activities related to the development and implementation of PRESS courses on national level.	UNTIRTA, UM	BEN	Yes with additional staff time of support staff, no subcontracting
T3.8.6	National Meeting in Serang	National meeting for the second year of the project will be held in Serang for Indonesian partners for further discussions of country specific needs. Activities related to the development and implementation of PRESS courses on national level.	UNTIRTA, UM	BEN	Yes with additional staff time of support staff, no subcontracting
T3.8.7	National online meetings	National online meetings once in a year (in between the face-to-face meetings) will be held in all partner countries for further discussion of country specific needs and achievements. Activities related to the development and implementation of PRESS courses on national level, also activities connected with the PRESS centres will be taken into consideration.	ISU, BSU, AACE, DYC, UM, UNTIRTA	BEN	No in-kind contribution and no subcontracting
T3.9	Launch of the PRESS centres	Collaborative networks of universities, schools, enterprises (SME's and/or industry) and society partners are established and maintained in order to jointly learn about sustainability and media in society in partner universities. The aim is to allow teachers and	ISU, BSU, AACE, DYC, UM, UNTIRTA	BEN	Yes with additional staff time of support staff, no subcontracting

		student teachers to better inform their students about the role of science and engineering for sustainability and how science is treated by the media.			
T3.10.1	International staff and teacher training PRESS workshop in Tbilisi	International staff and teacher training PRESS workshop will be held in Tbilisi. Staff from UniHB, UH, Uni-KLU visit Georgia and conduct trainings with larger groups from ISU and BSU. International exchange will be helpful for Georgian partners to further develop their understanding of ESD and help developing joint efforts to promote science education for sustainability and critical scientific media literacy.	UniHB, UH, Uni-KLU, ISU, BSU	COO, BEN	Yes with additional staff time of support staff and no subcontracting
T3.10.2	International staff and teacher training PRESS workshops in Jerusalem	International staff and teacher training PRESS workshop will be held in Jerusalem. Staff from UniHB, UH, Uni-KLU and ISU visit Israel and conduct trainings with larger groups from both institutions. International exchange will be helpful for Israeli partners to further develop their understanding of ESD and help developing joint efforts to promote science education for sustainability and critical scientific media literacy.	UniHB, Uni-KLU, UH, ISU, AACE, DYC	COO, BEN	Yes with additional staff time of support staff and no subcontracting
T3.10.3	International staff and teacher training PRESS workshops in Malang	International staff and teacher training PRESS workshop will be held in Malang. Staff from UniHB, UH, Uni-KLU and ISU visit Indonesia and conduct trainings with larger groups from both institutions. International exchange will be helpful for Israeli partners to further develop their understanding of ESD and help developing joint efforts to promote science education for sustainability and critical scientific media literacy.	UniHB, UH, Uni-KLU, ISU, UNTIRTA, UM	COO, BEN	Yes with additional staff time of support staff and no subcontracting

T3.11	Implementation of PRESS courses in all project universities	PRESS courses will be implemented during the third year of the project lifetime. The course structure and content developed in partnership based on the already existing needs and further analysis in the first year of the PRESS project.	UniHB, Uni-KLU, UH, ISU, BSU, AACE, DYC, UM, UNTIRTA	COO, BEN	Yes with additional staff time of support staff, no subcontracting
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Milestones and deliverables (outputs/outcomes)

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

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

Deliverables are project outputs which are submitted to show project progress (any format). Refer only to major outputs. Do not include minor sub-items, internal working papers, meeting minutes, etc.

It is recommended to limit the number of deliverables to max 10-15 for the entire project. You may be asked to further reduce the number during grant preparation.

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

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

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

The labels used mean:

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

Sensitive — limited under the conditions of the Grant Agreement

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

Milestone No <small>(continuous numbering not linked to WP)</small>	Milestone Name	Work Package No	Lead Beneficiary	Description	Due Date <small>(month number)</small>	Means of Verification
MS5	Curriculum Framework and Syllabi for PRESS courses	3	UniHB	The course structure is developed based on good practices of EU partners and collaboration between the partner institutions.	M18	Curriculum document in all project languages
MS6	Implemented PRESS courses at	3	UniHB	PRESS courses are implemented during the third year of the project in all universities	M33	PRESS courses in the curriculum of partner universities

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	Curriculum Framework and Syllabi	3	UniHB	[R — Document, report]	[PU — Public]	M18	Curriculum framework and syllabus is developed and based on good practices, collaboration between the partner institutions. Document in all project languages
D3.2	PRESS teaching toolkit	3	UniHB	[R — Document, report]	[PU — Public]	M24	PRESS teaching toolkit is prepared and translated in all project languages, taking into account several aspects of diversity-sensitive teaching for informing practice and introduction of innovations in teaching science. Document
D3.3	Purchase of supporting materials	3	UniHB	[R — Document, report] [OTHER]	[SEN — Sensitive]	M12	Specific supporting materials are purchased for promoting teacher education for sustainable development. Materials are installed in PRESS centres
D3.4	National meetings in partner countries	3	UniHB	[R — Document, report] [OTHER]	[SEN — Sensitive]	M33	National meetings are held in all partners universities two times in a year (one meeting F2F)

							and one meeting online) for further discussions of country specific needs and implementation of PRESS courses on national level. Meetings are held on local languages.
D3.5	International staff trainings and workshops in partner countries	3	UniHB	[R — Document, report] [OTHER]	[SEN — Sensitive]	M24	International staff and teacher training PRESS workshops are held in partner universities in Georgia, Israel and Indonesia. International exchange is very helpful for project partners to further develop their understanding of ESD and to promote science education for sustainability. Workshop language – English with the translation on local languages.
D3.6	Implemented PRESS courses at partner universities	3	UniHB	[R — Document, report] [OTHER]	[SEN — Sensitive]	M33	PRESS courses are implemented during the third year of the project lifetime in all universities. All project languages.
D3.7	PRESS networks	3	UniHB	[R — Document, report] [OTHER]	[SEN — Sensitive]	M33	PRESS networks are established. All project languages.

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

Participant	Costs													
	A. Personnel		B. Subcontracting	C.1a Travel			C.1b Accommodation	C.1c Subsistence	C.2 Equipment	C.3 Other goods, works and services	D.1 Financial support to third parties		E. Indirect costs	Total costs
UniHB	11 person months	49248 EUR	0 EUR	3 travels	6 persons travelling	3936 EUR	4110 EUR	2578 EUR	0 EUR	0 EUR	0 grants	0 EUR	4191 EUR	64063 EUR
ISU	10 person months	11785 EUR	0 EUR	4 travels	14 persons travelling	3182 EUR	9470 EUR	5620 EUR	0 EUR	6940 EUR	0 prizes	0 EUR	2590 EUR	39588 EUR
Uni-KLU	5 person months	23626 EUR	0 EUR	3 travels	6 persons travelling	3574 EUR	4110 EUR	2578 EUR	0 EUR	0 EUR	0 prizes	0 EUR	2372 EUR	36260 EUR
UH	5 person months	22177 EUR	0 EUR	3 travels	6 persons travelling	3754 EUR	4110 EUR	2578 EUR	0 EUR	0 EUR	0 prizes	0 EUR	2283 EUR	34902 EUR
UM	10 person months	6625 EUR	0 EUR	1travels	5 persons travelling	500 EUR	1800 EUR	750 EUR	0 EUR	7668 EUR	0 prizes	0 EUR	1214 EUR	17343 EUR
UNTIRTA	10 person months	6625 EUR	0 EUR	3 travels	15 persons travelling	1500 EUR	5850 EUR	2400 EUR	0 EUR	2500 EUR	0 prizes	0 EUR	1321 EUR	20196 EUR

AACE	10 person months	25748 EUR	0 EUR	1travels	5persons travelling	400 EUR	2805 EUR	1575 EUR	0 EUR	16332 EUR	0 grants	0 EUR	3280 EUR	50140 EUR
DYC	10 person months	25748 EUR	0 EUR	2 travels	10 persons travelling	800 EUR	5610 EUR	3150 EUR	0 EUR	14904 EUR	0 prizes	0 EUR	3515 EUR	53727 EUR
BSU	10 person months	11785 EUR	0 EUR	3 travels	15 persons travelling	1200 EUR	8710 EUR	6400 EUR	0 EUR	2500 EUR	0 prizes	0 EUR	2142 EUR	32737 EUR
Total	81 person months	183367 EUR	0 EUR	23 travels	82 persons travelling	18846 EUR	46575 EUR	27628 EUR	0 EUR	50844 EUR	0 grants 0 prizes	0 EUR	22908 EUR	350169 EUR

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

Work Package 4: Quality assurance and evaluation

Duration:

M2 – M36

Lead Beneficiary:

Uni-KLU

Objectives

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

- To guarantee the successful implementation of the project several quality measures will be installed, which involve internal and external monitoring
- International training workshops, local trainings and PRESS courses will be evaluated

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

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

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

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

Note:

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

The coordinator remains fully responsible for the coordination tasks, even if they are delegated to someone else. Coordinator tasks cannot be subcontracted. If there is subcontracting, please also complete the table below.

Task No (continuous numbering linked to WP)	Task Name	Description	Participants		In-kind Contributions and Subcontracting (Yes/No and which)
			Name	Role (COO, BEN, AE, AP, OTHER)	
T4.1	Internal consortium monitoring	Regular internal reporting will be conducted within the consortium to ensure the flow of information between all members and the coordinator. The reporting mechanisms and forms are to be agreed in the beginning of the project and formalized through the internal agreement of consortium members. The reports are analysed and the progress of the project is documented.	UniHB, Uni-KLU, UH, ISU, BSU, AACE, DYC, UM, UNTIRTA	COO, BEN	No in-kind contribution and no subcontracting
T4.2	External monitoring and interviews with all partners	Interviews with all partners will be done by the external evaluator several times via Zoom during the project development to evaluate the project implementation.	UniHB, Uni-KLU, UH, ISU, BSU, AACE, DYC, UM, UNTIRTA	COO, BEN	No in-kind contribution and subcontracting (external evaluator)
T4.3	Evaluation of the local training workshops content and methodology	All local training workshops will be evaluated based on participants' feedback. all partner universities will formally evaluate progress of PRESS by regular reports every 12 months. An external evaluator will review the reports,	ISU, BSU, AACE, DYC, UM, UNTIRTA	BEN	No in-kind contribution and subcontracting (external evaluator)

		organize Zoom calls with all partners, and provide critical feedback.			
T4.4	Evaluation of the international training workshops content and methodology	The three training workshops will be evaluated based on participants' feedback by the external evaluator. The focus is comprehensibility, feasibility, and usefulness of the workshops' content and methodology.	UniHB, Uni-KLU, UH, ISU, BSU, AACE, DYC, UM, UNTIRTA	COO, BEN	No in-kind contribution and subcontracting (external evaluator)
T4.5	Evaluation of the PRESS courses	The PRESS courses will be evaluated based on participants' feedback focusing comprehensibility, feasibility, and usefulness of the content and methodology.	UniHB, Uni-KLU, UH, ISU, BSU, AACE, DYC, UM, UNTIRTA	COO, BEN	No in-kind contribution and subcontracting (external evaluator)

Milestones and deliverables (outputs/outcomes)

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

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

Deliverables are project outputs which are submitted to show project progress (any format). Refer only to major outputs. Do not include minor sub-items, internal working papers, meeting minutes, etc.

It is recommended to limit the number of deliverables to max 10-15 for the entire project. You may be asked to further reduce the number during grant preparation.

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

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

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

The labels used mean:

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

Sensitive — limited under the conditions of the Grant Agreement

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

Milestone No <small>(continuous numbering not linked to WP)</small>	Milestone Name	Work Package No	Lead Beneficiary	Description	Due Date <small>(month number)</small>	Means of Verification
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MS7	Reports on the project's progress	4	Uni-KLU	Regular internal reporting is conducted within the consortium to ensure the flow of information between all members and the coordinator.		M36	Reports given in M12, M24 and M36 on all progress in PRESS towards the coordinator.
MS8	External evaluator's reports on the project's progress	4	Uni-KLU	External evaluator's reports are prepared on the project's progress, national and international trainings, also PRESS courses are evaluated.		M34	Reports from external evaluator
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	Internal evaluation	4	Uni-KLU	[R — Document, report]	[SEN — Sensitive]	M36	Regular internal reporting is done within the consortium to ensure the flow of information between all members and the coordinator. Document, English
D4.2	Evaluation of the local trainings and international training workshops	4	Uni-KLU	[R — Document, report]	[SEN — Sensitive]	M34	All local training workshops and international trainings are evaluated based on participants' feedback. Document, English
D4.3	Evaluation of the PRESS courses	4	Uni-KLU	[R — Document, report]	[SEN — Sensitive]	M34	The PRESS courses are evaluated based on participants' feedback. Document, English

Estimated budget — Resources <i>(n/a for prefixed Lump Sum Grants)</i>														
Participant	Costs													
	A. Personnel		B. Subcontracting	C.1a Travel			C.1b Accommodation	C.1c Subsistence	C.2 Equipment	C.3 Other goods, works and services	D.1 Financial support to third parties		E. Indirect costs	Total costs
UniHB	2 person months	9178 EUR	6000 EUR	0 travels	0 persons travelling	0 EUR	0 EUR	0 EUR	0 EUR	0 EUR	0 grants	0 EUR	1062 EUR	16240 EUR
ISU	2 person months	2625 EUR	0 EUR	0 travels	0 persons travelling	0 EUR	0 EUR	0 EUR	0 EUR	0 EUR	0 prizes	0 EUR	184 EUR	2809 EUR
Uni-KLU	3 person months	14911 EUR	0 EUR	0 travels	0 persons travelling	0 EUR	0 EUR	0 EUR	0 EUR	0 EUR	0 prizes	0 EUR	676 EUR	15955 EUR
UH	2 person months	9178 EUR	0 EUR	0 travels	0 persons travelling	0 EUR	0 EUR	0 EUR	0 EUR	0 EUR	0 grants	0 EUR	642 EUR	9820 EUR
UM	2 person months	1482 EUR	0 EUR	0 travels	0 persons travelling	0 EUR	0 EUR	0 EUR	0 EUR	0 EUR	0 prizes	0 EUR	104 EUR	1586 EUR
UNTIRTA	2 person months	1482 EUR	0 EUR	0 travels	0 persons travelling	0 EUR	0 EUR	0 EUR	0 EUR	0 EUR	0 prizes	0 EUR	104 EUR	1586 EUR

AACE	2 person months	5571 EUR	0 EUR	0 travels	0 persons travelling	0 EUR	0 EUR	0 EUR	0 EUR	0 EUR	0 grants	0 EUR	390 EUR	5961 EUR
DYC	2 person months	5571 EUR	0 EUR	0 travels	0 persons travelling	0 EUR	0 EUR	0 EUR	0 EUR	0 EUR	0 prizes	0 EUR	390 EUR	5961 EUR
BSU	2 person months	2625 EUR	0 EUR	0 travels	0 persons travelling	0 EUR	0 EUR	0 EUR	0 EUR	0 EUR	0 prizes	0 EUR	184 EUR	2809 EUR
Total	19 person months	52623 EUR	0 EUR	0 travels	0 persons travelling	0 EUR	0 EUR	0 EUR	0 EUR	0 EUR	0 grants 0 prizes	0 EUR	4104 EUR	62727 EUR

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

Work Package 5: Dissemination

Duration:

M1 – M36

Lead Beneficiary:

ISU

Objectives

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

- Dissemination of the PRESS course framework and materials on university and school level
- Linking PRESS activities with non-formal partners and society

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

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

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

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

Note:

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

The coordinator remains fully responsible for the coordination tasks, even if they are delegated to someone else. Coordinator tasks cannot be subcontracted. If there is subcontracting, please also complete the table below.

Task No (continuous numbering linked to WP)	Task Name	Description	Participants		In-kind Contributions and Subcontracting (Yes/No and which)
			Name	Role (COO, BEN, AE, AP, OTHER)	
T5.1	Development of a detailed dissemination and exploitation plan	A detailed dissemination and exploitation plan will be prepared for the visibility and dissemination of project results	ISU, UniHB	BEN	No in-kind contribution and no subcontracting
T5.2	Developing of the PRESS website	A well-designed website will be developed with the relevant content in English. Project materials will be uploaded in all project languages in a specially prepared web space.	UniHB	COO	Yes with additional staff time of support staff and subcontracting (web page preparation)
T5.3	Setup of project social media pages	Social media accounts will be developed for all project related communication with the partners and society. Social media accounts will be done on project local languages for promoting project results and science education for sustainability and critical scientific media literacy.	UniHB, Uni-KLU, UH, ISU, BSU, AACE, DYC, UM, UNTIRTA	COO/BEN	No in-kind contribution and no subcontracting

T5.4	Continuous support, consulting and dissemination of the PRESS course framework and materials	The PRESS course framework and materials will be disseminated via local and international workshops and meetings by all project partners	UniHB, Uni-KLU, UH, ISU, BSU, AACE, DYC, UM, UNTIRTA	COO/BEN	Yes with additional staff time of support staff and no subcontracting
T5.5	Linking teacher education and PRESS activities with non-formal education partners and society	Project partners will promote teacher education for sustainable development related to the non-academic partners in the partnership network and society	UniHB, Uni-KLU, UH, ISU, BSU, AACE, DYC, UM, UNTIRTA	COO/BEN	No in-kind contribution and no subcontracting
T5.6	Preparing and operating the PRESS final conference	A well-organized final conference will be prepared and conducted at BSU, in Georgia. Project results will be presented and education for sustainable development and critical scientific media literacy will be promoted.	UniHB, Uni-KLU, UH, ISU, BSU, AACE, DYC, UM, UNTIRTA	COO/BEN	Yes with additional staff time of support staff and no subcontracting

Milestones and deliverables (outputs/outcomes)

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

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

Deliverables are project outputs which are submitted to show project progress (any format). Refer only to major outputs. Do not include minor sub-items, internal working papers, meeting minutes, etc.

It is recommended to limit the number of deliverables to max 10-15 for the entire project. You may be asked to further reduce the number during grant preparation.

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

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

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

The labels used mean:

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

Sensitive — limited under the conditions of the Grant Agreement

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

Milestone No	Milestone Name	Work Package No	Lead Beneficiary	Description	Due Date (month number)	Means of Verification
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(continuous numbering not linked to WP)							
MS1	Project Website	5	ISU	Well-designed website is developed with the project relevant content in English.		M6	Website
MS2	Final Conference	5	ISU	Final conference is organised in Batumi, Georgia		M34	Conference program, Photos, List of the participants
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	Setup of the project Website and social media accounts	5	ISU	[DEC — Websites, patent filings, videos, etc]	[PU — Public]	M36	Well-designed website is developed with the Project relevant content in English. Social media accounts are developed for all project related communication with the partners and society on project local languages for promoting project results and science education for sustainability.
D5.2	Final Conference	5	ISU	[R — Document, report] [DEC — Websites, patent filings, videos, etc] [OTHER]	[PU — Public] [SEN — Sensitive]	M34	Well organized final conference is prepared and conducted at BSU, in Georgia. Project results are presented. Conference language - English

D5.3	Dissemination strategy	5	ISU	[R — Document, report] [OTHER]	[SEN — Sensitive]	M18	A dissemination strategy plan will be established. English.
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Estimated budget — Resources <i>(n/a for prefixed Lump Sum Grants)</i>														
Participant	Costs													
	A. Personnel		B. Subcontracting	C.1a Travel			C.1b Accommodation	C.1c Subsistence	C.2 Equipment	C.3 Other goods, works and services	D.1 Financial support to third parties		E. Indirect costs	Total costs
UniHB	5 person months	19713 EUR	4000 EUR	1 travel	3 persons travelling	1299 EUR	2412 EUR	1680 EUR	0 EUR	3000 EUR	0 grants	0 EUR	2247 EUR	34351 EUR
ISU	6 person months	7107 EUR	0 EUR	1 travel	5 persons travelling	400 EUR	4020 EUR	2800 EUR	0 EUR	2000 EUR	0 prizes	0 EUR	1143 EUR	17470 EUR
Uni-KLU	3 person months	13054 EUR	0 EUR	1 travel	3 persons travelling	1029 EUR	2412 EUR	1680 EUR	0 EUR	2000 EUR	0 prizes	0 EUR	1412 EUR	21587 EUR
UH	3 person months	12071 EUR	0 EUR	1 travel	3 persons travelling	1029 EUR	2412 EUR	1680 EUR	0 EUR	2000 EUR	0 grants	0 EUR	1343 EUR	20535 EUR

UM	3 person months	1875 EUR	0 EUR	1 travel	3 persons travelling	2883 EUR	2412 EUR	1680 EUR	0 EUR	2000 EUR	0 prizes	0 EUR	760 EUR	11610 EUR
UNTIRTA	3 person months	1875 EUR	0 EUR	1 travel	3 persons travelling	2883 EUR	2412 EUR	1680 EUR	0 EUR	2000 EUR	0 prizes	0 EUR	760 EUR	11610 EUR
AACE	3 person months	7392 EUR	0 EUR	1 travel	3 persons travelling	663 EUR	2412 EUR	1680 EUR	0 EUR	2000 EUR	0 grants	0 EUR	990 EUR	15137 EUR
DYC	3 person months	7392 EUR	0 EUR	1 travel	3 persons travelling	663 EUR	2412 EUR	1680 EUR	0 EUR	2000 EUR	0 grants	0 EUR	990 EUR	15137 EUR
BSU	4 person months	3910 EUR	0 EUR	0 travels	0 persons travelling	0 EUR	0 EUR	0 EUR	0 EUR	12000 EUR	0 prizes	0 EUR	1114 EUR	17024 EUR
Total	33 person months	86282 EUR	4000 EUR	8 travels	24 persons travelling	10849 EUR	20904 EUR	14560 EUR	0 EUR	29000 EUR	0 grants 0 prizes	0 EUR	10759 EUR	164461 EUR

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

Overview of Work Packages (n/a for Lump Sum Grants)

Staff effort per work package						
<i>Fill in the summary on work package information and effort per work package.</i>						
Work Package No	Work Package Title	Lead Participant No	Lead Participant Short Name	Start Month	End Month	Person-Months
1						
2						
3						
4						
					Total Person-Months	

Staff effort per participant						
<i>Fill in the effort per work package and Beneficiary/Affiliated Entity.</i>						
<i>Please indicate the number of person/months over the whole duration of the planned work.</i>						
<i>Identify the work-package leader for each work package by showing the relevant person/month figure in bold.</i>						
Participant	WP1	WP2	WP3	WP4	WP5	Total Person-Months
UniHB	5	2	11	2	5	25
ISU	4	2	10	2	6	24
Uni-KLU	3	1	5	3	3	15
UH	3	3	5	2	3	16

UM	3	2	10	2	3	20
UNTIRTA	3	2	10	2	3	20
AACE	3	2	10	2	3	20
DYC	3	2	10	2	3	20
BSU	3	2	10	2	4	21

Events meetings and mobility

Events meetings and mobility							
<i>This table is to be completed for events meetings and mobility that have been mentioned as part of the activities in the work packages above Give more details on the type, location, number of persons attending, etc.</i>							
Event No <small>(continuous numbering linked to WP)</small>	Participant	Description					Attendees
		Name	Type	Area	Location	Duration <small>(days)</small>	Total
E1.1	UniHB, ISU	Grant Holders Meeting	Meeting	General and financial management of the project	Brussels, Belgium	2	300
E1.2	UniHB, Uni-KLU, UH, ISU, BSU, AACE, DYC, UM, UNTIRTA	Kick-off Meeting	Consortium Meeting	General management of the project, planning and discussing future activities	Bremen, Germany	2	25

E2.1.1	UniHB, ISU, BSU, AACE, DYC, UM, UNTIRTA	Study Tour 1	Training and Workshop	Exchange of best practices	Bremen, Germany	4	21
E2.1.2	UH, ISU, BSU, AACE, DYC, UM, UNTIRTA	Study Tour 2	Training and Workshop	Exchange of best practices	Helsinki, Finland	4	21
E3.1.1	UniHB, Uni-KLU, UH, ISU, BSU	International staff and teacher training PRESS workshop 1	Training and Workshop	For the development of understanding of ESD and promoting science education for sustainability and critical scientific media literacy.	Tbilisi, Georgia	4	40
E3.1.2	UniHB, Uni-KLU, UH, ISU, AACE, DYC	International staff and teacher training PRESS workshop 2	Training and Workshop	For the development of understanding of ESD and promoting science education for sustainability and critical scientific media literacy.	Jerusalem, Israel	4	40
E3.1.3	UniHB, Uni-KLU, UH, ISU, UM, UNTIRTA	International staff and teacher training PRESS workshop 3	Training and Workshop	For the development of understanding of ESD and promoting science education for sustainability and critical scientific media literacy.	Malang, Indonesia	4	50
E3.2.1	ISU, BSU	National Meeting 1	Meeting and Workshop	Discussions of country specific needs. Planning further development of the project on national level.	Batumi, Georgia	3	15

E3.2.2	ISU, BSU	National Meeting 2	Meeting and Workshop	Planning activities related to the development and implementation of PRESS courses on national level.	Tbilisi, Georgia	3	15
E3.2.3	ISU, BSU	National Meeting 3	Meeting and Workshop	Discussions about the implemented activities, evaluation on national level and further planning	Batumi, Georgia	3	15
E3.2.4	AACE, DYC	National Meeting 4	Meeting and Workshop	Discussions of country specific needs. Planning further development of the project on national level.	Haifa, Israel	3	15
E3.2.5	AACE, DYC	National Meeting 5	Meeting and Workshop	Planning activities related to the development and implementation of PRESS courses on national level.	Jerusalem, Israel	3	15
E3.2.6	AACE, DYC	National Meeting 6	Meeting and Workshop	Discussions about the implemented activities, evaluation on national level and further planning	Haifa, Israel	3	15
E3.2.7	UM, UNTIRTA	National Meeting 7	Meeting and Workshop	Discussions of country specific needs. Planning further development of the project on national level.	Malang, Indonesia	3	15

E3.2.8	UM, UNTIRTA	National Meeting 8	Meeting and Workshop	Planning activities related to the development and implementation of PRESS courses on national level.	Serang, Indonesia	3	15
E3.2.9	UM, UNTIRTA	National Meeting 9	Meeting and Workshop	Discussions about the implemented activities, evaluation on national level and further planning	Malang, Indonesia	3	15
E5.1	UniHB, Uni-KLU, UH, ISU, BSU, AACE, DYC, UM, UNTIRTA	Final Conference	Event with the workshops	Presentations of the project results and activities, dissemination of project materials for the wider audience.	Batumi, Georgia	3	100
E5.2	UniHB, Uni-KLU, UH, ISU, BSU, AACE, DYC, UM, UNTIRTA	Final Consortium Meeting	Consortium meeting	Final discussions of the results, financial management and planning of PRESS activities beyond the project lifetime	Batumi, Georgia	2	27

4.3 Timetable

Timetable (projects up to 2 years)	
<i>Fill in cells in beige to show the duration of activities. Repeat lines/columns as necessary.</i>	
Note: Use the project month numbers instead of calendar months. Month 1 marks always the start of the project. In the timeline you should indicate the timing of each activity per WP.	
	MONTHS

ACTIVITY	M 1	M 2	M 3	M 4	M 5	M 6	M 7	M 8	M 9	M 10	M 11	M 12	M 13	M 14	M 15	M 16	M 17	M 18	M 19	M 20	M 21	M 22	M 23	M 24
Task 1.1 - ...																								
Task 1.2 - ...																								
Task ...																								

Timetable (projects of more than 2 years)

Fill in cells in beige to show the duration of activities. Repeat lines/columns as necessary.

Note: Use actual, calendar years and quarters. In the timeline you should indicate the timing of each activity per WP. You may add additional columns if your project is longer than 6 years.

ACTIVITY	YEAR 1				YEAR 2				YEAR 3				YEAR 4				YEAR 5				YEAR 6			
	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
Task 1.1 - Signing of GA and PAs/Grant Registration Procedures/Training and Grant holders' Meeting																								
Task 1.2 - Kick-off meeting																								
Task 1.3 Project consortium meetings																								
Task 1.4 Project final consortium meeting																								
Task 1.5 Project ongoing Management and financial administration																								

Task 1.6 Reporting																						
Task 2.1 Conducting the training needs analysis																						
Task 2.2 Identifying relevant examples and topics for the PRESS module activities																						
Task 2.3 Identifying relevant networking partners																						
Task 2.4 Study tours																						
Task 3.1 Development of the curriculum framework and syllabus																						
Task 3.2 Development of course materials/PRESS teaching toolkit																						
Task 3.3 Adapting and piloting the courses																						
Task 3.4 Development of the final draft of the curriculum																						
Task 3.5 Establishing partner networks																						
Task 3.6 Analysis of helpful media and supporting materials for new courses																						

Task 3.7 Purchasing supporting materials for PRESS trainings and courses																						
Task 3.8 National face-to-face and online Meetings																						
Task 3.10 International staff and teacher training PRESS workshops																						
Task 3.11 Implementation of PRESS courses in all project universities																						
Task 4.1 Internal consortium monitoring																						
Task 4.2 External monitoring and interviews with all partners																						
Task 4.3 Evaluation of the local training workshops content and methodology																						
Task 4.4 Evaluation of the international training workshops content and methodology																						
Task 4.5 Evaluation of the PRESS courses																						
Task 5.1 Development of Dissemination and Exploitation Plan																						
Task 5.2 Developing of the PRESS website																						

Task 5.3 Setup of project social media pages																					
Task 5.4 Continuous support, consulting and dissemination of the PRESS course framework and materials																					
Task 5.5 Linking teacher education and PRESS activities with non-formal education partners and society																					
Task 5.6 Preparing and operating the PRESS final conference																					

4.4 Subcontracting

Subcontracting						
<p>Give details on subcontracted project tasks (if any) and explain the reasons why (as opposed to direct implementation by the Beneficiaries/Affiliated Entities).</p> <p>Subcontracting — Subcontracting means the implementation of ‘action tasks’, i.e. specific tasks which are part of the EU grant and are described in Annex 1 of the Grant Agreement.</p> <p>Note: Subcontracting concerns the outsourcing of a part of the project to a party outside the consortium. It is not simply about purchasing goods or services. We normally expect that the participants to have sufficient operational capacity to implement the project activities themselves. Subcontracting should therefore be exceptional.</p> <p>Include only subcontracts that comply with the rules (i.e. best value for money and no conflict of interest; no subcontracting of project coordination tasks).</p>						
Work Package No	Subcontract No (continuous numbering linked to WP)	Subcontract Name (subcontracted action tasks)	Description (including task number and BEN to which it is linked)	Estimated Costs (EUR)	Justification (why is subcontracting necessary?)	Best-Value-for-Money (how do you intend to ensure it?)
WP4	S1.1	External Evaluator	UniHB, T4.2, T4.3, T4.4, T4.5. Subcontracting is necessary for external evaluator costs.	6000	For the project quality assurance external evaluator service is required, although every	Dr. Rachel Mamlok-Naaman is a very experienced international expert and

					process is evaluated by the project staff.	project evaluator. This service will contribute to the best quality of the project.
WP5	S1.2	Website	UniHB,T5.2, Special service is required for the set-up of the PRESS project website	4000	For the establishment of PRESS Website is required special service, as this task requires special IT skills and cannot be performed by the project staff.	UniHB has experiences on the establishment of other international project websites, relevant personnel will be subcontracted for this task.
<p>Other issues:</p> <p><i>If subcontracting for the project goes beyond 30% of the total eligible costs, give specific reasons.</i></p>			<p>Insert text</p>			



5. OTHER

5.1 Ethics

Ethics (if applicable)
<p><i>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.</i></p> <p><i>Describe how you will ensure gender mainstreaming and children's rights in the project activities.</i></p>
Not applicable.

5.2 Security

Security
Not applicable.

6. DECLARATIONS

Double funding	
Information concerning other EU grants for this project  Please note that there is a strict prohibition of double funding from the EU budget (except under EU Synergies actions).	YES/NO
We confirm that to our best knowledge neither the project as a whole nor any parts of it have benefitted from any other EU grant (including EU funding managed by authorities in EU Member States or other funding bodies, e.g. Erasmus, EU Regional Funds, EU Agricultural Funds, European Investment Bank, etc). If NO, explain and provide details.	YES
We confirm that to our best knowledge neither the project as a whole nor any parts of it are (nor will be) submitted for any other EU grant (including EU funding managed by authorities in EU Member States or other funding bodies, e.g. Erasmus, EU Regional Funds, EU Agricultural Funds, European Investment Bank, etc). If NO, explain and provide details.	YES

Financial support to third parties (if applicable)
<p><i>If your project requires a higher maximum amount per third party than the threshold amount set in the Call document/Programme Guide, justify and explain why this is necessary in order to fulfil your project's objectives.</i></p>
Not applicable



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					
<i>Please provide a list of your previous projects for the last 4 years.</i>					
Participant	Project Reference No and Title, Funding programme	Period (start and end date)	Role (COO, BEN, AE, OTHER)	Amount (EUR)	Website (if any)
UniHB	Action research to innovate Science teaching and career orientation (ARTIST) - 573322-EPP-1-2016-1-IL-EPPKA2-CBHE-JP; Erasmus + CBHE	2016–2019	COO	max. 148.818 (total 896.071)	http://erasmus-artist.eu
ISU	Action research to innovate Science teaching and career orientation (ARTIST) - 573322-EPP-1-2016-1-IL-EPPKA2-CBHE-JP; Erasmus + CBHE	2016–2019	BEN	91.387	http://erasmus-artist.eu/
ISU	Educating Science Teachers for All (ESTA) 609719-EPP-1-2019-1-DE-EPPKA2-CBHE-JP; Erasmus + CBHE	2020–2023	BEN	105.860	https://esta-project.eu/
Uni-KLU	Action Research to innovate science teaching and career orientation (ARTIST) - 573322-EPP-1-2016-1-IL-EPPKA2	2016-2019	BEN	98.523	http://www.erasmus-artist.eu/
Uni-KLU	Learning from Innovation and Networking in STEM (LINKS) - 2016-1-FR01-KA201-023946	2016-2019	BEN	47.745	https://www.foundation-lamap.org/en/links-project
Uni-KLU	Environmental Socio-Scientific Issues in Initial Teacher	2019-2022	BEN	44.402	https://icse.eu/en/site/



	Education (ENSITE) - 2019-1-DE01-KA203-005046				
Uni-KLU	Growthminds (GROWTHMINDS)- 2020-1-SI01-KA203-076061	2020-2022	BEN	43.232	https://www.upr.si/en/society-and-industry/up-projects/erasmus-ka2-cooperation-projects/growthminds
Uni-KLU	Sustainability Education in All-day Schools (SustainAll)- 2021-1-1AT02-KA220-SCH-000023769	2022-2024	BEN	44.848	
UH	Designstem: integrated design and STEM education, 2016-1-EE01-KA202-017347	2016-2019	BEN	29.740	https://designstem.github.io/projects/
UH	Learning from Innovation and Networking in STEM – LINKS, 2016-1-FR01-KA201-023946	2016-2019	BEN	55.725	https://www2.helsinki.fi/en/science-education/links
UH	Integrated Approach to STEM Teacher Training, STEM, 598357-EPP-1-2018-1-SE-EPPKA2-CBHE-JP	2019-2023	BEN	63.433	https://stem-project.org/
AACE	Action research to innovate Science teaching and career orientation (ARTIST) - 573322-EPP-1-2016-1-IL-EPPKA2-CBHE-JP; Erasmus + CBHE	2016-2019	BEN	92.992	http://erasmus-artist.eu/
BSU	Action research to innovate Science teaching and career orientation (ARTIST) - 573322-EPP-1-2016-	2016-2019	BEN	43.100	http://erasmus-artist.eu/



	1-IL-EPPKA2-CBHE-JP; Erasmus + CBHE				
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HISTORY OF CHANGES		
VERSION	PUBLICATION DATE	CHANGE
1.0	25.02.2021	Initial version (new MFF).
2.0	15.02.2022	Final version

Proposal Info

Proposal ID	Call for Proposal	Topic	Type of Action
SEP-210834037	ERASMUS-EDU-2022-CBHE	ERASMUS-EDU-2022-CBHE-STRAND-2	ERASMUS-LS

Objectives

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

MISSING

Region 2 - Neighbourhood East

Develop primary and secondary teacher training, in-service schooling as well as support to career guidance

Regions involved in the project

Define the type of the project :

- National project
- Multi-country project
- Cross-regional project
- Region 1 - Western Balkans
- Region 2 - Neighbourhood East
- Region 3 - South-Mediterranean countries
- Region 4 - Russian Federation
- Region 5 - Asia
- Region 6 - Central Asia
- Region 7 - Middle East
- Region 8 - Pacific
- Region 9 - Sub-Saharan Africa
- Region 10 - Latin America
- Region 11 - Caribbean

Project implementation

Number of higher education institutions (universities) located in remote regions/area 0

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

not yet involved in CBHE projects 0

Coordinating HEI - involved in 1 to 3 CBHE projects 0

Coordinating HEI - involved in 4 or more CBHE projects 1

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

not yet involved in CBHE projects 2

Partner HEI - involved in 1 to 3 CBHE projects 2

Partner HEI - involved in 4 or more CBHE projects 4

People with fewer opportunities

Is your project addressing people with fewer opportunities?

Yes

No

 Associated with document Ref. Ares(2022)8208879 - 28/11/2022

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

Number of students following the courses/study programmes (at Bachelor, Master, PhD level) 520

Number of students to be trained/involved in the mobility (studying) 520

Number of students/staff females to be involved in the project 400

Number of students/staff with practical placements 520

Number of academic staff to be trained 100

Number of university administrative staff to be trained 0

Number of staff from Ministries and other public authorities to be trained 0

Number of people to be trained that are not enrolled in HEIs 100

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

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

Yes

No

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

Number of new courses 6

Number of new study programs 0

New joint study programmes

New interdisciplinary study programmes

Number of updated courses 0

Number of updated study programmes 0

Updated joint study programmes

Updated interdisciplinary study programmes

Number of study programmes with practical placements 0

Number of new or modernised structures/units/centres/hubs to be created 0

Number of new or modernised labs 0

Impact at the Higher Education sector

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

Yes

No

New national policies or legislative framework in HE

New regional policies or legislative framework in HE

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

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

Strengthen the links between education, research and innovation

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

Develop schemes that facilitate the employability of graduates

Other sources of funding

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

Yes

No

ANNEX 2**ESTIMATED BUDGET (LUMP SUM BREAKDOWN) FOR THE ACTION**

Estimated EU contribution							Maximum grant amount ¹
Estimated eligible lump sum contributions (per work package)						f = a + b + c + d + e	
Forms of funding	WP1 Management and coordination	WP2 Preparation	WP3 Development and Implementation	WP4 Quality assurance and evaluation	WP5 Dissemination		
	Lump sum contribution	Lump sum contribution	Lump sum contribution	Lump sum contribution	Lump sum contribution		
	a	b	c	d	e		
1 - UBREMEN	22 490.00	8 838.00	57 656.00	14 616.00	30 916.00	134 516.00	
2 - ILIAUNI	5 728.00	12 215.00	35 628.00	2 528.00	15 723.00	71 822.00	
3 - UNI-KLU	14 673.00	5 159.00	32 634.00	14 360.00	19 428.00	86 254.00	
4 - UHELSINKI	13 760.00	15 133.00	31 412.00	8 838.00	18 482.00	87 625.00	
5 - UMALANG	1 909.00	13 043.00	16 701.00	1 427.00	10 449.00	43 529.00	
6 - USULTANAGENG	1 909.00	13 043.00	18 176.00	1 427.00	10 449.00	45 004.00	
7 - AACE	7 291.00	15 052.00	45 126.00	5 365.00	13 623.00	86 457.00	
8 - DYCE	7 291.00	15 051.00	48 354.00	5 365.00	13 623.00	89 684.00	
9 - RSU	3 198.00	12 215.00	29 463.00	2 528.00	15 322.00	62 726.00	
Σ consortium	78 249.00	109 749.00	315 150.00	56 454.00	148 015.00	707 617.00	

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

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

hereby agrees

to become beneficiary

in Agreement No 101082251 — PRESS ('the Agreement')

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

and mandates

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

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

SIGNATURE

For the beneficiary

ANNEX 3

ACCESSION FORM FOR BENEFICIARIES

UNIVERSITAET KLAGENFURT (UNI-KLU), PIC 999836813, established in
UNIVERSITAETSSTRASSE 65-67, KLAGENFURT 9020, Austria,

hereby agrees

to become beneficiary

in Agreement No 101082251 — PRESS ('the Agreement')

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

and mandates

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

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

SIGNATURE

For the beneficiary

ANNEX 3

ACCESSION FORM FOR BENEFICIARIES

HELSINGIN YLIOPISTO (UHELSINKI), PIC 999994535, established in YLIOPISTONKATU 3, HELSINGIN YLIOPISTO 00014, Finland,

hereby agrees

to become beneficiary

in Agreement No 101082251 — PRESS ('the Agreement')

between UNIVERSITAET BREMEN (UBREMEN) 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.

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SIGNATURE

For the beneficiary

ANNEX 3

ACCESSION FORM FOR BENEFICIARIES

UNIVERSITAS NEGERI MALANG (UMALANG), PIC 922627626, established in JALAN SEMARANG 5, MALANG 65145, Indonesia,

hereby agrees

to become beneficiary

in Agreement No 101082251 — PRESS ('the Agreement')

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

and mandates

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

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

SIGNATURE

For the beneficiary

ANNEX 3

ACCESSION FORM FOR BENEFICIARIES

UNIVERSITAS SULTAN AGENG TIRTAYASA (USULTANAGENG), PIC 916604508, established in JL RAYA JAKARTA KM 4 PABUARAN SINDANGSARI, SERANG 42118, Indonesia,

hereby agrees

to become beneficiary

in Agreement No 101082251 — PRESS ('the Agreement')

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

and mandates

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

SIGNATURE

For the beneficiary

ANNEX 3

ACCESSION FORM FOR BENEFICIARIES

THE ARAB ACADEMIC COLLEGE OF EDUCATION-HAIFA (RO) (AACE), PIC 921248092,
established in 22 HAHASHMAL STREET, HAIFA 33145, Israel,

hereby agrees

to become beneficiary

in Agreement No 101082251 — PRESS ('the Agreement')

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

and mandates

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

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

SIGNATURE

For the beneficiary

ANNEX 3

ACCESSION FORM FOR BENEFICIARIES

THE DAVID YELLIN ACADEMIC COLLEGE OF EDUCATION (A.R.) (DYCE), PIC 924695278, established in MAGAL BEIT HAMIDRASH 7, JERUSALEM 9103501, Israel,

hereby agrees

to become beneficiary

in Agreement No 101082251 — PRESS ('the Agreement')

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

and mandates

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

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

SIGNATURE

For the beneficiary

ANNEX 3

ACCESSION FORM FOR BENEFICIARIES

SHOTA RUSTAVELI STATE UNIVERSITY (RSU), PIC 966798419, established in NINOSHVILI STREET 35, BATUMI 6010, Georgia,

hereby agrees

to become beneficiary

in Agreement No 101082251 — PRESS ('the Agreement')

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

and mandates

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

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

SIGNATURE

For the beneficiary

FINANCIAL STATEMENT FOR THE ACTION FOR REPORTING PERIOD [NUMBER]

EU contribution												
Eligible lump sum contributions (per work package)												Requested EU contribution
WP1 [name]	WP2 [name]	WP3 [name]	WP4 [name]	WP5 [name]	WP6 [name]	WP7 [name]	WP8 [name]	WP9 [name]	WP10 [name]	WP [XX]		
[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]	[Lump sum contribution// Financing not linked to costs]	
Forms of funding												
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:

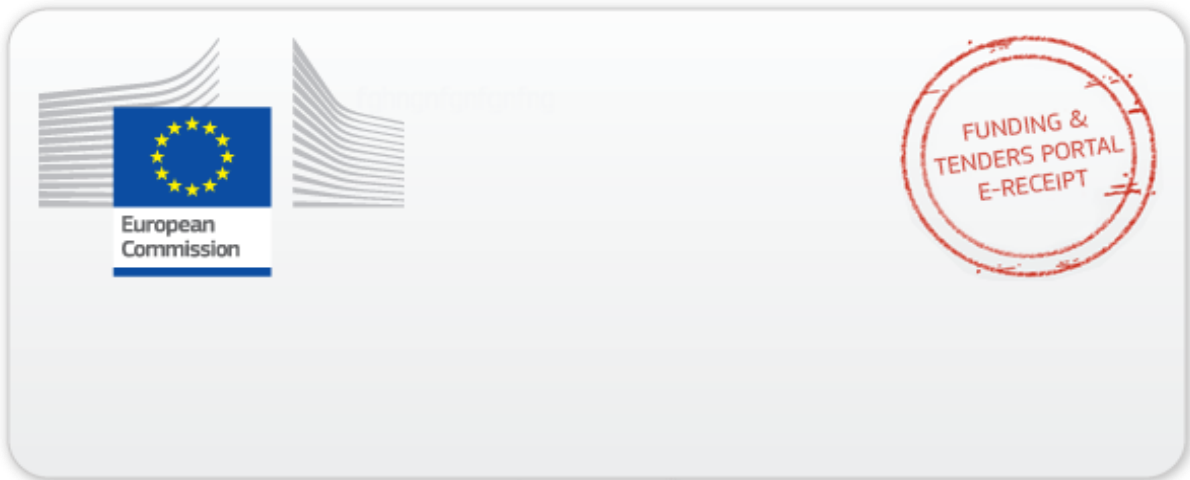
- **present the project** (including project summary, coordinator contact details, list of participants, European flag and funding statement and project results) on the beneficiaries' **websites** or **social media accounts**
- for actions involving public **events**, display signs and posters mentioning 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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