/ EUROPEAN ACADEMY

DAY 1: Proposal Design & Strategy

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Prof. dr Danijela Ciric Lalic

PhD, PMP, Scrum Master, PM²



Master of Economics PhD in Engineering Management



PMP, PMI-ACP, Scrum Master, PM²



Assistant Professor



Project Manager







Has a successful track in obtaining research grants and developing, implementing and managing large-scale projects, supporting and training project teams, and growing high-performing individuals. Has a superior ability to create excellent and healthy professional relationships with top management, peers, colleagues, and other stakeholders.

An active member of two professional associations: PMI and PM² Alliance.

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Proposal Design & Strategy

Session 1: Introduction to EU Funding

The EU's 2021-2027 Long-Term Budget & NextGenerationEU: Understanding the Framework and Opportunities

Allocations per heading for 2021 to 2027 Who benefits from the EU budget Cross-Cutting Priority Areas





The EU's 2021-2027 Long-Term Budget & NextGenerationEU: Understanding the Framework and Opportunities

- Stimulus package worth EUR 2.018 trillion in current prices (EUR 1.8 trillion in 2018 prices).
- Aimed at driving economic growth and fostering innovation
- Focus on sustainability, digitalization, and cohesion
- NextGenerationEU: €750 billion recovery instrument
- Addressing challenges arising from COVID-19 pandemic
- Encouraging strategic investments and reforms

Single Market, Innovation and Digital

149.5 (+ 11.5 from NGEU)

Cohesion, Resilience and Values

426.7 (+ 776.5 from NGEU)

Natural Resources and Environment

401 (+ 18.9 from NGEU)

Migration and Border Management

25.7

Security and Defence

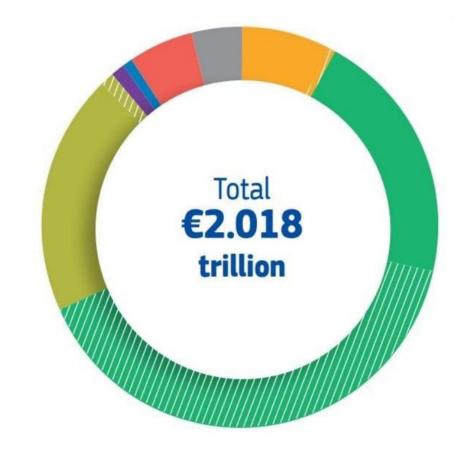
14.9

Neighbourhood and the World

110.6

European Public Administration

82.5



Total: €2.018 trillion

NextGenerationEU 806.9 Long-term budget 1 210.9

Source: The EU's 2021-2027 long-term Budget and NextGenerationEU, FACTS AND FIGURES



Powering the EU's Recovery

Today, the 2021–2027 long-term budget and NextGenerationEU form the largest package ever financed through the EU budget, of EUR 1.8 trillion – or EUR 2.0 trillion in current prices.

The package will help rebuild a post-COVID-19 Europe, which will be a greener, more digital, more resilient and better fit for the current and forthcoming challenges.



Who Benefits from the EU Budget?



Benefits for All

Not a zero-sum game



Coordinated EU response to challenges



Direct Beneficiaries of EU Funding

Hundreds of thousands of people in the EU directly benefit from EU funding.

Many receive grants or advantageous EUguaranteed loans to carry out investment, research or educational projects.



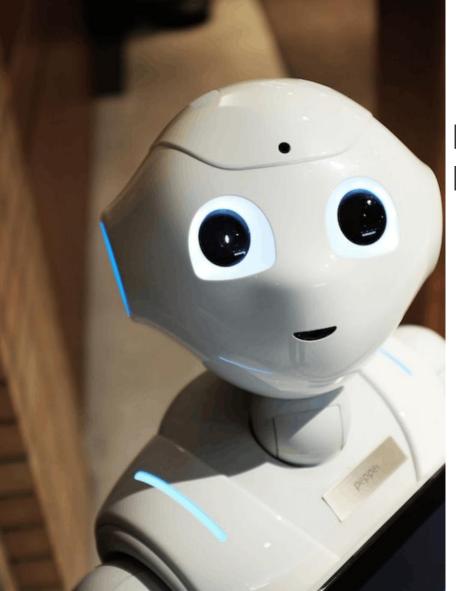




EU Budget Allocations per Heading for 2021 to 2027: Key Features







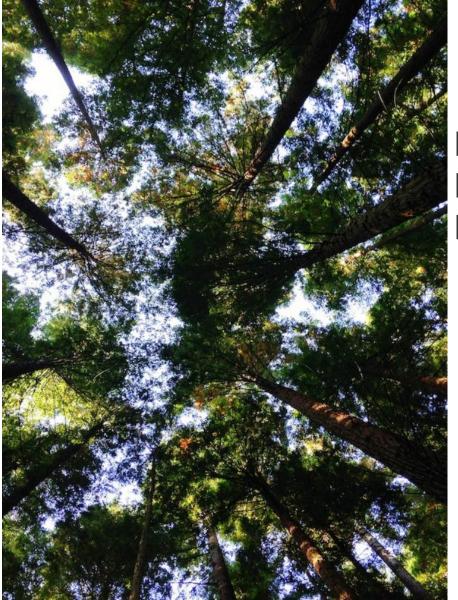
Heading 1: Single Market, Innovation and Digital

- Research and innovation
- European strategic investments
- Digital transformation
- European space program



Heading 2: Cohesion, Resilience, and Values

- Regional development and cohesion funds (ERDF, CF, REACT EU)
- Support for economic, social, and territorial cohesion
- Investments in human capital and skills



Heading 3: Natural Resources and Environment

- Common Agricultural Policy (CAP)
- Sustainable development and environmental protection
- Climate action and biodiversity conservation







- Managing migration flows and asylum policies
- Strengthening external borders
- Security and visa cooperation

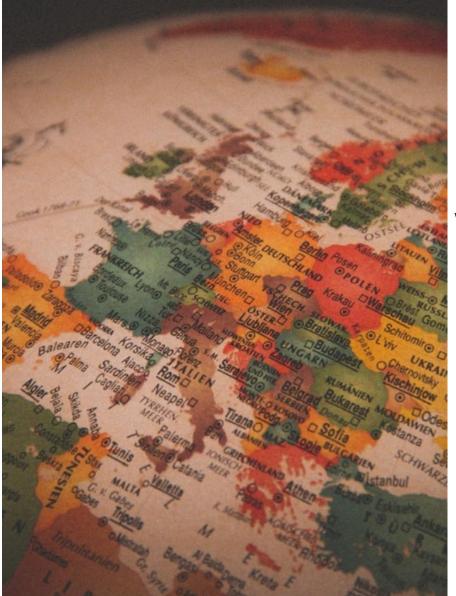






Heading 5: Security and Defense

- Improving the security and safety of Europe's citizens
- Strengthening Europe's defence capacities
- Providing the tools needed to respond to internal and external security challenges to which no Member State can respond on its own





Heading 6: Neighbourhood and the World

- Strengthening partnerships with neighboring countries
- Promoting EU values and interests globally
- Humanitarian aid and development cooperation





Heading 7: European Public Administration

- Supporting the functioning of EU institutions
- Ensuring efficient administration and service delivery



Green Transition



- Accelerating the shift to a sustainable economy
- Climate action and environmental protection
- Clean energy and ecoinnovation



Green Transition



- Cohesion policy
- Common agricultural policy
- Just Transition Fund
- Horizon Europe
- Recovery and Resilience Facility
- LIFE programme
- Connecting Europe Facility

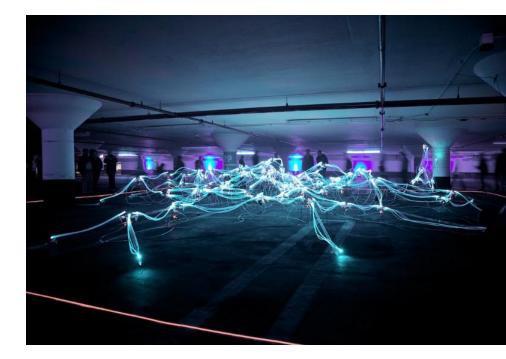
EU Funding Programs



Digital Transition



- Embracing digital transformation across sectors
- Developing digital infrastructure and skills
- Supporting research and innovation in digital technologies



Digital Transition

- Horizon Europe
- Digital Europe programme
- Connecting Europe Facility
- Cohesion policy
- Recovery Resilience Facility

EU Funding Programs



Human Capital



- Investing in education, training, and lifelong learning
- Promoting social inclusion and equal opportunities
- Enhancing the workforce's adaptability and resilience



Human Capital



- European Social Fund+
- Erasmus+
- European Solidarity Corps
- Horizon Europe
- Creative Europe

EU Funding Programs



Open Strategic Autonomy



- Strengthening the EU's capacity to act independently
- Promoting a values-based approach to global challenges
- Ensuring a secure, stable, and prosperous Europe



Open Strategic Autonomy



- European Defence Fund
- European space programme
- Military mobility
- EU4Health
- Horizon Europe
- Common foreign and security policy

EU Funding Programs



Fostering Investments



- Stimulating economic growth through strategic investments
- Encouraging public-private partnerships
- Supporting SMEs and entrepreneurship



Fostering Investments



- InvestEU
- Cohesion policy
- European Fund for Sustainable Development+
- Single Market programme
- Recovery and Resilience Facility

EU Funding Programs





Methods of EU Budget Implementation



Both the European Commission and national authorities in Member States are in charge of running a particular programme

Direct Management



European Commission

- European Commission is directly responsible for all steps in a programme's implementation
- Around 20% of the EU budget 2021-2027 is implemented in Direct Management

Steps in Direct Management

- 6. Launching the calls for proposals
- 6. Evaluating submitted proposals
- 6. Signing grant agreements
- 6. Monitoring project implementation
- 6. Assessing the results
- 6. Making payments





Indirect Management



- Implemented with the support of entities, e.g. national authorities or international organisations
- Majority of the EU budget allocated to humanitarian aid and international development is implemented under Indirect Management
- Partner with the European
 Commission to implement specific programmes
- Utilize their expertise and local presence for better project implementation

Shared Management



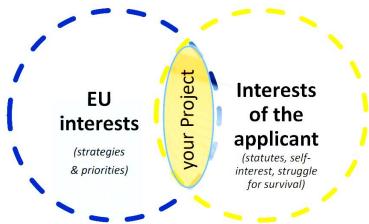
- Involvement of the European Commission and national authorities in Member States
- Around 70% of EU programmes are run under Shared Management
- Member States' administrations (national, regional, and local levels) select projects for financing
- Day-to-day management is the responsibility of Member States' administrations
- European Commission collaborates with Member States to ensure successful project completion and efficient use of funds

Why Does the European Union Fund Your Projects?

The European Union funds **projects that align** with their planned **EU goals** in specific subject sectors.

The project proposal often involves finding a compromise between your original project idea and the EU's goals and requirements.

Funding is **unlikely** if your interests do **not align** with those of the EU, even if you have a good project idea.



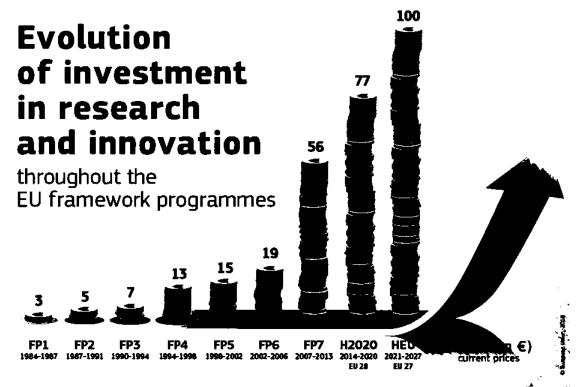




Which EU funding instrument do you find the most challenging and would like to improve your success rate in or start taking chances with?



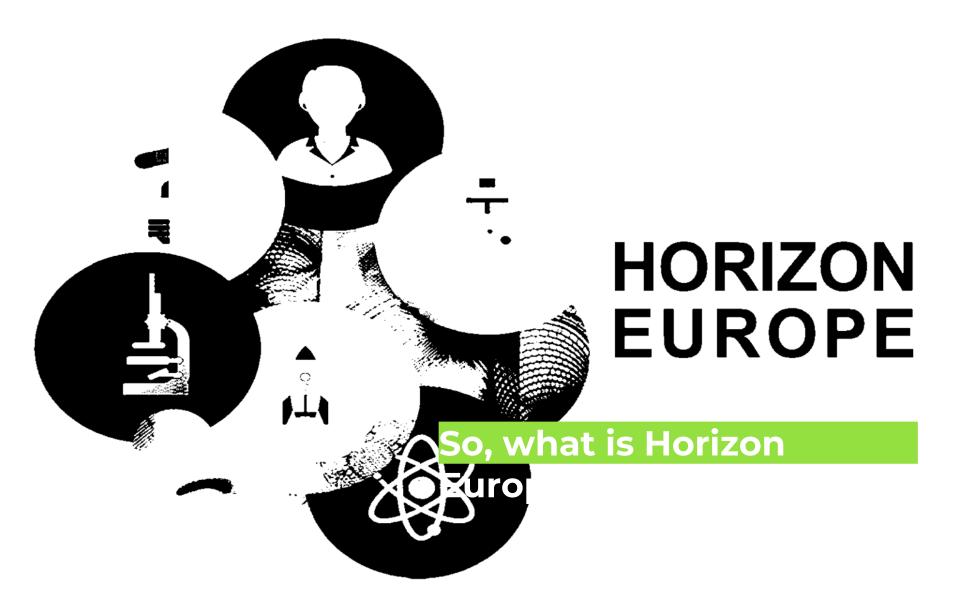




It represents a 30% increase vis-à-vis Horizon 2020

#HorizonEU #InvestEUresearch #EUBudget





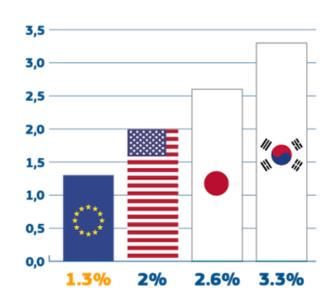
The EU's key funding programme for research and innovation:

- Tackle global societal challenges together
- Access to the latest knowledge and the best talents worldwide
- Improve the supply and demand for innovative solutions



Facts:

- The level of business R&D investment in Europe is at 1.3% of Gross Domestic Product (GDP) compared to 1.6% in China, 2% in the US, 2.6% in Japan and 3.3% in South Korea.
- The EU is home to only 26 "Unicorn start-ups" whereas the US accounts 106 and China 59 (2017 December # of unicorns)
- Venture Capital and the size of funds are too small: 20 % venture capital available in the EU compared to the US.
 - 40% of workforce needs digital upskilling



Transitioning to Horizon Europe: Building on Success and Learning from Experience

- €95.5 billion budget (2021-2027)
- Enhanced focus on global challenges and competitiveness
- Three main pillars: Excellent Science, Global Challenges and European Industrial Competitiveness, and Innovative Europe



Lessons Learned

From Horizon 2020 Interim Evaluation



in Horizon Europe



Support breakthrough innovation



European Innovation Council



Create more impact through mission orientation and citizens' involvement



EU Missions



Rationalise partnerships' landscape



New approach to partnerships



Reinforce openness



Open science policy



Encourage participation



Spreading Excellence

JEUROPEAN ACADEMY

Five areas to be challenged in Horizon Europe



Adaptation to climate change, including societal transformation



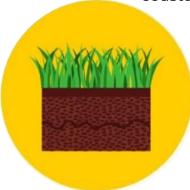
Cancer



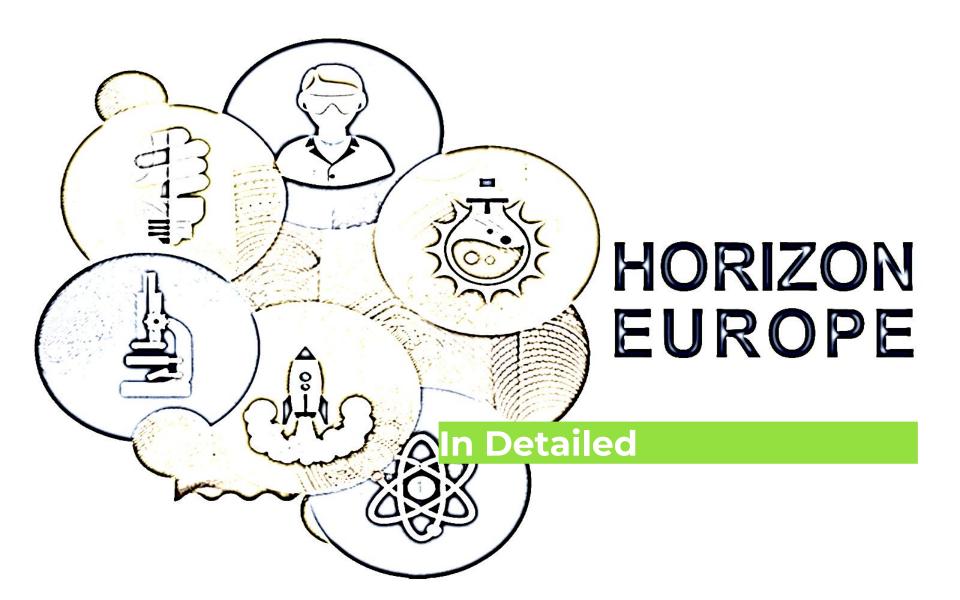
Healthy oceans, seas, coastal & inland waters



Climate-neutral & smart cities



Soil health & food



Research Strand: Supports Science

Innovation Strand: Supports Innovation

Pillar 2 - top-down approaches in 6 thematic clusters.

Pillar 3 - bottom-up approaches

HORIZON EUROPE

EURATOM

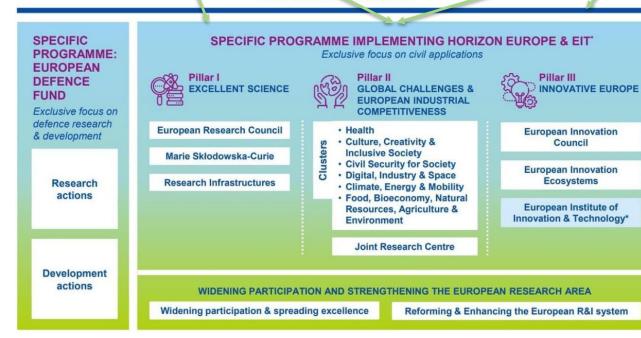
Fusion

Fission

Joint

Research

Center



^{*} The European Institute of Innovation & Technology (EIT) is not part of the Specific Programme

European Commission

One horizontal axis: Widening participation and Strengthening the European Research Area (reforming the R&I system; sharing excellence)

Pillar 1 - Excellent Science



Budget 2021 - 2027

SPECIFIC PROGRAMME IMPLEMENTING HORIZON EUROPE & EIT*

European Research Council

Marie Skłodowska-Curie

Research Infrastructures

European Research Council

Frontier research by the best researchers and their teams

€16 billion

Marie Skłodowska-Curie Actions

Equipping researches with new knowledge and skills through mobility and training

€6.6 billion

Research Infrastructures

Integrated and interconnected world-class research infrastructures

€2.4 billion

WIDENING PARTICIPATION AND STRENGTHENING THE EUROPEAN RESEARCH AREA

Widening participation & spreading excellence

Reforming & Enhancing the European R&I system



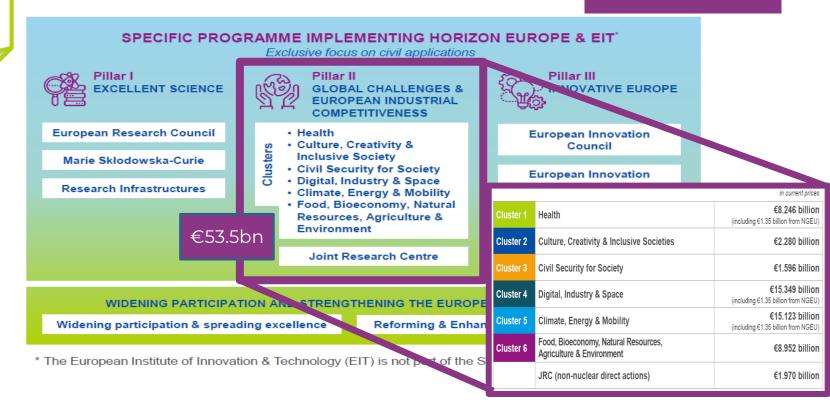
€25bn

^{*} The European Institute of Innovation & Technology (EIT) is not part of the Specific Programme

Pillar 2 – Global Challenges and European Industrial Competitivness

Bottom-up Research & Innovation

Budget 2021 - 2027



Pillar 2 – Cluster 1 - Health

Aim

- To promote and protect human health and wellbeing,
- Prevent diseases and decrease the burden of diseases and disabilities on people and communities,
- Support the transformation of health care systems
- Foster an innovative, sustainable and globally competitive European health industry

Union policy priorities

- **Healthy citizens** in a rapidly changing society
- Healthy and health-promoting living and working environments;
- Effective health services to tackle diseases and reduce the burden of diseases;
- Improved access to innovative, sustainable and high-quality health care
- Unlocking the full potential of new tools, technologies and digital solutions for a healthy society
- A sustainable and globally competitive health-related EU industry

- "Health throughout the life course", including matters such as healthy ageing, infant and child health, and mental health in adolescents
- "Environmental and social health determinants" like pollution, poverty, and occupational health
- "Non-communicable and rare diseases"
- **"Infectious diseases**, including poverty-related and neglected diseases"
- "Tools, technologies and digital solutions for health and care, including personalised medicine"
- "Health care systems" addressing how public health services

Pillar 2 – Cluster 2 - Culture, Creativity and Inclusive Society

Aim

- To enhance democratic governance and citizens participation,
- To Safeguard and promote cultural heritage,
- To respond to social, economic, technological and cultural transformations.
- Expand civic engagement, boosting transparency, accountability, inclusiveness and legitimacy of governance, improving levels of trust and tackling political extremism.
- Promote better access and engagement with cultural heritage and improve its protection, enhancement and restoration.

Union policy priorities

- Enhanced democracy and governance
- Better approaches to tackling political extremism and polarisation
- Reversing socio-economic and gender inequalities
- Improved understanding of societal -including political, ethical and economic - effects of technological advancements and the impact of drivers of change
- A novel growth model
- Increased use of evidence-based strategies in the management of mobility and migration and the integration of migrants in European society;
- Better valorisation of European cultural heritage

- "Democracy and governance," including populism, journalistic standards, cultural identity, social media, and justice systems
- "Cultural heritage" and the Cultural and Creative Industries
- "Social and economic transformations" including education and training, sustainability, tax and social security, and affordable housing

Pillar 2 – Cluster 3 - Civil security for Society

Aim

 To protect the EU and its citizens from the threats posed by crime and terrorism (including in the cyber environment) and from the impacts of natural and man-made disasters.

Union policy priorities

- Improved disaster risk management and societal resilience
- Improved management of EU external borders
- Better protection of public spaces
- Improved security and resilience of infrastructure and vital societal functions
- Improved maritime security
- More effective fight against crime and terrorism
- Increased cybersecurity

- "Disaster-resilient societies" including tools for first responders and tools to prevent, manage and reduce disaster risk
- "Protection and security" including tools for emergency services, analysis of cross border crime, radicalisation and fraud
- "Cybersecurity"

Pillar 2 – Cluster 4 - Digital, Industry and Space

Aim

- To advance key enabling, digital and space technologies, underpinning the transformation of our economy and society,
- To support the digitisation and transformation of European industry
- To contribute to growing a low-carbon, circular and clean industry
- To address the challenges European industry is facing

Union policy priorities

- More appealing and creative jobs in Europe
- Increased autonomy in critical raw materials
- Increased industrial leadership in key enabling and digital technologies and uptake of new technologies
- Climate-neutral, circular and clean EU industries
- Increased inclusiveness

- "Manufacturing technologies" such as biotech production, additive manufacturing, intelligent robotics, AI, sensor technologies, advanced batteries and hydrogen
- **"Key digital technologies**," such as nanoelectronics and photonics
- "Emerging enabling technologies"
- "Advanced materials"
- "Artificial intelligence and robotics"
- "Next Generation Internet", 5G and the services they might support,
- "Advanced Computing and Big Data" including High Performance Computing (HPC)
- "Circular Industries,"
- "Low-carbon and clean industries" including process technologies, conversion technologies, electrification and unconventional energy sources within industrial plants
- "Space, including Earth Observation," including satellite programmes like Galileo, EGNOS and Copernicus; Space Situational Awareness, secure satellite comms.

Pillar 2 – Cluster 5 - Climate, Energy and Mobility

Aim

- To fight climate change while improving the competitiveness of the energy and transport industries as well as the quality of the services that these sectors bring to society.
- Establishing a better understanding of the causes, evolution, risks, impacts and opportunities of climate change,
- Making energy and mobility systems more climate-and environment-friendly, smarter, safer, and more resilient, inclusive, competitive and efficient.

Union policy priorities

- Contribute to developing low-carbon and competitive transport solutions across all modes
- Advanced climate science and solutions;
- Novel competitive crosssectoral solutions for decarbonisation
- A novel energy system
- New demand side solutions to decarbonise the energy and transport systems
- Reduction of greenhouse gas emissions;
- Increased adaptation of production systems
- Reinforced bio-economy

- "Climate science and solutions"
- "Energy supply"
- "Energy systems and grids"
- "Buildings and industrial facilities in energy transition"
- "Communities and cities," including decarbonisation, urban planning, and quality of lifeforcitizens
- "Industrial competitiveness in transport," including vehicle design and on-board systems, as well as new materials and construction methods
- "Clean, safe and accessible transport and mobility" including electrification of all modes of transport, batteries, fuel cells, and hybrid fuel technologies, sustainable fuels, and analysis of mobility patterns
- "Smart mobility" including digital traffic management, air traffic control, railway automation, and smart shipping,
- "**Energy storage**" including liquid and gaseous renewable fuels, batteries, and hydrogen

Pillar 2 – Cluster 6 – Food, Bio-economy, Natural Resources, Environment

Aim

- To advance knowledge, expand capacities and deliver innovative solutions to accelerate the transition towards the sustainable management of natural resources
- reversing biodiversity decline;
- reducing environmental degradation and pollution

Union policy priorities

- Reduction of greenhouse gas emissions and successful adaptation
- Halt of biodiversity decline and restoration of ecosystems;
- Sustainable and circular management and use of natural resources;
- Establishment of new primary production, food and bio-based systems based on sustainability
- Behavioural, socio-economic and demographic change are well understood
- Establishment of **new governance models enabling sustainability**.

- "Environmental observation" including open data, monitoring of biodiversity, and the Global Earth Observation System of Systems of the Group of Earth Observations
- "Biodiversity and natural resources" including terrestrial, freshwater and marine ecosystems and ecotoxicology of compounds and new pollutants
- "Agriculture, forestry, and rural areas," including antimicrobial resistance and agrochemical hazards, as well as digital innovations in farming and forestry such as Al, robotics, precision farming and remote sensing
- "Seas, oceans and inland waters" including environmental protection, the blue economy, and the role of seas in migration
- "Food systems" including healthy diets, personalised nutrition for vulnerable groups, consumer behaviour, and environmental sustainability
- **"Bio-based innovation systems in the EU bioeconomy,"** including sustainable biomass sourcing and bio-based materials
- "Circular systems" including cities and the use of water resources"



Mission



Adaptation to climate change, including societal transformation



Cancer



Healthy oceans, seas, coastal & inland waters

Horizon Europe

Strategic

2021-24

Action Plan



Climate-neutral & smart cities



Soil health & food

Six global challenges

Specific Call

Specific Call

Specific Call

Topic

WP1: Health

WP2: Culture, Creativity & Inclusive Society

WP3: Civil Security for Society

WP4: Digital, Industry & Space

WP5: Food, Natural Resources, Agriculture & Environment

WP6: Climate, Energy & Mobility

Pillar 3 – Innovative Europe

Bottom-up & Topdown approach

Budget 2021 - 2027

€13.6bn

SPECIFIC PROGRAMME IMPLEMENTING HORIZON EUROPE & EIT

European Innovation Council

Support to innovations with breakthrough and market creating potential

The budget: €10.6 billion, incl. up to €527 million for ecosystems (including NGEU – Recovery Fund parts dedicated to EIC).

European innovation ecosystems

Connecting with regional and national innovation actors

European Institute of Innovation and Technology (EIT)

Bringing key actors (research, education and business) together around a common goal for nurturing innovation

circa €3 billion



European Innovation Council

European Innovation Ecosystems

European Institute of Innovation & Technology*

WIDENING PARTICIPATION AND STRENGTHENING THE EUROPEAN RESEARCH AREA

Widening participation & spreading excellence

Reforming & Enhancing the European R&I system



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Europe's innovation powerhouse

- Supports start-ups, SMEs, and research teams developing high-risk, high-impact breakthrough innovations.
- Focuses on scaling up game-changing solutions aligned with the European Green Deal and the Recovery Plan for Europe.
- Provides financial support through grants and equity investments.
- Offers business acceleration services alongside funding.

Goals:

- Identify and support high-risk innovations with market-creating potential.
- Tackle societal challenges where market risks are significant.
- Support rapid technology development and company scale-up.



Europe's innovation powerhouse

Focus areas:

 Human-centric AI, quantum computing, and new energy and health sectors.

"Open" and "challenge" approach:

- Encourages innovative ideas from diverse sources.
- Emphasizes tackling specific challenges and achieving breakthroughs.

Funding:

- Direct financial support through grants.
- Access to a range of Business Acceleration Services.



Europe's innovation powerhouse

The EIC is tailored to the different needs of innovators, whether they are in the early stages of research, exploring a business idea or working to commercialise a solution.



EIC Pathfinder

For radically new technologies emerging from research excellence



EIC Transition Activities

for bringing research results to innovation potential



EIC Accelerator

for development and scaling up of high risk innovations by start-ups and SMEs, including with blended finance support (grants combined with investments through the EIC Fund)



EIC Business Acceleration Services

for tailor-made coaching, mentoring, and matching for all EIC-supported companies and projects



Europe's innovation powerhouse

Technology Readiness Levels (TRLs)

PATHFINDER

TRANSITION

ACCELERATOR

- TRL1 basic principles observed
- TRL2 technology concept formulated
- TRL3 experimental proof of concept
- TRL4 technology validated in lab
- TRL5 technology validated in relevant environment
- TRL6 technology demonstrated in relevant environment
- TRL7 system prototype demonstration in operational environment
- TRL8 system complete and qualified
- TRL9 actual system proven in operational environment

Horizontal – Widening Participation and Strengthening the European Research Area

Budget 2021 - 2027

SPECIFIC PROGRAMME IMPLEMENTING HORIZON EUROPE & EIT Widening Participation and Spreading Reforming and enhancing the EU R&I system Excellence Strengthening the evidence base for R&I policy Foresight Teaming, Twinning, ERA Chairs. Support for policy makers to the ERA development European Cooperation in Science and Technology (COST) Support to national R&I policy reform, including Policy Support Boosting National Contact Points' (NCPs) activities, preproposal checks and advice Attractive researcher careers and links with higher education Brain circulation Open science, citizen science and science communication Excellence initiatives: Gender equality Possibility for entities from widening countries to join Ethics and integrity already selected collaborative R&I actions Support to international cooperation Recognition of participation Scientific input to other policies Matchmaking services Support to the Programme implementation Support for National Contact Points Support to dissemination & exploitation €2.96 billion €0.44 billion WIDENING PARTICIPATION AND STRENGTHENING THE EUROPEAN RESEARCH AREA Widening participation & spreading excellence Reforming & Enhancing the European R&I system

€3.4bn

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Type of Actions/Projects in Horizon EUROPE

Research and Innovation Actions (RIA)	=>What? Funding available for collaborative research projects tackling clearly defined challenges which can lead to the development of new knowledge or new technology.
Business Plan (TRL up to 6)	=>Who? Consortia of partners from different countries, industry and academia. Min. 3 legal entities established in 3 Member States or Associated Countries
Innovation Actions (IA)	=>What? Funding available for closer-to-the-market activities including prototyping, testing, demonstrating, piloting, scaling-up etc. for new or improved products, processes or services.
Business Plan (TRL higher than 6/ if stated in the application form)	=>Who? Consortia of partners from different countries, industry and academia. Min. 3 legal entities established in 3 Member States or Associated Countries
Coordination and Support Action (CSA)	=>What? Funding available for actions consisting primarily of accompanying measures, such as the coordination and networking of research and innovation projects, programmes and policies (e.g. training, dissemination, exploitation, standardization, policy dialogues, etc.). Funding for research and innovation per se not covered.
(CO) ij	=>Who? Single entities or consortia of partners from different countries, industry and academia. Min. 1 legal entity established in 1 Member State or Associated Country

Type of Actions/Projects in Horizon EUROPE

Collaborative projects

- · Research and Innovation Action (RIA);
- Coordination and Support Action (CSA);
- · Innovation Action (IA);
- Marie Sklodowska-Curie Actions (MSCA) - Staff Exchanges (SE), Co-funding of regional, national and international programmes (COFUND), Doctoral Networks
- · EU Missions
- EU Partnerships

Individual projects

- · European Research Council (ERC);
- Marie Sklodowska-Curie Actions (MSCA):
 Postdoctoral Fellowships.

Modalities of the participation

Formal participation with the Grant Agreement (GA)

- Coordinator;
- · Partner
- Associated party;
- Affiliated party.

Types of funding

- grants (direct financial contributions to projects submitted by beneficiaries)
- prizes (cash, publicity coverage or promotion as reward)
- procurements (contracts for projects tendered by EU)

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Supports education, training, FEGSMUS+ youth and sport in Europe—since the 1980s







So, what is Erasmus?

#ErasmusPlus



European Commission

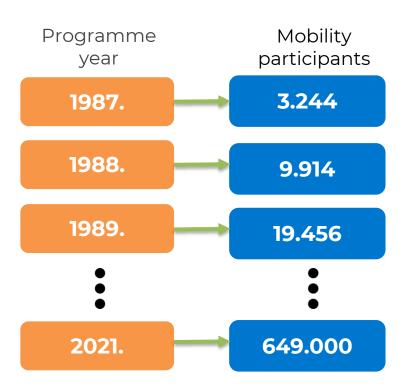
European Region Action Scheme for the Mobility of University **S**tudents

Erasmus of Rotterdam

1987.







What is Erasmus+?

 EU's programme which supports education, training, youth and sport in Europe.



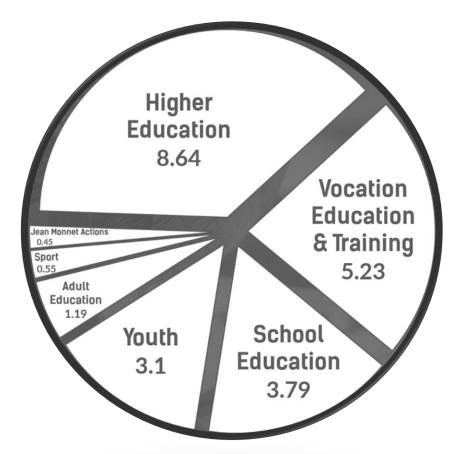
Opportunities

- Erasmus+ offers mobility and cooperation opportunities in:
 - higher education,
 - vocational education and training,
 - school education,
 - adult education,
 - youth, and
 - sport.

Main programme goals

To support the educational, professional and personal development of individuals in the field of education, training, youth, and sports through lifelong learning.

Budget distribution



The amounts are shown in billions.











The programme contributes to:

Sustainable Develpment

Better quality workplaces

Social cohesion

Innovations

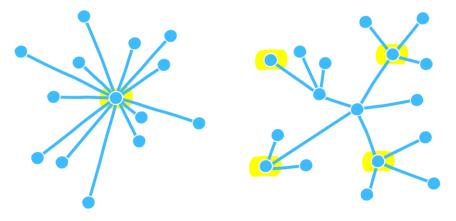
Bridging the gap in knowledge, skills, and competences

Who can participate?

EU Countries



How to Apply?



For the **decentralised** activities managed by National Agencies, apply using the <u>Erasmus+ and European</u> <u>Solidarity Corps page</u>.

For the **centralised** activities managed by the European Education and Culture Executive Agency, please visit the Executive Agency's <u>'How to get a grant' page</u>.

Erasmus+ Structure - 2021-2027

Key Action 1

Learning mobility of individuals

Student mobility

Staff mobility

Key Action 2

Cooperating among organisations and instructions

Partnerships for Cooperation

Partnerships for Innovation

Partnerships for Excellence

Key Action 3

Support to policy development and cooperation

Support for Public Policy Reform

Action Erasmus Mundus

EMDM
Master conjoint
Erasmus Mundus
Design Measures

EMJM
Master conjoint
Erasmus Mundus

NEW

Jean Monnet Actions

Modules

Chairs

Centre of excellence

Networks

TEUROPEAN ACADEMY

SHAPING EUROPE'S DIGITAL FUTURE

#DigitalEU



So, what is Digital Europe?

The main objectives



Compete globally

Other regions of the world invest huge amount of public capital in advanced technologies. For example, the US and China spend €0-20 billion annually on Al alone



Achieve scale through collective co-investments

Given the size of investments needed, scale required and risks involved Europe needs to pool the resources together



Regain control over Europe's value chains

and ensure Europe's technological sovereignty



Better address Europe's economic and societal challenges

E.g. climate, health, mobility and public services



Ensure broad take-up of digital technologies across all regions of EU

In deploying latest technologies to offer best services

to citizens and business

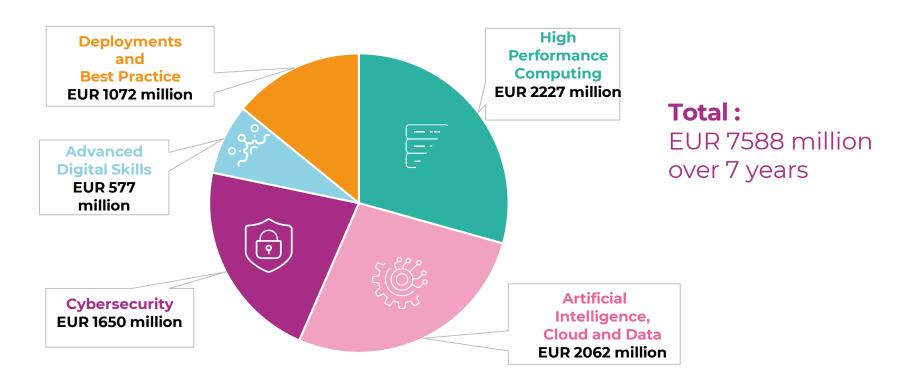


Support SMEs to acquire or access the latest technologies and skills

More than 400,000 EU vacancies in these fields

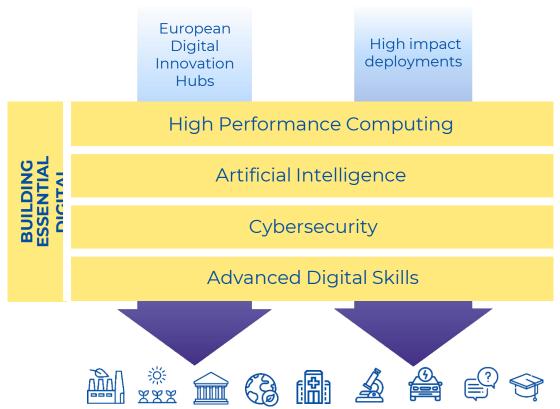


Budget



Digital Europe Programme Structure

ACCELERATING THE BEST USE OF DIGITAL TECHNOLOGIES







APPROVED: Creative Europe 2021-2027





What is Creative Europe?

Programme which invests in action that strenghten cultural diversity and answer needs and challenges of the cultural creative sector.

The programme contributes to recovery of these sectors, by helping them become **more inclusive**, **digital**, **and sustainable**.



Programme Objectives

Improve art and culture collaboration on the European level.

Support the making of European art; strenghten economic, social, and international dimensions of the European culture and creative sector.

Support innovativeness and mobility.

Encourage cooperation and innovation, sustainability and competitiveness.

Promote cross-sectoral innovative and collaborative projects, as well as diverse, independent and pluralistic media environment/media literacy, thus encouraging freedom of artistic expression, intercultural dialogue, and social inclusion.



Priorities and measures

Audience development

- Participation
- Intellectural dialogue
- Greater participation of citizens in culture
- Development of joint European space and market



- Unique European space
- Common cultural heritage
- Professional development of individuals
- Knowledge and experience exchange

Capacity building

- Digital transition
- New technologies
- Creation of new professions
- The Lisbon Strategy
- Intersector and interresource cooperation

Who can participate?



... as well as from countries which are members of EFTA*, countries which are candidates, and potential candidates for the EU**, neigbourhood***.

^{**}Georgia, Moldova, Ukraine



^{*}Iceland, Norway

^{**}Albania, North Macedonia, Bosnia and Herzegovina, Montenegro, Serbia

Structure of the Creative Europe programme



Culture

Support and promotion of the European cultural sector



Media

Support and promotion of the European film and audiovisual sector

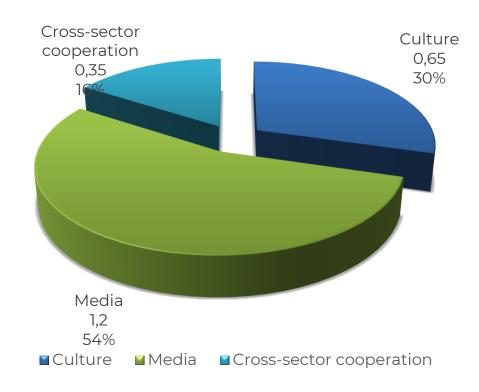


Cross-sector cooperation

Strenghtening the cooperation between different cultural and creative sectors

Budget

Total budget is 2.4 billion euros.



^{*}The amounts are shown in billion euros.



Culture Strand

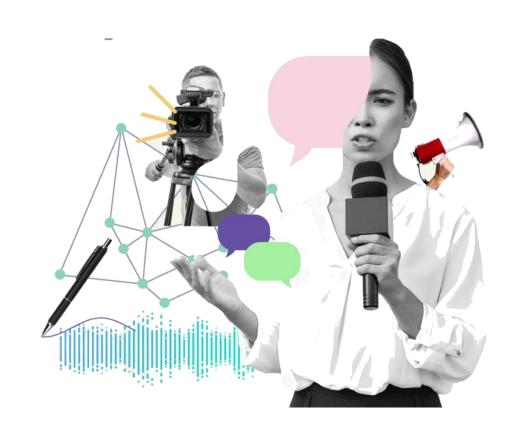
Which sectors are covered by this strand?

- Architecture
- Cultural Heritage
- Design
- Literature and publishing
- Music
- Performing arts, e.g. acting and dancing



Media Strand

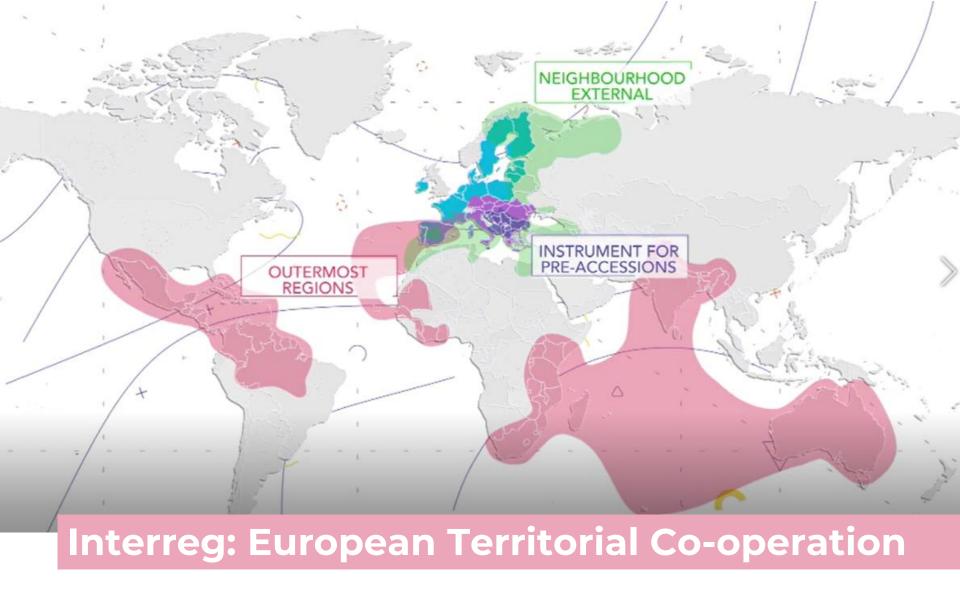
- Encouraging cooperation through the value chain
- Nourishing talents
- Supporting innovative results
- Engaging with the audience



Cross-sector cooperation Strand

- Supports cooperation of difference cultural and creative sectors, so they can overcome challenges in front of them, and find innovative solutions.
- For the first time, Creative Europe offers financial support to the journalism sector, for the promotion of media literacy, pluralism, and media freedom























A more competitive and smarter Europe

- Research & innovation capacities
- Digitisation
- SME competitiveness
- S3, industry and entrepreneurship
- Digital connectivity



A greener, low-carbon transitioning towards a net zero carbon economy and resilient Europe

- Energy efficiency
- Renewable energy
- Smart energy systems
- Climate change
- Water management
- Circular economy
- Nature & biodiversity
- Zero-carbon urban mobility



A more connected Europe

- Sustainable TEN-T
- Sustainable mobility



A more social and inclusive Europe

- Education
- Social inclusion
- Integration of third-country nationals
- Health care
- Culture and sustainable tourism



A Europe closer to citizens

- Integrated urban development
- Integrated non-urban development



A better Cooperation governance

- Enhance the institutional capacity of public administrations,
- Resolve legal and administrative obstacles in border regions,
- Promote sustainable democracy,
- Strengthen mutual trust among citizens.





A Safer and More Secure Europe

- For actions in the fields of border crossing management, mobility and migration management, including the protection and economic and social integration of thirdcountry nationals.
- To support employment and labour market measures such as improving access to employment, encouraging life-long learning, promoting gender balance and fostering equal opportunities.



The 100 programmes are organised along 4 levels or "strands" of Interreg programmes:

- 1. Cross-border cooperation: Interreg A.
- 2. Transnational cooperation: Interreg B.
- 3. Interregional cooperation: Interreg C.
- 4. Cooperation for outermost regions: Interreg D.

Cross-border cooperation: Interreg A

With a budget of 6.5 billion EUR over 7 years, there are 73 different programmes to ensure cross-border barriers and challenges within and at External borders of the EU are addressed, i.e.

- 49 programmes within the EU 27 across its internal borders
- 10 Interreg IPA (**Instrument for pre-Accession Assistance**) which are operating at EU's border with Turkey, Albania, Montenegro, Serbia and the Republic of North Macedonia.
- 14 Interreg **NEXT programmes**, implemented at the borders with Neighbouring (ENI) countries of the EU, namely: Algeria, Armenia, Azerbaijan, Egypt, Georgia, Israel, Jordan, Kyrgyz Republic, Lebanon, Libya, Moldova, Morocco, Palestine, Syria, Tunisia, Ukraine (Cooperation with Belarus and Russia have been suspended)
- The PEACE + Programme between the border counties of Ireland and Northern Irelan



Transnational cooperation: Interreg B

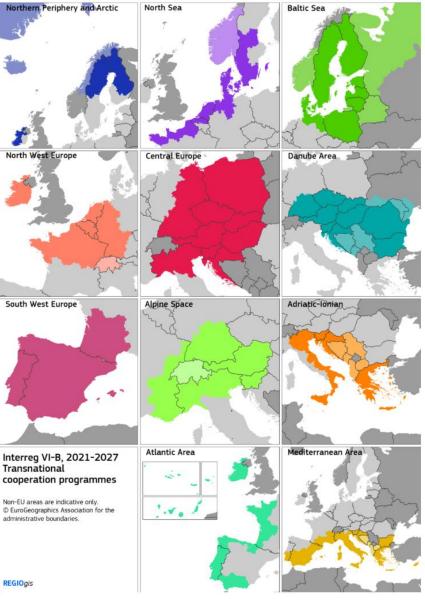
With a budget of almost 1.5 bilion EUR, the 14 transnational Cooperation programmes for 2021-2027 are boosting strategic cooperation actions on **large-scale territories in Europe and beyond**.

It involves national, regional and local programme partners in Member States, but also in some programmes, non EU countries (third countries such as Iceland or Lichtenstein), Enlargement and Neighbourhood partner countries, and OCTs (The Overseas Countries and Territories), with a view to achieving a higher degree of territorial integration.



Transnational cooperation: Interreg B







- It aims at boosting the effectiveness of cohesion policy by promoting exchange of experiences, innovative approaches, and capacity building between regions.
- 550 million Euro budget has been allocated to interregional cooperation.
- There are four interregional cooperation programmes within this strand:
 - Interreg Europe aiming to share innovative and sustainable solutions to regional development challenges
 - Interact, which helps cooperation among Interreg programmes
 - URBACT, the programme helps cities to develop an integrated set of actions for sustainable change
 - ESPON, works on policies for territorial cohesion



Context of the programme, including EU major strategic orientations

The European Union (EU) is committed to delivering results on several strategies over the coming decades, and the cohesion policy will have a key role to play. Open Innovation, Open Science and Open to the World

European Green Deal

UN's 2030 Agenda for Sustainable Development

Territorial Agenda 2030

European Climate Law

Interregional cooperation: Interreg C Interreg Europe Program Overview

- Aims to reduce disparities in development, growth, and quality of life across European regions.
- Objective: Develop and deliver better policies and solutions for regional development.
- Covers 29 countries: EU27, Norway, and Switzerland.



Disparities and Inequalities across Europe and Challenges for Regions

- European regions have diverse characteristics, situations, and prospects.
- Tailor-made policies are needed to address regional diversity and meet specific needs.
- Place-based approach empowers regions to deliver policies based on their unique needs.
- Mutual learning between regions adds value to Europe's development.

Key Disparities and Challenges for a More Competitive and Smarter Europe

- Innovation is concentrated in a few regions, leaving others behind.
- Policies should support innovation in less developed regions and connect businesses and research centers.
- Knowledge acquisition and regional economic development depend on a region's assets.
- Digital skills acquisition is important to avoid excluding certain groups.



Key Disparities and Challenges for a Greener, Climate-Neutral, and Resilient Europe

- Climate change impacts vary across European regions, leading to environmental damage and economic losses.
- Investments in renewable energy, energy efficiency, circular economy, and sustainable transport are needed.
- Regional cooperation can support sustainable energy supply, circular economy, biodiversity restoration, and green infrastructures.

Key Disparities and Challenges for a More Connected Europe

- Significant disparities in accessibility exist at regional and local levels.
- Interregional cooperation can promote sustainable and multimodal mobility policies.

Key Disparities and Challenges for a More Social and Inclusive Europe

- Unemployment rates and gaps vary across regions, with higher rates in southern Europe and outermost regions.
- Integration of migrants into the labor market is crucial for positive economic impact.
- Challenges include aging populations, depopulation, access to services, and social inclusion.
- Interregional cooperation can support employment, integration of migrants, access to healthcare, and culture and tourism development.



Key Disparities and Challenges for a Europe Closer to Citizens

- Tailored, place-based approaches are needed to address the diversity of the European territory.
- Cooperation between regions and sectors is crucial for tackling challenges.
- High-quality governance, capacity building, and empowerment of actors are necessary.
- Interregional cooperation can support integrated placebased strategies, spatially adapted governance and the implementation of territorial policies.





Who Can Benefit?

Public authorities

- national, regional, local public authorities
- other relevant bodies responsible for developing and/ or implementing regional development policies
- authorities responsible for developing and/ or implementing the Investment for jobs and growth programmes

Organisations relevant for regional development policies

- Business support organisations (development agencies, innovation agencies, chambers of commerce, clusters, etc.)
- Environmental organisations (environmental agencies, energy agencies, NGOs, etc.)
- Education and research institutions (universities, research centres, etc.)

Operationalising the Strategy

The Interreg Europe programme strategy consists of two complementary actions.



Interregional cooperation projects

- Support interregional cooperation projects between regional policy actors.
- Focus on exchange, capacity building, and transfer of good practices and innovative approaches.
- Aim: Prepare the integration of lessons learned from cooperation into regional policies and actions.



Policy Learning Platform

- Continue to facilitate policy learning services and capitalization of good regional policy practices.
- Approach: Policy learning platform.
- Enable regional-level actors to access relevant experiences and practices.
 Strengthen regional policies through knowledge sharing.



Cooperation for outermost regions: Interreg D

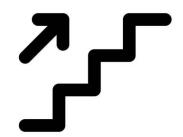
- With the new regulation 2021-2027, the specificities of the Outermost regions are recognised through a specific strand (Strand D).
- Strand D concerns 4 geographical areas:
 - Amazonia, the Caribbean,
 - Middle Atlantic/Gulf of Guinea (MAC),
 - Indian Ocean,
 - Mozambique Channel.



Steps...



Screen through the Bi-annual Work Programmes Identify relevant Calls that align with your project's field



Step 2: Matching Your Project to the Call

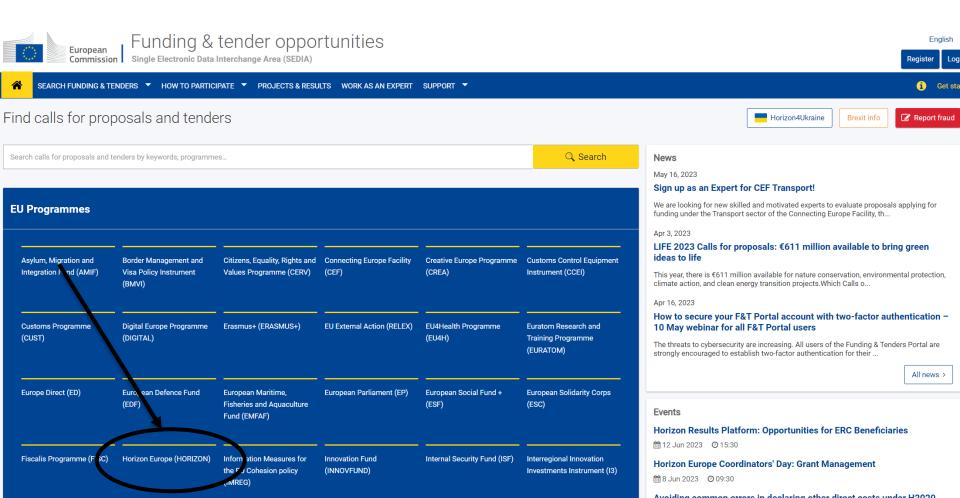
Understand the Specific Challenge

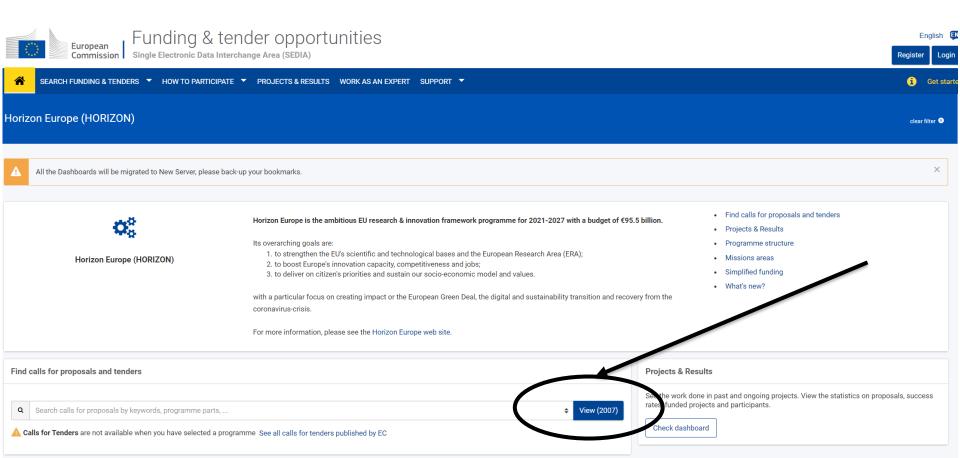
Assess the Scope

Consider Expected Outputs

Identify the tangible deliverables, results, or advancements that the funding stream seeks.

Align your project's objectives with the specific focus areas of the Topic.





Find call by programme structure

Horizon Europe consists of three pillars and one horizontal activity:



Pillar1

Excellent Science

European Research Council

Marie Sklodowska-Curie Action

Research Infrastructures



Pillar2

Global Challenges and European Industrial Competitiveness

Clusters:

- 1. Health
- 2. Culture, Creativity and Inclusive Society
- 3. Civil Security for Society
- 4. Digital, Industry and Space
- 5. Climate, Energy and Mobility
- 6. Food, Bioeconomy, Natural Resources, Agriculture and Environment



Pillar3

Innovative Europe

European Innovation Council

European Innovation ecosystems

European Institute of Innovation and Technology

Widening Participation and Strengthening the European Research Area

Widening participation and spreading excellence

Reforming and Enhancing the European R&I system

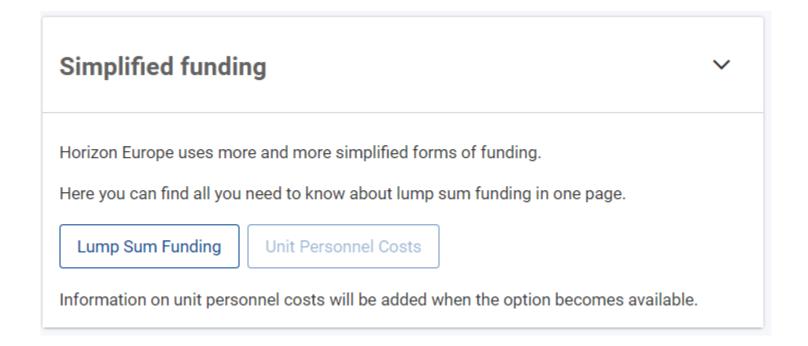
Find a call by missions areas

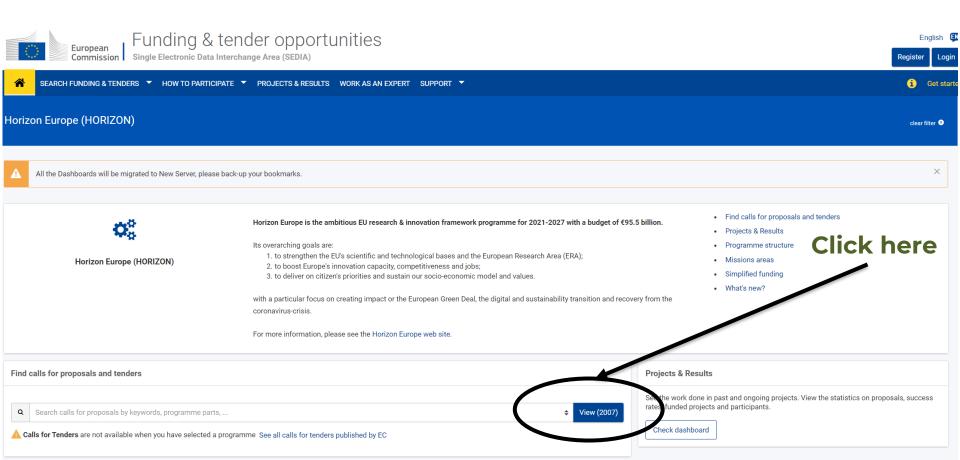
Within the clusters of pillar II, Horizon Europe incorporates missions to increase the effectiveness of funding by pursuing clearly defined targets with a concrete impact on citizen's daily lives.

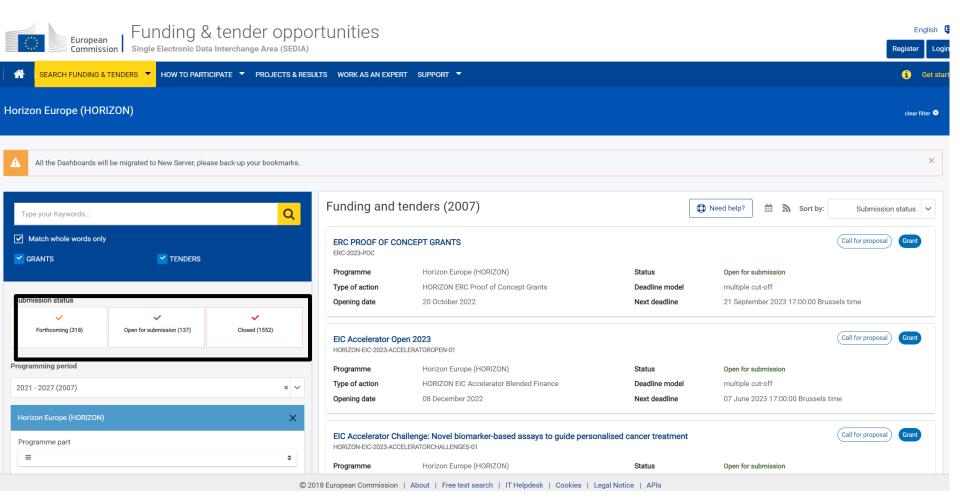
The aim is to achieve bold, inspirational and measurable goals within a set timeframe.

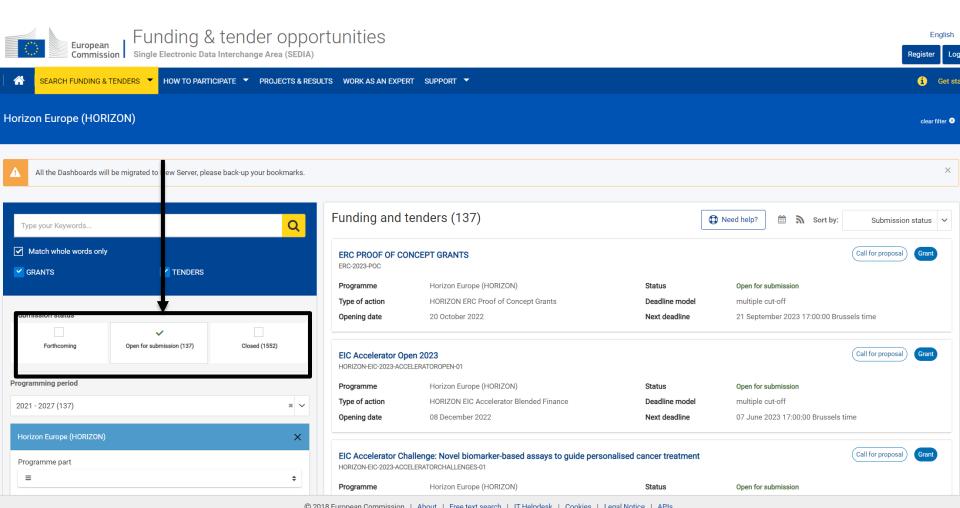
The following 5 mission areas have been identified, each with a dedicated mission board and assembly. The board and assembly help specify, design and implement the specific missions which will launch under Horizon Europe in 2021:

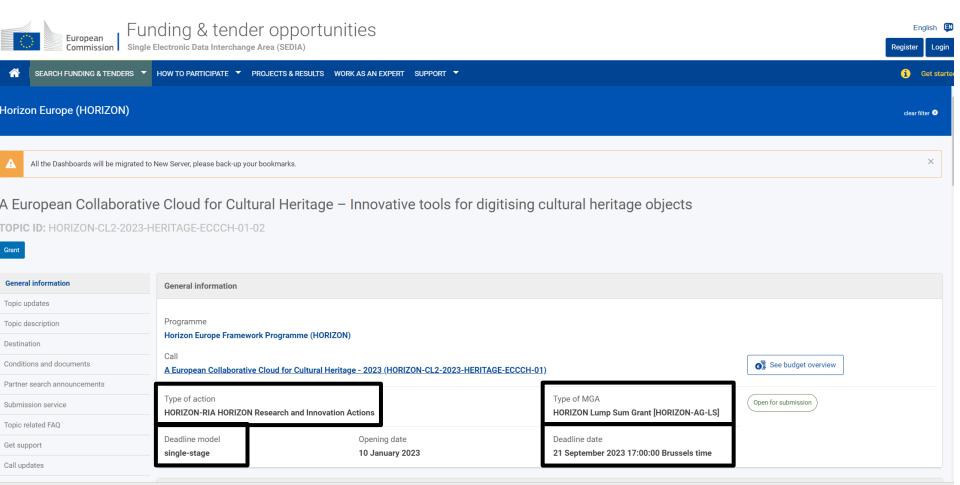
- 1. Adaptation to climate change including societal transformation
- 2. Cancer
- 3. Climate-neutral and smart cities
- 4. Healthy oceans, seas, coastal and inland waters
- 5. Soil health and food

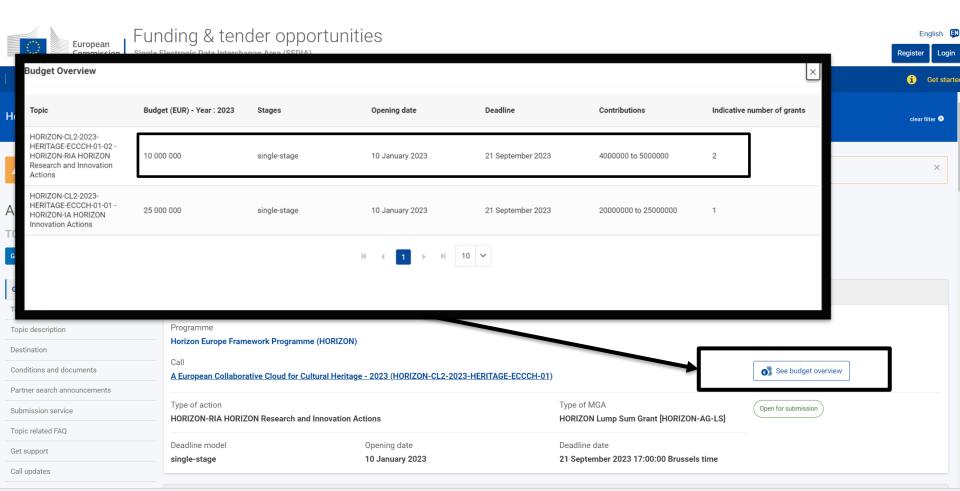


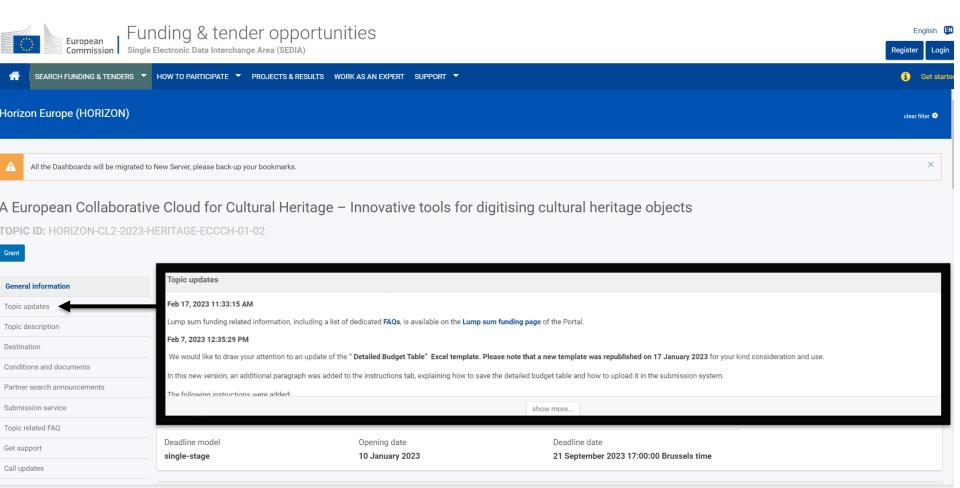


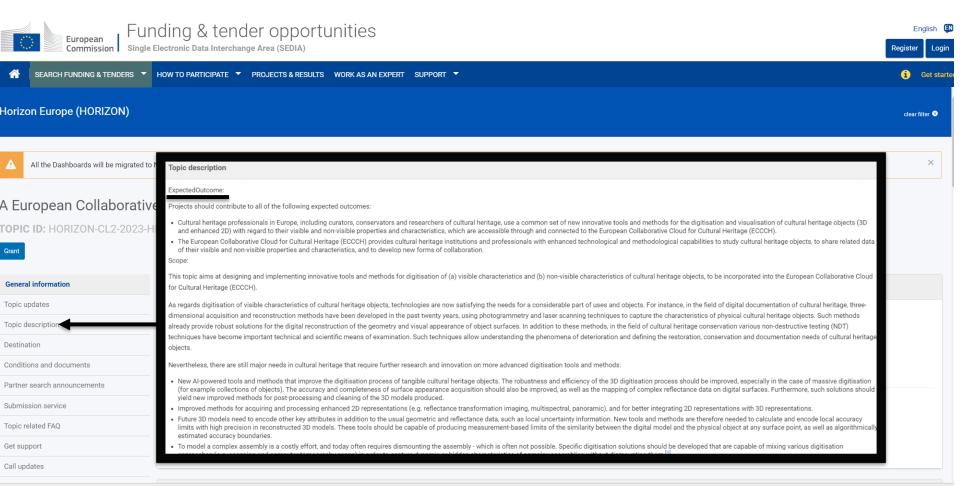


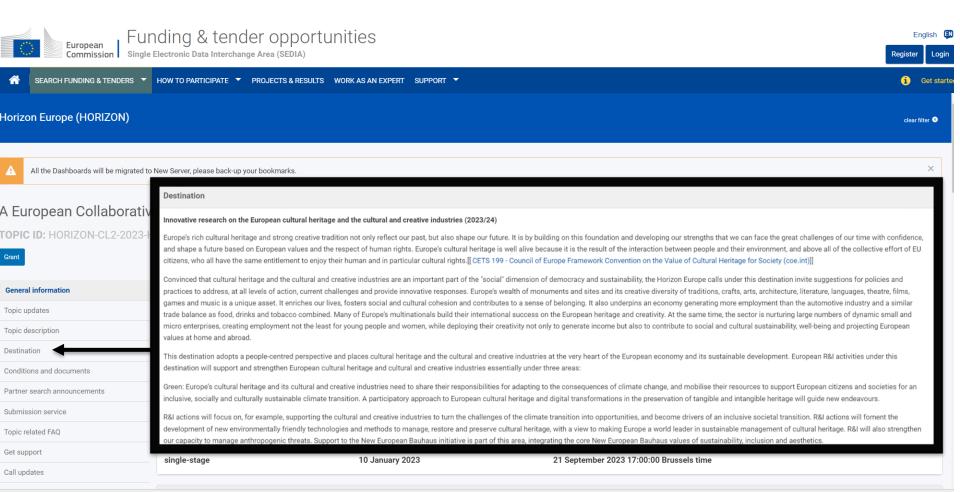


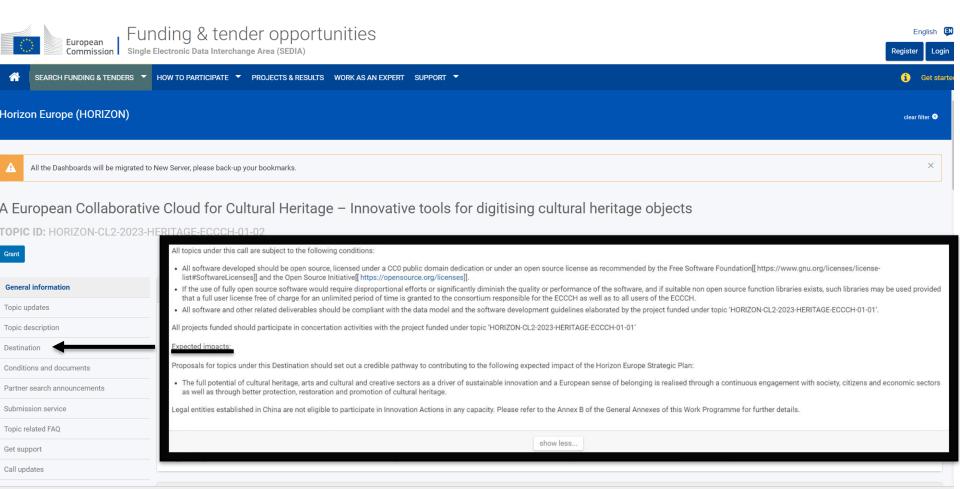


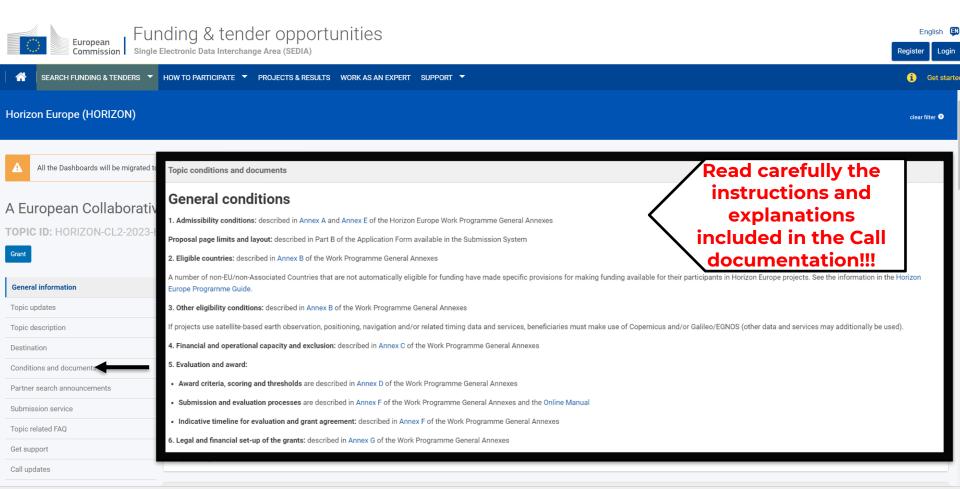


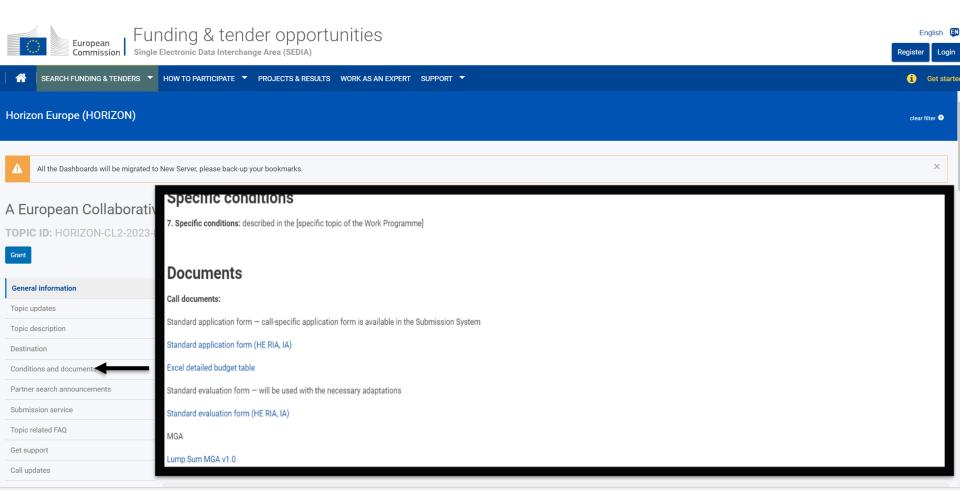












Mini Case Task:

Imagine your institution is planning to apply for a call on "Skills for Twin Green and Digital Transition." Draft three key arguments justifying your institutional relevance, referring to specific EU policies or frameworks.



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Proposal Design & Strategy

Session 2: Crafting a Winning Proposal



What are your biggest challenges or pains when it comes to preparing project proposals?

The Power of Professional Project Management

The compulsion of the funding agencies to squeeze your funding request into a project proposal form forces a completely new competence from the applicants.

In addition to their actual expertise in their field, they (usually) do not have

the professionalism of a project planner/manager!



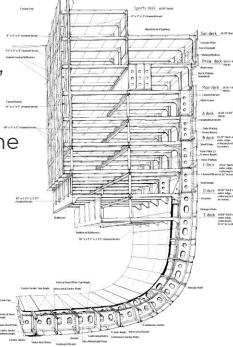
The Art of Structured Application Forms

Common Mistake: Filling out EU application forms on-the-fly, without prior preparation, is a prevalent but flawed approach.

The Problem: Applicants often encounter the questions for the first time, resulting in unstructured responses.

Unleashing Knowledge: While valuable information exists in their minds, the lack of structure hampers effective communication.

The Solution: Embrace structured thinking and planning to maximize the impact of your application.



Collaborative Approach

- Proposal writers may collaborate with researchers and teams in developing the proposal.
- Consultation with collaborators is crucial for gathering input and insights.
- Meetings, consultative sessions, and collaborative planning and writing sessions are often necessary.
- This collaborative approach requires time and coordination.



Extensive Preparation Work

Developing a winning proposal requires **extensive preparation work** over several months.

Writing or filling out the application is only a small part of the process.

The main work involves rock-solid preparatory planning and classical project development steps.





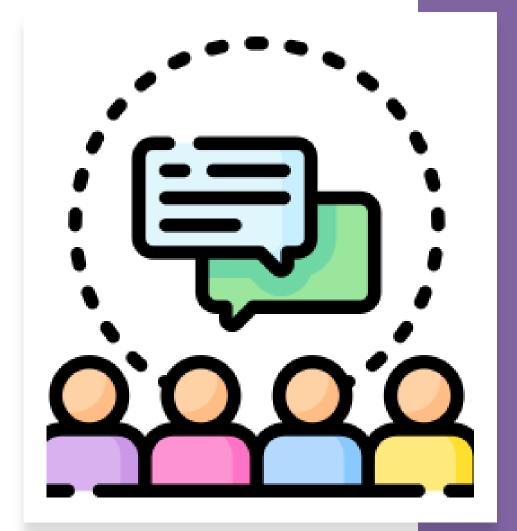
How to **Construct A** Convincing **Narrative about** a Compelling Intervention



Million Dolar Question!!!

Designing a Competitive Proposal – What Makes a Project Fundable?

- What are the most common mistakes we make when drafting proposals—and how can we address them systematically?
- What elements add "extra value" to a project idea?









Developing a project justification

Problem Solution Punch-line



Igniting Change: Solving a Critical Problem with Precision



Read the call text carefully → every word counts!!!

Questions before you start:

- Why Bother? Clearly define the problem you aim to solve, emphasising its significance.
- Showcase how your project idea aligns with and supports EU policy objectives, EU Frameworks, and EU initiatives
- Assess existing solutions to highlight the need for your innovative approach.
- Explain why the problem requires **immediate attention** and why previous attempts have fallen short. Highlight the consequences if the problem is left unsolved.
- Articulate why you and your team are uniquely qualified to tackle this challenge.
- Ensure your project idea is aligned with the topic description and within the scope.



Igniting Change: Solving a Critical Problem with Precision



- Focus on Convincing → A proposal is an exercise in persuasion, not a scientific paper.
- Pre-Significance → The significance of the problem from the outset.
- Need-to-Know Information → Prioritize and include only essential citations.
- Quick Decision-Making → Evaluators form initial impressions rapidly, and start with a brief summary.
- Targeting Diverse Evaluators → Not all evaluators may be experts in your specific field.
- Clarity is Key → The importance of making the proposal easy to read and ensuring clarity throughout.

Conducting Effective Needs Analysis

- National-level analysis → Institutional-level analysis → Labor market analysis → Skills gaps and barriers → SWOT /PEST analysis
- Use techniques such as surveys, interviews, focus groups, and literature reviews to collect data on the target group's needs, aspirations, and existing challenges
- Thoroughly analyze the collected data to identify patterns, trends, and gaps.
- By leveraging strengths and addressing weaknesses identified through SWOT and PEST analyses, you can shape specific objectives that capitalize on opportunities and mitigate potential risks.



Objectives and ambition

- Relevant, clear, and well-described objectives aligned with the call topic.
- · Realistically achievable within the project's timeframe.
- Well-linked with the description of activities.
- Use the objective output indicators formula to set clear and measurable objectives.
 - Objective: Clearly state the desired outcome you aim to achieve.
 - **Output:** Define the tangible deliverables or results that contribute to the objective.
 - Indicators: Identify measurable indicators that allow you to track progress and assess project success (quantitative and qualitative).





Specific Objectives



- Concrete and Specific → Avoid general, vague statements and be precise and specific.
- Cross-Referencing → Connect different parts of the proposal and avoid repetition.
- Be Ambitious and Realistic → Don't promise the world.
- Quantify and Substantiate → Where possible, provide substantive evidence to support claims.

Example of a Vague Statement:

"Through our project, we aim to make a significant impact on environmental sustainability."

Example of a Good Statement: "Our project aims to reduce carbon emissions by 30% by implementing renewable energy solutions in urban areas, leading to a tangible improvement in air quality and a more sustainable future."

Discussion Questions

- Why is "organize a training" not a real project objective?
- What's the difference between an activity, an output, and an outcome?
- What do EU evaluators really mean when they ask for "transformation"?





Objectives and Ambition



→ Specific Objective 5: To design and pilot self-paced training programs that cater to the needs of the job market, promoting non-formal learning experiences that allow learners to acquire emergent ESG PM skills at their own pace and convenience, leveraging the latest instructional design approaches and Massive Open Online Courses (MOOCs) to provide free and accessible learning opportunities. The ecosystem will be designed to be modular, customizable, and user-friendly.

Outputs:

- → ESG⁴PMChange training program
- → ESG⁴PMChange eLearning platform with three MOOCs

Quantitative indicators	Qualitative indicators
 3 MOOCs developed and integrated into the eLearning ecosystem At least 500 eLearning platform users At least 500 individuals completed MOOCs within the eLearning ecosystem No. of pilots (learning mobilities - LM) = 2 No. of students participating in LM > 20 No. of PM professionals participating in LM > 20 	 Quality of instructional design Quality of the learning materials Quality of the structure and sequential order of the course modules Relevance of the topics Level of practices Learning experience Trainees' satisfaction Trainers' satisfaction



Objectives and Ambition



SO3. Build future-proof educator capacity through a certified GenAl competency and microcredentialing framework (Al-GTF Phase 2: Integration)

To transform theoretical capacity into applied innovation, Al-TransformED will operationalise Sandbox Labs within schools and universities, serving as agile, ethical, and inclusive testing environments for GenAl-enhanced teaching, learning, and assessment practices. These Labs will incubate and validate a diverse portfolio of use cases spanning sectors and learner profiles. All validated practices will be disseminated through the Al-TransformED Learning HUB, a multilingual, modular, and decentralised digital platform for cross-institutional knowledge sharing and replication.

Key exploitable results supporting this objective:

- Sandbox Lab protocol and institutional setup report (D4.1)
- Validated GenAl Use Case collection (D4.2)
- Al-TransformED Learning HUB and deployment report (D4.3)

Key performance indicators:

- 30+ peer-reviewed Use Cases across SE, HE, VET
- Sandbox Labs active in 5 institutions
- Al Learning HUB launched with 1000+ interactions and multilingual access

Outcomes:

- At least 30 ethical, inclusive, and pedagogically grounded GenAl Use Cases co-developed, validated, and shared across Europe.
- Sandbox Labs serve as innovation accelerators within institutions, fostering a culture of responsible experimentation.
- The Al-TransformED Learning HUB becomes a central EU resource for replicable GenAl practices and professional development tools

Discussion Questions

- "If your objective is to train 100 teachers, what will change the day after the project ends?"
- "What's more fundable: 'promoting awareness' or 'changing behavior'? Why?"
- "Imagine two applications with the same topic. One has a clear, measurable transformation. The other has more activities. Who wins?"



objective doesn't imply a before/after state, it's not a true Specific Objective.

Evaluators don't fund *effort*.

They fund *change*. If your





- Explain an interdisciplinary and intersectoral approach.
- Describe contributions from each discipline to the overall approach.
- Target relevant data, knowledge, concepts, methods, and models from various disciplines.





Co-creation Process and Stakeholder Involvement

- Foresee a co-creation process involving relevant stakeholders, policy makers, and citizens.
- Consider European and Extra-EU ecosystems, including vulnerable and hard-to-reach groups.

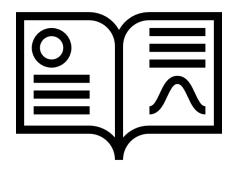








- Commitment to data sharing and implementation of opensource solutions.
- Adapting practices to disseminate results and store research data.
- Development of a detailed research data management plan following FAIR principles.
- Consideration of AI issues from technical and social aspects.







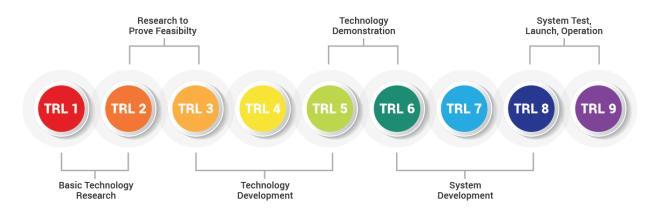
- Proper consideration of the gender dimension throughout the project.
- Integration in data collection, analysis, and exploration of cultural and socio-economic factors.
- Potential development of gender-specific intervention tools.







Realistic positioning of planned TRLs.
Convincing demonstration of technological maturity.







Ensuring European Added Value

- Demonstrate how your project adds value to the European context by complementing existing actions and promoting innovation.
- Identify existing projects, initiatives, or networks that align with your project and explore opportunities for collaboration and knowledge exchange.
- Integrate innovative approaches, methodologies, or technologies into your project to bring new perspectives and contribute to European innovation.



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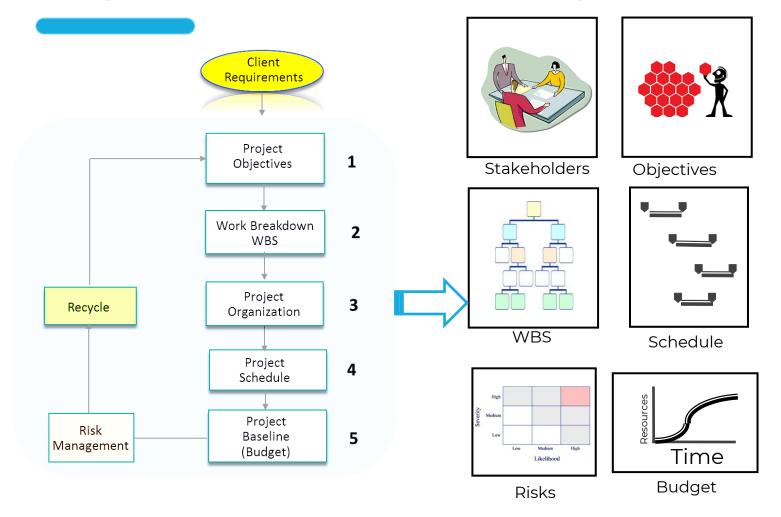
Proposal Design & Strategy

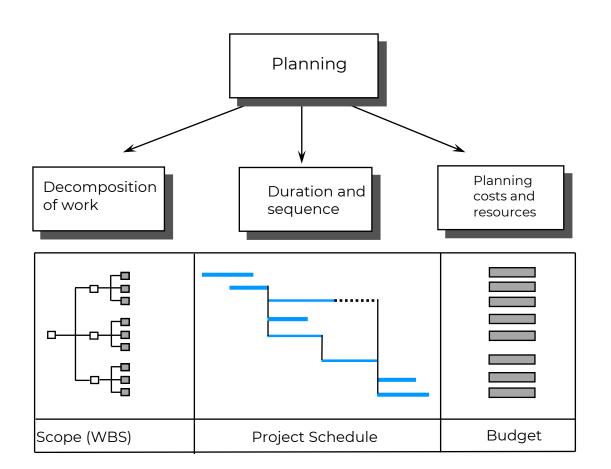
Session 3: Methodology and Work Plan



Designing a Winning Concept and Methodology

Project Work Plan Summary





Key Definitions for Work Package Development in Projects

Work Package (WP): A work package is a set of related tasks designed to accomplish a specific objective within a given period of time. Each WP has a WP leader who is responsible for coordinating and monitoring the activities within the package.

For each work package, you should enter an objective (expected outcome) and list the activities, milestones and deliverables that belong to it.

Projects should normally have a minimum of 2 work packages.

- WP1 covers management and coordination activities like meetings, coordination, monitoring, evaluation, financial management, and progress reports.
- WP2 and further WPs are used for other project activities.
- Last WP should focus on impact and dissemination.

Key Definitions for Work Package Development in Projects

- A WP devoted to Quality Assurance is possible, but not compulsory, this
 aspect can be dealt within the WP Management
- A WP devoted to Preparation/Preparatory measures is admissible, but not compulsory
- Dissemination activities and Sustainibility measures can be grouped in one single WP or form two different WPs
- Creating a single WP gathering all travels and mobilities NOT Recommended

Key Definitions for Work Package Development in Projects

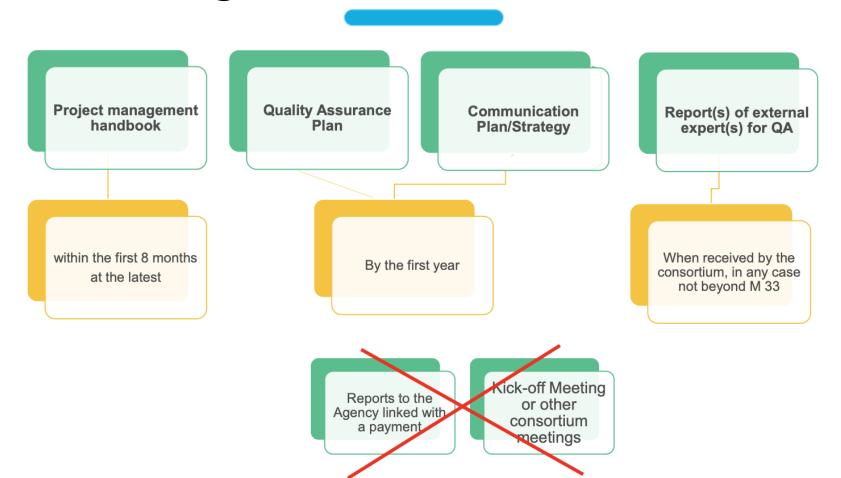
Task: A task is a single activity that needs to be accomplished as part of a work package.

- 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.

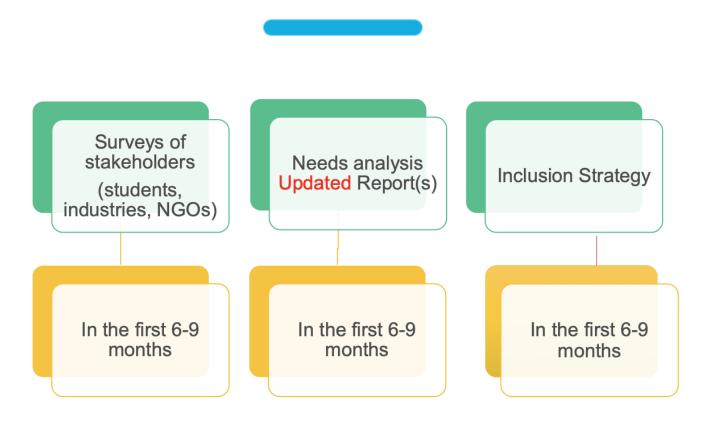
Deliverable/Output: An output is the tangible or intangible product or result that comes out of a task or a set of tasks. It should contribute to the objectives of the work package and the overall project.

- 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.

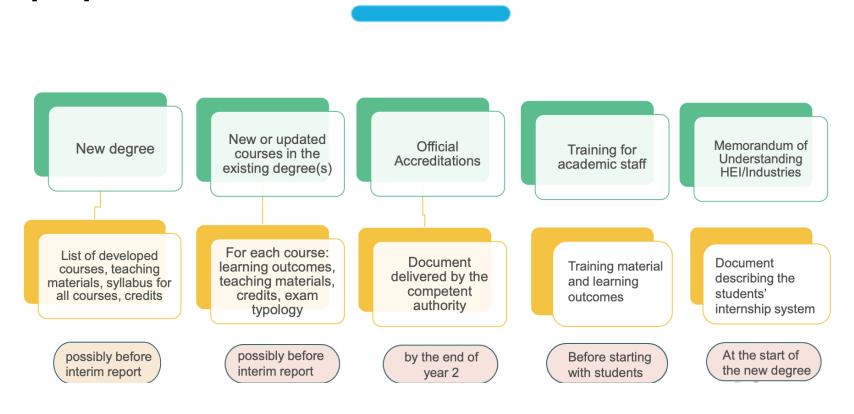
Examples of deliverables WP Management



Examples of deliverables WP Preparatory Measures (NOT compulsory)



Examples of deliverables WP Development – 'Curriculum development' proposals



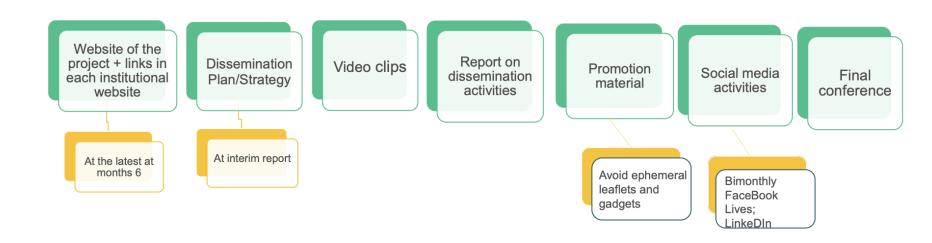
Examples of deliverables WP Development - 'Policy Reform' proposals

change in legislation, introduction of new policies

services/platforms at national/country level

guidelines, national strategies, papers

Examples of deliverables WP Dissemination



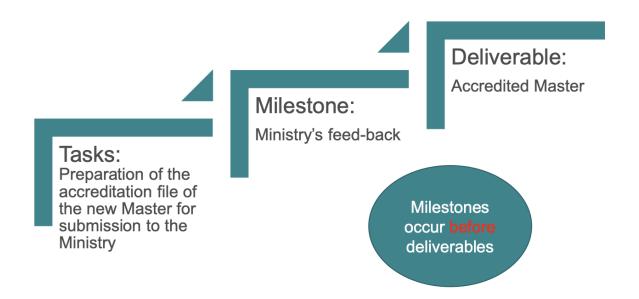
Key Definitions for Work Package Development in Projects

Milestone: Milestones are control points in the project that help to chart progress (e.g. completion of a key deliverable allowing the next phase of the work to begin).

- Use them only for major outputs in complex projects.
- Please limit the number of milestones by work package.

Tasks, milestones and deliverables

For curriculum development proposals



Tasks, milestones and deliverables

For curriculum development proposals

Task: Preparation of the new textbooks:

- Mixed groups of teachers, each dealing with a subject;
- Collection of teaching materials
- Workshops led by an expert;
- Team work in the different groups;
- Preparation of case studies;

Milestone:

Peer-review within the consortium

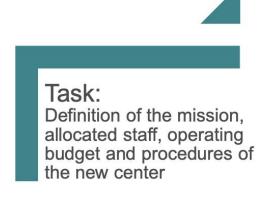
Deliverable:

New textbooks developed and used by the students

Milestones occur before deliverables

Tasks, milestones and deliverables

For proposals creating a new service/structure/center



Milestone:

Official decision of the University Council establishing the new center

Deliverable:

Center established and running

Milestones occur before deliverables

Work Package 1 Example

Project Management and Coordination

Work Package 1: Project Management and Coordination

Duration: M1 – M36 Lead Beneficiary: 1 - UNS

Objectives

Objectives to which the WP1 is linked:

- ightarrow To ensure effective implementation of the project
- ightarrow To ensure quality and timeliness of contractual deliverables
- \rightarrow To ensure an effective interface and communication mechanism in the Consortium
- → To ensure the diligent management of the project funding and that the project expenditures are cost-efficient and eligible according to the financial rules This WP requires the full involvement of all partners. WP Lead: UNS; Contribution: All partners.

Activities a	nd division of work (WP description)				
Task No (continuous	Task Name	Description	Participant	s	In-kind Contributions and Subcontracting
numbering linked to WP)			Name	Role (COO, BEN, AE, AP, OTHER)	(Yes/No and which)
T1.1	Start the project (M1)	This task includes all the activities that must be carried out to start the project and establish appropriate management and implementation mechanism. After signing the Partinership Agreement with each partner, UNS will develop the properties of the partnership agreement with each partner, UNS will develop the project of the project of the project of the project of the project objectives with project roles and responsibilities, critical success factors, the key translation of the project objectives with project roles and responsibilities, critical success factors, the key translation of the project handles on handles of the project handles of the project handles of hand	UNS UNIBO UITM BMMS BMMS BMMS UNIST PMINIC PMINIC PMINIC PMIC ENG ESG eILB FEVAS SPARSY TIMIC SSA ABIT	COO BEN BEN BEN BEN BEN BEN BEN BEN BEN BEN	No
T1.2	Manage and coordinate the project (M1—M36)	During the projects lifetime, UNS will continuously manage and coordinate the project to ensure the projects progress and that all deliverables are completed on time. This will be achieved by constantly providing information to the Project Executive Team (PET) and addition, activities will consist of (but are not limited to) allocating project resources to activities, performing regular quality checks of interim results, maintaining ongoing communication with all project team members, and keeping everyone involved in the project and keeping everyone involved in the project conflict resolution and the application of appropriate project management techniques.	UNS	COO	No
T1.3	Organise project meetings (M1–M36)	To ensure better monitoring and timeliness of contractual deliverables, the Project Executive Team (PET) will organise five project coordination meetings. If we Green Transmations Project Meetings (GPBM) introducement and timeliness of the meetings (GPBM) involvement. A GTPM will be organised and implemented in such a way as to minimise negative impacts on the environment and promote a positive social impact for the host community. We saff members per HEIs, VETs and enterprises and one per PMI chapters are meeting (GTPM) to ensure partners' commitment and engagement and to participate in the decision-making: "If GTPM (MCA-OFT) meeting (MTIUNSIPS, 2°C GTPM) MT (UNIST) HR, 3°C GTPM (MISUT) (PR) of CPM (GCA-OFT) (MCA-OFT) (MCA-OF	UNIS UNIBO UITM BIMHIST BIMHIST FININC PMI NIC PMI NC PMI CC ENG ESG E AB REVAS STARRY TIMC SSA ABIT	COO BEN BEN BEN BEN BEN BEN BEN BEN BEN BEN	Yes I Hosting HEIs will provide meeting premises and supporting equipment.
		Project Executive Team (PET) Review Meetings will be organised. This will be in the form of a 2h meeting to review the project progress and micro-plan the following activities.			

T1.4	Report on project progress	Following the guidelines in the Project	UNS	COO	No
11.4	(M6 M12 M18 M24 30 36)	Handbook, during the project lifetime, partners	UNIBO	BEN	140
	(MojM12JM10JM24J00J00)	will report to the UNS on the technical activities	UITM	BEN	
		implemented, results and impacts achieved and	IBMHS	BEN	
		the financial execution of the project through	UNIST	BEN	
		project progress reports and custom or ad hoc	PMI SC	BEN	
		reports, providing the necessary support	PMI NIC	BEN	
		documents and evidence where applicable (i.e.,	PMI PC	BEN	
		(1) data needed to draw up the reports, financial	PMICC	BEN	
		statements and other documents provided in	ENG	BEN	
		the Agreement; (2) all the necessary	ESG eLAB	BEN	
		documents in the event of audits, checks or	FFI	BEN	
		evaluation; (3) any other information asked by	REVAS	BEN	
		the Agency related to the project). This will	SPARKY	BEN	
		enable UNS to compile and analyse the	TIMC	BEN	
		information and deliver the official interim and	SSA	BEN	
		final reports to the EC.	ABIT	BEN	
T1.5	Close the project	The closing phase starts with an official Project-	UNS	COO	No
11.5	(M35-M36)	End Review Meeting (as explained in T1.3)	UNIBO	BEN	INO
	(10133-10136)	where project performance will be discussed.	UITM	BEN	
		team and contractor performance evaluated.	IBMHS	BEN	
		and lessons learned captured.	UNIST	BEN	
		After the Project-End Review Meeting Project-	PMI SC	BEN	
		End Report will be created. The report will	PMI NIC	BEN	
		document Best Practices, pitfalls and solutions	PMI PC	BEN	
		to problems encountered for use as a	PMICC	BEN	
		knowledge base for future projects.	ENG	BEN	
		Regarding the administrative closure, the UNS	ESG eLAB	BEN	
		will ensure that the final project report is	FFI	BEN	
		compiled and submitted to the EC. The finished	REVAS	BEN	
		deliverables will be transferred into each	SPARKY	BEN	
		participating consortium partner's care,	TIMC	BEN	
		custody, and control. All documentation and	SSA	BEN	
		records will be reviewed, organised, and	ABIT	BEN	
		securely archived. Finally, resources will be	ABII	DEN	
		i securety archiveu. Finally, resources will be i			I

Milestone No (continuous numbering not linked to WP)	Milestone Name	Work Package No	Lead Beneficiary	Descr	ption	Due Date (month number)	Means of Verification	D1.4	3 rd GTPM	1	UITM	OTHER - Meeting	PU — Public	M18	3rd GTPM M18 UITM PL Meeting objectives: to analyse the project progress and WP3
MS1	Sign of the Partners/Grant Agreement finished	1	UNS	The signing of the P (PA) and the Grant the legal start of the will be signed by eacoordinator.	Agreement marks e project. One PA	1	PA signed in 2-copy format - 1 for the coordinator, and 1 for each partner.								deliverables; to organise a workshop that will host a large group dialogue on the competency-oriented learning ecosystem by
Deliverable No (continuous numbering linked to WP)	Deliverable Name	Work Package No	Lead Beneficiary	Туре	Dissemination Level	Due Date (month number)	Description (including format and language)								using World Cafe method; planning and review of transversal quality assurance and
D1.1	Project Handbook	1	UNS	R — Document	Classified RUE/EU-R	M1	The Project Handbook documents the chosen approach to achieve project objectives, including roles and responsibilities, critical success factors, key processes, conflict resolution and escalation procedures. It also includes management								dissemination activities (WPS 5 & 6): to do the micro-planning for the ongoing WP4. No. of participants cc 35. Duration – 2 days. Means of verification: invitation, agenda, signed presence list, report of the event, presentations, evaluation report.
							plans for requirements, risk, stakeholder, and communication, along with implementation templates and financial/technical reporting. The handbook is distributed to consortium partners and available on the Admin/Project platform in electronic format, approximately 50 pages in English.	D1.5	4 [®] GTPM	1	IBMHS	OTHER - Meeting	PU — Public	M26	4 th GTPM M26 IBMHS]MK The meeting will focus on the project progress analysis (revised courses, learning and teaching material, eLearning platform, second pilot, ongoing WPs 4-6 tasks); to review and plan quality assurance and dissemination activities (WPs 5.8.6).
D1.2	1 st GTPM Kick-off meeting	1	UNS	OTHER - Meeting	PU — Public	M1	1st GTPM (Kick-off meeting) M1 UNS RS.								No. of participants cc 35. Duration – 2 days.
							Meeting objectives: to ensure that the whole PET is aware of the project's key elements; to clarify the expectations of PET: to present the								Means of verification: invitation, agenda, signed presence list, report of the event, presentations, evaluation report.
							Project Handbook with sub-plans and reporting standards o and procedures; to do the micro-planning for the WP2. No. of participants cc 35. Duration – 2 days. Means of verification: invitation, agenda, signed presence list, report of the event, presentations, evaluation report.	D1.6	5 th GTPM Project- End Review Meeting	1	UNIBO	OTHER - Meeting	PU — Public	M36	5" GTPM (Project-End Review Meeting) M36 UNIBO T Meeting objectives: to review project results; to perform the final evaluation of project deliverables; to prepare for the final reporting; to discuss the lessons learned and prepare post-project recommendations; to
D1.3	2 nd GTPM	1	UNIST	OTHER - Meeting	PU — Public	M7	2ºs GTPM M7 UNIST IHR Meeting objectives: to analyse the project progress and WP2 deliverables; to organise as design-thinking workshop as part of the task T2.; to review and plan quality assurance and dissemination activities (WPs 5 & 6);to do the micro-planning for the WP3. No. of participants cc 35. Duration – 2 days. Means of verification: invitation, agenda, signed presence list, report of								capture ideas and suggestions for post- project work; to plan the exploitation strategy to assure that stakeholders at large will easily and successfully use the project outputs. No. of participants cc 35. Duration – 2 days. Means of verification: invitation, agenda, signed presence list, report of the event, presentations, evaluation report.
							presence list, report of the event, presentations, evaluation report.								

Duration:	M13 – M22	Lead Beneficiary:	2 - UNIBO		
Objectives	'				
→ To desig knowledge i ESG theme	nto formal learning experiences s and categories, project mana	d: n-oriented curriculum model that combine to to prepare learners for the demands of th gement methodologies, risk management, ng programs that cater to the needs of the	e evolving job market. The c stakeholder engagement, a	urriculum is structured nd sustainability repo	to cover a range of topics, including.
emergent E free and acc → To desig	SG PM skills at their own pace cessible learning opportunities. In and develop a professional	and convenience, leveraging the latest ins The ecosystem will be designed to be mo- mentoring scheme that targets specific co- co and support as they develop their ESG in	tructional design approached dular, customizable, and use areer goals and encourages	s and Massive Open er-friendly.	Online Courses (MOOCs) to provi
learners wit → To create	h opportunities to network with e enabler-driven Living Labs as	peers, develop soft skills, and gain industri a platform for innovation and collaboratio through real-life projects and collaboratio	y insights. n to address sustainability o	hallenges in project n	nanagement. Living Labs will enal
		tners according to their expertise and role			
Activities a	and division of work (WP desc	cription)			
Task No (continuous	Task Name	Description		Participants	In-kind Contributions and Subcontracting
numbering linked to WP)				Name Ro (CC BEN, AF OTH	OO, AE,
T3.1	Co-design ESG ⁴ PMChange p centred curriculum model (M ¹		ntred curriculum nstitutions (HEIs), it-related courses I I will consist of 10 component of the	NIBO	00 N N N
		Governance) and will be deve inputs from D2.1, D2.3, and The curriculum will integrate and academic knowledge competence through an in style. At least 10 courses v newly built at UNS, UNIBO, UNIST (at least 2 at each HE on the ESGAPMChange c UNIBO and UNS will lead and due to their expertise contemporary educational pro (for a detailed description, Sconcept and Methodology).	D2.4 from WP2. business/industry e and foster justitive learning ill be revised or ITM, IBMHS, and 1) in WP4, based urriculum model. co-lead this task in developing grams. see section 2.1.1	MI PC	IN I
T3.2	Co-design ESG4PMChange to program (M16-M18)	Co-designing the ES ⁴ 2PM program for VET institutions v creation of the ESG F Framework in WP2, with I (WP2), and D3.1 (WP3) serv training program will consist for each component of the ES flexible sub-modules adaptabneeds. This task will be led by ABIT due to their expertise developing contemporary train a detailed description, se Concept and Methodology).	will begin after the M Competency 12.1, D2.3, D2.4 ing as input. The if 3 modules, one 5 framework, with e to the learners' F SSA and co-led and excellence in ing programs (for e section 2.1.1 ES	SSA	OO N N N N N N N N N N N N N N N N N N
T.3.3	Co-design ESG ⁴ PMChange professional mentoring progra M21)	This task aims to development (M19- ESG*PMChange profession program, providing an option of the control of the	prial mentoring sportunity for a limentee's career through informal a activities and be nd PMI CC, with	MI NIC BE UNS CC INIBO BE UITM BE BMHS BE JNIST BE WMI SC BE MI PC BE	EN EN EN EN

		will run for 3 months, and both the mentor and	ENG	BEN	
		mentee will earn personal development units	ESG eLAB	BEN	
		(PDUs) recognized by PMI for Technical, Leadership, and Strategic skills, which can be	FFI REVAS	BEN BEN	
		used towards Project Management	SPARKY	BEN	
		Professional (PMP) or Certified Associate in	TiMC	BEN	
		Project Management (CAPM) certification	SSA	BEN	
		requirements. Students from HEIs participating	ABIT	BEN	
		in the ESG ⁴ PMChange professional mentoring			
		program will have it recognized as an			
		internship. The ESG4PMChange professional			
		mentoring program guideline will be shared with			
		all European PMI chapters, as well as globally,			
		with strong multiplier potential.			
T3.4	Co-create ESG ⁴ PMChange Living lab	Participating HEIs will co-create the	FFI	BEN	No
	model (M19-M21)	ESG ⁴ PMChange enabler-driven model for	UNS	COO	
		Living lab with the support of PMIs, SMEs, and VETs. Living labs will be organized as networks	UNIBO	BEN BEN	
			IBMHS	BEN	
		of heterogeneous actors, resources, and activities integrating user-centred research and	UNIST	BEN	
		open innovation. The living lab learning	PMISC	BEN	
		environment will be created following the	PMI NIC	BEN	
		"Learning by Development (LbD)" pedagogic	PMI PC	BEN	
		model, and the wicked problem-solving	PMI CC	BEN	
		methodology will be applied to address complex	ENG	BEN	
		social policy problems related to ESG aspects	ESG eLAB	BEN	
		in projects. FFI as a globally recognized	REVAS	BEN	
		institution considering Living labs will lead this	SPARKY	BEN	
		task, and living labs will be piloted in WP4 (for a	TiMC	BEN	
		detailed description, see section 2.1.1 Concept	SSA ABIT	BEN	
T3.5	Develop teaching, learning and	and Methodology). This task involves developing teaching and	UNIBO	BEN BEN	No
10.0	instructional materials	learning materials for 10 class-based courses	UNS	COO	NO
	(M16-M21)	and an e-learning program for the	UITM	BEN	
	····- ·· ·/	ESG4PMChange competency-oriented	IBMHS	BEN	
		learning ecosystem. The materials will include	UNIST	BEN	
		e-textbooks, authorized lectures, presentations,	PMI SC	BEN	
		and practical work materials. Additionally, 10	PMI NIC	BEN	
		video lectures will be created using Al video	PMI PC	BEN	
		creation technology. The instructional materials will be developed through joint efforts by	PMI CC ENG	BEN BEN	
		will be developed through joint errorts by j	ENG	BEN	
		participating HEIs and VETs with input from	ESG eLAB	BEN	
		business sector partners. UNIBO and IBMHS	FFI	BEN	
		will coordinate the activities with HEIs and	REVAS	BEN	
		business partners, respectively. The e-learning	SPARKY TIMC	BEN	
		program will have a total workload of 30 hours, and each module will have a project or	SSA	BEN BEN	
		challenge associated with it. ABIT and SSA will	ABIT	BEN	
		coordinate the activities with VETs and	2011	JEN	
		business partners, respectively.			
T3.6	Develop eLearning ecosystem	This task involves the development of a	UNS	COO	No
	(M13-M22)	centralized eLearning platform for	UNIBO	BEN	
		ESG4PMChange, with a focus on creating a	UITM	BEN	
		user-friendly interface and accommodating	IBMHS UNIST	BEN BEN	
		multiple learning styles through the 5-Door instructional approach. The platform will feature	PMISC	BEN	
		ten online courses based on deliverables from	PMI NIC	BEN	
		T3.1 and T3.2, and three MOOCs will be	PMI PC	BEN	
		developed to offer an affordable and flexible	PMI CC	BEN	
		way for learners to gain new skills and earn	ENG	BEN	
		way for learners to gain new skills and earn digital badges. Open-source eLearning	ESG eLAB	BEN	
		way for learners to gain new skills and earn digital badges. Open-source eLearning platforms like Moodle and ATutor will be	ESG eLAB FFI	BEN BEN	
		way for learners to gain new skills and earn digital badges. Open-source eLearning platforms like Moodle and ATutor will be considered, and the first version of the platform	ESG eLAB FFI REVAS	BEN BEN BEN	
		way for learners to gain new skills and earn digital badges. Open-source eLearning platforms like Moodle and ATutor will be considered, and the first version of the platform will be available at the start of the first pilot in	ESG eLAB FFI REVAS SPARKY	BEN BEN BEN BEN	
		way for learners to gain new skills and earn digital badges. Open-source eLearning platforms like Moodle and ATutor will be considered, and the first version of the platform will be available at the start of the first pilot in WP4, with subsequent revisions made based	ESG eLAB FFI REVAS SPARKY TIMC	BEN BEN BEN BEN BEN	
		way for learners to gain new skills and earn digital badges. Open-source eLearning platforms like Moodle and ATutor will be considered, and the first version of the platform will be available at the start of the first pilot in WP4, with subsequent revisions made based on evaluation feedback (for a detailed description, see section 2.11 Concept and	ESG eLAB FFI REVAS SPARKY	BEN BEN BEN BEN	
		way for learners to gain new skills and earn digital badges. Open-source eLearning platforms like Moodle and ATutor will be considered, and the first version of the platform will be available at the start of the first plici in WP4, with subsequent revisions made based on evaluation feedback (for a detailed description, see section 2.1.1 Concept and Methodology).	ESG eLAB FFI REVAS SPARKY TIMC SSA ABIT	BEN BEN BEN BEN BEN BEN BEN	
T3.7	Organise 2 nd online Ambassadors	way for learners to gain new skills and earn digital badges. Open-source eLearning platforms like Moodle and ATutor will be considered, and the first version of the platform will be available at the start of the first pilot in WP4, with subsequent revisions made based on evaluation feedback (for a detailed description, see section 2.1.1 Concept and Methodology). The second online Ambassadors workshop will	ESG eLAB FFI REVAS SPARKY TIMC SSA ABIT	BEN BEN BEN BEN BEN BEN BEN	No
T3.7	Organise 2 nd online Ambassadors workshop (M23)	way for learners to gain new skills and earn digital badges. Open-source eLearning platforms like Moodle and ATutor will be considered, and the first version of the platform will be available at the start of the first pilot in WP4, with subsequent revisions made based on evaluation feedback (for a detailed description, see section 2.1.1 Concept and Methodology). The second online Ambassadors workshop will be organized with the participation of WPU, WP	ESG eLAB FFI REVAS SPARKY TIMC SSA ABIT UNIBO UNS	BEN BEN BEN BEN BEN BEN BEN BEN	No
T3.7		way for learners to gain new skills and earn digital badges. Open-source eLearning platforms like Moodle and ATutor will be considered, and the first version of the platform will be available at the start of the first plict in WP4, with subsequent revisions made based on evaluation feedback (for a detailed description, see section 2.1.1 Concept and Methodology). The second online Ambassadors workshop will be organized with the participation of WPL, WP delivers, and representatives of the Consortium	ESG eLAB FFI REVAS SPARKY TIMC SSA ABIT UNIBO UNS UITM	BEN BEN BEN BEN BEN BEN BEN COO BEN	No
Т3.7		way for learners to gain new skills and earn digital badges. Open-source eLearning platforms like Moodie and ATutor will be considered, and the first version of the platform will be available at the start of the first pilot in WP4, with subsequent revisions made based on evaluation feedback (for a detailed description, see section 2.1.1 Concept and Methodology). The second online Ambassadors workshop will be organized with the participation of WPL, WP delivers, and representatives of the Consortium partners who will act as Ambassadors of the	ESG eLAB FFI REVAS SPARKY TIMC SSA ABIT UNIBO UNS UITM IBMHS	BEN BEN BEN BEN BEN BEN BEN COO BEN BEN	No
T3.7		way for learners to gain new skills and earn digital badges. Open-source eLearning platforms like Moodle and ATutor will be considered, and the first version of the platform will be available at the start of the first pilot in WP4, with subsequent revisions made based on evaluation feedback (for a detailed description, see section 2.1.1 Concept and Methodology). The second online Ambassadors workshop will be organized with the participation of WPL, WP delivers, and representatives of the Consortium partners who will act as Ambassadors of the ESG*PMChange competency-oriented learning	ESG eLAB FFI REVAS SPARKY TIMC SSA ABIT UNIBO UNS UITM IBMHS UNIST	BEN BEN BEN BEN BEN BEN BEN COO BEN BEN BEN	No
T3.7		way for learners to gain new skills and earn digital badges. Open-source eLearning platforms like Moodle and ATutor will be considered, and the first version of the platform will be available at the start of the first pilot in WP4, with subsequent revisions made based on evaluation feedback (for a detailed description, see section 2.1.1 Concept and Methodology). The second online Ambassadors workshop will be organized with the participation of WPL, WP delivers, and representatives of the Consortium partners who will act as Ambassadors of the ESG ² PMChange competency-oriented learning ecosystem. The workshop aims to achieve two	ESG eLAB FFI REVAS SPARKY TIMC SSA ABIT UNIBO UNS UITM IBMHS UNIST UNIST UNIST	BEN BEN BEN BEN BEN BEN COO BEN BEN BEN BEN BEN	No
T3.7		way for learners to gain new skills and earn digital badges. Open-source eLearning platforms like Moodle and ATutor will be considered, and the first version of the platform will be available at the start of the first pilot in WP4, with subsequent revisions made based on evaluation feedback (for a detailed description, see section 2.1.1 Concept and Methodology). The second online Ambassadors workshop will be organized with the participation of WPU, WP delivers, and representatives of the Consortium partners who will act as Ambassadors of the ESG*PMChange competency-oriented learning ecosystem. The workshop aims to achieve two objectives:	ESG eLAB FFI REVAS SPARKY TIMC SSA ABIT UNIBO UNS UITM IBMHS UNIST UNIST UNIST PMI SC PMI NIC PMI PC	BEN BEN BEN BEN BEN BEN BEN COO BEN BEN BEN	No
T3.7		way for learners to gain new skills and earn digital badges. Open-source eLearning platforms like Moodle and ATutor will be considered, and the first version of the platform will be available at the start of the first pilot in WP4, with subsequent revisions made based on evaluation feedback (for a detailed description, see section 2.1.1 Concept and Methodology). The second online Ambassadors workshop will be organized with the participation of WPI, WP delivers, and representatives of the Consortium partners who will act as Ambassadors of the ESGG*PMChange competency-oriented learning ecosystem. The workshop aims to achieve two objectives: • to make the Ambassadors understand the	ESG eLAB FFI FFI REVAS SPARKY TIMC SSA ABIT UNIBO UNS UITM IBMHS UNIST PMI SC PMI NIC PMI PC PMI PC	BEN BEN BEN BEN BEN BEN BEN COO BEN BEN BEN BEN BEN BEN BEN BEN BEN BEN	No
Т3.7		way for learners to gain new skills and earn digital badges. Open-source eLearning platforms like Moodle and ATutor will be considered, and the first version of the platform will be available at the start of the first pilot in WP4, with subsequent revisions made based on evaluation feedback (for a detailed description, see section 2.1.1 Concept and Methodology). The second online Ambassadors workshop will be organized with the participation of WPL, WP delivers, and representatives of the Consortium partners who will act as Ambassadors of the ESG*PMChange competency-oriented learning ecosystem. The workshop aims to achieve two objectives: • to make the Ambassadors understand the ESG4PMChange competency-oriented	ESG eLAB FFI REVAS SPARKY TIMC SSA ABIT UNIBO UNS UITM IBMHS UNIST PMI SC PMI NIC PMI PC PMI CC ENG	BEN BEN BEN BEN BEN BEN COO BEN BEN BEN BEN BEN BEN BEN BEN BEN BEN	No
T3.7		way for learners to gain new skills and earn digital badges. Open-source eLearning platforms like Moodle and ATutor will be considered, and the first version of the platform will be available at the start of the first pilot in WP4, with subsequent revisions made based on evaluation feedback (for a detailed description, see section 2.1.1 Concept and Methodology). The second online Ambassadors workshop will be organized with the participation of WPI, WP delivers, and representatives of the Consortium partners who will act as Ambassadors of the ESG'FMChange competency-oriented learning ecosystem. The workshop aims to achieve two objectives: • to make the Ambassadors understand the ESC4FMChange competency-oriented learning ecosystem and apply it properly	ESG eLAB FFI FFI FFI FEVAS SPARKY TIMC SSA ABIT UNIBO UNS UITM IBMHS UNIST PMI SC PMI NIC PMI PC ENG ESG eLAB	BEN BEN BEN BEN BEN BEN BEN BEN BEN BEN	No
Т3.7		way for learners to gain new skills and earn digital badges. Open-source eLearning platforms like Moodle and ATutor will be considered, and the first version of the platform will be available at the start of the first pilot in WP4, with subsequent revisions made based on evaluation feedback (for a detailed description, see section 2.1.1 Concept and Methodology). The second online Ambassadors workshop will be organized with the participation of WPL, WP delivers, and representatives of the Consortium partners who will act as Ambassadors of the ESG*PMChange competency-oriented learning ecosystem. The workshop aims to achieve two objectives: • to make the Ambassadors understand the ESG4PMChange competency-oriented	ESG eLAB FFI REVAS SPARKY TIMC SSA ABIT UNIBO UNS UITM IBMHS UNIST PMI SC PMI NIC PMI PC PMI CC ENG	BEN BEN BEN BEN BEN BEN COO BEN BEN BEN BEN BEN BEN BEN BEN BEN BEN	No

			ES lea the	3, and T3.4, which jo G4PMChange cor rning ecosystem. A su competency-orie system will be perfor	mpetency-oriented urvey evaluation of ented learning	TIMC SSA ABIT	BEN BEN BEN	
Milestor (continuous i	numbering	Milestone Name	Work Package No	Lead Beneficiary	Desc	cription	Due Date (month number)	Means of Verification
MS		The ESG ⁴ PMChange competency-oriented learning ecosystem, which includes a curriculum model, training program, and professional mentoring program and living labs has been designed and developed.	3	UNIBO	checkpoint to en design and de ESG*PMChange learning ecosyste curriculum model and professional and living labs.	will serve as a sure the successful velopment of the competency-oriented in, which includes the it, training program, mentoring program	M21	-ESG4PMChange problem-centred curriculum model accessible on the Project website and Erasmus+ project results platformESG4PMChange training program accessible on the Project website and Erasmus+ project results platformESG4PMChange professional mentoring program accessible on the Project website and Erasmus+ project results platform.
MS	55	The teaching, learning, and instructional material for the ESG4PMChange competency-oriented learning ecosystem has been developed.	3	UNIBO	to a success development of te instructional	l act as a checkpoint offul design and aching, learning and material for competency-oriented n.	M23	LESGFMChange training program accessible on the Project website and Erasmus+ project results platform. -10 e-lexthooks, 10 leaching material, e.g. authorized is fuctures, presentations practical work and 10 video lectures accessible on the Project website ellearning platform and Erasmus+ project results
MS	\$5	eLearning platform with ESG ⁴ PMChange courses and MOOCs configured and lunched	3	UNS	checkpoint to en design, configurati eLearning platfor courses and MOO	will serve as a sure the successful on, and launch of the m with eLearning DCs as an essential ne ESG ⁴ PMChange ted learning	M17	platform. - eLearning courses accessible through eLearning platform - 3 MOOC on eLearning platform.
Deliveral (continuous i linked to	numberina	Deliverable Name	Work Package No	Lead Beneficiary	Туре	Dissemination Level	Due Date (month number)	Description (including format and language)
D3.	.1	ESG ⁴ PMChange problem-centred curriculum model	3	UNIBO	R — Document, report	PU — Public	M15	HEIs, with business sector partners, will codesign partners, will codesign the ESG4PMChange to curriculum model for formal search partners, which was a compension of the ESG PM Competency Framework from WP2. The curriculum will include 10 courses, covering at least 3 components of the ESG framework. The plan will introduce innovative elements and integrate academic and industry knowledge. The curriculum will use an inquisitive learning style and include learning outcomes, credits, topics, and educational resources. UNIBO will lead the task, and UNS will co-lead. Format-electronic;

							Language>English; Approx. no. pp. > 30.	
D3.2	ESG*PMChange training program	3	ABIT	R — Document, report	PU — Public	M18	Participating VETs, with support from business sector partners and HEIs, will co-design the ESG*PMChange training program. The program will consist of 3 training modules covering key areas critical for ESG PM (1 module for each component of the ESG framework: Environmental, Social, and Governance), with flexible sub-modules that can be adapted to different learners' realities. Format will be English, and the approximate number of pages will be English, and the approximate number of pages will be 20.	
D3.3	ESG*PMChange professional mentoring program guideline	3	PMI NIC	R — Document, report (guideline)	PU — Public	M21	ESG*PMChange professional mentoring program will be developed as an informal learning experience for mentees to advance their careers in ESG PM. The program will last for 3 months and be fully recognized and validated, with both the mentor and mentee earning personal development units. HE students participating in the program will have it recognized as an	
							guidelines will be shared with PMI chapters worldwide. Format>electronic; Language>English; Approx. no. pp. > 20.	
D3.4	ESG*PMChange Living lab model	3	FFI	R — Document, report (guideline)	PU — Public	M21	ESG4PMChange living lab model (informal learning experience) will be co-created by participating HEIs with SMEs and PMIs. It will focus on strategy development through action, building networks, collecting and using information, and co-creation of knowledge within the network. Living labs will be organized as networks composed of heterogeneous actors, resources, and activities that integrate user-centred research and open innovation. The living lab learning environment (LID)* pedagogic model. The wicked problem-solving methodology will be applied to address complex social policy problems related to ESG aspects in projects.	

D3.5 Teaching, learning and instructional material for 10 courses D3.5 Teaching, learning and instructional material for 10 courses will include extentions, and practical for 10 courses will include extentions, and practical work materials. Videos, etc. DATA — data sets, microdata, videos, etc. DATA — data sets, microdata, videos, etc. DATA — data sets, microdata, videos, etc. PU — Public extentions, and practical work materials. Videos will be created using Al videor declures, presentations, and practical work materials. Videos will be created using Al videor extention as a cost-efficient alternative. Format will be electronic with English language and executive summaries in all Consortium languages. Approximate length will be 30 pages per teaching book, 10 modules covered by presentations per course, and 20-minute videos. Pu — Public presentations per course, and 20-minute videos. Pu — Public presentations per course, and 20-minute videos. Pu — Public presentations per course, and continue training activities, prioritizing user experience and instructional design. It will include 10 online courses that integrate business/industry and academic knowledge, as well as 3 MOCOs (1 for each component of the ESG framework) to provide an affordable and flexible learning experience. Format will be electronic and language will be electronic and language will be
D3.5 Teaching, learning and instructional material for 10 courses DATA - data sets, microdata, videos, etc Course PU - Public M21 Teaching material for 10 courses will include electures, presentations, and practical work materials. Videos will be created using A1 video creation as a cost-efficient alternative.
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Timetable Example

Note: Use actual calendar years and quarters. In the timeline you should indica ACTIVITY			AR 1				AR 2				AR 3	
	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4	Q 1	Q 2	Q 3	Q 4
WP1 Project Management and Coordination												
T1.1 Start the project (M1)												
T1.2 Manage and coordinate the project (M1-M36)												
T1.3 Organise project meetings (M1-M36)	\Diamond		\Diamond			\Diamond		-	\Diamond			\Diamond
T1.4 Report on project progress (M6 M12 M18 M24 30 36)												
T1.5 Close the project												
WP2 Frame ESG in Project Management Body of Knowledge												
T2.1 Review the state-of-the-art (M2–M6)												
T2.2 Frame ESG in PM body of knowledge (M7-M9)												
T2.3 Develop ESG PM competency framework (M9-M12)												
T2.4 Organise 1st online Ambassadors workshop (M12)				0								
WP3 Design and Develop ESG ⁴ PMChange Competency-Oriented Learning Ecosystem												
T3.1 Co-design ESG ⁴ PMChange problem-centred curriculum model (M13-M15)												
T3.2 Co-design ESG ⁴ PMChange training program (M16-M18)												
T3.3 Co-design ESG ⁴ PMChange professional mentoring program (M19-M21)												
T3.4 Co-create ESG ⁴ PMChange Living lab model (M19-M21)												
T3.5 Develop teaching, learning and instructional materials (M16-M21)												
T3.6 Develop eLearning ecosystem (M13-M22)												
T3.7 Organise 2 nd online Ambassadors workshop (M23)								0				

Timetable Example

T4.1 Pilot ESG ⁴ PMChange problem-centred curriculum model (M23-M33)						
T4.2 Pilot ESG ⁴ PMChange training program (M18-M33)						
T4.3 Pilot ESG ⁴ PMChange professional mentoring program (M25-M33)						
T4.4 Pilot ESG4PMChange Living labs (M25-M33)						
T4.5 Evaluate ESG4PMChange Competency-Oriented Learning Ecosystem (M18-33)						
T4.6 Fine-tune ESG4PMChange Competency-Oriented Learning Ecosystem (M34)						
WP5 Quality assurance, monitoring and evaluation						
T5.1 Establish the quality assurance and monitoring mechanism (M1-M2) $$						
T5.2 Implement internal quality assurance, monitoring and evaluation (M1-M36)						
T5.3 External evaluation (M8-M36)						
T5.4 Prepare progress reports (M6-M36)						
WP6 Dissemination and Exploitation						
T6.1 Develop communication and dissemination plan (M1-M2)						
T6.2 Develop visual identity and dissemination material (M1-M3)						
T6.3 Develop project website (M2-4)						
T6.4 Engage with offline and online marketing channels (M1-M36)						
T6.5 Organise multiplier events and the final Conference (M16-36)						

Concept and Methodology

- The "Concept and Methodology" section of a project design outlines
 the overall approach and framework for achieving the project's
 objectives. It provides a clear understanding of how the project will be
 structured and executed.
- Provide an overview of the project's work plan, highlighting the different deliverable-based or phase-based work packages (WPs) that will be executed. Clearly mention the duration of the project and the distribution of person/months among the WPs.
- For each work package, explain the concept and methodology that will be employed. Describe the specific steps or processes involved in achieving the objectives of that particular work package.

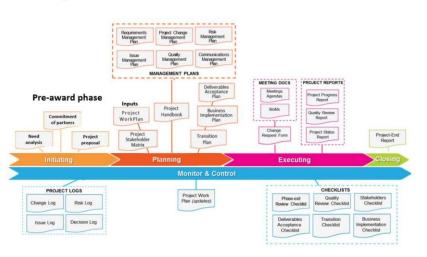
Concept and Methodology

- Emphasize the importance of collaboration and coordination among the consortium partners. Mention the lead and co-lead organizations for each work package and highlight the contributions of all partners based on their domain of expertise.
- Stress the need for evaluation and refinement throughout the project. Mention that the project's methodologies and frameworks will be continuously assessed and improved based on feedback and evaluation results.
- Emphasize that the frameworks developed through this section will directly **influence subsequent work packages** and the overall success of the project.

Project Management, Quality Assurance, and Monitoring and Evaluation Strategy

- Describe Measures to Ensure High-Quality Implementation and Timely Completion
- Describe Measures for Good Quality, Monitoring, Planning, and Control

Measures to Ensure High-Quality Implementation and Timely Completion



- Describe the use of the official European Commission project management methodology (PM²) by the consortium.
- Mention which software or platform are you going to use for project management. For example, AdminProject as a project management platform designed for EU-funded projects.

Evaluation Fields and Tools

- Explain Quality Assurance, Monitoring, and Evaluation (QA-M&E) framework
- Governance and implementation of QA-M&E
- Deliverable acceptance process
 - three-stage review process: Draft version review Beta version testing - Final version submission
- Deliverable acceptance criteria: Qualitative/ Quantitative/ Legal/ Usability/IT, etc.
- QA-M&E tools and techniques: Predefined templates / customized tools
- not all partners have the same understanding of quality

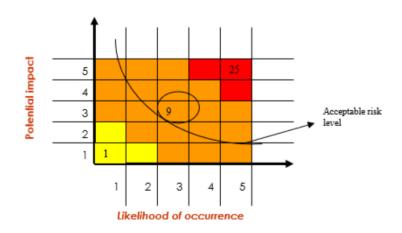


Discussion Questions

- "If all WPs have 8 partners involved, what does that say to an evaluator?"
- "You wrote a WP with 6 deliverables and 12 activities, but your SO is weak. What will the evaluator think?"
- "Imagine a WP on 'Dissemination' that has no defined result. Is that OK?"
- "Your WPs are overlapping, and one WP repeats tasks from another. How will that affect your score?"



WP structure reflects project governance and clarity of thought. Evaluators look for balance, non-redundancy, and traceable logic from SO + WP + Result.



Understanding the Importance of Risk Management in **Project Development**



What is Risk?

Question: What is Risk?

Risk is related to uncertainty, however... Risk≠ Uncertainty



Risk is uncertainty that matters





Definition of Risk?

An uncertain event or condition that, if it occurs, has a positive or negative effect on one or more project objectives such as scope, schedule, cost

and quality.

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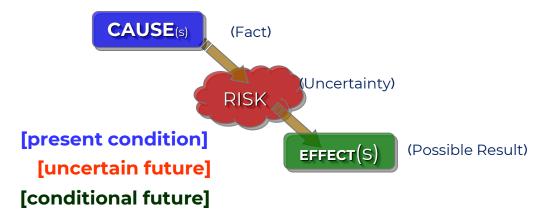
When a risk is not a risk

It is useful to use a structured description of a risk which separates **CAUSE**, **RISK** and **EFFECT**.

«As a result of 1. CONDITION(S) – Risk Drivers

2. AN UNCERTAIN EVENT may occur

which would lead to 3. AN EFFECT on project objective(s)



Key words:

1. is, do, has, has not ...

2. may, might, possibly ...

3. would, could ...



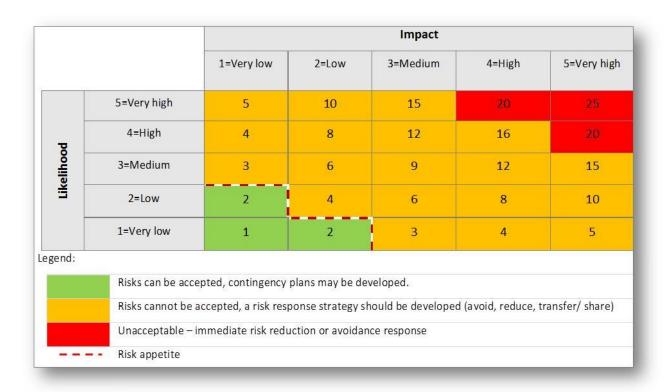
Risk meta-language

"As a result of (cause/condition), a (risk) may occur, which would lead to (effect/impact)."

Cause	Risk	Effect/ Impact	
Due to new tools becoming available on the market,	There is a risk that a system's test time could be dramatically reduced,	Leading to a shorter schedule than originally planned.	(+)
Due to improper packing and handling,	There is a risk of damage during storage	Resulting in breakage of equipment.	(-)



Risk Analysis











Dec me Ind eve No you pro	asures/strategy for addressing them. cate for each risk (in the description) the imp n after considering the mitigating measures. e: Uncertainties and unexpected events occ	iculties rela pact and the cur in all org	ated to the implementation of your project and your policities. A good risk management strategy is essential for good Proposed risk-mitigation measures		The lack of motivation and interest among HEI staff to participate in ESG ⁴ PMChange Competence-oriented learning ecosystem which can lead to limited access to the necessary expertise and knowledge. Impact: H Likelihood: L	WP2	Highlighting the relevance of the project to their field of work, emphasizing the potential career development opportunities it offers, and showcasing the innovative and interactive learning approach adopted in the project. Offering incentives or rewards for staff who actively participate and engage with the learning ecosystem (certificates of participation, recognition of contributions, or opportunities for professional development or networking).			
	Unforeseen situations regarding the current staff availability could lead to delayed project timelines. Impact: L Likelihood: L	e No	A strong and diverse team with a mix of skills and experience will help to ensure that the project is able to continue even if one or more team members are unavailable. Developing a culture of collaboration and teamwork will help to ensure that the project is not reliant on any one individual. Regularly monitoring progress and seeking feedback from team members will help to identify potential issues before they become major problems.			WP3	Involving the staff in the development an implementation of the learning ecosystem will gave them a sense of ownership. This will be achieve through regular communication, consultation, an feedback sessions, as well as by providin opportunities for staff to contribute to the design and delivery of the learning materials. It is also important to ensure that the learning ecosystem is user-friendly and accessible, catering to the diverse needs and preferences of the staff.			
2	Ineffective collaboration and communication among the 17 partners could lead to misunderstandings and delays in decision-making, affecting project progress. Impact: M Likelihood: M	All WPs	Regarding the risk of a large consortium, potential risks include difficulties in coordinating and communicating among the many partners, as well as potential differences in priorities or perspectives. To mitigate this risk a detailed communication protocols and lines of authority will be introduced, discussed, and agreed upon at the Project start-up. Holding regular meetings with all partners to ensure everyone is up-to-date on project progress and decisions. Identifying and addressing any potential conflicts early on. Due to the international nature of	6.	Insufficient engagement and participation of target audiences (students, professionals, business sector) in the pilots and evaluation phases could affect the validity and usefulness of the learning ecosystem. Impact: M Likelihood: L	WP4	Developing clear and compelling marketing and engagement strategies to attract target audiences. Establishing regular channels for feedback and input from participants to ensure that the learning ecosystem meets their needs and expectations. Conducting thorough evaluation and analysis of the pilot results to identify any areas for improvement.			
			the project, particular emphasis will be placed on preparing a transparent communication and decision-making system that will consider cultural differences and potential areas of conflict. In addition, Microsoft Teams will be used as a collaboration tool to facilitate communications within the team. This was already addressed in preaward phase.		The nonconformance of deliverables with the expected quality criteria can reduce stakeholder confidence in the project team's ability to deliver high-quality work. This can lead to increased scrutiny and		Defining clear and measurable quality criteria at the outset of the project will help to ensure that everyone involved in the project understands what is expected of them and what constitutes acceptable quality. Establishing a quality control process, such as regular check-ins and reviews, will help to ensure that deliverables are meeting the			
\$	Lack of full institutional support and top management (dean, head of the department, director, president) commitment during project implementation leading to delayed implementation and limited sustainability. Impact: M Likelihood: L	All WPs	Before applying, the pre-application process was conducted at each HEI, and the HEI management supported the project application. PMIs got the approval from Board of Directors, and VETs and SMEs participation has been approved and supported by their management. Each partner has at least one person in the team acting as a dean, vice-dean, head of the department/institute, director, president, owner, etc., which will ensure full institutional support. Project plan will be aligned with the institution's goals and strategies, engaging key stakeholders and decision-makers early on, and regularly communicating project progress and outcomes to the institution and too management.	7.	oversight, which can be time- consuming and hinder progress. Impact: M Likelihood: L	WP5	expected quality criteria. Regularly monitoring progress and seeking feedback from stakeholders will help to identify potential issues before they become major problems and ensure that the project is on track to meet the expected quality criteria. An independent external expert will assess whether the project objectives are achieved according to the project proposal and evaluate the quality conformance of project deliverables. This evaluation will provide an unbiased assessment of the project's success and highlights areas that require improvement			

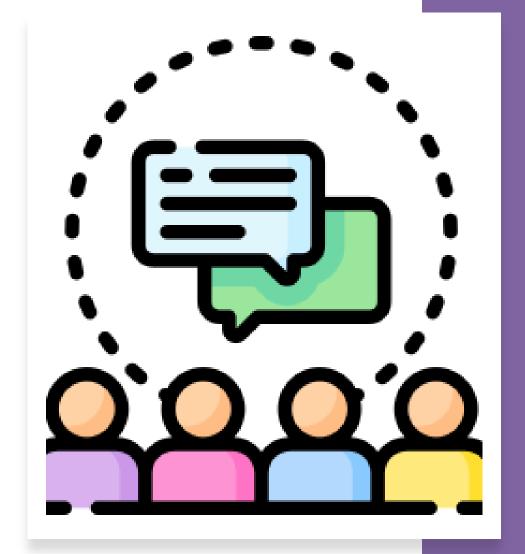
require improvement.

outcomes to the institution and top management.



Demonstrating the Right Project Team How do you identify a reliable partner? Do you rely more on formal tools or informal networks?

Partner Search, Consortium Building



Building a Successful Consortium

Importance of a Strong Consortium:

- Consortium partners impact project success rates.
- Building a competitive and relevant consortium is crucial.

Don't Bring Your Friends:

- Common mistake of including immediate "friends" without considering project needs.
- Discrepancy between consortium partners and project requirements.
- Change in project focus or forced adaptation.



Finding the right partners

Utilize LinkedIn:

- Scan your list of contacts and connections on LinkedIn.
- Check the activity and profiles of potential partners.
- Look for partners who align with your proposal.

Networking Events:

- Be prepared to present your organization and seek partners.
- Exchange contact information with as many potential partners as possible.

Leverage Existing Contacts:

- Use your existing contact lists to reach out to potential partners.
- Write a descriptive email highlighting the key aspects of your proposal.
- Request a meeting or virtual discussion to explore collaboration further.

Building Long-Term Collaborations:

- Foster long-term collaborations with trusted partners.
- Explore opportunities to work with previous partners who have proven compatibility and success.

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Consortium Set-Up and Cooperation Description



Geographical Coverage

- Describe the countries involved in the consortium.
- Highlight the significance of geographical diversity for impactful exchange of information, practices, and experiences related to the project's objectives.

Institutional Profiles

- Highlight the different types of institutions in the consortium.
- Emphasize the importance of a competence-driven mixture of organizations representing complementary points of view and professional backgrounds.

Clusters of Competencies

- Present the national clusters of competencies within the consortium.
- Explain how the consortium is conveniently composed to build a cluster of competencies at both the international and national levels.
- Showcase the representation of educational, market, and/or other relevant actors.



Consortium Partners' Description



- List the consortium partners and their specific commitments.
- Provide a brief description of each partner's relevant experience and expertise.
- Highlight their specific role in the project and how it aligns with their expertise.
- Focus on each partner's specific role and leadership in the project.
- Describe their responsibilities and how they contribute to the project's objectives.
- Showcase their involvement in leading work packages or specific tasks.
- Explain the management structure and decision-making mechanisms within the consortium, describing the communication flows and methods for planning and control



Added Value and Benefits



- Explain the added value and benefits for each consortium partner.
- Highlight how participation in the project will enhance their expertise, offerings, or market position.
- Showcase the **rewards and long-term assets** they will gain through their involvement.



Why these elements are essential wher presenting and arguing consortium setup?



- Describe Geographical coverage: Facilitates impactful exchange and diversity of perspectives.
- **Institutional profiles:** Ensures a competence-driven mixture and complementary expertise.
- Clusters of competencies: Builds national and international clusters of competencies.
- **Specific commitments and roles:** Demonstrates the relevance and contributions of each partner.
- Added value and benefits: Showcases the rewards and long-term assets for consortium partners.

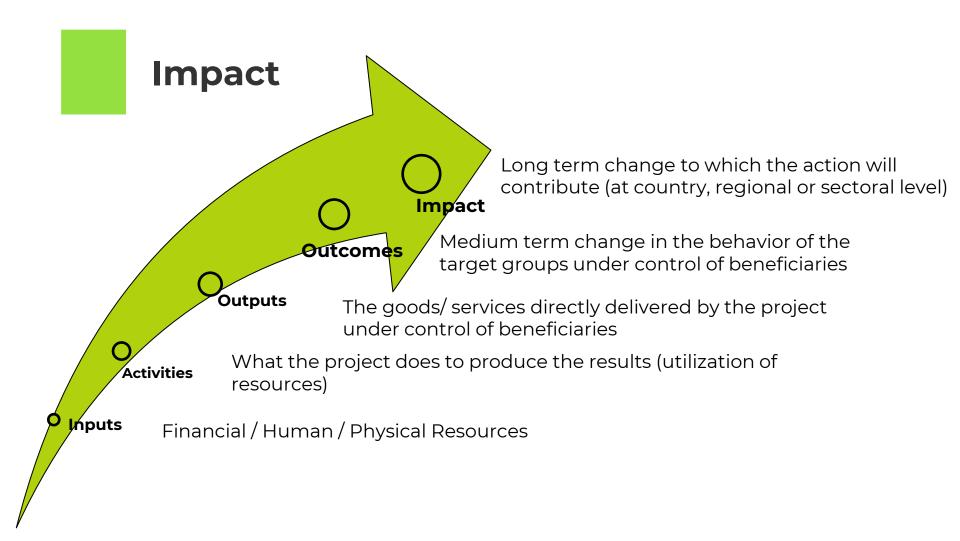
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Proposal Design & Strategy

Session 4: Designing Project Impact

Creating a Strong Project Impact





Defining the Target Groups



Why it matters:

Identifying the right target groups helps define who will benefit from the project and how the impact will be measured.

Questions to ask:

- •Who will be affected directly or indirectly by your project?
- •What are their specific needs or roles?
- •What kind of change do you want to see in them?

Good example:

Students, teachers, and education policymakers with tailored actions per group.

Bad example:

Using the same intervention for all without segmentation.

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Identifying Impact at Different Levels

- 1. Individual Level (Personal Transformation)
 - → Skills, awareness, confidence, career prospects
- 2. Institutional Level (Organizational Change)
 - → New practices, programs, structures, strategies
- 3. Sectoral/Systemic Level (Systemic Influence)
 - → Policy change, societal norms, sustainable development impact
- Your impact logicshould be traceable from individuals to institutions to society.

Emphasizing the Impact of Your Project

Timing of impact

- •Short-term → awareness, knowledge, initial skills
- •Medium-term → behavior change, adoption of practices, institutional routines
- •Long-term → policy change, structural reforms, social or environmental impact

Tip: Your impact should go beyond deliverables and aimfor meaningful, measurable, and lasting change.

Developing Impact Targets for Different Timeframes

Plan your impact trajectory:

- •Short-term: immediate outputs → skills gained, awareness raised
- •Medium-term: application → behavioral and procedural changes
- •Long-term: sustainability → systemic outcomes, policy uptake

Good example:

Train 100 teachers in AI (short-term) → include AI in national curriculum (long-term)

Bad example:

"Improve education" without clear timeline or scale

> Aligntiming with your project logicandexpected transformation

Evaluating and Measuring Impact

Use the **Indicator – Target – Measure** formula:

Element Example

Indicator % of learners obtaining

certification

Target 80% of enrolled participants

Pre/post surveys, testing,

feedback forms

Measure

Good example:

Survey-based measurement of learning outcomes

Bad example:

Only counting number of events held

Make sure indicators reflect real change, not just activities.

Expected Impact

Formula for Success

Expected Impact: Formula for Success

Three Levels → Individual, Institutional, Sectoral Three Timeframes → Short-, Medium-, Long-term Three Elements → Indicator – Target – Measure

II Use this matrix logic to define your expected impact per stakeholder group and timeframe.

Don't just describe change — structure it, measure it, and link it to real needs.



Example Horizon Europe

Horizon Europe Strategic Plan (2021- 2024)



Intervention Logic

KEY
elements
to read
before
writing a
proposal!



The Impact is
the most
"political"
section of your
proposal. It
should be
aligned and
reflect the EU's
policy priorities!

Key Impact Pathways to track progress

- 1. Creating high-quality new knowledge
- 2. Strengthening human capital in R&I
- 3. Fostering diffusion of knowledge and Open Science

Scientific Impact



- 4. Addressing EU policy priorities & global challenges through R&I
- 5. Delivering benefits & impact via R&I missions
- 6. Strengthening the uptake of R&I in society

Societal Impact



- 7. Generating innovation-based growth
- 8. Creating more and better jobs
- 9. Leveraging investments in R&I

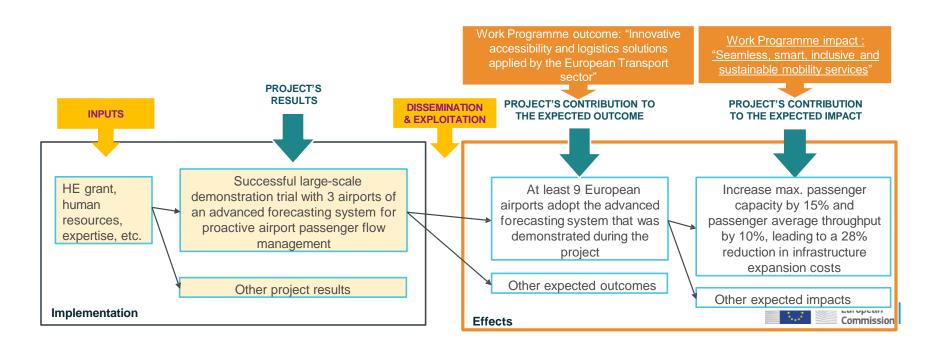
Economic Impact



Evaluating the Impact criterion for proposals

Project's pathway towards impact

...by thinking about the specific contribution the project can make to the expected outcomes and impacts set out in the Work Programme.



Discussion Questions

- "You reached 2,000 people through dissemination. Is that impact?"
- If your long-term impact depends on a ministry that's not a partner, is that credible?
- "Can a small pilot be considered systemic impact?"
- "How would an evaluator distinguish between a great product and real transformation?"
- "If your impact is only on project beneficiaries, is that enough?"



In EU projects, 'impact' does not mean how much effort you made or how many people you reached. It refers to lasting, systemic change — ideally at the policy, institutional, or societal level — that continues after the project ends. **Evaluators are trained to** distinguish between short-term outputs and long-term structural transformation.

Scalability: Can others adopt this?

Policy relevance: Can this influence rules, practices, or funding?

Durability: Will this last after funding ends?

Responsibility: Who ensures the change lives on?

Designing Effective Dissemination, Communication and Visibility Plans





- The activities described in this section should communicate the project progress and outputs to different target groups and relevant stakeholders, working across three directions: dissemination, communication, and exploitation.
- These activities should be carried out by leveraging the extensive network of participating organisations to reach hundreds of interested organisations.
- Activities described here are the cornerstone for achieving a profound project impact

Dissemination, Exploitation & Communication

Communication	Dissemination	Timing
About the project AND results	About results ONLY	THROUGHOUT ALL STAGES:
Multiple audiences	Audiences that may use the results in their own work (e.g. peers, industry, policymakers etc.)	PROPOSAL PREPARATION DURING PROJECT &
Inform & reach out to society/show benefits	Enable use and uptake of results	POST-PROJECT!



Dissemination, Exploitation & Communication

Dissemination	Exploitation	
Describing and making available results so that they can be used.	Making use of results, for scientific, societal or economic purposes.	
Audiences that may make use of results	Groups and entities that are making concrete use of results.	
All results which are not restricted due to the protection of intellectual property, security rules or legitimate interests	3 31 7	

1		
Making results available	Facilitating further use of results	Making use of results
Policy Brief Scientific publications Roadmaps Public	Innovation & Copyright Stakeholder	PhD Spin Off/Start- Up Change
Training Technical Workshops Reports	Management Engagement	Further Research Societal Activity

Laying Foundations at the project start-up

- Comprehensive Communication, Dissemination and Sustainability Strategy (CDS)
- 2. Visual identity package and dissemination material
- 3. Project website
- 4. Project's social media channels





- Develop a comprehensive Communication, Dissemination, Strategy (CDS) at the beginning of the project + Explitation strategy at the second half of the project.
- Outline the channels, approaches, and schedule of promotional activities to effectively reach and engage target groups.
- Regularly review and update the strategies to adapt to the dynamic external environment.

Visual Identity and Dissemination Material

- Create a visual identity package that includes a unique logo, layout, and tailor-made content.
- Design dissemination materials such as memos, posts, templates, presentations, and other informative materials.
- Ensure that the **visual identity** and dissemination material align with the project's objectives and are easily **recognizable**.



Project Website and Social Media Channels

- Develop a project website within a month from the project's start.
- Create a user-friendly website with updated information on project activities and progress.
- Direct the public area of the website towards stakeholders, raising interest in the project's topic and activities.
- Set up **social media channels** such as Twitter, Instagram, and LinkedIn to increase project visibility.
- Regularly post updates, milestones, and engaging content on these platforms.
- Encourage consortium members to mention the project in their own media channels to amplify the impact.

Communication and dissemination activities planned to promote the activities/results and maximise the impact

- 1. Collaborating with **media outlets**
- 2. Communicating through project and institutional websites
- 3. Disseminating through project and institutional social media platforms like X, Instagram, and LinkedIn
- 4. Organising multiplier events
- 5. Organising information events
- 6. Organising final conference
- 7. Participating in events outside the project
- 8. Publishing scientific articles

These activities are crucial in reaching target audiences, stakeholders, and the general public.

Collaborating with Media Outlets

- Collaborating with media outlets such as newspapers, magazines, radio stations, and television channels is essential.
- Media collaborations help reach a wider audience and generate visibility for the project.
- Articles, postings, and interviews in mass media enhance project recognition and engagement.



Communicating through Project and Institutional Websites

- Utilizing project and institutional websites as communication and disemmination channels is vital.
- Websites serve as reference points for project information, activities, deliverables, and resources.
- They provide a centralized platform to share progress updates, upcoming events, and valuable links.
- Websites ensure easy access to project-related information for stakeholders and target groups.

Disseminating through Social Media Platforms

- Leveraging project and institutional social media platforms like Twitter, Instagram, and LinkedIn is crucial.
- Social media enables reaching a wider audience and fostering engagement.
- Regular posts, updates, and milestones on these platforms increase project visibility and generate interest.
- Utilize the power of social media to share project outcomes, activities, and resources effectively.











Organizing Multiplier Events

- Organizing multiplier events is an effective way to disseminate project activities and results.
- Multiplier events are targeted dissemination events at national and international levels.
- These events present the project's achievements, engage stakeholders, and gather diverse feedback.
- The participation of local stakeholders and professionals enhances the impact and relevance of the project.



Organizing Information Events

- Organizing information events such as open doors, popular lectures, and workshops is essential.
- Information events contribute to the success of the project and promote engagement.
- These events provide opportunities to share knowledge, demonstrate project outcomes, and receive feedback.
- The number of participants reflects the success and reach of these activities.

Organizing a Final Conference

- Organizing a final conference is a significant dissemination activity.
- The conference brings together stakeholders, experts, and interested parties.
- It serves as a platform to showcase the project's achievements, share insights, and foster collaboration.
- The final conference amplifies the impact of the project and promotes its results to a broader audience.



- Actively participating in events outside the project is crucial for reaching wider audiences.
- Attend meetings, conferences, panels, seminars, and workshops to promote project results.
- Engage with relevant communities, share experiences, and contribute to the advancement of knowledge.
- External events expand the project's visibility and enhance its recognition among professionals.

Publishing Scientific Articles

- Publishing scientific articles is an important dissemination activity.
- It contributes to the project's credibility and recognition within the academic and scientific community.
- Articles in peer-reviewed journals showcase the project's innovative approaches and findings.
- They serve as valuable resources for researchers, practitioners, and policymakers.

Monitoring and Reporting

 Effective monitoring and reporting help assess the impact of communication and dissemination efforts.

Track Key Performance Indicators (KPIs):

- Website traffic (e.g., unique visitors).
- Media appearances and press releases.
- Social media posts and engagement.
- · Event participation and number of attendees.
- · Publications in conference proceedings.
- Scientific articles published in peer-reviewed journals.

Ensuring Sustainability and Continuation



Understanding Sustainability

- Sustainability refers to the ability of a project to maintain its impact and outcomes beyond the funding period.
- In the context of EU projects and Erasmus+, sustainability ensures longlasting benefits for stakeholders and society.
- It involves creating lasting changes and improvements in the target areas of the project.



Ensuring Continuation

- Continuation involves identifying the project components that contribute most to the desired impact and ensuring their ongoing implementation.
- In EU projects and Erasmus+, continuation refers to the need to continue or maintain certain parts of the project after the funding ends.
- It ensures the prolonged benefits and value of the project for stakeholders and society.



Benefits of Sustainability and Continuation

- Addressing sustainability and continuation in EU projects and Erasmus+ brings several benefits:
 - Enhances the overall effectiveness and credibility of the project.
 - Ensures the prolonged benefits and value for stakeholders and society.
 - Aligns with the priorities and objectives of the European Union.
 - Contributes to sustainable development and long-term societal impact.



To design a winning Sustainability section think about....

- Institutionalization
- Partnerships
- Resource mobilization
- Knowledge management
- Legacy planning
- Stakeholder Engagement
- Continuous Improvement
- Open Access

Institutionalization:

- Institutionalization refers to integrating project outcomes and practices into existing institutional frameworks.
- Addressing institutionalization fosters sustainability by embedding project results into the fabric of organizations or systems.
- Instruction → Devise strategies to integrate the project outcomes into existing organizational or systemic frameworks, ensuring their continuity and impact beyond the project's lifespan.

Good example: The project will collaborate closely with the Ministry of Education to integrate digital literacy modules into the national curriculum, ensuring the long-term adoption of the program by schools across the country.

Bad example: No specific plans are outlined for integrating project outcomes into the national curriculum or existing education policies.

Partnerships

- Partnerships with relevant stakeholders, organizations, and institutions are crucial for sustainability.
- By building strong partnerships, projects can leverage collective expertise and foster long-term engagement.
- Instruction → Formulate a strategy for establishing and maintaining strategic alliances with key stakeholders to bolster project implementation and its subsequent benefits.

Good example: Strong partnerships will be established with leading technology companies and educational institutions to provide ongoing support, expertise, and resources, ensuring the project's sustainability beyond the funding period.

Bad example: No clear approach is defined for securing additional funding or resources beyond the initial project period.

Resource mobilization

- Resource mobilization involves securing the necessary resources to continue the project.
- Addressing resource mobilization ensures the project's continuity and supports its long-term impact.
- Instruction → Outline a plan for garnering the necessary resources (financial, human, material) to support the project activities during and beyond the project duration.

Good example: A sustainability plan will be developed to seek additional funding from local education authorities and corporate sponsors. This will secure the necessary financial resources to continue offering training programs, purchasing digital resources, and maintaining technological infrastructure.

Bad example: No clear approach is defined for securing additional funding or resources beyond the initial project period.

Knowledge management

- Knowledge management focuses on capturing, organizing, and disseminating project knowledge.
- Effective knowledge management ensures the retention and transfer of project insights, best practices, and lessons learned.
- Instruction → Establish a system for creating, sharing, using, and managing the knowledge and information generated by the project to improve its efficiency and effectiveness.

Good example: An online platform will be created as a central hub for teachers to access digital teaching resources, share best practices, and participate in a professional learning community. Regular updates and maintenance of the platform will ensure the continued availability and relevance of resources.

Bad example: No plan is mentioned for capturing, organizing, and disseminating project knowledge or providing ongoing access to digital teaching resources.

Legacy Planning

- Legacy planning involves strategizing for the sustained use and dissemination of project outcomes.
- It ensures that project results continue to benefit stakeholders and contribute to future initiatives.
- Instruction → Develop a roadmap for how the project's impacts will continue to create value for its beneficiaries and the broader community after the project ends.

Good example: A long-term dissemination strategy will be implemented to ensure the project's outcomes and lessons learned are shared with other schools and education networks. This will include hosting regional conferences, publishing case studies, and establishing a community of practice to sustain knowledge exchange and build on project results.

Bad example: No strategies are identified for sustaining the use and dissemination of project outcomes beyond the project's lifespan.

Stakeholder engagement

- Engaging stakeholders throughout the project lifecycle fosters ongoing support and collaboration.
- Meaningful stakeholder engagement ensures the project's alignment with their needs and enhances its long-term impact.
- Instruction → Design a strategy for actively involving all key stakeholders in the project, ensuring their buy-in, support, and active participation throughout the project lifecycle.

Good example: An advisory committee comprising teachers, school administrators, students, parents, and education experts will be formed to provide ongoing input, feedback, and guidance throughout the project's lifespan. Regular meetings, surveys, and focus groups will maintain stakeholder engagement and ensure their continued support.

Bad example: Limited details are provided on engaging stakeholders and maintaining their ongoing involvement and support.

Continuous improvement

- Continuous improvement involves monitoring, evaluating, and adapting project activities.
- Addressing continuous improvement ensures the project remains relevant, impactful, and sustainable.
- Instruction → Plan for ongoing evaluation and refinement of project activities to enhance their effectiveness, based on feedback and learnings.

Good example: The project will conduct regular evaluations to assess the effectiveness of training programs, identify areas for improvement, and incorporate participant feedback. The findings will inform iterative enhancements to teaching methods, curriculum content, and project activities to ensure continuous improvement and adaptability to changing educational needs.

Bad example: No mention is made of monitoring, evaluation, or plans for continuous improvement of project activities based on participant feedback.

Open Access

- Open Access is an essential aspect of project sustainability, ensuring that the outcomes of the project continue to generate value beyond the project's lifespan.
- Instruction → Draft a strategy to ensure that the project's outputs are freely accessible to a wider audience, fostering greater impact and facilitating the broader dissemination and use of the results.

Good example: The team creates an array of training materials for teachers and digital learning resources for students. All materials are made freely accessible online under an open license, allowing educators and learners worldwide to benefit. The project's success stories and lessons learned are documented and shared in an open-access digital platform, promoting broad knowledge sharing and inspiring further initiatives.

Bad example: A similar project is implemented, producing a rich set of teaching materials and student resources. However, access to these materials is restricted to project participants and specific partner schools. The impact of the project is therefore confined to a limited audience, inhibiting its potential to foster widespread digital literacy.

Importance of Addressing Each Element

- Institutionalization, partnerships, resource mobilization, knowledge management, legacy planning, stakeholder engagement, and continuous improvement each contribute to project sustainability and long-term impact.
- Addressing these elements ensures the project's longevity, relevance, and ability to create lasting change.
- Neglecting any of these elements may result in limited impact, lack of stakeholder support, or resource constraints.

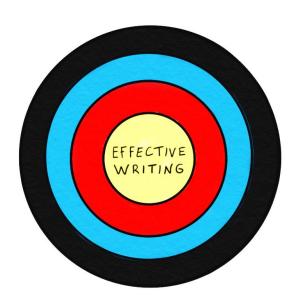


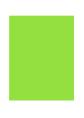
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Proposal Design & Strategy

Session 5: Workshop: Developing a Project Concept

How to Write and Present your Project Proposal





Start with a Clear Message:

 Clearly communicate the project's objectives and the potential benefits it offers.

Avoid Repetition and Rhetorical Questions:

- Minimize unnecessary repetition, except when emphasizing crucial points.
- Avoid rhetorical questions that do not require an answer, as they can be seen as ineffective.

Present Statistics Effectively:

- Communicate statistical data in a clear and understandable manner.
- Ensure the data you present is recent and from credible and reliable sources.

KEY WORDS for a competitive application

Coherent in its entirety

avoid contradictions; avoid "patchwork"

<u>Concrete</u>

•use examples, justify your statements, bring evidence

<u>Clear</u>

 follow the questions and answer them in the right order

Simple language

•also complex subjects can be explained in a plain language. Keep most sentences 10-15 words long.

Explicit

 do not take anything for granted; do not assume experts will always understand; avoid abbreviations or explain them the 1st time

<u>Rigorous</u>

 the application is the basis on which your project will be implemented; it is also the cornerstone of your partnership commitment

Focused

stick to what is asked

Complete

 ensure you have followed all the instructions and that the proposal fulfils all the mandatory requirements





Rebuttal to Arguments:

- Anticipate potential objections or concerns and provide well-thoughtout rebuttals.
- Address any identified risks or barriers and outline strategies to overcome them.

Appeal to Your Audience:

- Highlight project outcomes that align with the interests and objectives
 of your specific audience, such as project evaluators or sponsors.
- Conduct thorough research to identify what matters to your audience and tailor your proposal accordingly.



Use Clear and Concise Language:

- Avoid excessive technical jargon and complex terminology, unless essential for clarity.
- Keep your text simple and easily understandable, even for non-experts or individuals whose native language may not be English.
- Ensure consistency throughout the proposal, including terminology, numbers, and titles.

Format for Readability:

- Utilize headings, subheadings, and bullet points to enhance readability and organization.
- Avoid large blocks of text and maintain a balance between providing necessary information and brevity.



Active vs. Passive Voice:

- Utilize active voice to highlight the "doer" or important actions within your proposal.
- Reserve passive voice for situations where the focus is on the action rather than the doer.

Ensure Professionalism and Completeness:

- Thoroughly review and proofread your proposal to eliminate errors, inconsistencies, and omissions.
- Create a professional and polished document that leaves a positive first impression.



Visual Appeal

 Make the proposal visually attractive by incorporating figures, tables, lists, and relevant images.

Take Time for Review and Evaluation:

- Allow for a sufficient time gap between completing your proposal and conducting a final review.
- Approaching it with a fresh perspective will enable you to identify areas for improvement and ensure a high-quality submission.

Proposal Writing Mistakes



Why this? Why now? What aim? Why like this?

NCP Flanders Why you?



Why this? Why now?

- The topic is not aligned with the focus of the call e.g. call specifies universitybusiness cooperation in higher education and the proposal is prepared about innovation in higher education generally
- The project is not innovative enough or has been done before
- The reason why this project is absolutely necessary is not clearly explained
- The specific problem you are addressing is not described clearly and aligned with the outcomes you expect from the project
- The urgency for addressing the problem is not clear
- This isn't a strong impact beyond the project finish and beyond the project consortium



What aim? Why like this?

- There is no clear primary aim or sub-aims described
- There is a lack of connection between (i) the aims and (ii) the activities in the project and (iii) the expected outcomes
- The timeline for the **project doesn't allow sufficient time** for successful project completion, proper target group engagement, or time to create impact
- The project is challenging but not feasible in the time or budget or with the consortium in the project
- Adequate quality measures and processes are not in place
- The finance requested doesn't match the workload in the different workpackages



Not the right:

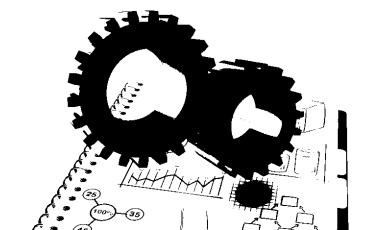
- mix of partners
- number of partners
- expertise
- geographic spread

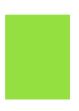




Process problems

- Not having someone dedicated to managing the process of creating the proposal including acquiring consortium partners
- Not having a small team of drafters to keep consistency in the proposal
- Not have the financials done by someone experienced in the call or in creating project financials





Writing errors

- Not responding to the questions or the points requested in the call
- The language of your proposal does not match that of the call e.g. focus on sustainability whilst the call asks for the circular economy
- Using a mix of terms rather than consistent use of terms e.g. using all of green, sustainable. circular economy, regenerative... at various points during the proposal.



Finally

- It is all about writing a GOOD STORY
- Start in time and structure the writing process
- Recognise the connections between your proposal and funding policies
- Involve your hierarchy and your administration from start
- Involve all your partners from the beginning, including their hierarchies
- Create a logical link between objectives, WPs, deliverables and resources
 Underline the social/societal benefits
- Identify the users of your results
- Identify the impact that you want to obtain



for the Proposal Writing Process

NCP Flanders

Do's:

- Read programme documents- every word matters
- Keep close to programme documents, objectives and indicated budget
- Use the templates fill out tables as required
- Use the guidance available (proposal template, F&T Portal, internet, Info days)
- · Familiarise with the **EU policy objectives**; put your proposal in perspective
- Enrol to become an expert exp. experts become excellent proposal writers

Don'ts:

- Rush: take you time to develop your idea and find the partners/entities required for your project
- Over-sell (too many/too ambitious outcomes)
- Use buzzwords. Explain your project in realistic terms
- Submit last minute (Stress leads to mistakes)
- Write more than the page limit

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THANK YOU

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