



## EUROPEAN EDUCATION AND CULTURE EXECUTIVE AGENCY (EACEA)

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

### GRANT AGREEMENT

**Project 101179404 — AMUSE**

#### PREAMBLE

This **Agreement** ('the Agreement') is **between** the following parties:

**on the one part,**

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

**and**

**on the other part,**

1. 'the coordinator':

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

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

2. **SUMY MAKARENKO STATE PEDAGOGICAL UNIVERSITY (SMSPU)**, PIC 922206743, established in ROMESKA, 87, SUMY 40002, Ukraine,

3. **Rivne State University of Humanities (RSUH)**, PIC 879537316, established in St Bandery 12, Rivne 33028, Ukraine,

4. **POLTAVA V.G. KOROLENKO NATIONAL PEDAGOGICAL UNIVERSITY (PNPU)**, PIC 909471613, established in 2 OSTROHRADSKYI STREET, POLTAVA 36000, Ukraine,

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

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

7. **UNIVERSITETET I OSLO (UiO)**, PIC 999975814, established in PROBLEMVEIEN 5-7, OSLO 0313, Norway,

8. **UNIwersytet Marii Curie-Skłodowskiej (MCSU)**, PIC 999618272, established in PL MARIi CURIE SKŁODOWSKIEJ 5, LUBLIN 20 031, Poland,

9. **Stichting Hogeschool Utrecht (HU)**, PIC 986208507, established in PADUALAAN 99, UTRECHT 3584 CH, Netherlands,

10. **NGO Odesa Regional Organization of Medical Psychological Pedagogical Assistance Healthy Society (HS)**, PIC 878779843, established in Kanatna Street 27, Odesa 65014, Ukraine,

11. **stowarzyszenie mowic bez slow - isaac polska (ISAAC)**, PIC 878787991, established in ul. Bialobrzaska 44, Warszawa 02-325, Poland,

12. **STICHTING SOFT TULIP (St)**, PIC 905312253, established in BINCKHORSTLAAN 36 C3 48, THE HAGUE 2516 BE, Netherlands,

13. **Combined Preschool Educational Institution Day Nursery and Kindergarten 12 Uman (UK)**, PIC 878903906, established in 8 LOMONOSOVA STREET, Uman 20300, Ukraine,

14. **Kharkiv municipal preschool combined educational institution Nursery Kkindergarten No 182 (KK)**, PIC 878844833, established in 18G Buchmy Str., Kharkiv 61144, Ukraine,

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

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

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

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

The Agreement is composed of:

Preamble

Terms and Conditions (including Data Sheet)

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

Annex 2 Estimated budget for the action

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

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

Annex 4 Model for the financial statements

Annex 5 Specific rules (if applicable)

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

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

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

## **TERMS AND CONDITIONS**

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## DATA SHEET

### 1. General data

Project summary:

Project summary
<p>The AMUSE project intends to establish active cooperation between the Ukrainian and European HEIs in the area of inclusive education and special needs education. The project will equip the pre-and in-service teachers with augmentative and alternative communication (AAC) methodology, required for successful learning of children with speech impairment. Based on this reliable methodology, our international initiative aims to positively affect the learning climate in Ukraine, particularly in terms of educators' readiness and skills, and creation of a more inclusive educational environment. The training of pre-service teachers, particularly in the field of natural sciences, will provide speech-impaired children with the knowledge and understanding of the fundamental ideas of the world in which they live, and which influences their lives. Our project will adapt and adopt EU higher education didactic and approaches to updating curricula, revising existing and creating new courses as well as content-wise - the use of AAC in teaching natural sciences. Our national breakthrough will be an AAC-based textbook "World Around Us for Kindergartens", which will be the first textbook for speech-impaired children in Ukraine. Another big contribution is the creation of the MOOC "AAC in Education" for in-service teachers. All the outcomes (courses for students, MOOC, and the textbook) will be extensively piloted and promoted in Ukrainian educational institutions of different levels and will hopefully remove some barrier from the Ukrainian system of education making it open to all.</p>

Keywords:

- Modernisation of Higher Education
- Curriculum design and development
- Inclusive Education
- Pedagogical developments (e.g peer/collaborative/blended/shadow learning)
- Continuing professional training
- Sustainable Development Goals - Quality Education
- Education, Augmented and Alternative Communication, children with special education needs, the field of natural sciences

Project number: 101179404

Project name: Comprehensive Introduction of Augmented and Alternative Communication Methodology into the Ukrainian System of Education

Project acronym: AMUSE

Call: ERASMUS-EDU-2024-CBHE

Topic: ERASMUS-EDU-2024-CBHE-STRAND-2

Type of action: ERASMUS Lump Sum Grants

Granting authority: European Education and Culture Executive Agency

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

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

Project end date: starting date + months of duration

Project duration: 36 months

Consortium agreement: Yes

### 2. Participants

**List of participants:**

N°	Role	Short name	Legal name	Ctry	PIC	Max grant amount
1	COO	USPU	PAVLO TYCHYNA UMAN STATE PEDAGOGICAL UNIVERSITY	UA	930776305	99 266.00
2	BEN	SMSPU	SUMY MAKARENKO STATE PEDAGOGICAL UNIVERSITY	UA	922206743	80 824.00
3	BEN	RSUH	Rivne State University of Humanities	UA	879537316	80 800.00
4	BEN	PNPU	POLTAVA V.G. KOROLENKO NATIONAL PEDAGOGIKAL UNIVERSITY	UA	909471613	81 210.00
5	BEN	KhNPU	KHARKIV NATIONAL PEDAGOGICAL UNIVERSITY NAMED AFTER G.S. SKOVORODA	UA	940887294	86 083.00
6	BEN	UT	TARTU ULIKOOL	EE	999895013	68 652.00
7	BEN	UiO	UNIVERSITETET I OSLO	NO	999975814	81 393.00
8	BEN	MCSU	UNIwersytet Marii Curie-Skłodowskiej	PL	999618272	60 236.00
9	BEN	HU	Stichting Hogeschool Utrecht	NL	986208507	82 534.00
10	BEN	HS	NGO Odesa Regional Organization of Medical Psychological Pedagogical Assistance Healthy Society	UA	878779843	18 716.00
11	BEN	ISAAC	stowarzyszenie mowic bez slow - isaac polska	PL	878787991	20 478.00
12	BEN	St	STICHTING SOFT TULIP	NL	905312253	29 627.00
13	BEN	UK	Combined Preschool Educational Institution Day Nursery and Kindergarten 12 Uman	UA	878903906	4 357.00
14	BEN	KK	Kharkiv municipal preschool combined educational institution Nursery Kkindergarten No 182	UA	878844833	5 807.00
15	AP	SK	Sumy preschool educational institution, nursery-kindergarten 15 "Perlynka"	UA	878899832	0.00
16	AP	RK	Institution of preschool education (nursery) compensating type (special) Pagineets Center of Rivne city council	UA	878829604	0.00
17	AP	PPS	Primary School #43 of Poltava City Council	UA	878857055	0.00
<b>Total</b>						799 983.00

**Coordinator:**

- PAVLO TYCHYNA UMAN STATE PEDAGOGICAL UNIVERSITY (USPU)

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

Maximum grant amount (Annex 2)	Maximum grant amount (award decision)
799 983.00	799 983.00

**Grant form:** Lump Sum**Grant mode:** Action grant**Budget categories/activity types:** Lump sum contributions**Cost eligibility options:** n/a**Budget flexibility:** No**4. Reporting, payments and recoveries****4.1 Continuous reporting** (art 21)**Deliverables:** see Funding & Tenders Portal Continuous Reporting tool

## 4.2 Periodic reporting and payments

Reporting and payment schedule (art 21, 22):

Reporting				Payments		
Reporting periods			Type	Deadline	Type	Deadline (time to pay)
RP No	Month from	Month to				
					Initial prefinancing	30 days from entry into force/ financial guarantee (if required) – whichever is the latest
1	1	36	Periodic report	60 days after end of reporting period	Final payment	90 days from receiving periodic report

Prefinancing payments and guarantees:

Prefinancing payment		Prefinancing guarantee		
Type	Amount	Guarantee amount	Division per participant	
Prefinancing 1 (initial)	559 988.10	n/a	1 - USPU	n/a
			2 - SMSPU	n/a
			3 - RSUH	n/a
			4 - PNPU	n/a
			5 - KhNPU	n/a
			6 - UT	n/a
			7 - UiO	n/a
			8 - MCSU	n/a
			9 - HU	n/a
			10 - HS	n/a
			11 - ISAAC	n/a
			12 - St	n/a
			13 - UK	n/a
			14 - KK	n/a

Reporting and payment modalities (art 21, 22):

Mutual Insurance Mechanism (MIM): No

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

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

No-profit rule: n/a

Late payment interest: ECB + 3.5%

Bank account for payments:

UA843052990000025309021600612 PBANUA2X

Conversion into euros: n/a

Reporting language: Language of the Agreement

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

**4.4 Recoveries** (art 22)

**First-line liability for recoveries:**

Beneficiary termination: Beneficiary concerned

Final payment: Coordinator

After final payment: Beneficiary concerned

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

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

Joint and several liability of affiliated entities — n/a

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

**Applicable law** (art 43):

Standard applicable law regime: EU law + law of Belgium

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

Standard dispute settlement forum:

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

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

**6. Other**

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

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

Confidentiality (for X years after final payment): 5

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

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

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

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

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

## **CHAPTER 1 GENERAL**

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

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

### **ARTICLE 2 — DEFINITIONS**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **CHAPTER 2 ACTION**

### **ARTICLE 3 — ACTION**

The grant is awarded for the action **101179404 — AMUSE** ('action'), as described in Annex 1.

### **ARTICLE 4 — DURATION AND STARTING DATE**

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

## **CHAPTER 3 GRANT**

### **ARTICLE 5 — GRANT**

#### **5.1 Form of grant**

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

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

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

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

## 5.2 Maximum grant amount

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

## 5.3 Funding rate

Not applicable

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

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

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

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

## 5.5 Budget flexibility

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

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

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

## ARTICLE 6 — ELIGIBLE AND INELIGIBLE CONTRIBUTIONS

### 6.1 and 6.2 General and specific eligibility conditions

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

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

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

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

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

### 6.3 Ineligible contributions

‘Ineligible contributions’ are:

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

### 6.4 Consequences of non-compliance

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

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

## CHAPTER 4 GRANT IMPLEMENTATION

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

#### **ARTICLE 7 — BENEFICIARIES**

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

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

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

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

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

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

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

(a) Each beneficiary must:

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

(b) The coordinator must:

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

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

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

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

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

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

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

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

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

## ARTICLE 8 — AFFILIATED ENTITIES

Not applicable

## ARTICLE 9 — OTHER PARTICIPANTS INVOLVED IN THE ACTION

### 9.1 Associated partners

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

- **Sumy preschool educational institution, nursery-kindergarten 15 "Perlynka" (SK), PIC 878899832**
- **Institution of preschool education (nursery) compensating type (special) Paginets Center of Rivne city council (RK), PIC 878829604**
- **Primary School #43 of Poltava City Council (PPS), PIC 878857055**

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

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

The tasks must be set out in Annex 1.

The beneficiaries must ensure that their contractual obligations under Articles 11 (proper implementation), 12 (conflict of interests), 13 (confidentiality and security), 14 (ethics), 17.2 (visibility), 18 (specific rules for carrying out action), 19 (information) and 20 (record-keeping) also apply to the associated partners.

The beneficiaries must ensure that the bodies mentioned in Article 25 (e.g. granting authority, OLAF, Court of Auditors (ECA), etc.) can exercise their rights also towards the associated partners.

## **9.2 Third parties giving in-kind contributions to the action**

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

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

The third parties and their in-kind contributions should be set out in Annex 1.

## **9.3 Subcontractors**

Subcontractors may participate in the action, if necessary for the implementation.

Subcontractors must implement their action tasks in accordance with Article 11. The beneficiaries' costs for subcontracting are considered entirely covered by the lump sum contributions for implementing the work packages (irrespective of the actual subcontracting costs incurred, if any).

The beneficiaries must ensure that their contractual obligations under Articles 11 (proper implementation), 12 (conflict of interest), 13 (confidentiality and security), 14 (ethics), 17.2 (visibility), 18 (specific rules for carrying out action), 19 (information) and 20 (record-keeping) also apply to the subcontractors.

The beneficiaries must ensure that the bodies mentioned in Article 25 (e.g. granting authority, OLAF, Court of Auditors (ECA), etc.) can exercise their rights also towards the subcontractors.

## **9.4 Recipients of financial support to third parties**

If the action includes providing financial support to third parties (e.g. grants, prizes or similar forms of support), the beneficiaries must ensure that their contractual obligations under Articles 12 (conflict of interest), 13 (confidentiality and security), 14 (ethics), 17.2 (visibility), 18 (specific rules for carrying out action), 19 (information) and 20 (record-keeping) also apply to the third parties receiving the support (recipients).

The beneficiaries must also ensure that the bodies mentioned in Article 25 (e.g. granting authority, OLAF, Court of Auditors (ECA), etc.) can exercise their rights also towards the recipients.

## ARTICLE 10 — PARTICIPANTS WITH SPECIAL STATUS

### 10.1 Non-EU participants

Participants which are established in a non-EU country (if any) undertake to comply with their obligations under the Agreement and:

- to respect general principles (including fundamental rights, values and ethical principles, environmental and labour standards, rules on classified information, intellectual property rights, visibility of funding and protection of personal data)
- for the submission of certificates under Article 24: use qualified external auditors which are independent and comply with comparable standards as those set out in EU Directive 2006/43/EC<sup>11</sup>
- for the controls under Article 25: allow for checks, reviews, audits and investigations (including on-the-spot checks, visits and inspections) by the bodies mentioned in that Article (e.g. granting authority, OLAF, Court of Auditors (ECA), etc.).

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

### 10.2 Participants which are international organisations

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

- to respect general principles (including fundamental rights, values and ethical principles, environmental and labour standards, rules on classified information, intellectual property rights, visibility of funding and protection of personal data)
- for the submission of certificates under Article 24: to use either independent public officers or external auditors which comply with comparable standards as those set out in EU Directive 2006/43/EC
- for the controls under Article 25: to allow for the checks, reviews, audits and investigations by the bodies mentioned in that Article, taking into account the specific agreements concluded by them and the EU (if any).

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

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

### 10.3 Pillar-assessed participants

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

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

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

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

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

and use the following specific rules, for:

- recoveries (Article 22): in case of financial support to third parties, there will be no recovery if the participant has done everything possible to retrieve the undue amounts from the third party receiving the support (including legal proceedings) and non-recovery is not due to an error or negligence on its part
- checks, reviews, audits and investigations by the EU (Article 25): will be conducted taking into account the rules and procedures specifically agreed between them and the framework agreement (if any)
- impact evaluation (Article 26): will be conducted in accordance with the participant’s internal rules and procedures and the framework agreement (if any)
- grant agreement suspension (Article 31): certain costs incurred during grant suspension are eligible (notably, minimum costs necessary for a possible resumption of the action and costs relating to contracts which were entered into before the pre-information letter was received and which could not reasonably be suspended, reallocated or terminated on legal grounds)
- grant agreement termination (Article 32): the final grant amount and final payment will be calculated taking into account also costs relating to contracts due for execution only after termination takes effect, if the contract was entered into before the pre-information letter was received and could not reasonably be terminated on legal grounds
- liability for damages (Article 33.2): the granting authority must be compensated for damage it sustains as a result of the implementation of the action or because the action was not implemented in full compliance with the Agreement only if the damage is due to an

infringement of the participant's internal rules and procedures or due to a violation of third parties' rights by the participant or one of its employees or individual for whom the employees are responsible.

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

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

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

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

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

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

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

Participants must inform the coordinator without delay of any changes to the systems, rules and

procedures that were part of the pillar assessment. The coordinator must immediately inform the granting authority.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### **13.1 Sensitive information**

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

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

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

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

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

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

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

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

The confidentiality obligations no longer apply if:

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

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

### **13.2 Classified information**

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

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

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

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

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

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

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

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

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

## **ARTICLE 14 — ETHICS AND VALUES**

### **14.1 Ethics**

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

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

### **14.2 Values**

The beneficiaries must commit to and ensure the respect of basic EU values (such as respect for human dignity, freedom, democracy, equality, the rule of law and human rights, including the rights of minorities).

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

### **14.3 Consequences of non-compliance**

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

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

## **ARTICLE 15 — DATA PROTECTION**

### **15.1 Data processing by the granting authority**

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

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

### **15.2 Data processing by the beneficiaries**

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

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

They must ensure that personal data is:

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

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

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

### **15.3 Consequences of non-compliance**

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

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

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

### **16.1 Background and access rights to background**

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

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

- (a) held by the beneficiaries before they acceded to the Agreement and
- (b) needed to implement the action or exploit the results.

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

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

## 16.2 Ownership of results

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

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

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

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

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

- (a) **use for its own purposes** (in particular, making them available to persons working for the granting authority or any other EU service (including institutions, bodies, offices, agencies, etc.) or EU Member State institution or body; copying or reproducing them in whole or in part, in unlimited numbers; and communication through press information services)
- (b) **distribution to the public** (in particular, publication as hard copies and in electronic or digital format, publication on the internet, as a downloadable or non-downloadable file, broadcasting by any channel, public display or presentation, communicating through press information services, or inclusion in widely accessible databases or indexes)
- (c) **editing or redrafting** (including shortening, summarising, inserting other elements (e.g. meta-data, legends, other graphic, visual, audio or text elements), extracting parts (e.g. audio or video files), dividing into parts, use in a compilation)
- (d) **translation**
- (e) **storage** in paper, electronic or other form
- (f) **archiving**, in line with applicable document-management rules
- (g) the right to authorise **third parties** to act on its behalf or sub-license to third parties the modes of use set out in Points (b), (c), (d) and (f), if needed for the information, communication and publicity activity of the granting authority and
- (h) **processing**, analysing, aggregating the materials, documents and information received and **producing derivative works**.

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

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

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

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

#### **16.4 Specific rules on IPR, results and background**

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

#### **16.5 Consequences of non-compliance**

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

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

### **ARTICLE 17 — COMMUNICATION, DISSEMINATION AND VISIBILITY**

#### **17.1 Communication — Dissemination — Promoting the action**

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

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

#### **17.2 Visibility — European flag and funding statement**

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



Funded by the  
European Union



Co-funded by the  
European Union



Funded by the  
European Union



Co-funded by the  
European Union

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

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

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

For the purposes of their obligations under this Article, the beneficiaries may use the emblem without first obtaining approval from the granting authority. This does not, however, give them the right to exclusive use. Moreover, they may not appropriate the emblem or any similar trademark or logo, either by registration or by any other means.

### 17.3 Quality of information — Disclaimer

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

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

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

### 17.4 Specific communication, dissemination and visibility rules

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

### 17.5 Consequences of non-compliance

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

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

## ARTICLE 18 — SPECIFIC RULES FOR CARRYING OUT THE ACTION

## **18.1 Specific rules for carrying out the action**

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

## **18.2 Consequences of non-compliance**

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

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

# **SECTION 3 GRANT ADMINISTRATION**

## **ARTICLE 19 — GENERAL INFORMATION OBLIGATIONS**

### **19.1 Information requests**

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

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

### **19.2 Participant Register data updates**

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

### **19.3 Information about events and circumstances which impact the action**

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

- (a) **events** which are likely to affect or delay the implementation of the action or affect the EU's financial interests, in particular:
  - (i) changes in their legal, financial, technical, organisational or ownership situation (including changes linked to one of the exclusion grounds listed in the declaration of honour signed before grant signature)
  - (ii) linked action information: not applicable
- (b) **circumstances** affecting:
  - (i) the decision to award the grant or
  - (ii) compliance with requirements under the Agreement.

### **19.4 Consequences of non-compliance**

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

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

## **ARTICLE 20 — RECORD-KEEPING**

### **20.1 Keeping records and supporting documents**

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

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

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

The beneficiaries must keep the original documents. Digital and digitalised documents are considered originals if they are authorised by the applicable national law. The granting authority may accept non-original documents if they offer a comparable level of assurance.

### **20.2 Consequences of non-compliance**

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

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

## **ARTICLE 21 — REPORTING**

### **21.1 Continuous reporting**

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

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

### **21.2 Periodic reporting: Technical reports and financial statements**

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

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

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

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

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

The financial part of the periodic report includes:

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

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

For the last reporting period, the beneficiaries may exceptionally also declare partial lump sum contributions for work packages that were not completed (e.g. due to force majeure or technical impossibility).

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

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

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

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

### 21.3 Currency for financial statements and conversion into euros

The financial statements must be drafted in euro.

### 21.4 Reporting language

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

### **21.5 Consequences of non-compliance**

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

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

## **ARTICLE 22 — PAYMENTS AND RECOVERIES — CALCULATION OF AMOUNTS DUE**

### **22.1 Payments and payment arrangements**

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

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

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

The cost of payment transfers will be borne as follows:

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

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

### **22.2 Recoveries**

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

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

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

In case of enforced recoveries (see Article 22.4):

- the beneficiaries will be jointly and severally liable for repaying debts of another beneficiary

under the Agreement (including late-payment interest), if required by the granting authority (see Data Sheet, Point 4.4)

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

## 22.3 Amounts due

### 22.3.1 Prefinancing payments

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

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

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

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

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

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

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

### 22.3.2 Amount due at beneficiary termination — Recovery

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

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

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

Step 1 — Calculation of the total accepted EU contribution

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

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

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

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

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

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

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

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

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

### 22.3.3 Interim payments

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

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

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

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

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

Step 1 — Calculation of the total accepted EU contribution

Step 2 — Limit to the interim payment ceiling

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

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

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

## Step 2 — Limit to the interim payment ceiling

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

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

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

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

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

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

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

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

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

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

Step 1 — Calculation of the total accepted EU contribution

Step 2 — Limit to the maximum grant amount

Step 3 — Reduction due to the no-profit rule

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

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

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

#### Step 2 — Limit to the maximum grant amount

Not applicable

#### Step 3 — Reduction due to the no-profit rule

Not applicable

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Step 1 — Calculation of the revised total accepted EU contribution

Step 1 — Calculation of the revised total accepted EU contribution

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

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

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

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

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

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

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

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

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

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

## 22.4 Enforced recovery

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

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

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

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

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

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

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

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

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

## 22.5 Consequences of non-compliance

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

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

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

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

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

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

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

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

## ARTICLE 23 — GUARANTEES

### 23.1 Prefinancing guarantee

If required by the granting authority (see Data Sheet, Point 4.2), the beneficiaries must provide (one

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

or more) prefinancing guarantee(s) in accordance with the timing and the amounts set out in the Data Sheet.

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

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

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

They will be released within the following month.

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

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

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

## **ARTICLE 24 — CERTIFICATES**

Not applicable

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

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

#### **25.1.1 Internal checks**

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

#### **25.1.2 Project reviews**

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

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

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

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

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

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

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

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

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

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

### 25.1.3 Audits

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **25.4 OLAF, EPPO and ECA audits and investigations**

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

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

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

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

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

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

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

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

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

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

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

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

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

### 25.5.2 Extension from other grants

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

- (a) the beneficiary concerned is found, in other EU grants awarded under similar conditions, to have committed systemic or recurrent errors, irregularities, fraud or breach of obligations that have a material impact on this grant and
- (b) those findings are formally notified to the beneficiary concerned — together with the list of grants affected by the findings — within the time-limit for audits set out in the Data Sheet (see Point 6).

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

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

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

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

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

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

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

## **25.6 Consequences of non-compliance**

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

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

## **ARTICLE 26 — IMPACT EVALUATIONS**

### **26.1 Impact evaluation**

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

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

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

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

### **26.2 Consequences of non-compliance**

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

## **CHAPTER 5 CONSEQUENCES OF NON-COMPLIANCE**

### **SECTION 1 REJECTIONS AND GRANT REDUCTION**

#### **ARTICLE 27 — REJECTION OF CONTRIBUTIONS**

##### **27.1 Conditions**

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

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

Ineligible lump sum contributions will be rejected.

## 27.2 Procedure

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

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

## 27.3 Effects

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

# ARTICLE 28 — GRANT REDUCTION

## 28.1 Conditions

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

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

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

## 28.2 Procedure

If the grant reduction does not lead to a recovery, the granting authority will formally notify the

coordinator or beneficiary concerned of the reduction, the amount to be reduced and the reasons why. The coordinator or beneficiary concerned may — within 30 days of receiving notification — submit observations if it disagrees with the reduction (payment review procedure).

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

### 28.3 Effects

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

## SECTION 2 — SUSPENSION AND TERMINATION

### ARTICLE 29 — PAYMENT DEADLINE SUSPENSION

#### 29.1 Conditions

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

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

#### 29.2 Procedure

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

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

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

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

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

### ARTICLE 30 — PAYMENT SUSPENSION

#### 30.1 Conditions

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

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

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

### 30.2 Procedure

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

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

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

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

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

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

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

## ARTICLE 31 — GRANT AGREEMENT SUSPENSION

## 31.1 Consortium-requested GA suspension

### 31.1.1 Conditions and procedure

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

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

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

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

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

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

## 31.2 EU-initiated GA suspension

### 31.2.1 Conditions

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

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

- (i) linked action issues: not applicable
- (ii) additional GA suspension grounds: not applicable.

### 31.2.2 Procedure

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

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

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

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

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

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

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

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

## ARTICLE 32 — GRANT AGREEMENT OR BENEFICIARY TERMINATION

### 32.1 Consortium-requested GA termination

#### 32.1.1 Conditions and procedure

The beneficiaries may request the termination of the grant.

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

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

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

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

### 32.1.2 Effects

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

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

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

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

After termination, the beneficiaries' obligations (in particular Articles 13 (confidentiality and security), 16 (IPR), 17 (communication, dissemination and visibility), 21 (reporting), 25 (checks, reviews, audits and investigations), 26 (impact evaluation), 27 (rejections), 28 (grant reduction) and 42 (assignment of claims)) continue to apply.

## 32.2 Consortium-requested beneficiary termination

### 32.2.1 Conditions and procedure

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

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

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

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

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

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

### 32.2.2 Effects

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

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

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

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

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

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

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

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

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

After termination, the concerned beneficiary's obligations (in particular Articles 13 (confidentiality and security), 16 (IPR), 17 (communication, dissemination and visibility), 21 (reporting), 25 (checks, reviews, audits and investigations), 26 (impact evaluation), 27 (rejections), 28 (grant reduction) and 42 (assignment of claims)) continue to apply.

## 32.3 EU-initiated GA or beneficiary termination

### 32.3.1 Conditions

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

- (a) one or more beneficiaries do not accede to the Agreement (see Article 40)
- (b) a change to the action or the legal, financial, technical, organisational or ownership situation of a beneficiary is likely to substantially affect the implementation of the action or calls into

- question the decision to award the grant (including changes linked to one of the exclusion grounds listed in the declaration of honour)
- (c) following termination of one or more beneficiaries, the necessary changes to the Agreement (and their impact on the action) would call into question the decision awarding the grant or breach the principle of equal treatment of applicants
  - (d) implementation of the action has become impossible or the changes necessary for its continuation would call into question the decision awarding the grant or breach the principle of equal treatment of applicants
  - (e) a beneficiary (or person with unlimited liability for its debts) is subject to bankruptcy proceedings or similar (including insolvency, winding-up, administration by a liquidator or court, arrangement with creditors, suspension of business activities, etc.)
  - (f) a beneficiary (or person with unlimited liability for its debts) is in breach of social security or tax obligations
  - (g) a beneficiary (or person having powers of representation, decision-making or control, or person essential for the award/implementation of the grant) has been found guilty of grave professional misconduct
  - (h) a beneficiary (or person having powers of representation, decision-making or control, or person essential for the award/implementation of the grant) has committed fraud, corruption, or is involved in a criminal organisation, money laundering, terrorism-related crimes (including terrorism financing), child labour or human trafficking
  - (i) a beneficiary (or person having powers of representation, decision-making or control, or person essential for the award/implementation of the grant) was created under a different jurisdiction with the intent to circumvent fiscal, social or other legal obligations in the country of origin (or created another entity with this purpose)
  - (j) a beneficiary (or person having powers of representation, decision-making or control, or person essential for the award/implementation of the grant) has committed:
    - (i) substantial errors, irregularities or fraud or
    - (ii) serious breach of obligations under this Agreement or during its award (including improper implementation of the action, non-compliance with the call conditions, submission of false information, failure to provide required information, breach of ethics or security rules (if applicable), etc.)
  - (k) a beneficiary (or person having powers of representation, decision-making or control, or person essential for the award/implementation of the grant) has committed — in other EU grants awarded to it under similar conditions — systemic or recurrent errors, irregularities, fraud or serious breach of obligations that have a material impact on this grant (extension of findings; see Article 25.5)
  - (l) despite a specific request by the granting authority, a beneficiary does not request — through the coordinator — an amendment to the Agreement to end the participation of one of its affiliated entities or associated partners that is in one of the situations under points (d), (f), (e), (g), (h), (i) or (j) and to reallocate its tasks, or

(m) other:

- (i) linked action issues: not applicable
- (ii) additional GA termination grounds: not applicable.

### 32.3.2 Procedure

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

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

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

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

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

### 32.3.3 Effects

(a) for **GA termination**:

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

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

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

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

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

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

After termination, the beneficiaries’ obligations (in particular Articles 13 (confidentiality and security), 16 (IPR), 17 (communication, dissemination and visibility), 21 (reporting), 25

(checks, reviews, audits and investigations), 26 (impact evaluation), 27 (rejections), 28 (grant reduction) and 42 (assignment of claims)) continue to apply.

(b) for **beneficiary termination**:

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

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

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

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

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

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

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

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

After termination, the concerned beneficiary's obligations (in particular Articles 13 (confidentiality and security), 16 (IPR), 17 (communication, dissemination and visibility), 21 (reporting), 25 (checks, reviews, audits and investigations), 26 (impact evaluation), 27 (rejections), 28 (grant reduction) and 42 (assignment of claims)) continue to apply.

## **SECTION 3 OTHER CONSEQUENCES: DAMAGES AND ADMINISTRATIVE SANCTIONS**

### **ARTICLE 33 — DAMAGES**

#### **33.1 Liability of the granting authority**

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

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

### **33.2 Liability of the beneficiaries**

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

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

## **ARTICLE 34 — ADMINISTRATIVE SANCTIONS AND OTHER MEASURES**

Nothing in this Agreement may be construed as preventing the adoption of administrative sanctions (i.e. exclusion from EU award procedures and/or financial penalties) or other public law measures, in addition or as an alternative to the contractual measures provided under this Agreement (see, for instance, Articles 135 to 145 EU Financial Regulation 2018/1046 and Articles 4 and 7 of Regulation 2988/95<sup>18</sup>).

## **SECTION 4 FORCE MAJEURE**

### **ARTICLE 35 — FORCE MAJEURE**

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

‘Force majeure’ means any situation or event that:

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

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

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

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

## **CHAPTER 6 FINAL PROVISIONS**

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

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

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

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

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

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

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

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

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

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

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

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

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

The Portal can be accessed via the Europa website.

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

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

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

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

Annex 5 takes precedence over the Terms and Conditions.

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

Annex 2 takes precedence over Annex 1.

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

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

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

‘Days’ means calendar days, not working days.

## **ARTICLE 39 — AMENDMENTS**

### **39.1 Conditions**

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

Amendments may be requested by any of the parties.

### **39.2 Procedure**

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

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

The request for amendment must include:

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

The granting authority may request additional information.

If the party receiving the request agrees, it must sign the amendment in the tool within 45 days of

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

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

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

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

## **ARTICLE 40 — ACCESSION AND ADDITION OF NEW BENEFICIARIES**

### **40.1 Accession of the beneficiaries mentioned in the Preamble**

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

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

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

### **40.2 Addition of new beneficiaries**

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

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

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

Additions are also possible in mono-beneficiary grants.

## **ARTICLE 41 — TRANSFER OF THE AGREEMENT**

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

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

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

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

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

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

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

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

## **ARTICLE 43 — APPLICABLE LAW AND SETTLEMENT OF DISPUTES**

### **43.1 Applicable law**

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

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

### **43.2 Dispute settlement**

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

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

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

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

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

## **ARTICLE 44 — ENTRY INTO FORCE**

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

## SIGNATURES

For the coordinator

For the granting authority



## **ANNEX 1**



## **Erasmus+ (ERASMUS+)**

### **Description of the action (DoA)**

**Part A**

**Part B**

## DESCRIPTION OF THE ACTION (PART A)

### COVER PAGE

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

<b>PROJECT</b>	
<i>Grant Preparation (General Information screen) — Enter the info.</i>	
<b>Project number:</b>	101179404
<b>Project name:</b>	Comprehensive Introduction of Augmented and Alternative Communication Methodology into the Ukrainian System of Education
<b>Project acronym:</b>	AMUSE
<b>Call:</b>	ERASMUS-EDU-2024-CBHE
<b>Topic:</b>	ERASMUS-EDU-2024-CBHE-STRAND-2
<b>Type of action:</b>	ERASMUS-LS
<b>Service:</b>	EACEA/A/04
<b>Project starting date:</b>	first day of the month following the entry into force date
<b>Project duration:</b>	36 months

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## PROJECT SUMMARY

### Project summary

*Grant Preparation (General Information screen) — Provide an overall description of your project (including context and overall objectives, planned activities and main achievements, and expected results and impacts (on target groups, change procedures, capacities, innovation etc)). This summary should give readers a clear idea of what your project is about.*

*Use the project summary from your proposal.*

The AMUSE project intends to establish active cooperation between the Ukrainian and European HEIs in the area of inclusive education and special needs education. The project will equip the pre-and in-service teachers with augmentative and alternative communication (AAC) methodology, required for successful learning of children with speech impairment. Based on this reliable methodology, our international initiative aims to positively affect the learning climate in Ukraine, particularly in terms of educators' readiness and skills, and creation of a more inclusive educational environment. The training of pre-service teachers, particularly in the field of natural sciences, will provide speech-impaired children with the knowledge and understanding of the fundamental ideas of the world in which they live, and which influences their lives. Our project will adapt and adopt EU higher education didactic and approaches to updating curricula, revising existing and creating new courses as well as content-wise - the use of AAC in teaching natural sciences. Our national breakthrough will be an AAC-based textbook "World Around Us for Kindergartens", which will be the first textbook for speech-impaired children in Ukraine. Another big contribution is the creation of the MOOC "AAC in Education" for in-service teachers. All the outcomes (courses for students, MOOC, and the textbook) will be extensively piloted and promoted in Ukrainian educational institutions of different levels and will hopefully remove some barrier from the Ukrainian system of education making it open to all.

## LIST OF PARTICIPANTS

### PARTICIPANTS

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

Number	Role	Short name	Legal name	Country	PIC
1	COO	USPU	PAVLO TYCHYNA UMAN STATE PEDAGOGICAL UNIVERSITY	UA	930776305
2	BEN	SMSPU	SUMY MAKARENKO STATE PEDAGOGICAL UNIVERSITY	UA	922206743
3	BEN	RSUH	Rivne State University of Humanities	UA	879537316
4	BEN	PNPU	POLTAVA V.G. KOROLENKO NATIONAL PEDAGOGICAL UNIVERSITY	UA	909471613
5	BEN	KhNPU	KHARKIV NATIONAL PEDAGOGICAL UNIVERSITY NAMED AFTER G.S. SKOVORODA	UA	940887294
6	BEN	UT	TARTU ULIKOOL	EE	999895013
7	BEN	UiO	UNIVERSITETET I OSLO	NO	999975814
8	BEN	MCSU	UNIWERSYTET MARIII CURIE-SKLODOWSKIEJ	PL	999618272
9	BEN	HU	Stichting Hogeschool Utrecht	NL	986208507
10	BEN	HS	NGO Odesa Regional Organization of Medical Psychological Pedagogical Assistance Healthy Society	UA	878779843

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

<b>Number</b>	<b>Role</b>	<b>Short name</b>	<b>Legal name</b>	<b>Country</b>	<b>PIC</b>
11	BEN	ISAAC	stowarzyszenie mowic bez slow - isaac polska	PL	878787991
12	BEN	St	STICHTING SOFT TULIP	NL	905312253
13	BEN	UK	Combined Preschool Educational Institution Day Nursery and Kindergarten 12 Uman	UA	878903906
14	BEN	KK	Kharkiv municipal preschool combined educational institution Nursery Kkindergarten No 182	UA	878844833
15	AP	SK	Sumy preschool educational institution, nursery-kindergarten 15 "Perlynka"	UA	878899832
16	AP	RK	Institution of preschool education (nursery) compensating type (special) Paginets Center of Rivne city council	UA	878829604
17	AP	PPS	Primary School #43 of Poltava City Council	UA	878857055

## LIST OF WORK PACKAGES

<b>Work packages</b>						
<i>Grant Preparation (Work Packages screen) — Enter the info.</i>						
<b>Work Package No</b>	<b>Work Package name</b>	<b>Lead Beneficiary</b>	<b>Effort (Person-Months)</b>	<b>Start Month</b>	<b>End Month</b>	<b>Deliverables</b>
WP1	Project management and coordination	1 - USPU	84.00	1	36	D1.1 – Establishment of Committees D1.2 – Mid-term progress report
WP2	Introduction of AAC Methodology of Inclusion into Teachers' Curriculum	7 - UiO	67.00	4	36	D2.1 – Development of the new module “Inclusion” D2.2 – Description of new courses D2.3 – Training for admin/academic staff, training of trainees D2.4 – Approval of the new and updated courses by the University Councils
WP3	MOOC “AAC in Education”	6 - UT	41.00	5	36	D3.1 – MOOC materials developed D3.2 – MOOC uploaded at UA MOODLE platforms
WP4	AAC-Based Textbook “World and Nature Around Us” for Kindergartens	8 - MCSU	48.00	10	36	D4.1 – Textbook publishing in the open-source format D4.2 – Introduction of the book into the learning process
WP5	Quality Control	4 - PNPU	15.00	1	36	D5.1 – Quality Plan D5.2 – Internal and external evaluations (peer reviews) D5.3 – Quality Control Panel Meeting
WP6	Dissemination and Sustainability	5 - KhNPU	26.00	1	36	D6.1 – Dissemination Plan D6.2 – Website launch D6.3 – Sustainability Plan D6.4 – Report on dissemination events and activities

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

<b>Work Package No</b>	<b>Work Package name</b>	<b>Lead Beneficiary</b>	<b>Effort (Person-Months)</b>	<b>Start Month</b>	<b>End Month</b>	<b>Deliverables</b>
						D6.5 – Report on measurement of KPI in logical framework (quantitative and qualitative) D6.6 – Dissemination Report

## Work package WP1 – Project management and coordination

<b>Work Package Number</b>	WP1	<b>Lead Beneficiary</b>	1 - USPU
<b>Work Package Name</b>	Project management and coordination		
<b>Start Month</b>	1	<b>End Month</b>	36

### Objectives

To organize all the preparatory stages for the successful project launch.  
 To identify the teams in partners institutions, appoint representatives for different Committees.  
 To develop and consent on project cooperation strategies and present them in the main project documents (Consortium Agreement, Project Implementation Plan).  
 To organize the Kick-Off and frequently meet in different formats to progress smoothly and mitigate the consequences if risks arise.  
 To agree on the equipment list, prepare procurement documents, organize tender(s), install, use, and maintain the project equipment.

### Description

#### 1.1 Project Launch Preparation

Upon receiving news of the call results, the coordinator informs the partners about the positive outcome.  
 The partners sign the Grant Agreement with EACEA.  
 The partners issue orders on the project team formation, following the country's legislation.  
 Partners attend EACEA guiding meeting in Brussels.  
 The partners start preparing for the Kick-Off Meeting. They agree on the dates, agenda, participants, and other issues.  
 Partners get acquainted with the prospective Partnership Agreement.  
 Coordinator attends the meeting with the EACEA in Brussels/online.

#### 1.2 Establishment of Committees (Steering, Administrative, and Financial)

Each partner appoints its representatives to represent the partner in the committees and submits the names to the coordinator.  
 Steering committee will manage the project progress and is the highest body of the project.  
 Administrative committee and financial committee prepare and submit all the respective documents to the Steering Committee.

#### 1.3 Project meetings

Project meetings will be held biannually for 2-3 days to set the aims and deadlines, discuss progress, prepare reports. They will be planned ahead, have an agenda, followed by memos (shared with everyone and uploaded into the shared drive).  
 Kick-Off will be the first meeting when the partners will meet for the first time.

Preparation: the partners will agree on the dates and the coordinator will prepare the kick-off agenda and share it 2 months before the meetings.

Location: Poland

Format: Hybrid (2 participants for universities participate F2F and 1 representative from other institutions, others join online)

Duration: 3 days

Kick-off preliminary content: getting acquainted, discussing work packages, implementation plan, procurement, partnership agreement, setting the dates and deadlines for Year 1, etc.

Biannual meetings will be held throughout the project to discuss the project progress and plan the work ahead. Reports will be prepared and discussed as well as the communication with the EACEA and Erasmus Office in Ukraine.

Final project meeting:

Location: Uman, Ukraine

Format: Hybrid (2 participants for universities participate F2F and 1 representative from other institutions, others join online)

Duration: 3 days

Preliminary content: project finalization, discussion of reports.

#### 1.4. Development and Approval of Implementation Plan

Two weeks prior to the Kick-Off, the Coordinator develops and the preliminary project implementation plan and sends it to all the partners.

The partners get acquainted with it and are ready to discuss it.

During the kick-off discussion of all WPs, the comments are introduced into the plan.

Dates and deadlines are added.

This plan is updated at the start of every project year.

#### 1.5. Signing of the Consortium Agreement

At least one month before the partnership agreement, the coordinator prepares the Consortium Agreement and shares it with partners. The lawyers at partner institutions analyze the document and introduce comments if necessary. During the kick-off, the partners discuss the Consortium Agreement and finalize it.

The partners sign the agreement. Every partner receives their copy.

#### 1.6. Equipment Procurement

The preliminary list of equipment is given in the application, the finalized list will be discussed during the kick-off. The project and equipment list the and will be registered in the Cabinet of Ministers of Ukraine to get the VAT waiver and procured by the Coordinator, and afterwards sent to partners according to the specifications list. The procured equipment will be added to the balance of the participating universities and introduced into use and learning process.

#### 1.7. Progressive, Technical, and Final Project Reports

The Steering Committee will observe that all the intellectual, financial, and administrative reports are prepared and submitted. The progressive reports/documents will be uploaded into Sygma upon accomplishment.

The technical and final reports will be submitted in advance.

## Work package WP2 – Introduction of AAC Methodology of Inclusion into Teachers' Curriculum

<b>Work Package Number</b>	WP2	<b>Lead Beneficiary</b>	7 - UiO
<b>Work Package Name</b>	Introduction of AAC Methodology of Inclusion into Teachers' Curriculum		
<b>Start Month</b>	4	<b>End Month</b>	36

### Objectives

To increase UA partners' awareness in EU and national programmes framework documents that relate to inclusion in society and education.

To share EU know-how in inclusive teaching and AAC through courses and visits to EU partners.

To develop new modules and courses, have them peer-reviewed, approve according to the UA regulations, pilot, and introduce in the curricula.

To stimulate students' interest in research of Inclusion and AAC Methodology and embed these areas further into the curricula.

To launch the Methodological Center "Teaching with AAC for Inclusion" and use it on a permanent basis for educational and academic purposes.

### Description

#### 2.1 Development of General Guidelines on Inclusive Education and AAC Methodology

While inclusion has already become known, though limitedly, AAC methodology is mostly a foreign concept in Ukraine. This is the reason why the preparation of guidelines is important. The guidelines will become an introductory and comprehensive document to introduce the UA participants (of all the following stages) into the general problems of inclusion and AAC.

The EU partners will meet to discuss the content of the guidelines. On completion, the EU partners will share the guidelines with the UA participants.

In case the partners need to broaden their teams and engage the new members, the newcomers will start from this document.

#### 2.2 Chain of Webinars on EU Inclusion Strategy and Social Equity

Webinar preparation:

The EU partners will meet to discuss the content of the webinars and share the workload. The webinars will include the general EU strategies and local (partners') approaches. They will be an open platform for experience exchange with Q&A sessions.

Delivery:

Format: Online

Target audience: all the team members to be potentially engaged into the project implementation, 15 per UA university and 5 per NGO (80 in total)

Duration: 15 hours

English requirements: at least B1

Prospective content: EU and local documents on inclusion, equity as a concept, organization of education for all.

Certification:

all participants will receive certificates of attendance.

### 2.3 Training Course “Methods of Teaching for Inclusion”

Course preparation:

The EU partners will meet to discuss the content of the course and share the workload.

Delivery:

Format: Online

Target audience: all the teachers who will update and develop the courses 10 per UA university and 2 per NGO (52 in total)

English requirements: at least B1

Duration: 1 ECTS

Prospective content and learning strategy: The EU partners will develop the content for weekly learning in MOODLE, record videos, prepare the reding materials and digital tasks. The content will include methods of teaching different groups, settings, and subjects.

Certification: all participants will receive certificates of completion.

### 2.4 Study visit to the Netherlands on Inclusion in Education

The Dutch partner will confirm the dates of the study visit in advance and prepare the programme of the study visit.

Format: F2F

Target audience: 4 participants from the UA universities who will update the courses “Methods of Teaching Physics/Biology/Natural Sciences/Nature (preschool, primary, secondary levels)” and 1 representative from other institutions.

Total: 26 participants.

English requirements: at least B1

Duration: 40h (5 days)

Prospective content: The participants will observe how inclusion is organized in the Netherlands for different groups. The participants will visit schools and kindergartens. They will also have meetings with administrators of the schools, teachers to learn straight from them. Workshops and seminars will be offered at the university.

Certification: all participants will receive certificates of attendance.

### 2.5 Online training course “EU approaches to syllabus update and design”

Course preparation:

The EU partners will meet to discuss the content of the course and share the workload.

Delivery:

Format: Online

Target audience: all the teachers (from T2.6 and T2.10) who will update and develop new courses 10 per UA university and 2 per NGO (52 in total)

English requirements: at least B1

Duration: 1 ECTS

Prospective content and learning strategy: syllabus design, constructive alignment of the syllabus and programme, formulation of learning outcomes, assessment.

Certification: all participants will receive certificates of completion.

### 2.6 Development and Introduction of New Comprehensive Modules “Inclusion” into Methodology Courses

The UA partners have already identified the prospective courses where to introduce a new module.

Courses to be updated with a new module:

- 1) “Methods of Teaching Nature to Pre-School Children” (BA)
- 2) “Methods of Teaching Natural Sciences to Primary School Children” (BA)
- 3) “Methods of Teaching Physics/Chemistry/Biology/Natural Sciences” (BA)

The partners will organize working groups to develop the new modules to be introduced into the courses. A team of

module developers for every course has 2 representatives from the specified UA universities and an EU expert to assist, lead, and moderate. Each team will develop the schedule. Sometimes teams will work separately and sometimes together to ensure the content is logical and coherent in different curricula and it is logical in the respective syllabus.

Course developers: 2 participants for each course from each UA university, mentored by 1 EU expert. The module will be developed by 30 UA and 3 EU participants. As the module goes into courses for different age groups, the modules will vary for the target audience and will also keep consistency.

The updated course will be submitted to respective councils in UA partner universities for approval (T2.13).

#### 2.7 Online survey course “Psychological, Physiological, and Genetic Reasons for Speech Delay Development”

Course preparation:

The EU partners will meet to discuss the content of the course and share the workload.

Delivery:

Format: Online

Target audience: UA teachers who will develop new courses, design the MOOC, and develop the textbook - 8 per UA university and 2 per NGO (42 in total)

English requirements: at least B1

Duration: 1 ECTS

Prospective content and learning strategy: The EU partners will develop the content for weekly learning in MOODLE, record videos, prepare the reading materials and digital tasks. The content will include methods of teaching different groups, settings, and subjects.

Certification: all participants will receive certificates of completion.

#### 2.8 Online training course “AAC Essentials”

Course preparation:

The EU partners will meet to discuss the content of the course and share the workload.

Delivery:

Format: Online

Target audience: UA teachers who will develop new courses, design the MOOC, and develop the textbook - 8 per UA university and 2 per NGO (42 in total)

English requirements: at least B1

Duration: 1 ECTS

Prospective content and learning strategy: The EU partners will develop the content for weekly learning in MOODLE, record videos, prepare the reading materials and digital tasks. The content will include AAC methodology, speech-language production and compensation, impairment supplement, range of tools that supplement speech, etc.

Certification: all participants will receive certificates of completion.

#### 2.9 Internship to Norway “AAC in Action”

The Norwegian partner will confirm the dates of the internship in advance and prepare the programme.

Format: F2F

Target audience: 3 participants from the UA universities who will update the courses “Methods of Teaching Physics/Biology/Natural Sciences/Nature with AAC (preschool, primary, secondary levels)” and 1 representative from other institutions. Total: 23 participants.

English requirements: at least B1

Duration: 40h (5 days)

Prospective content: The participants will observe how AAC is introduced into the educational process. The participants will visit schools and kindergartens to observe the use of AAC, have meetings with administrators of the schools, teachers to learn straight from them. Content workshops and seminars will be offered at the university.

Certification: all participants will receive certificates of attendance.

#### 2.10 Launch of the Methodological Center “Teaching with AAC for Inclusion”

The UA partner universities will procure equipment for the laboratory (T1.7).

The UA universities will renovate the prospective room for future equipment installation and proper maintenance of expensive units.

The Methodological Center will be officially open at the university and the local media will be invited to highlight the event in the media.

After the launch, the Center will be in permanent use for learning purposes. It will host all the new and updated courses as well dissemination events.

The use of the Methodological Center and its proper maintenance will be one of the articles of the sustainability plan (T6.6)

<p><b>2.11 Design of New Courses with AAC Methodology</b>                  The participants have already attended a course on syllabus design (T2.5) and will start working on the new courses for different teacher curricula.                  Course 1: BA pre-school teacher curriculum: “Methods of Teaching ‘Nature’ with AAC in Preschool”                  Course 2: BA primary school teacher curriculum: “Methods of Teaching ‘Nature’ with AAC in Primary Education”                  Course 3: BA teacher of Natural Sciences curriculum “Methods of Teaching Natural Sciences with AAC in Secondary School”                  Course 4: MA teacher curriculum “Development of AAC-based Educational” (all-university MA course)                  The partners will organize working groups to develop the 4 new courses (for teachers’ curricula). Each team includes 2 representatives from each UA university and an EU expert to assist, lead, and moderate discussions. Each team will develop the schedule and meet weekly.</p> <p><b>2.12 External Review of New Courses</b>                  After the courses are finalized, the syllabi will be sent to Erasmus Office in Ukraine and/or other experts from outside the partnership. The partners will improve the drawbacks (if specified in reviews by experts).</p> <p><b>2.13 Approval of New and Updated Courses</b>                  Both new and updated courses will go through the standard approval procedure at the partner universities and Ukraine. The new courses will be approved all different levels: (1) department, (2) faculty, (3) university.</p> <p><b>2.14 Piloting of New and Updated Courses</b>                  During the academic year, all the new and updated courses will be piloted by all the UA partner universities in the respective curricula.</p> <p><b>2.15 New/Updated Course Feedback and Analysis</b>                  After the piloting, the students will give anonymous feedback to the new and updated courses. The feedback will be collected and analysed. Comments will be considered, and drawbacks improved when possible.</p> <p><b>2.16 Introduction of New and Updated Courses into Teachers’ Curricula</b>                  After the courses are piloted and improved when possible, the courses will be introduced into the teachers’ curricula.</p> <p><b>2.17 Permanent Running of New and Updated Courses</b>                  The new and updated courses will run on a permanent basis at the UA partner universities. The UA partners will include the permanent running of the new and updated courses into the project sustainability plan (T6. 6).</p> <p><b>2.18 Defending Course Papers and Theses on AAC in education</b>                  The BA and MA students will be offered to write BA course papers and MA theses on the topics of Inclusion and AAC. This way the WP results will become embedded in the curricula and will become not only study topic but also research topics.                  Each UA partner university will annually prepare at least 5 BA course papers and 2 MA theses.                  Inclusion and AAC as topics for students’ research will be mentioned as an article in the project sustainability plan (T6. 6).</p>
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**Work package WP3 – MOOC “AAC in Education”**

<b>Work Package Number</b>	WP3	<b>Lead Beneficiary</b>	6 - UT
<b>Work Package Name</b>	MOOC “AAC in Education”		
<b>Start Month</b>	5	<b>End Month</b>	36

<b>Objectives</b>
To share experience and build awareness in MOOC design. To develop a working approach for MOOC design and MOOC material development. To develop materials, record and edit videos, and code the MOOC. To have the MOOC peer-reviewed, eliminate defects, and approve the MOOC as a professional development course by the university councils. To pilot and permanently run the MOOC.

Description
<p><b>3.1 Guidelines for MOOC development</b>  The UA partners have no previous experience in MOOC design, material development, coding, or uploading into the university platform.  This is the reason why this stage is important in this project. The UA participants will get acquainted with the concept, methodology, approaches.  This way, the expectations will be set correctly, and all the participants involved will be on the same page to progress successfully.</p>
<p><b>3.2 Webinars “MOOC development principles and challenges”</b>  Webinar preparation:  The EU partners will meet to discuss the content of the webinars and share the workload. The webinars will become an open platform for experience exchange with Q&amp;A sessions.  Delivery:  Format: Online  Target audience: all the team members to be potentially engaged into the project implementation, 6 per UA university and 3 per NGO (33 in total)  Duration: 10 hours  English requirements: at least B1  Prospective content: EU partners’ experience in MOOC/e-course development, course and module/unit design strategies, cooperation for success, and tackling difficulties.  Certification:  all participants will receive certificates of attendance.</p>
<p><b>3.3 Study visit to Estonia on e-course and MOOC development and technologies in Education</b>  The Estonian partner will confirm the dates of the study visit in advance and prepare the programme of the study visit.  Format: F2F (+hybrid possibilities for some sessions)  Target audience: 3 participants from the UA universities who will develop the MOOC and programme it, 1 from other universities. Total: 21 participants.  English requirements: at least B1  Duration: 40h (5 days)  Prospective content: The participants will learn about Estonian experience in offering online and e-education, digital campus concept, online library, university MOOC platforms, etc. They will attend workshops with the EdTech specialists, MOOC developers, and IT experts who offer tech support to MOOC developers at the university.  Certification: all participants will receive certificates of attendance.</p>
<p><b>3.4 MOOC development</b>  The partners have already agreed the MOOC length is 1 ECTS and the MOOC language is Ukrainian so that more educators from Ukraine could take the MOOC and make a difference.  MOOC development strategy: 1. Formulation of MOOC aims and learning outcomes. 2. Identification of MOOC topics / modules. 3. Formation of teams (module developers). 4. Identification of sub-topics/lessons for every module and their structure. 5. Presentation of topics to all the other teams of developers to ensure coherence and avoid overlapping. 6. Finalization of the MOOC logics, structure, modules, submodules. 7. Teams meeting regularly to develop MOOC materials. 8. Meeting in bigger groups to share module material development results. 9. Finalization of the materials and proofreading.</p>
<p><b>3.5 Guidance course “MOOC coding”</b>  As this is the first MOOC for all the UA partners, they require guidance on MOOC coding.  Format: F2F  Location: Uman (Ukraine)  Target audience: 2 MOOC developer from UA universities and 1 from NGO.  Total: 11 participants.  Trainers: 2  Language of the training course: Ukrainian  Duration: 40h (5 days)  Prospective content: 1. Tools for interactive tasks. 2. Workshops on task coding. 3. Identification of types of exercises for typical tasks. 4. Coding of tasks. 5. Recording of videos. 6. Task testing and bug elimination.  Certification: all participants will receive certificates of completion.</p>
<p><b>3.6 MOOC finalization</b></p>

The 5-day course (T3.5) is not enough to fully code the course, but this is enough to develop solid skills in using selected digital tools for definite tasks.

On return home, the partners will finish the MOOC, test it proper running, eliminate the bugs, ensure proper feedback is given for every single task, misprints are corrected. Partners will also have to edit the videos to make sure the MOOC is personalized and attractive for the learners.

**3.7 MOOC unit peer-review and improvement**  
 When the first version of the MOOC is checked and proofread, the MOOC is sent for external peer-review to Erasmus Office in Ukraine and expects in the field.  
 After the peer-review, the MOOC is improved where necessary to ensure the content is clear, straightforward, and relevant for the UA educators.

**3.8 MOOC approval**  
 The MOOC is presented at all UA partner universities at the university councils. The MOOC is approved as an online professional development course and is added to the list of courses offered to the educators.

**3.9 MOOC launch and piloting**  
 MOOC is uploaded into the MOODLE platform of the Coordinating university.  
 MOOC is launched and piloted by the first group of educators (25 people).

**3.10 MOOC feedback analysis and final improvement**  
 After the MOOC is piloted, the educators are invited to answer a detailed questionnaire on the MOOC form and content. The comments are considered and possible corrections are introduced.  
 This corrected form of the MOOC is shared with all the UA partners who upload it onto their MOODLE platforms. IT and tech support will be provided to ensure the proper work of the shared digital course.

**3.11 MOOC uploading and permanent running**  
 All the partners announce the opportunities to take the MOOC and ensure the MOOC runs smoothly. The MOOC support and running will be presented in the sustainability plan (T6.6)

### Work package WP4 – AAC-Based Textbook “World and Nature Around Us” for Kindergartens

<b>Work Package Number</b>	WP4	<b>Lead Beneficiary</b>	8 - MCSU
<b>Work Package Name</b>	AAC-Based Textbook “World and Nature Around Us” for Kindergartens		
<b>Start Month</b>	10	<b>End Month</b>	36

**Objectives**

To organize courses and offer study visit trips to increase the awareness and develop skills in AAC-based material development.

To form groups to design the AAC-based textbook, to have it peer-reviewed and piloted.

To publish the AAC-based textbook in the open-source format and introduce it into the learning process at preschool, tertiary, and professional development levels.

**Description**

**4.1 Presentation of AAC-based books for different levels and courses**  
 EU partners accumulate AAC-based books at their disposal. The books are uploaded into the shared drive.  
 EU partners organize 3 online introductory presentation of AAC-based books/materials and explain how the challenges were managed. Online presentations are followed by Q&A sessions.

**4.2 Study of AAC-based books and textbooks**  
 The UA partners study the AAC-based books and materials. They get acquainted with the form, format, presentation of tasks for different purposes and methodological approaches.  
 To make T4.3 more learner-centered, while studying the books and materials, the UA partners will formulate their questions concerning the AAC-based books, content presentation, content development, piloting procedure. The questions will be shared with the EU partners.

#### 4.3 Experience sharing seminar “AAC-based book development”

The EU partners will discuss the questions and concerns (expressed in T4.2) and will develop the seminar considering the questions and own experience.

Delivery:

Format: Online

Target audience: all the team members who will develop the book, 6 per UA university and 2 per NGO (32 in total)

Duration: 15 hours

English requirements: at least B1

Prospective content: book/material structure development, AAC support in knowledge acquisition, challenges in material development.

Certification: all participants will receive certificates of accomplishment.

#### 4.4 Study visit to Poland on AAC book development

The Polish partners will confirm the dates of the study visit in advance and prepare the programme of the study visit.

Format: F2F (+hybrid possibilities for some sessions)

Target audience: 3 participants from the UA universities and 2 NGO representatives who will develop the book. Total: 23 participants.

English requirements: at least B1

Duration: 40h (5 days)

Prospective content: The participants will observe the use of AAC-based materials in action in education, discuss issues with teachers who use AAC-based materials about the challenges they face and comments on the materials they use, have sessions with experts in AAC-based materials, etc.

Certification: all participants will receive certificates of attendance.

#### 4.5 Textbook Development “World Around Us” for Kindergartens

The partners have already agreed the AAC-based textbook for kindergartens will cover 3 years of learning the course “World Around Us”: Year 3-4, 4-5, 5-6. The units in the textbook will be arranged chronologically according to the programme offered to the kindergartens by the Ministry of Science and Education of Ukraine.

AAC-bases textbook “World Around Us for Kindergartens” development strategy: 1. Identification of the textbook target audience, formulation of the aims and learning outcomes. 2. Identification of the textbook units (following the kindergarten curriculum). 3. Formation of teams (module developers). Each team will have UA participants and EU experts to support and assist the team. 4. Identification of sub-topics/lessons for every module and their structure. 5. Presentation of outlines of units to all the other teams of developers to ensure coherence and avoid overlapping. 6. Finalization of the textbook logics, structure, units, lessons. 7. Teams meeting regularly to develop textbook materials. 8. Meeting in bigger groups to share unit material development progress and results. 9. Finalization of the materials and textbook proofreading.

#### 4.6 Consecutive peer-reviewing and piloting of the textbook for improvement, and code of conduct

After each unit is developed and proofread, the teams will send them for peer-review. After the peer-review and improvement following experts’ comments, the textbook units will be shared with the partner kindergartens for piloting. The kindergarten teachers will comment on the advantages of the textbook and challenges. The authors will consider the comments and introduce them into the textbook.

To ensure the rights of children are respected, at this stage the partnership will develop an internal document “Code of Conduct of Working with children with SEN” and data collection.

#### 4.7 AAC-based Textbook Finalization

After each unit of the AAC-based textbooks is peer-reviewed, piloted, and improved, the textbook will be assembled.

The Coordinator’s Publishing Office will compile and develop a learner-centered design of the textbook.

#### 4.8 Textbook Publishing in the Open-Source Format

The finalized AAC-based textbook will be sent for external peer-review to experts in inclusion, AAC methodology, kindergarten education. The comments from the reviewers will be considered and introduced into the textbook if available and where possible.

The textbook will be published in the open-source format by P2’s publishing office. The PDF version of the textbook will be sent out to kindergartens, centers of inclusive education, departments of education, teacher-training universities. The partner universities will contact their regional departments of education to (1) share the textbook with them and (2) invite them for the dissemination events (T6.3.6-6.3.8).

#### 4.9 Textbook Introduction into the Learning Process

The introduction will be done in several formats:

At preschool level: Introducing the textbook by the partner kindergartens into the learning process.  
 At tertiary level: Adding the textbook as a material and resource bank to the respective newly developed courses (“Methods of Teaching ‘Nature’ with AAC in Preschool” / BA, “Development of Materials for Children with AAC” / MA) in T2.11.  
 At professional development level: Sharing the textbook with kindergartens and inviting the kindergarten teachers to attend seminars on the textbook use in education in T 6.3.7-6.3.8.

## Work package WP5 – Quality Control

<b>Work Package Number</b>	WP5	<b>Lead Beneficiary</b>	4 - PNPU
<b>Work Package Name</b>	Quality Control		
<b>Start Month</b>	1	<b>End Month</b>	36

### Objectives

To organize the Quality Committee, develop Quality Plan, hold regular meetings.  
 To monitor the project quality, develop questionnaires, analyze the feedback, keep the quality of the outcomes high.  
 To organize quality panel monitoring and prepare quality reports.

### Description

#### 5.1 Quality Committee

Each partner will identify the person responsible for the observation of project quality implementation. These Quality Managers will form the Quality Committee, whose task will be to ensure the project is of the highest quality and meets all the demands. The Quality Committee will be approved at the kick-off meeting.

#### 5.2 Quality Plan

The Quality Committee, led by the Quality Coordinator from BE 004, will develop the Quality Plan. The Plan will be share 2 weeks before the kick-off meeting with all the partners. The Quality Plan will be improved and adopted during the kick-off. The Quality Plan will be updated every year of the project.

#### 5.3 Quality Committee Meetings

The Quality Committee meetings will be held biannually. The Quality Committee will discuss the issues related to quality assurance, sustainability, and monitoring. The Quality Committee will develop the questionnaire templates for all the events, course feedback, textbook piloting, etc. The feedback results will be instantly analysed to find out the weaknesses and improve them in the future.

#### Panel F2F meeting

Format: F2F (+ hybrid opportunities)

Location: Poltava, Ukraine (partner responsible for quality control)

Participants: 2 per from UA universities and 1 per from EU universities (14 people).

Duration: 3 days

The Quality Coordinator will prepare a thorough memo of the panel meeting.

#### 5.4 Quality Control of the Project events

All the project events (courses, study visits, dissemination events) will be followed by surveys to find out about what was done well and what needs improvement. The thorough quality control of events will ensure the quality will be steadily increasing and typical drawbacks will be eliminated.

#### 5.5 Quality Control of the Project Outcomes

All the project outcomes (new modules, new courses, MOOC, AAC-based textbook for kindergarten) will be continuously monitored for high quality of results. They will go through peer-reviewing by experts, Erasmus Office in Ukraine, and feedback from learners will be collected to ensure the highest quality possible.

#### 5.6 Quality Reports

The Quality Committee will develop the progressive, interim, and final quality reports and submit them to the Steering Committee for approval.

## Work package WP6 – Dissemination and Sustainability

<b>Work Package Number</b>	WP6	<b>Lead Beneficiary</b>	5 - KhNPU
<b>Work Package Name</b>	Dissemination and Sustainability		
<b>Start Month</b>	1	<b>End Month</b>	36

### Objectives

To elaborate the feasible strategy to promote the project and disseminate its results.  
 To organize high-quality dissemination events and ensure the planned number of people is outreached.  
 To develop a sustainability plan to make sure the project results are sustained and relevant after the project lifetime.

### Description

#### 6.1 Dissemination and Sustainability Committee

Each partner will identify the person responsible for information, communication, and dissemination of the project outputs. These people will form the Dissemination and Sustainability Committee, whose task will be to ensure the project results are properly shared, available, and easily accessible. The Dissemination and Sustainability Committee will be approved at the Kick-Off meeting.

#### 6.2 Dissemination Plan

Before the Kick-Off, the prospective dissemination managers, headed by the dissemination coordinator (BE 005), will develop a dissemination plan and share it with the partnership. The Dissemination Plan will be discussed, improved, and approved during the Kick-Off meeting.

Dissemination Plan will also explain the use of logos, funding organizations, and specify the project logo.

#### 6.3 Online dissemination

##### Project website

During the Kick-Off meeting, the partnership will discuss the concept and philosophy of the website.

The WP leader, Dissemination Coordinator (), will develop the website. The website will be discussed through with partners before it goes official. The task of the WP leader will be to update the website regularly and share the project results. All the partners will contribute to the website content development.

##### Project group in the social media

The WP leader will also be responsible for the creation of the project page in the social media (e.g., Facebook). Short and catchy posts will be written to share the project progress. This webpage will be administered by the WP leader, but it will be an open group for anyone interested to join and learn. Hashtags #Amuse, #Erasmus, #National Erasmus Office in Ukraine will be used.

During the Kick-Off meeting, the WP leader will have a short training session on how to write effective posts, tag people and organizations, and use hashtags.

##### Project webpages on the partners' websites

All the partners will create webpages that will highlight the project development in their partner universities. The webpages will be updated regularly.

#### 6.4 Sustainable dissemination

During the whole project, the partners will try follow the maximum dissemination approach.

They will write information on the university website, post news in social media from personal pages, invite media to the project events, visit TV and radio stations to share the information about the project and its progress. All the procured items will have the stickers with the logo of the funders. The Methodology Center will have a table/plaque stating that it was equipped under the umbrella of Erasmus+, EU, and AMUSE project.

#### 6.5 Dissemination events

The partnership has already identified a range of events to disseminate and exploit the project outcomes for 1625 participants.

##### Dissemination of WP 2

##### 6.5.1. International practical conference “AAC and Inclusion in Teaching Natural Sciences at Different Levels”

Location: Rivne, Ukraine P3

Target audience: 200 preschool, primary and secondary school and university teachers

Format: hybrid

Duration: 2 days

#### 6.5.2. Training course for in-service teachers “Inclusion and AAC material development”

Duration: 1 ECTS

Format: blended

Location: (1) Uman / Coos, (2) Sumy / P2, (3) Rivne / P3, (4) Poltava / P4, (5) Kharkiv / P5, Odesa / P6

Target audience: 25 teachers at every UA partner (150 people in total)

#### 6.5.3. Online Students’ Scientific and Practical Conference “Inclusion and AAC in Teaching and Research”

Target audience: 100 BA, MA, and PhD students from partner institutions and beyond

Format: online. Plenary speakers, round table discussions with experts in the field, research result presentation

Dissemination of WP 3

#### 6.5.4. Webinar “MOOC “AAC in Education”: From Idea to Realization”

Duration: 3h

Format: online. 3 presentations of experience sharing, followed by Q&A sessions.

Target audience: 300 educators (+ 25 during the MOOC piloting stage)

#### 6.5.5. MOOC dissemination

Partners will upload the MOOC on their platforms and contact the local educators to take it.

Expected number: 50 educators for each UA partner (300 in total)

Dissemination of WP 4

#### 6.5.6. AAC-based Textbook presentation “World Around Us for Kindergartens”

Each partner will organize a book presentation event in the library of their university. The educators will have an opportunity to come and meet with the authors (25 \*6 = 150)

#### 6.5.7. Seminars for kindergarten teachers on using the AAC-Based textbook

Duration: 2 days

Format: F2F

Location: (1) Uman / Coos, (2) Sumy / P2, (3) Rivne / P3, (4) Poltava / P4, (5) Kharkiv / P5, Odesa / P6

Target audience: 25 kindergarten teachers at every UA partner (150 people in total)

Complex dissemination of project results

#### 6.5.8. Round tables with policymakers on higher inclusion and AAC spread in educational institutions

Duration: 3h

Format: F2F

Location: (1) Uman / Coos, (2) Sumy / P2, (3) Rivne / P3, (4) Poltava / P4, (5) Kharkiv / P5, Odesa / P6

Target audience: 25 policymakers (representatives from local departments of education, school and kindergartens directors and vice-directors), total 150 for all partners.

#### 6.5.9. International Week “Inclusive Education in Times of Drastic Challenges” in October (as October is AAC month)

Location: Uman, Coordinator

Format: F2F

Duration: 5 days

Target audience: 100 preschool, primary and secondary school and university teachers

### 6.6 Sustainability Plan

To make the project results more durable and sustainable, the partners will develop sustainability plan.

The plan will include sustainability and exploitation of the project results. It will include (but will not be limited by): 1. equipment maintenance. 2. sustaining and further promoting inclusion and AAC in the teachers’ curricula (new modules, courses, BA and MA degree papers). 3. promoting the MOOC and regularly offering it to in-service educators. 4. promoting the AAC-based textbook. 5. hosting events for in-service educators on inclusion and AAC. 6. applying for future project together to deepen and broaden inclusive education opportunities for the target groups.

### 6.7 Dissemination Report

The progressive, technical, and final dissemination reports will be prepared by the Dissemination Committee and submitted to the Steering Committee.

## STAFF EFFORT

<b>Staff effort per participant</b>							
<i>Grant Preparation (Work packages - Effort screen) — Enter the info.</i>							
<b>Participant</b>	<b>WP1</b>	<b>WP2</b>	<b>WP3</b>	<b>WP4</b>	<b>WP5</b>	<b>WP6</b>	<b>Total Person-Months</b>
1 - USPU	22.00	10.00	6.00	7.00	2.00	3.00	50.00
2 - SMSPU	8.00	10.00	6.00	7.00	2.00	2.00	35.00
3 - RSUH	8.00	10.00	6.00	7.00	2.00	3.00	36.00
4 - PNPU	8.00	10.00	6.00	7.00	3.00	2.00	36.00
5 - KhNPU	8.00	10.00	6.00	7.00	2.00	7.00	40.00
6 - UT	7.00	2.00	3.00	2.00	1.00	1.00	16.00
7 - UiO	4.00	3.00	1.00	1.00	1.00	1.00	11.00
8 - MCSU	4.00	3.00	2.00	3.00	1.00	1.00	14.00
9 - HU	4.00	3.00	1.00	1.00	1.00	1.00	11.00
10 - HS	3.00	2.00	2.00	2.00		1.00	10.00
11 - ISAAC	3.00	1.00	1.00	1.00		1.00	7.00
12 - St	3.00	1.00	1.00	1.00		1.00	7.00
13 - UK	1.00	1.00		1.00		1.00	4.00
14 - KK	1.00	1.00		1.00		1.00	4.00
<b>Total Person-Months</b>	84.00	67.00	41.00	48.00	15.00	26.00	281.00

## LIST OF DELIVERABLES

<b>Deliverables</b>						
<i>Grant Preparation (Deliverables screen) — Enter the info.</i>						
<i>The labels used mean:</i>						
<i>Public — fully open (⚠ automatically posted online)</i>						
<i>Sensitive — limited under the conditions of the Grant Agreement</i>						
<i>EU classified —RESTREINT-UE/EU-RESTRICTED, CONFIDENTIEL-UE/EU-CONFIDENTIAL, SECRET-UE/EU-SECRET under Decision <a href="#">2015/444</a></i>						
<b>Deliverable No</b>	<b>Deliverable Name</b>	<b>Work Package No</b>	<b>Lead Beneficiary</b>	<b>Type</b>	<b>Dissemination Level</b>	<b>Due Date (month)</b>
D1.1	Establishment of Committees	WP1	1 - USPU	R — Document, report	SEN - Sensitive	4
D1.2	Mid-term progress report	WP1	1 - USPU	R — Document, report	SEN - Sensitive	18
D2.1	Development of the new module “Inclusion”	WP2	9 - HU	R — Document, report	SEN - Sensitive	18
D2.2	Description of new courses	WP2	9 - HU	R — Document, report	SEN - Sensitive	24
D2.3	Training for admin/academic staff, training of trainees	WP2	9 - HU	R — Document, report	SEN - Sensitive	21
D2.4	Approval of the new and updated courses by the University Councils	WP2	9 - HU	R — Document, report	SEN - Sensitive	30
D3.1	MOOC materials developed	WP3	6 - UT	R — Document, report	SEN - Sensitive	18
D3.2	MOOC uploaded at UA MOODLE platforms	WP3	6 - UT	DEM — Demonstrator, pilot, prototype	SEN - Sensitive	33
D4.1	Textbook publishing in the open-source format	WP4	8 - MCSU	R — Document, report	SEN - Sensitive	33
D4.2	Introduction of the book into the learning process	WP4	8 - MCSU	R — Document, report	SEN - Sensitive	35
D5.1	Quality Plan	WP5	4 - PNPU	R — Document, report	SEN - Sensitive	4

<b>Deliverables</b>						
<i>Grant Preparation (Deliverables screen) — Enter the info.</i>						
<i>The labels used mean:</i>						
<i>Public — fully open (⚠ automatically posted online)</i>						
<i>Sensitive — limited under the conditions of the Grant Agreement</i>						
<i>EU classified — RESTREINT-UE/EU-RESTRICTED, CONFIDENTIEL-UE/EU-CONFIDENTIAL, SECRET-UE/EU-SECRET under Decision <a href="#">2015/444</a></i>						
<b>Deliverable No</b>	<b>Deliverable Name</b>	<b>Work Package No</b>	<b>Lead Beneficiary</b>	<b>Type</b>	<b>Dissemination Level</b>	<b>Due Date (month)</b>
D5.2	Internal and external evaluations (peer reviews)	WP5	4 - PNPU	R — Document, report	SEN - Sensitive	21
D5.3	Quality Control Panel Meeting	WP5	4 - PNPU	R — Document, report	SEN - Sensitive	33
D6.1	Dissemination Plan	WP6	5 - KhNPU	R — Document, report	SEN - Sensitive	3
D6.2	Website launch	WP6	5 - KhNPU	R — Document, report	PU - Public	6
D6.3	Sustainability Plan	WP6	5 - KhNPU	R — Document, report	SEN - Sensitive	27
D6.4	Report on dissemination events and activities	WP6	5 - KhNPU	R — Document, report	SEN - Sensitive	35
D6.5	Report on measurement of KPI in logical framework (quantitative and qualitative)	WP6	5 - KhNPU	R — Document, report	SEN - Sensitive	36
D6.6	Dissemination Report	WP6	5 - KhNPU	R — Document, report	SEN - Sensitive	36

**Deliverable D1.1 – Establishment of Committees**

<b>Deliverable Number</b>	D1.1	<b>Lead Beneficiary</b>	1 - USPU
<b>Deliverable Name</b>	Establishment of Committees		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	SEN - Sensitive
<b>Due Date (month)</b>	4	<b>Work Package No</b>	WP1

<b>Description</b>
The respective committee members are identified in Partnership agreement, Dissemination Plan, Quality Plan. Language: English

**Deliverable D1.2 – Mid-term progress report**

<b>Deliverable Number</b>	D1.2	<b>Lead Beneficiary</b>	1 - USPU
<b>Deliverable Name</b>	Mid-term progress report		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	SEN - Sensitive
<b>Due Date (month)</b>	18	<b>Work Package No</b>	WP1

<b>Description</b>
Progress report on project implementation covering the period from M1 to M18. Language: English

**Deliverable D2.1 – Development of the new module “Inclusion”**

<b>Deliverable Number</b>	D2.1	<b>Lead Beneficiary</b>	9 - HU
<b>Deliverable Name</b>	Development of the new module “Inclusion”		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	SEN - Sensitive
<b>Due Date (month)</b>	18	<b>Work Package No</b>	WP2

<b>Description</b>
Module is developed and introduced into the syllabi of the respective courses. Language: Ukrainian

**Deliverable D2.2 – Description of new courses**

<b>Deliverable Number</b>	D2.2	<b>Lead Beneficiary</b>	9 - HU
<b>Deliverable Name</b>	Description of new courses		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	SEN - Sensitive
<b>Due Date (month)</b>	24	<b>Work Package No</b>	WP2

<b>Description</b>
Syllabi of three courses (course structure, learning outcomes, forms, methods, teaching and control tools) Language: Ukrainian

**Deliverable D2.3 – Training for admin/academic staff, training of trainees**

<b>Deliverable Number</b>	D2.3	<b>Lead Beneficiary</b>	9 - HU
<b>Deliverable Name</b>	Training for admin/academic staff, training of trainees		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	SEN - Sensitive
<b>Due Date (month)</b>	21	<b>Work Package No</b>	WP2

<b>Description</b>
Training materials, reports of outcomes, etc. Language: Ukrainian

**Deliverable D2.4 – Approval of the new and updated courses by the University Councils**

<b>Deliverable Number</b>	D2.4	<b>Lead Beneficiary</b>	9 - HU
<b>Deliverable Name</b>	Approval of the new and updated courses by the University Councils		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	SEN - Sensitive
<b>Due Date (month)</b>	30	<b>Work Package No</b>	WP2

<b>Description</b>
Order/decision of the academic council. Language: Ukrainian

**Deliverable D3.1 – MOOC materials developed**

<b>Deliverable Number</b>	D3.1	<b>Lead Beneficiary</b>	6 - UT
<b>Deliverable Name</b>	MOOC materials developed		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	SEN - Sensitive
<b>Due Date (month)</b>	18	<b>Work Package No</b>	WP3

<b>Description</b>
Materials are fully done and ready to be coded. Format: Text Language: Ukrainian

**Deliverable D3.2 – MOOC uploaded at UA MOODLE platforms**

<b>Deliverable Number</b>	D3.2	<b>Lead Beneficiary</b>	6 - UT
<b>Deliverable Name</b>	MOOC uploaded at UA MOODLE platforms		
<b>Type</b>	DEM — Demonstrator, pilot, prototype	<b>Dissemination Level</b>	SEN - Sensitive
<b>Due Date (month)</b>	33	<b>Work Package No</b>	WP3

<b>Description</b>
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The tasks are fully coded and bugs eliminated.  
 Format: online course  
 Language: Ukrainian

### Deliverable D4.1 – Textbook publishing in the open-source format

<b>Deliverable Number</b>	D4.1	<b>Lead Beneficiary</b>	8 - MCSU
<b>Deliverable Name</b>	Textbook publishing in the open-source format		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	SEN - Sensitive
<b>Due Date (month)</b>	33	<b>Work Package No</b>	WP4

#### Description

BE 002 has its own publishing house that will deal with all the procedure.  
 Textbook is available in open-source (PDF) and paper formats.  
 Language: Ukrainian

### Deliverable D4.2 – Introduction of the book into the learning process

<b>Deliverable Number</b>	D4.2	<b>Lead Beneficiary</b>	8 - MCSU
<b>Deliverable Name</b>	Introduction of the book into the learning process		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	SEN - Sensitive
<b>Due Date (month)</b>	35	<b>Work Package No</b>	WP4

#### Description

Information letters are sent to kindergartens to invite teachers to use the book and attend professional development courses on its application.  
 We will ask the kindergartens to inform in written format for which age and how many children they use the book.  
 Language: Ukrainian

### Deliverable D5.1 – Quality Plan

<b>Deliverable Number</b>	D5.1	<b>Lead Beneficiary</b>	4 - PNPU
<b>Deliverable Name</b>	Quality Plan		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	SEN - Sensitive
<b>Due Date (month)</b>	4	<b>Work Package No</b>	WP5

#### Description

The document shows the strategies how the partnership intends to keep the quality high.  
 Text document.  
 Language: English

### Deliverable D5.2 – Internal and external evaluations (peer reviews)

<b>Deliverable Number</b>	D5.2	<b>Lead Beneficiary</b>	4 - PNPU
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<b>Deliverable Name</b>	Internal and external evaluations (peer reviews)		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	SEN - Sensitive
<b>Due Date (month)</b>	21	<b>Work Package No</b>	WP5

<b>Description</b>
Report of internal and external experts. Text document. Language: English

### Deliverable D5.3 – Quality Control Panel Meeting

<b>Deliverable Number</b>	D5.3	<b>Lead Beneficiary</b>	4 - PNPU
<b>Deliverable Name</b>	Quality Control Panel Meeting		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	SEN - Sensitive
<b>Due Date (month)</b>	33	<b>Work Package No</b>	WP5

<b>Description</b>
The partnership meets to discuss the results and their quality. The memo is produced. Language: English

### Deliverable D6.1 – Dissemination Plan

<b>Deliverable Number</b>	D6.1	<b>Lead Beneficiary</b>	5 - KhNPU
<b>Deliverable Name</b>	Dissemination Plan		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	SEN - Sensitive
<b>Due Date (month)</b>	3	<b>Work Package No</b>	WP6

<b>Description</b>
Plan of action in terms of the project information and result spread. Text document Language: English

### Deliverable D6.2 – Website launch

<b>Deliverable Number</b>	D6.2	<b>Lead Beneficiary</b>	5 - KhNPU
<b>Deliverable Name</b>	Website launch		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	PU - Public
<b>Due Date (month)</b>	6	<b>Work Package No</b>	WP6

<b>Description</b>
The website that hosts the information about the project progress. Format: website Language: English

**Deliverable D6.3 – Sustainability Plan**

<b>Deliverable Number</b>	D6.3	<b>Lead Beneficiary</b>	5 - KhNPU
<b>Deliverable Name</b>	Sustainability Plan		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	SEN - Sensitive
<b>Due Date (month)</b>	27	<b>Work Package No</b>	WP6

<b>Description</b>
Plan of action for project sustainability for 3 years after the project lifetime. Text document Language: English

**Deliverable D6.4 – Report on dissemination events and activities**

<b>Deliverable Number</b>	D6.4	<b>Lead Beneficiary</b>	5 - KhNPU
<b>Deliverable Name</b>	Report on dissemination events and activities		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	SEN - Sensitive
<b>Due Date (month)</b>	35	<b>Work Package No</b>	WP6

<b>Description</b>
Report of online and F2F events organized to share the project results. Lists of participants with their signatures. Language: English

**Deliverable D6.5 – Report on measurement of KPI in logical framework (quantitative and qualitative)**

<b>Deliverable Number</b>	D6.5	<b>Lead Beneficiary</b>	5 - KhNPU
<b>Deliverable Name</b>	Report on measurement of KPI in logical framework (quantitative and qualitative)		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	SEN - Sensitive
<b>Due Date (month)</b>	36	<b>Work Package No</b>	WP6

<b>Description</b>
Lists of participants with their signatures. Questionnaire for survey of event participants. Language: English

**Deliverable D6.6 – Dissemination Report**

<b>Deliverable Number</b>	D6.6	<b>Lead Beneficiary</b>	5 - KhNPU
<b>Deliverable Name</b>	Dissemination Report		
<b>Type</b>	R — Document, report	<b>Dissemination Level</b>	SEN - Sensitive
<b>Due Date (month)</b>	36	<b>Work Package No</b>	WP6

<b>Description</b>
Report on the results of project dissemination. Text document Language: English

## LIST OF MILESTONES

<b>Milestones</b>					
<i>Grant Preparation (Milestones screen) — Enter the info.</i>					
<b>Milestone No</b>	<b>Milestone Name</b>	<b>Work Package No</b>	<b>Lead Beneficiary</b>	<b>Means of Verification</b>	<b>Due Date (month)</b>
1	Equipment Procurement	WP1	1 - USPU	Tender documents, memo of the meeting on the tender bids selection, invoices and other financial documents.	18
2	Launch of the Methodological Center “Teaching with AAC for Inclusion”	WP2	9 - HU	The room is officially launched, the local media is invited for the event. The classroom is used for learning.	21
3	Introduction of New and Updated Courses into Teachers’ Curricula	WP2	9 - HU	Updated curricula with the new courses. Minutes of the University Council on curricula update	33
4	MOOC launch	WP3	6 - UT	Course on the platform List of learners Protocols of people who received the certificates	30
5	Peer-review and piloting of the AAC-based textbook	WP4	8 - MCSU	AAC-based textbook is ready. Peer-review is positive. Piloting in kindergartens is positive.	30
6	Sustainability plan	WP6	5 - KhNPU	Sustainability plan officially approved by the partners’ administration.	27

## LIST OF CRITICAL RISKS

<b>Critical risks &amp; risk management strategy</b>			
<i>Grant Preparation (Critical Risks screen) — Enter the info.</i>			
<b>Risk number</b>	<b>Description</b>	<b>Work Package No(s)</b>	<b>Proposed Mitigation Measures</b>
1	War-related issues affecting the project progress in UA (medium to high)	WP3, WP1, WP6, WP2, WP4, WP5	<ul style="list-style-type: none"> <li>- keeping safe working conditions;</li> <li>- following safety and security regulations;</li> <li>- moving all F2F activities online or shifting them to other cities or countries.</li> </ul>
2	War-related infrastructural risks that may affect project operational management or destroy purchased equipment (low to medium)	WP3, WP1, WP2	<ul style="list-style-type: none"> <li>- backing up materials in clouds of EU partner universities;</li> <li>- equipping the Methodological Centres in safer regions otherwise equipping temporary centres in basements.</li> </ul>
3	Communication tensions inside the partnership (low)	WP3, WP1, WP6, WP2, WP4, WP5	Partners have spent 2 months writing this proposal and discussing every point together. All tensions have been ironed out and disagreements resolved.
4	UA hryvnia currency fluctuation (Low)	WP3, WP1, WP2, WP4, WP5	The project funding and budgeting are nominated and kept in euros.
5	Restrictions on traveling abroad or inability to participate F2F (Low)	WP3, WP1, WP6, WP2, WP4, WP5	<ul style="list-style-type: none"> <li>- participating in events virtually;</li> <li>- addressing the Ministry of Education and Science for an official permission to cross the border.</li> </ul>
6	Low capacity of the partners (Low)	WP3, WP1, WP6, WP2, WP4, WP5	<ul style="list-style-type: none"> <li>- enlarging project teams;</li> <li>- shifting workload among the partners.</li> </ul>
7	Low quality of the new modules and courses (low)	WP3, WP1, WP2, WP4, WP5	<ul style="list-style-type: none"> <li>- peer-reviewing, analysing feedback, amending modules and courses;</li> <li>- engagement of experts in the field;</li> <li>- developing courses and modules under the guidance of EU experts.</li> </ul>
8	Low interest in the new modules and courses (medium)	WP3, WP6, WP2, WP4, WP5	<ul style="list-style-type: none"> <li>- reviewing and modifying the modules and courses content to meet students' needs and professional interests;</li> <li>- proactive reach out and promote the new modules and courses to the target audience;</li> <li>- introducing courses as mandatory.</li> </ul>
9	Low quality of the MOOC (low)	WP3, WP2, WP5	<ul style="list-style-type: none"> <li>- reviewing the MOOC design and content;</li> <li>- engagement of EU and UA experts in the field;</li> </ul>

<b>Critical risks &amp; risk management strategy</b>			
<i>Grant Preparation (Critical Risks screen) — Enter the info.</i>			
<b>Risk number</b>	<b>Description</b>	<b>Work Package No(s)</b>	<b>Proposed Mitigation Measures</b>
			- several courses on MOOC development and coding for UA project participants.
10	Low interest in the MOOC among in-service teachers (medium)	WP3, WP6, WP2	- training for in-service teachers to use MOOC; - promotion, communication and dissemination activities to appeal to in-service teachers; - sending out letters to educational establishments to invite to take the MOOC.
11	Low number of children with speech impairment in kindergartens to pilot the AAC-based textbook (medium)	WP4	- inviting a specialized kindergarten as a beneficiary; - inviting several kindergartens as associated partners; - outreaching other kindergartens in the region or Ukraine.
12	Negative feedback from piloting kindergarten teachers (medium)	WP4	- training for in-service teachers to use AAC-based textbook; - promotion, communication, and dissemination activities to appeal to kindergarten teachers to pilot the textbook; - involvement of kindergarten teachers to the textbook design and content development.
13	Challenges in terms of AAC-based textbook publishing (Low)	WP4	- BE 002 has an in-house publishing office and will take this task over; - open-source publication in the digital format.
14	Low quality of the project outcomes and outputs (medium)	WP3, WP2, WP4, WP5	- reviewing, amending and modifying the design and content of project outcomes and outputs; - engagement of experts in the field; - dedicated trainings for project participants to develop quality project deliverables; - involvement of in-service teachers to the project products development.
15	Unengaging project website (medium)	WP6, WP5	- involving IT specialists to the website development; - promoting project website via social media, including project FB page and partner social media pages and websites.
16	Low dissemination level (medium)	WP6	- engagement of project stakeholders, particularly, parents with SEN children in communication and dissemination of the project-related information; - promoting the project via social media, including project FB page and partner social media pages and websites; - engagement of local/regional/dedicated mass media to provide coverage of project activities.

<b>Critical risks &amp; risk management strategy</b>			
<i>Grant Preparation (Critical Risks screen) — Enter the info.</i>			
<b>Risk number</b>	<b>Description</b>	<b>Work Package No(s)</b>	<b>Proposed Mitigation Measures</b>
17	Limited access of preschoolers to face-to-face education due to war actions (Low)	WP5	Searching for kindergartens in safer areas of Ukraine
18	Distorted feedback from students, teachers, stakeholders (Low)	WP5	Developing anonymous questionnaires.

## IMPORTANT NOTICE

### What is the Application Form?

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

The Form consists of 2 parts:

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

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

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

### How to prepare and submit it?

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

### Character and page limits:

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

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

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

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

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

## **ADMINISTRATIVE FORMS (PART A)**

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

## TECHNICAL DESCRIPTION (PART B)

### COVER PAGE

Part B of the Application Form must be downloaded from the Portal Submission System, completed and then assembled and re-uploaded as PDF in the system. Page 1 with the grey IMPORTANT NOTICE box should be deleted before uploading.

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

<b>PROJECT</b>	
<b>Project name:</b>	Comprehensive Introduction of <b>A</b> ugmented and Alternative Communication <b>M</b> ethodology into the <b>U</b> krainian <b>S</b> ystem of <b>E</b> ducation
<b>Project acronym:</b>	AMUSE
<b>Coordinator contact:</b>	Tetiana Makhometa, PhD, Pavlo Tychyna Uman State Pedagogical University

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## PROJECT SUMMARY

### Project summary (in English)

See Abstract (Application Form Part A).

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## 1. RELEVANCE

### 1.1 Background and general objectives

#### Background and general objectives

Please address all guiding points presented in the Call document/Programme Guide under the award criterion 'Relevance'. Describe the background and rationale of the project.

How is the project relevant to the scope of the call? How does the project address the general objectives of the call? What is the project's contribution to the priorities of the call (if applicable)?

Ukraine made its first steps towards inclusive education in 2010 by introducing a school reform called "Concept of Inclusive Education." At that time, it was a foreign word and concept, and the state had to commit to broadening the minds of the citizens in this area as the post-soviet segregation of the people into "education rights haves" and "education rights have nots" was unfortunately still bright and vibrant.

The next step was made in 2021 when Ukraine introduced "The 2030 National Strategy for Barrier-Free Education". Unfortunately, this strategy has had to take a back seat, as since 2022, Ukraine has been fighting against ruthless large-scale Russian aggression, prioritizing survival above any other need. Endless rockets daily deprive Ukrainian citizens of lives, limbs, sight, hearing, or speaking skills or cause multiple brain injuries. The number of people who require special physical, psychological, or educational assistance has increased by at least 10%, which is a challenge Ukraine cannot meet in this dire or even post-war hour. While our group of enthusiasts cannot rebuild infrastructure and make streets, houses, hospitals, or schools more accessible, nor can we find medical solutions to restore lost health, as educators, we can provide children with special needs, whose number has skyrocketed, with learner-friendlier ways to education, knowledge, and understanding of the world.

The term children with **special education needs (SEN)** has firmly entered the Ukrainian teachers' and school administrations' vocabulary. This is not because inclusion is imposed on them, but rather a challenge they are facing and, unfortunately, not getting much help. According to the [latest statistics](#) as of 01.12.2023, there are:

- 6158 inclusive groups in preschool education institutions with 11285 pupils with SEN.
- 29321 inclusive classes in general secondary education institutions with 40354 pupils with SEN.
- 807 special classes in public secondary education institutions with 7044 pupils with SEN.

Even though these almost 80,000 students are identified as learners with special needs, it does not mean they can all be treated similarly, and one golden approach working for all does not exist. Our AMUSE project will concentrate on children with speech impairment who need augmentative and alternative communication means for successful studies.

According to statistics, as many as 1.2% of the global population suffer from different kinds and intensities of speech impairment and have to resort to **augmentative and alternative communication (AAC)** for short, long-term or lifelong periods (Creer, Enderby та Juste; Scope, 2013) [<http://surl.li/phbgp>]. Our project will be similar to an early intervention programme – a family-centred programme which helps children with speech impairment overcome many difficulties at a young age. In our case, we intend to empower the teachers with knowledge and skills, who will, on the one hand, still teach their subject and, on the other hand, assist the children to struggle with challenges. Unlike family-centred programmes, AMUSE will span geographically (embracing the whole of Ukraine) and prolong through schooling years (from kindergartens to secondary schools, positively affecting older children and teenagers). Unfortunately, AAC methodology remains terra incognita for many special pedagogues, to say nothing of parents of children with SEN, teachers, or the general public.

At the same time, we cannot say that the state has turned a blind eye to the children with SEN. So far, despite multiple economic and political challenges, Ukraine has launched several initiatives to offer people with special needs opportunities to acquire education. Some of them were quite successful. We cannot oversee "[New Ukrainian School](#)" reform, launched in 2018, which positively affected the school system and made solid grounds for high-quality education for all, regardless of special needs. This reform urged (1) the reorganization of the educational process and space to meet the needs of all children and (2) the development of a system of special educational and professional services for children with SEN, leading to the creation of a more positive school climate.

The previously mentioned “[2030 National Strategy for Barrier-Free Education](#)” is not the only document Ukraine has adopted to ensure the educational rights of people with special needs are observed (including [UN Convention on the Rights of People with Disabilities \(UNCRPD\)](#), [Constitution of Ukraine](#), the Laws of Ukraine “[On the Fundamentals of Social Protection of Persons with Disabilities in Ukraine](#)”, “[On Rehabilitation of Persons with Disabilities in Ukraine](#)” and “[On Principles of Preventing and Combating Discrimination in Ukraine](#), [Law of Ukraine on Education](#): Article 3, “The Right for Education”.

“The Concept of Inclusive Education” (2010) and “The New Ukrainian School” (2018) generated the minimum basis for the introduction of “The 2030 National Strategy for Barrier-Free Education.” The new policy envisages the creation of a barrier-free environment for all groups of the population, ensuring equal opportunities for everyone to exercise their rights and receive services on an equal footing with others by integrating physical, information, digital, social, civil, economic, and educational barrier-free access to all areas of public policy, etc. Unfortunately, this ambitious and highly promising aim was halted by the Russian aggression in 2022.

At the same time, other barriers, unfortunately, still thriving in Ukraine, should not be overseen, when we speak about education of children with SEN: **infrastructure of educational establishments** (inaccessibility of most educational establishments for children with movement or sight disability, lack of specialized infrastructure), **school administrative support** (little consideration of work and space organization, underfunding of educational institutions, low level of readiness to work in an inclusive environment), **teaching staff readiness and skills** (insufficient number of qualified educators, lack of professional development courses, insufficient training of pre-and in-service teachers and psychologists on modern SEN, insufficient number of teaching assistants, particularly in physics, chemistry, and mathematics, low level of skills in assistive technologies usage), **methodologies and resources** (lack of educational and methodological support), **work with community** (low level of awareness-raising activities, high need to overcome psychological barriers associated with prejudices), **teaching traditions and satisfaction with learning results** (segregation of learners with SEN, low satisfaction with the educational process and slow progress).

The AMUSE project intends to alleviate some of the abovementioned barriers, particularly relating to (1) school administrative support through engaging policy-makers and administration, (2) teaching staff readiness and skills through training a new generation of teachers and offering professional training opportunities to in-service teachers, (3) methodologies and resources through developing a textbook for kindergartens, (4) teaching tradition and satisfaction with the learning process by offering more learner-friendly approaches to learning for children with speech impairment.

Empowered with methodological tools and skills capable of modernizing traditional practices, teachers will be able to not intuitively but consciously contribute to creating a barrier-free environment in educational institutions. Training both pre-and in-service teachers on AAC, in particular in the field of natural sciences, will make sure the children know and understand the main ideas of the world in which they live and which affects their life starting from day and night change to complex concepts of the universe and hopefully the theory of relativity or quantum mechanics (N.B. without the AAC digital tools, Stephen Hawking’s beautiful mind and ingenuity would have left the world deprived of outstanding scientific breakthroughs).

The AAC-enriched educational process will help learners with SEN to comprehend information at a deeper/metacognitive level, enabling their development and academic progress. At the same time, we should remember that while AAC is the primary means of communication and source of knowledge acquisition for children with speech SEN, AAC can also be a perfect tool to help children without SEN become more multisensory, engaging more than one modality to understand the content and context. Another essential benefit of AAC introduction is established dialogue and a solid communication basis between children with SEN and without SEN; as a result, taking one more step toward a society free of barriers and prejudices.

In the long run, the AMUSE project will have a tremendous impact on (1) the life of children with SEN, their easier social adaptation, better knowledge of natural sciences, success in education, work, and life, (2) the Ukrainian society at large with fewer barriers and more chances of all.

## 1.2 Needs analysis and specific objectives

### Needs analysis and specific objectives

In 2022, Ukraine became an EU candidate country. Still, being a candidate does not automatically mean an easy accession. Among multiple changes and reforms Ukraine must introduce is the one related to education. Ukraine will have to commit to meeting the EU education standards. Still, more importantly, Ukraine must commit to ensuring the citizens receive high-quality education regardless of town size, school type, or special education needs.

Considering the increasing number of children in Ukraine who, due to genetics, illnesses, life situations, or omnipresent war trauma, suffer from speech impairment, the country faces a skyrocketing need to make AAC methodology (a special pictographic and ideographic symbol system and a means of communication) broadly available for children with special educational needs.

### Problems and Gaps

The AMUSE project aims to address various issues and bridge some gaps to improve the professional training of pre-and in-service teachers using AAC in Ukrainian higher education institutions. Among the primary

**problems and gaps** existing in the Ukrainian education system, particularly in the professional training of future teachers in the use of AAC, the following can be identified and addressed:

- Limited awareness of HEIs' academic staff in Augmentative and Alternative Communication (AAC).
- Insufficient implementation of inclusion, creation of a barrier-free educational conducive environment to using various methods and approaches considering the diversity of students and their needs, and the provision of technological solutions to support AAC.
- Virtually non-existent theoretical / practical training for teachers on AAC.
- Modern BA and MA teacher training curricula missing modules/courses on inclusion and AAC.
- No/Limited access for pre-and in-service teachers to special equipment, hardware, software, and AAC pedagogical tools to develop skills for their present/future careers at school.
- Shortage of online / MOOC learning opportunities to grow professionally in the AAC area.
- Non-existent AAC-based materials for kindergartens to help and support learners and form positive attitudes toward learning in general.
- Insufficient introduction of AAC as part of inclusive education into curricula and research of BA and MA students to prepare them for future more effective work as a teacher.

#### Overarching Goals

The implementation of the project will enable the achievement of **overarching goals** such as:

- Modernizing the teacher training curricula by adding AAC methodology and enhancing the quality of Ukrainian higher education.
- Opening the opportunities for further academic and research collaboration in alternative communication methods in education.
- Increasing pre-and in-service teachers' competence level, skills, and employment opportunities by offering new relevant courses.
- Forming more solid grounds for comprehensive inclusion, non-discrimination, and the advancement of barrier-free educational environments in educational institutions equipped with AAC technologies for the individual students' needs.
- Creating pedagogical tools and resources that support teachers who use AAC.

#### Specific Objectives

The **specific objectives** of the project implementation include:

- Creating a consortium of experienced and motivated project partners from European countries and Ukraine to modernize the teacher training curricula by introducing AAC methodology.
- Sharing, learning, adopting, promoting, and exploiting the EU know-how in AAC so that Ukraine can offer equal learning opportunities for children with speech impairment.
- Developing new BA and MA courses on AAC and updating courses on methods of teaching natural sciences for preschool, primary, and secondary education.
- Creating an open-source MOOC "AAC in Education" and promoting it widely to outreach educators across Ukraine.

#### Indicators

**Indicators** of achieving the project's goal will include courses such as:

- New module for 400 students in 5 UA partner universities.
- New BA and MA courses ("Methods of Teaching Natural Sciences with the Use of AAC in Preschool Educational Institutions," "Methods of Teaching Natural Sciences with the Use of AAC in Primary School," "Methods of Teaching Natural Sciences with the Use of AAC in Basic Secondary Education," "Development of Materials for Children with AAC") for 900 students in 5 UA partner universities.
- 3 updated curricula at each UA partner university (15 curricula total).
- new MOOC "AAC in Education" for in-service teachers (to be taken by 300 teachers and parents before the project finishes).
- and the guidebook for preschool institutions "World Around Us" to be piloted in at least 5 kindergartens, published, and available online in open-source format.
- 9 dissemination events for 1625 people.

#@COM-PL-CP@#

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

#### Complementarity with other actions and innovation

##### Complementarity with Strategic Documents

Like most countries, Ukraine has ratified different UN conventions, enacted its own laws, and developed strategies to ensure the rights of people with disabilities are observed. They are offered special learning, working, and social conditions to lead a life of similar opportunities as everyone else (e.g., European Social Charter (2006), the Constitution of Ukraine (1996), Laws of Ukraine "On the Basis of Social Protection of Persons with Disabilities in Ukraine" (1991), "On the Rehabilitation of Persons with Disabilities in Ukraine" (2005), "On the Principles of Preventing and Countering Discrimination in Ukraine" (2012), "On Education" (2017), "The 2030 National Strategy for Barrier-Free Environment in Ukraine 2021). In 2021, Ukraine saw its first manual on the theoretical aspects of AAC published ("[Theory and practice of using alternative communication for persons with special educational needs](#)"), which remains the only recourse for teachers of

different subjects, settings, and purposes. The project will fully comply with Ukrainian law, education plans, reforms, and development strategies, some of which are given below.

As for the complementarity with the EU strategic documents aligning with our project, we cannot omit “European Disability Strategy 2021-2030”, “European Pillar of Social Rights”, “EACEA Inclusion and Diversity Action Plan for Erasmus+ Programme and European Solidarity Corps”, or oversee the work of the European Agency for Special Needs and Inclusive Education. The EU has developed various tools to meet people’s needs. It is time Ukraine started to offer more opportunities for learners with SEN to ensure the EU accession is smoother and more manageable. The AMUSE project will fully comply with these documents and become an extra leverage for Ukraine and Ukrainian teachers to provide student-tailored learning opportunities and affirm their rights to study.

#### Complementarity with projects and initiative

The project correlates with several other initiatives implemented by partners, namely:

- “Inclusive Memory - Inclusive Museums for Well-being and Health through the Creation of a New Shared Memory” (2021-1-IT02-KA220-HED-000031991), in terms of promoting innovative strategies for social inclusion and adapting teaching methodology for specific purposes.
- “EU experience of soft skills development of preschool and primary school age children by theatre activities in teacher training” (620252-EPP-1-2020-1-UA-EPPJMO-MODULE), which focused on educating pre-service teachers via developing the soft skills of working with any children in different contexts.
- “Social Integration of Children with Special Needs in an Environment of Diversity and Inclusion: European Approaches” (101085267 — SEEDUE4UA — ERASMUS-JMO-2022-HEI-TCH-RSCH) facilitating successful social integration of children with special educational needs along with developing social competence and preventing rejection and bullying.
- MultiEd (610427-EPP-1-2019-1-EE-EPPKA2-CBHE-JP), DigiChild (2022-1-EE01-KA220-HED-000089331), eRead (2022-1-EE01-KA220-HED-000089331), BEAUCOUP (101129280) projects that concentrated on developing MOOCs.

#### European Added Value

We can say that the European Union has managed to achieve the level of inclusion and integration of people of different special needs which is not characteristic of any other country or union of states. As the best progress is to learn from the best, the EU is the best AMUSE builds on EU partners’ rich experience in AAC, inclusive and barrier-free education, and the enthusiasm and belief of UA partners, complementing the current trends and resting on the latest outcomes. It will empower UA teachers to offer better schooling to children and affirm the right of many speech-impaired children to education. Unfortunately, outside the EU know-how, expertise, experience in inclusive education implementation, and the financial support of Ukrainian education during the time of ruthless Russian aggression, the AMUSE proposal will remain an idea that may otherwise positively change thousands of children’s lives.

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

## 2. QUALITY

### 2.1 PROJECT DESIGN AND IMPLEMENTATION

#### 2.1.1 Concept and methodology

##### Concept and methodology

The project concept is based on building the capacity of pre/in-service teachers who need AAC approaches and methods to work with the constantly growing number of children with speech needs and for whom this methodology remains out of reach due to a lack of information about it and potential learning opportunities.

##### Management methodology and concept

Effective managerial measures will be taken for the efficient launch and implementation of the project. The project will be coordinated by BE 001, who will be assisted by a manager from BE 006 with a rich experience in Erasmus+ project implementation and speaks Ukrainian fluently. A clear pre-division of tasks and functions is already done during the project writing period, which will prevent misunderstandings at the implementation stage. At the start, the partners will agree on communication strategies to ensure effective, timely, and high-quality execution of project stages.

The partners will delegate their team members to represent them in project ruling bodies – **Steering Committee, Administrative Committee, and Financial Committee**, with the **Steering Committee as the project’s central organ**. It will be headed by a person from the coordinating institution who is an excellent English speaker with prior organizational and managerial skills (prospectively, Tetiana Makhometa, Dead of Mathematics and Physics Faculty of the coordinating institution).

At the Kick-Off meeting, the project **Implementation Plan** will be approved and updated every year. The partnership will commit to the **Consortium Agreement** signing as, following it, the Coordinator will have to

register multiple documents in the Ministry of Education of Ukraine and Cabinet of Ministers to launch the tender according to the EU and UA legislation and have a VAT weaver. Biannual Steering Committee meetings are scheduled to monitor, analyse, and mitigate risks and plan the project further. The meetings are followed by memos shared with all the partners. The Coordinator will do the **equipment procurement** and then officially give it to all UA universities according to the list and UA regulations. The UA partners will obtain the new equipment and will put it onto balance. During the management meetings, the partners will also analyse and discuss reports before submissions, find solutions to unforeseen situations, and resolve conflicts. The implementation of the project includes successive stages. For timely project implementation, a Timetable will be developed and approved/updated annually, specifying the deadlines for the implementation of each project stage. Depending on the tasks, the partners will prepare internal reports (bi-)annually to ensure the results are not lost or accidentally omitted.

Equipment for WP1: Each UA partner university will receive on laptop and one multifunctional unit to ensure proper work in the project. WP leaders will receive 2 laptops and one multifunctional unit.

#### Project Stages

1. **Preparatory stage:** organizational stage and launch.
2. **Implementation stage:** staff training, development of AMUSE results and outputs planned in WPs.
3. **Piloting stage:** introduction of results into the educational process (pilot launch of new and updated courses for bachelor and master students, pilot launch of the MOOC, pilot implementation of the Textbook in kindergartens).
4. **Quality control stage:** expert peer-review, feedback analysis and improvement and enhancement of AMUSE educational products.
5. **Dissemination stage:** sharing AMUSE results and EU know-how with the target audiences and general public on inclusive methods and AAC in learning the disciplines of the natural-scientific cycle through various channels and events.
6. **Reporting stage:** preparing due reports and submitting them timely.

#### Quality methodology and concept

The **Quality Committee** will be formed and approved at the kick-off meeting to monitor the quality of the project implementation and take instant measures in case of necessity. The Quality Committee will develop the project Quality Plan to guide the partnership to ensure the quality standards are high. The Quality Committee will consist of one representative from each university, and its meetings will occur biannually, followed by memos. The use of Erasmus+ online platforms and cooperation with the National Erasmus+ office in Ukraine is planned, as well as their expertise in the course developed and piloting.

The Quality Committee will provide for constant monitoring and quality assessment, benchmarking activity, feedback analysis, and risk mitigation. Since mobility for staff is provided by the project, control over compliance of these activities with the project's goals, competency of the participants, and recognition of learning outcomes in accordance with European transparency and recognition tools are also provided.

The Committee will control the compliance of project activities with the stated goals, the compliance of additionally involved specialists, the number of participants, and the eco-friendliness of project implementation.

#### The concept of introduction of Inclusive AAC Methodology into Teacher Training Curricula

This is the largest WP and it is bifocal – inclusion and AAC. This is the reason why it is co-led by 2 EU universities (BE 007 and BE 009). To reach the WP outcomes and develop the planned courses and modules, the following training of project staff will be organized: development of general guidelines on inclusive education and AAC Methodology; chain of webinars on EU inclusion strategy and social equity; training course “Methods of Teaching for Inclusion”; study visit to the Netherlands on inclusion in education; online training course “EU approaches to syllabus update and design”; online survey course “Psychological, Physiological, and Genetic; Reasons for Speech Delay Development”; online training course “AAC Essentials”; internship to Norway “AAC in Action.”

Following respective training, the staff will develop and update syllabi and curricula for different disciplines. To train future teachers of preschool, primary, and general secondary education to work with children with speech disorders, 4 AAC-based new courses will be developed and introduced into curricula of future teachers: course 1 for BA preschool teacher curriculum “Methods of Teaching ‘Nature’ with AAC in Preschool”; course 2 for BA primary school teacher curriculum “Methods of Teaching ‘Nature’ with AAC in Primary Education”; course 3: BA teacher of natural sciences curriculum “Methods of Teaching Natural Sciences with AAC in Secondary School”; course 4: MA teacher curriculum “Development of AAC-based Educational Materials” (all-university course). It is also necessary to update the BA syllabi Methods of Teaching Courses by introducing a new comprehensive module “Inclusion”.

The pilot launch of the developed courses is followed by collecting and analysing feedback from students, stakeholders, and experts’ peer-reviews as well as adjusting and correcting identified flaws.

Improved and finalized courses will be introduced as compulsory academic subjects into teacher training curricula. As a result of the implementation of the courses, students will defend course papers and theses on AAC and inclusion in education. The Methodological Centers “Teaching with AAC for Inclusion” will be

equipped according to the latest standards and launched for learning purposes in all UA partner universities. These centers will host all the new and updated courses and dissemination events.

Equipment procured for WP2: This center will have interactive digital tools, applications, and computer programmes that support the learning of speech-impaired children at different stages of education (from preschool to high school), ensuring effective pre-and in-service teacher training. All UA universities will receive the same equipment.

#### MOOC "AAC in Education" development concept

This WP is led by BE 006 with rich experience in digital learning, digital platforms, and one of the few EU universities with a full-scale digital campus. Our planned MOOC "AAC in Education" will be a platform for UA educators, parents of children with SEN, and everyone interested to get acquainted and develop the skills in augmentative and alternative communication, broaden their awareness of the European community about social principles of equality and equal access to education. As UA partner universities do not have experience in MOOC design, MOOC material development, coding, or uploading the course into the university platform, the EU partner universities will organize webinars "MOOC development principles and challenges," "Guidelines for MOOC development, a study visit to Estonia on e-course and MOOC development and technologies in Education.» On training completion, the proper work on MOOC will start – material development, coding, peer review and improvement, approval, and piloting before the final stage of launch. After considering MOOC feedback analysis and the last improvement, the course will be freely accessible on educational platforms of UA partner universities. After completing the course, learners will receive professional development certificates from UA partner universities.

Equipment for WP3: All UA universities will receive a server computer where the MOOC will be located. Enough space will ensure good access for the MOOC participants.

As MOOCs should be highly interactive, a video set (camera, microphone, etc) is required to make sure the MOOC videos are high quality, and the number of prior shots is not limited. The partnership will have only one camera set. It will belong to COO, but will be accessed by all the partners for project purposes. The camera will also be used during the International Week (dissemination event) held at the coordinator's premises.

#### AAC-Based Textbook development concept

This WP will be led by BE 008 with rich experience in AAC and its introduction into the learning process. Developing the AAC-based Textbook "World Around Us" (for kindergartens) is the revolutionary outcome of WP4, as Ukraine does not have any single AAC-based book. It will meet the state standard of preschool education and will be officially approved. For this purpose, the study of AAC-based books and textbooks and experience sharing seminar "AAC-based book development" will be organized. The developers will go on a study visit to Poland on AAC book development.

After the textbook is developed, it will be tested in piloting AMUSE partner institutions of preschool education in Ukraine. Kindergarten teachers piloting it will provide feedback, indicating strengths and what can be improved. Following the comments, the authors' team will introduce corrections to the textbook. After that, the textbook will be approved by the Sumy State Pedagogical University (BE 002) Council and published in paper (60 volumes for the partnership) and digital (PDF) open-source format.

the textbook will be implemented in Ukrainian preschool education institutions. Preservice teachers of the UA partner institutions will use it as a toolkit in two new courses "Methods of Teaching 'Nature' with AAC in Preschool" and "Development of AAC-based Educational" (all-university MA course), ensuring better integration of the project results.

#### Dissemination methodology and concept

To ensure high-quality dissemination of the project results, the **Dissemination and Sustainability Committee** will be formed, and the **Dissemination Plan** will be developed and approved. To disseminate the results of the project among teachers, students, the academic community, policymakers, and the general public and ensure sustainable results after the end, a range of activities is pre-planned, including: (1) International practical conference "AAC and Inclusion in Teaching Natural Sciences at Different Levels" in Rivne, Ukraine; (2) training course for in-service teachers "Inclusion and AAC material development" available at all partner universities; (3) online students' scientific and practical conference "Inclusion and AAC in Teaching and Research"; (4) webinar "MOOC "AAC in Education": From Idea to Realization"; (5) international week "Inclusive Education in Times of Drastic Challenges" in Uman, Ukraine; (6) presentation of AAC-based Textbook, (7) seminars for kindergarten teachers on using it in kindergartens; (9) round tables with policymakers on higher inclusion and AAC spread in educational institutions.

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## 2.1.2 Project management, quality assurance and monitoring and evaluation strategy

<b>Project management, quality assurance and monitoring and evaluation strategy</b>
<p style="text-align: center;"><b>PROJECT MANAGEMENT</b> Previous Agreement</p> <p>The Lead Partner is not very experienced in Erasmus. To ensure the project goes smoothly and with the highest quality of outputs, the coordinator has contacted the partner from Estonia (P6) to become a sub-coordinator and assist in their first try of being the lead partner. The prospective manager from the University of Tartu has rich experience in CBHE project implementation both as a coordinator (MultiEd, BOOST, eRead, DigiChild, BEAUCOUP) and as a sub-coordinator (BURN); what is more, she speaks fluent English and Ukrainian and will support the coordinator in different planes (communication with EACEA, communication with international partners, communication with Ukrainian partners, equipment procurement, reporting). This previous agreement gives the newcomer Coordinator the feeling of certainty and empowers us to apply and gain capacity in project coordination. The coordinator has had bi-weekly Zoom sessions with partners to discuss the project and share writing tasks. All partners are on the same page, and the expectations and duties are clear to all the partners, making the results feasible. All the functions and results in WPs were discussed and modified to meet the partners' needs and capacity.</p>
<p style="text-align: center;"><b>Communication Language</b></p> <p>Acknowledging the diverse linguistic background of the partnership, we have opted to conduct the project in English. Fluent English proficiency is shared among all project managers from partner organizations, fostering a seamless flow of ideas. This approach facilitates quick idea exchange and instills a sense of belonging for each participant. Recognizing that effective communication practices are vital for project success and quality; partners will follow the principles of clear idea articulation. This ensures that all team members comprehend the messages, regardless of their native background.</p>
<p style="text-align: center;"><b>Code of Conduct</b></p> <p>The Management Board, comprising representatives from each partner, holds the authority to make all project decisions. The partnership is founded on the principle of equality, ensuring that no individual member can unilaterally impact the collective decisions of the consortium. All decisions pertinent to the project are reached through collaborative discussions in public forums. The consortium is committed to upholding the values of integrity, emphasizing communication, effectiveness, content development, and timeliness in its endeavors. Upholding academic integrity, responsible research conduct and ethical practices will be a general practice, maintaining the project's high standards. The partnership will develop a "Code of Conduct" for working with kindergarten children to affirm their right for childhood, natural development. The code will also specify how rules of keeping their personal information and leakage avoidance.</p>
<p style="text-align: center;"><b>Communication Plan</b></p> <p>Following the initial online meetings with partners, communication guidelines will be collaboratively added to the Partnership Agreement and Project Implementation Plan during the kick-off meeting. The established communication channels include memos disseminated after each management meeting, written correspondence, and cloud document storage accessible for all team members. Emphasizing prompt and transparent sharing of ideas aims to reduce the likelihood of misinterpretation, conflicts, or misunderstandings. Priority will be given to Zoom video conferences over phone calls, ensuring all project team members can access the most up-to-date information and all the information if shared with all.</p>
<p style="text-align: center;"><b>QUALITY ASSURANCE AND MONITORING AND EVALUATION STRATEGY</b> Documents for Quality Assurance</p> <p>The Quality Committee will take the lead in developing the Quality Plan. This plan will be thoroughly discussed and authorized by both the Quality Committee and all project partners during the kick-off meeting. To ensure the delivery of excellent and timely outcomes, partners commit to adhering to the Quality Plan, along with the project application, project budget, and partnership agreement.</p>
<p style="text-align: center;"><b>Quality Check</b></p> <p>The partnership has designated dedicated time for Quality Checks, incorporating quality indicators and control strategies such as ongoing quality assessment, peer reviews, benchmarking activities, risk control, and mitigation actions. These measures are implemented to ensure the project's execution at a consistently high level of quality. Surveys will be conducted after each project event to assess strengths and identify areas requiring improvement and updates. A comprehensive quality control approach for events will ensure a continuous improvement in quality and the mitigation of common shortcomings. The partnership plans to have one large quality control activity in the middle of Year 3 to make sure no partner has fallen behind.</p>
<p style="text-align: center;"><b>Quality Committee</b></p> <p>The Quality Committee will regularly convene to address and oversee quality-related matters. Agreements on the nature and structure of the project's events, documentation, and other deliverables will be reached during these meetings. The Quality Committee will systematically cover sustainability, monitoring, and quality assurance. This includes the design of questionnaire templates for all events, gathering feedback on courses and the MOOC, piloting textbooks, and more. The results obtained from these inputs will be promptly analysed to identify any shortcomings, and necessary improvements will be implemented without delay.</p>

Project Outcome Quality Assurance
A meticulous tracking process will be implemented for newly designed modules, courses, MOOC, and the AAC-based textbook for kindergartens to ensure exceptional quality. These components will undergo thorough professional peer review and feedback analysis to guarantee the highest standards.
Course Expertise
The project partners aim to create four new courses and enhance existing ones for both BA and MA students. To ensure the expertise of the new syllabi, the partnership will request the National Erasmus Office in Ukraine to handle the evaluation process. For the external evaluation of modified courses, university instructors possessing relevant field expertise will be invited to conduct a peer review. In the case of MOOC expertise, after editing and proofreading, the MOOC will be evaluated by the Erasmus Office in Ukraine and subject-matter experts through an external peer review process. The recommendations provided by the experts will be utilized to enhance the MOOC.
Textbook "World Around Us for Kindergartens" Expertise
Upon developing and proofreading each textbook unit, the teams will submit it for peer review. Following expert input and peer review, the textbook units will be refined and subsequently shared with partner kindergartens for piloting. Kindergarten instructors will actively engage in discussions regarding the benefits and challenges of the textbook. The authors will carefully consider their valuable recommendations and incorporate them into the textbook's final version.
Feedback
The Quality Committee will collect, analyze, and summarize feedback from the project's events and dissemination activities. Students will provide anonymous feedback on both revised and new courses, with their comments carefully gathered and examined. Any remarks will be considered, and necessary improvements will be made. Educators will be surveyed with a set of questions aimed at uncovering the strengths and weaknesses of the MOOC, and kindergarten teachers will provide detailed feedback on the quality of the textbook "World Around Us for Kindergartens." This feedback will be instrumental in enhancing both content and design.
Reporting
The Quality Committee will diligently prepare reports on Work Package 5 and the standards of project activities.

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NARRATIVE SUMMARY OF THE INTERVENTION LOGIC	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS AND PREREQUISITES
<p><b>Goal (general objective)</b>  <i>Identify the broader objective to which this project contributes</i>                      To modernize the teacher training curricula by adding augmentative and alternative communication methodology and enhancing the quality of Ukrainian higher education; to form more solid grounds for comprehensive inclusion, non-discrimination, and the advancement of barrier-free educational environments in educational institutions</p>	<p>modernized 4 teacher training curricula at each UA partner university (20 curricular total).                      updated 15 BA syllabi "Methods of Teaching Courses" by introducing a new comprehensive module "Inclusion" at UA partner universities.                      developed 3 new BA courses ("Methods of Teaching Natural Sciences with the Use of AAC in Preschool Educational Institutions," "Methods of Teaching Natural Sciences with the Use of AAC in Primary School," "Methods of Teaching Natural Sciences with the Use of AAC in Basic Secondary Education") and 1 MA course ("Development of Materials for Children with AAC") and introduced at each UA partner university.                      launched MOOC "AAC in Education" for in-service teachers and freely accessible on educational platforms of UA partner universities.</p>	<p>Qualitative and quantitative data; Trainees, students, teachers, stakeholders feedbacks; Internal and external evaluation reports</p>	

	<p>developed textbook “World Around Us” for preschool children, published (60 volumes), and available online in open-source format, used as a toolkit in two new courses “Methods of Teaching ‘Nature’ with AAC in Preschool” and “Development of AAC-based Educational” (all-university MA course) at each UA partner university.</p> <p>established the Methodological Center “Teaching with AAC for Inclusion” at each UA partner university.</p> <p>Certificates for participating in training programs, courses and seminars</p>		
<p><b>Purpose (specific Objectives)</b> <i>List the specific objectives that projects shall achieve</i></p> <p>1. to create a consortium of experienced and motivated project partners from European countries and Ukraine to modernize the teacher training curricula by introducing AAC methodology.</p> <p>2. to share, learn, adopt, promote, and exploit the EU know-how in AAC so that Ukraine can offer equal learning opportunities for children with speech impairment.</p> <p>3. to develop new BA and MA courses on AAC and update courses on methods of teaching natural sciences for preschool, primary, and secondary education.</p> <p>4. to create an open-source MOOC "AAC in Education" and promote it widely to outreach educators across Ukraine.</p> <p>5. to develop and pilot the textbook World Around Us” for preschool institutions</p>	<p>Consortium of experienced and motivated project partners from European countries and Ukraine.</p> <p>15 updated courses for 400 BA students in 5 UA partner universities.</p> <p>4 new courses for BA and MA students (“Methods of Teaching Natural Sciences with the Use of AAC in Preschool Educational Institutions,” “Methods of Teaching Natural Sciences with the Use of AAC in Primary School,” “Methods of Teaching Natural Sciences with the Use of AAC in Basic Secondary Education,” “Development of Materials for Children with AAC”) for 900 students in 5 UA partner universities.</p> <p>3 updated teacher training curricula at each UA partner university (15 curricular total).</p> <p>New MOOC “AAC in Education” for in-service teachers (to be taken by 300 teachers and parents).</p> <p>A guidebook for preschool institutions “World Around Us” to be piloted in at least 5 kindergartens, published (60 volumes), and available online in open-source format.</p> <p>9 dissemination events for 1625 people.</p>	<p>Qualitative and quantitative data published on the project web-sites; Certificates on training; Trainee and students feedback reports; Promotion in mass media; Quality evaluation reports; External experts reviews; EU&amp;UA evaluation reports; Syllabi of undated courses; Syllabi of new courses; Updated curricula; MOOC; Textbook</p>	<p><b>Assumptions:</b></p> <p>Stable economic and political situations in Ukraine and the European Union; Universities dedicated to strengthening teacher training; Academic community and university staff will be responsive to the introduction of augmentative and alternative communication methodology into learning process of students; Kindergarten and school teachers will be interested in providing children with speech impairment learner-friendlier ways to education, knowledge, and understanding of the world; Parents of children with speech impairment will be captivated by getting acquainted and developing the skills in augmentative and alternative communication</p> <p><b>Prerequisites:</b></p> <p>Stabilized economic and political situations in Ukraine and the European Union;</p>

			<p>Awareness of HEIs' academic staff in AAC methodology;</p> <p>Access for pre-and in-service teachers to special equipment, and AAC pedagogical tools to develop skills;</p> <p>Online learning opportunities to grow professionally in the AAC area;</p> <p>Introduction of AAC as part of inclusive education into curricula and research;</p> <p>Cooperation with academic community;</p> <p>Equipped university centers;</p> <p>Accurate data analysis and presentation in the reports</p>
<p><b>Outputs (deliverables)</b> List the deliverables (grouped in work packages) that the project is committed to produce. <i>These must be stated as results.</i></p> <p>1.1. To organize all the preparatory stages for the successful project launch. 1.2. To identify the teams in partners institutions, appoint representatives for different Committees. 1.3. To develop and consent on project cooperation strategies and present them in the main project documents (Consortium Agreement, Project Implementation Plan). 1.4. To organize the Kick-Off and frequently meet in different formats to progress smoothly and mitigate the consequences if risks arise. 1.5. To agree on the equipment list, prepare procurement documents, organize tender(s), install, use, and maintain the project equipment. 2.1. To increase UA partners' awareness in EU and national programmes framework documents that relate to inclusion in society and education. 2.2. To share EU know-how in inclusive teaching and</p>	<p>1.1. Organized preparatory stages for the successful project launch. Grant Agreement with EACEA. EACEA guiding meeting. 1.2. Identified teams in partners institutions, appointed representatives for different Committees (Steering, Administrative, and Financial). 1.3. Project cooperation strategies, Consortium Agreement, Project Implementation Plan. 1.4. Kick-off meeting. Communication Strategy. 1.5. Equipment list, procurement documents, organized tender(s). The equipment procurement. 2.1. General Guidelines on Inclusive Education and AAC Methodology. 2.2. Chain of Online Webinars on EU Inclusion Strategy and Social Equity (15 teachers per UA university and 5 per NGO (80 in total)). Training Course "Methods of Teaching for Inclusion". Online training course "EU approaches to syllabus update and design" (10 teachers per UA university and 2 per NGO (52 in total)). Study visit to the Netherlands on Inclusion in Education (26 participants). Online training course "EU approaches to syllabus update and design" (10 teachers per UA university and 2 per NGO (52 in total)).</p>	<p>WP 1. Consortium Agreement; Grant Agreement; Dissemination Plan; Quality Plan; Tender documents; Memo of the meeting on the tender bids selection; Invoices and other financial documents; Technical and final reports.</p> <p>WP 2 General Guidelines on Inclusive Education and AAC Methodology; Methodological Center "Teaching with AAC for Inclusion"; Certificates of attendance; Certificates of completion; Syllabi of updated courses; Syllabi of new courses; Updated curricula with the new courses; Minutes of the University Council on curricula update; Students' anonymous feedback to the new and updated courses; Students' articles; News, reports, media coverage</p> <p>WP 3</p>	<p><b>Assumptions:</b> Stable economic and political situations in Ukraine and the European Union; Universities dedicated to strengthening teacher training; Academic community and university staff will be responsive to the introduction of augmentative and alternative communication methodology into teacher training curricula; Academic staff and community will be involved in developing general guidelines on Inclusive Education and AAC Methodology; Kindergarten and school teachers will be interested in providing children with speech impairment learner-friendlier ways to education, knowledge, and understanding of the world; Parents of children with speech impairment will be captivated by getting acquainted and developing the skills in augmentative and</p>



<p>AAC through courses and visits to EU partners.</p> <p>2.3. To develop new modules and courses, have them peer-reviewed, approve according to the UA regulations, pilot, and introduce in the curricula.</p> <p>2.4. To stimulate students' interest in research of Inclusion and AAC Methodology and embed these areas further into the curricula.</p> <p>2.5. To launch the Methodological Center "Teaching with AAC for Inclusion" and use it on a permanent basis for educational and academic purposes.</p> <p>3.1. To share experience and build awareness in MOOC design.</p> <p>3.2. To develop a working approach for MOOC design and MOOC material development.</p> <p>3.3. To develop materials, record and edit videos, and code the MOOC.</p> <p>3.4. To have the MOOC peer-reviewed, eliminate defects, and approve the MOOC as a professional development course by the university councils.</p> <p>3.5. To pilot and permanently run the MOOC.</p> <p>4.1. To organize courses and offer study visit trips to increase the awareness and develop skills in AAC-based material development.</p> <p>4.2. To form groups to design the AAC-based textbook, to have it peer-reviewed and piloted.</p> <p>4.3. To publish the AAC-based textbook in the open-source format and introduce it into the learning process at preschool, tertiary, and professional development levels.</p> <p>5.1. To organize the Quality Committee, develop Quality Plan, hold regular meetings.</p> <p>5.2. To monitor the project quality, develop questionnaires, analyze the feedback, keep the quality of the outcomes high.</p>	<p>Online survey course "Psychological, Physiological, and Genetic Reasons for Speech Delay Development" (8 teachers per UA university and 2 per NGO (42 in total)).</p> <p>Online training course "AAC Essentials" (8 teachers per UA university and 2 per NGO (42 in total))</p> <p>Internship to Norway "AAC in Action" (23 participants).</p> <p>2.3. New Comprehensive Modules "Inclusion" in Methodology Courses: Methods of Teaching Nature to Pre-School Children" (BA), "Methods of Teaching Natural Sciences to Primary School Children" (BA), "Methods of Teaching Physics/Chemistry/Biology/Natural Sciences" (BA).</p> <p>New Course 1: BA pre-school teacher curriculum: "Methods of Teaching 'Nature' with AAC in Preschool"</p> <p>New Course 2: BA primary school teacher curriculum: "Methods of Teaching 'Nature' with AAC in Primary Education"</p> <p>New Course 3: BA teacher of Natural Sciences curriculum "Methods of Teaching Natural Sciences with AAC in Secondary School"</p> <p>New Course 4: MA teacher curriculum "Development of AAC-based Educational" (all-university MA course)</p> <p>Reviewed Courses by Erasmus Office in Ukraine and/or other experts from outside the partnership.</p> <p>Approval procedure.</p> <p>2.4. BA course papers and MA theses on the topics of Inclusion and AAC.</p> <p>2.5. Launched Methodological Center "Teaching with AAC for Inclusion". Installed procured equipment.</p> <p>3.1. Webinars "MOOC development principles and challenges" (6 teachers per UA university and 3 per NGO (33 in total)).</p> <p>Study visit to Estonia on e-course and MOOC development and technologies in Education (21 participants.)</p> <p>3.2. Guidelines for MOOC development.</p>	<p>Course on MOODLE platform;</p> <p>List of learners;</p> <p>Certificates of attendance;</p> <p>Certificates of completion;</p> <p>Protocols of people who received the certificates;</p> <p>Detailed questionnaire on the MOOC form and content.</p> <p>WP 4</p> <p>Certificates of attendance;</p> <p>Certificates of accomplishment;</p> <p>Textbook available in open-source (PDF) and paper formats (60 volumes);</p> <p>Questionnaires;</p> <p>Internal document "Code of Conduct of Working with children with SEN";</p> <p>Data collection;</p> <p>Age and number of children involved in piloting the textbook.</p> <p>WP 5</p> <p>Questionnaire templates for all the events;</p> <p>Course feedback;</p> <p>Textbook piloting feedback;</p> <p>MOOC piloting feedback;</p> <p>Surveys;</p> <p>Peer-review by experts;</p> <p>Peer-review by Erasmus Office in Ukraine;</p> <p>Memo of Quality Control Panel Meeting;</p> <p>Progressive, interim, and final quality reports</p> <p>WP 6</p> <p>Dissemination Plan;</p> <p>Progressive, technical, and final dissemination reports;</p> <p>Sustainability plan;</p> <p>Project website;</p> <p>Project group in the social media;</p> <p>Project webpages on the partners' websites;</p> <p>TV and radio stations visits;</p>	<p>alternative communication</p> <p><b>Prerequisites:</b></p> <p>Stabilized economic and political situations in Ukraine and the European Union;</p> <p>Awareness of HEIs' academic staff in AAC methodology;</p> <p>Access for pre-and in-service teachers to special equipment, and AAC pedagogical tools to develop skills;</p> <p>Online learning opportunities to grow professionally in the AAC area;</p> <p>Introduction of AAC as part of inclusive education into curricula and research;</p> <p>Cooperation with academic community;</p> <p>Accurate data analysis and presentation in the reports;</p> <p>AAC-based materials for kindergartens to help and support learners and form positive attitudes toward learning in general</p>
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<p>5.3. To organize quality panel monitoring and prepare quality reports. 6.1. To elaborate the feasible strategy to promote the project and disseminate its results. 6.2. To organize high-quality dissemination events and ensure the planned number of people is outreached. 6.3. To develop a sustainability plan to make sure the project results are sustained and relevant after the project lifetime.</p>	<p>3.3. Developed materials, recorded and edited videos, MOOC coded. F2F Guidance course “MOOC coding” (11 participants). 3.4. External peer-review to Erasmus Office in Ukraine and experts in the field. Approved MOOC. 3.5. Uploaded MOOC into the MOODLE platform of the Coordinating university. Launched and piloted MOOC by the first group of educators (25 people). 4.1. 3 online introductory presentation of AAC-based books/materials by EU partners. Experience sharing seminar “AAC-based book development (6 per UA university and 2 per NGO (32 in total)). Study visit to Poland on AAC book development (23 participants). 4.2. Formed group to Textbook Development “World Around Us” for Kindergartens. AAC-bases textbook “World Around Us for Kindergartens” development strategy. Peer-reviewed and piloted textbook. 4.3. PDF and paper (60 volumes) textbook published in the open-source format. Introduced textbook into the learning process by the partner kindergartens. Added textbook as a material and resource bank to the respective newly developed courses (“Methods of Teaching ‘Nature’ with AAC in Preschool” / BA, “Development of Materials for Children with AAC” / MA). Shared textbook with kindergartens. Seminars on the textbook use in education for kindergarten teachers. 5.1. Quality Plan. Quality Committee regular meetings. 5.2. Project quality monitoring, questionnaires, feedback. 5.3. Quality panel monitoring. Quality Control Panel Meeting. Quality reports. 6.1. Dissemination and Sustainability Committee. Dissemination Plan. Short training session on how to write effective posts, tag people and organizations, and use hashtags.</p>	<p>Proceedings of International practical conference “AAC and Inclusion in Teaching Natural Sciences at Different Levels”; Proceedings of Online Students’ Scientific and Practical Conference “Inclusion and AAC in Teaching and Research”; Certificates of attendance; Lists of dissemination events participants with their signatures.</p>	
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	<p>6.2. Online and F2F high-quality dissemination events:</p> <ul style="list-style-type: none"> <li>– International practical conference “AAC and Inclusion in Teaching Natural Sciences at Different Levels” (200 preschool, primary and secondary school and university teachers);</li> <li>– Training course for in-service teachers “Inclusion and AAC material development” (25 teachers at every UA partner (150 people in total));</li> <li>– Online Students’ Scientific and Practical Conference “Inclusion and AAC in Teaching and Research” (100 BA, MA, and PhD students from partner institutions and beyond);</li> <li>– Webinar “MOOC “AAC in Education”: From Idea to Realization” (300 educators (+ 25 during the MOOC piloting stage));</li> <li>–MOOC dissemination (50 educators for each UA partner (300 in total));</li> <li>– AAC-based Textbook presentation “World Around Us for Kindergartens”;</li> <li>–Seminars for kindergarten teachers on using the AAC-Based textbook (25 kindergarten teachers at every UA partner (150 people in total));</li> <li>– Round tables with policymakers on higher inclusion and AAC spread in educational institutions (25 policymakers (representatives from local departments of education, school and kindergartens directors and vice-directors), total 150 for all partners));</li> <li>– International Week “Inclusive Education in Times of Drastic Challenges” in October (100 preschool, primary and secondary school and university teachers).</li> </ul> <p>6.3. Sustainability Plan.</p>		
<p><b>Activities:</b>  <i>List the key activities to be carried out (grouped in work packages) and in what sequence, in order to produce the expected results.</i></p> <p>T 1.1. Project Launch Preparation</p>	<p><b>Inputs: resources</b></p> <p>WP 1. Project management and coordination (1.1. – 1.8)</p> <p>1.1. Staff time and costs.          1.2. Staff time and costs.          1.3. Mobility costs. Staff time and costs.          1.4. Staff time and costs.          1.5. Staff time and costs.          1.6. Equipment costs.          Staff costs.</p>		

<p>T 1.2. Establishment of Committees (Steering, Administrative, and Financial)                  T1.3. Kick-Off meeting                  T 1.4. Development and Approval of Implementation Plan                  T 1.5. Signing of the Consortium Agreement                  T 1.6. Equipment Procurement                  T.1.7. Steering Committee Meetings                  T 1.8. Progressive, Technical, and Final Project Reports                  T 2.1. Development of General Guidelines on Inclusive Education and AAC Methodology                  T 2.2. Chain of Webinars on EU Inclusion Strategy and Social Equity                  T 2.3. Training Course “Methods of Teaching for Inclusion”                  T 2.4. Study visit to the Netherlands on Inclusion in Education                  T 2.5. Online training course “EU approaches to syllabus update and design”                  T 2.6. Development and Introduction of New Comprehensive Modules “Inclusion” into Methodology Courses                  T 2.7. Online survey course “Psychological, Physiological, and Genetic Reasons for Speech Delay Development”                  T 2.8. Online training course “AAC Essentials”                  T 2.9. Internship to Norway “AAC in Action”                  T 2.10. Launch of the Methodological Center “Teaching with AAC for Inclusion”                  T 2.11. Design of New Courses with AAC Methodology                  T 2.12. External Review of New Courses                  T 2.13. Approval of New and Updated Courses                  T 2.14. Piloting of New and Updated Courses                  T 2.15. New/Updated Course Feedback and Analysis</p>	<p>1.7 Staff time and costs.                  1.8. Staff time and costs.                  WP 2 Introduction of AAC Methodology of Inclusion into Teachers’ Curriculum (2.1. – 2.18.)                  2.1. Staff time and costs.                  2.2. Staff time and costs.                  2.3. Staff time and costs.                  2.4. Mobility costs. Staff time and costs.                  2.5. Staff time and costs.                  2.6. Staff time and costs.                  2.7. Staff time and costs.                  2.8. Staff time and costs.                  2.9. Mobility costs. Staff time and costs.                  2.10. Staff time and costs.                  2.11. Staff time and costs.                  2.12. Staff time and costs.                  2.13. Staff time and costs.                  2.14. Staff time and costs.                  2.15. Staff time and costs.                  2.16. Staff time and costs.                  2.17. Staff time and costs.                  2.18. Staff time and costs.                    Work Package 3: MOOC “AAC in Education” (3.1. – 3.11)                  3.1. Staff time and costs.                  3.2. Staff time and costs.                  3.3. Mobility costs. Staff time and costs.                  3.4. Staff time and costs.                  3.5. Staff time and costs.                  3.6. Staff time and costs.                  3.7. Staff time and costs.                  3.8. Staff time and costs.                  3.9. Staff time and costs.                  3.10. Staff time and costs.                  3.11. Staff time and costs.                  Work Package 4: AAC-Based Textbook “World and Nature Around Us” for Kindergartens (4.1. – 4.9.)                  4.1. Staff time and costs.                  4.2. Staff time and costs.                  4.3. Staff time and costs.                  4.4. Mobility costs. Staff time and costs.                  4.5. Staff time and costs.                  4.6. Staff time and costs.                  4.7. Staff time and costs.                  4.8. Staff time and costs.                  4.9. Staff time and costs.                  Work Package 5: Quality Control (5.1. – 5.7.)                  5.1. Staff time and costs.                  5.2. Staff time and costs.                  5.3. Staff time and costs.                  5.4. Staff time and costs.                  5.5. Staff time and costs.                  5.6. Staff time and costs.                  5.7. Staff time and costs.</p>		
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<p>T. 2.16. Introduction of New and Updated Courses into Teachers' Curricula                  T 2.17. Permanent Running of New and Updated Courses                  T 2.18. Defending Course Papers and Theses on AAC in education                  T 3.1. Guidelines for MOOC development                  T 3.2. Webinars "MOOC development principles and challenges"                  T 3.3. Study visit to Estonia on e-course and MOOC development and technologies in Education                  T 3.4. MOOC development                  T 3.5. Guidance course "MOOC coding"                  T 3.6. MOOC finalization                  T 3.7. MOOC unit peer-review and improvement                  T 3.8. MOOC approval                  T 3.9. MOOC launch and piloting                  T 3.10. MOOC feedback analysis and final improvement                  T 3.11. MOOC uploading and permanent running                  T 4.1. Presentation of AAC-based books for different levels and courses                  T 4.2. Study of AAC-based books and textbooks                  T 4.3. Experience sharing seminar "AAC-based book development"                  T 4.4. Study visit to Poland on AAC book development                  T 4.5. Textbook Development "World Around Us" for Kindergartens                  T 4.6. Consecutive peer-reviewing and piloting of the textbook for improvement, and code of conduct                  T 4.7. AAC-based Textbook Finalization                  T 4.8. Textbook Publishing in the Open-Source Format                  T 4.9. Textbook Introduction into the Learning Process                  T 5.1. Quality Committee                  T 5.2. Quality Plan                  T 5.3. Quality Committee Meetings                  T 5.4. Quality Control of the Project events                  T 5.5. Quality Control of the Project Outcomes</p>	<p>Work Package 6: Dissemination and Sustainability (6.1. – 6.7.)                  6.1. Staff time and costs.                  6.2. Staff time and costs.                  6.3. Staff time and costs.                  6.4. Staff time and costs.                  6.5. Staff time and costs.                  6.6. Staff time and costs.                  6.7. Staff time and costs.</p>		
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T 5.6. Quality Control Panel Meeting T 5.7. Quality Reports T 6.1. Dissemination and Sustainability Committee T 6.2. Dissemination Plan T 6.3. Online dissemination T 6.4. Sustainable dissemination T 6.5. Dissemination events T 6.6. Sustainability Plan T 6.7. Dissemination Report			
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### 2.1.3 Project teams, staff and experts

Project teams and staff			
Name and function	Organisation	Role/tasks	Professional profile and expertise
Tetiana Makhometa, PhD, coordinator	Pavlo Tychyna Uman State Pedagogical University	Project management and coordination, course development, MOOC design, communication with EACEA	Tetiana Makhometa, PhD, Dean of the Faculty of Physics, Mathematics and Informatics, is also an expert of National Agency for Higher Education Quality Assurance (Ukraine). Her scientific and didactic interests span over innovative learning technologies, digital technologies in education, didactic of natural sciences, inclusive education, effective team management. Tetiana is a co-chairperson of "TOUCH POINTS" (Regional Inclusive Contest), co-organized with partners from Ukraine and Georgia. Tetiana also has rich managerial and administration national and international experience, including Erasmus+ KA2 CBHE MoPED project or large-scale events like «No Barriers in Education: practical aspects and perspectives" (for 1200 participants).
Tetiana Hodovaniuk, Doctor of Pedagogical Sciences	Pavlo Tychyna Uman State Pedagogical University	Researcher, course development, MOOC design, Delivering seminars and workshops	Tetiana Hodovaniuk, Doctor of Pedagogical Sciences, Professor. Vice-rector on Scientific Work (since 2020). She is the Guaranty Expert of Educational programme Secondary Education (Mathematics. Computer Science)» of the second (postgraduate) level of the Higher Education. Her scientific and didactic interests: Innovative technologies of training, modern technologies of training prospective Mathematics teachers. Tetiana is a co-chairperson of "TOUCH POINTS" (Regional Inclusive Contest), co-organized with partners from Ukraine and Georgia. Tetiana has rich managerial and administration national and international experience, including Erasmus+ KA2 CBHE MoPED project.
Iryna Tiahai, PhD	Pavlo Tychyna Uman State Pedagogical University	Researcher, course development, MOOC design, Delivering seminars and workshops	Iryna Tiahai, PhD, Associate Professor of the Department of Higher Mathematics and Mathematics Teaching Methods. Guaranty Expert of Educational programme Secondary Education (Mathematics. Computer Science)» of the first (undergraduate) level of the Higher Education. Her scientific and didactic interests: Innovative learning technologies in the educational process, digitalization of education. Iryna is a Member of the jury of "TOUCH POINTS" (Regional Inclusive Contest) for nomination "Inclusion: Innovations and Introduction", co-organized with partners from Ukraine and Georgia. Iryna also has Executor of the international grant project including Erasmus+ KA2 CBHE MoPED project.



Oksana Hnatiuk, PhD	Pavlo Tychyna Uman State Pedagogical University	Researcher, Development of new courses with AAC Methodology for secondary school teachers, AAC Textbook "World Around Us"	Oksana Hnatiuk, PhD, Associate Professor of the Department of Physics and Integral Technologies of Teaching Natural Sciences. Guaranty Expert of Educational programme "Secondary Education (Natural Sciences)" for the first (undergraduate) level of Higher Education. Her scientific and didactic interests: the issues of overcoming barriers in education and introduction of Inclusive Education (AAC, digital inclusion). Oksana is a co-chairperson of "TOUCH POINTS" (Regional Inclusive Contest), co-organized with partners from Ukraine and Georgia. Oksana is a participant of the project Organizer of a number of academic events dedicated to Inclusive Education. Volunteer of the programme "Healthy Schools: for Healthy and Happy Pupils".
Svitlana Tsymbal-Slatvinska, Doctor of Pedagogical Sciences	Pavlo Tychyna Uman State Pedagogical University	Researcher, Development of new courses with AAC Methodology for preschool teachers, AAC Textbook "World Around Us"	Svitlana Tsymbal-Slatvinska, Doctor of Pedagogical Sciences, Professor of the Department of Special and Inclusive Education. Her scientific interests are related to the professional training of future speech therapists; algorithmization of communication strategy and partnership interaction; implementation of augmentative and alternative communication system in the educational environment of an educational institution. She is a member of public organizations: the Association of Correctional Teachers and the Academy of Childhood Disability.
Valentyna Pisiak, PhD	Pavlo Tychyna Uman State Pedagogical University	Researcher, Development of new courses with AAC Methodology for primary school teachers, Delivering seminars	Valentyna Pisiak, PhD, lecturer at the Department of Professional Methods and Innovative Technologies in Primary School. She is working on the issue of "Preparing primary school teachers to work in conditions of educational inclusion". Participant in various events related to inclusive education: "Organisation of Individual Form of Education. Pedagogical patronage for children with special educational needs" (National Platform of Pedagogical Institutions, 2021); "Needs and Opportunities of a Child with SEN. Inclusion" (2022), "Children of War: How to Overcome Psychological Problems" (2023).
Yuliia Kharchenko, PhD, manager	Sumy Makarenko State Pedagogical University	Administrative manager, trainer, assembling the AAC-based Textbook, delivering seminars and workshops	PhD, Associate Professor of the Department of Human Biology, Chemistry and Methodology of Teaching, is also an expert of National Agency for Higher Education Quality Assurance (Ukraine). Her professional interests lie in the application of pertinent digital technologies and innovative learning technologies in education. She is a participant in BUP Teachers' Course: "Education for Sustainable Development in Higher Education" 2023-2024 (Åbo Akademi / BUP Finland). She organized and executed a <a href="#">project</a> that won the <a href="#">All-Ukrainian project competition</a> . Latest publication: Kharchenko Yu. V., Babenko O., Kiv A. <a href="#">Using Blippar to Create Augmented Reality in Chemistry Education</a> .
Liudmyla Mironets, PhD, teacher	Sumy Makarenko State Pedagogical University	New Courses with AAC Methodology for teachers of Natural Sciences, assembling the AAC-based Textbook, delivering seminars	PhD, Dean of the Faculty of Natural Sciences and Geography. Her scientific interests include modern learning technologies, methods of natural sciences, inclusive education. An expert in the field of biology teaching methods, the use of computer technologies in the educational process. Liudmyla leads the resource centre for the development of the natural environment, which cooperates with institutions of general secondary and higher education in Ukraine, Slovakia and Poland. Publication: Stepanyuk A., Mironets L. ... & Stoliar O. (2021). <a href="#">Methods of Future Natural Sciences Teachers Training to Use Smart-technologies on the Basis of Learning Apps</a> .

Vita Butenko, PhD, teacher	Sumy Makarenko State Pedagogical University	New Courses BA pre-school teacher curriculum, de veloper of the AAC-based Textbook, delivering seminars and workshops	PhD, Associate Professor of the Department of Preschool and Elementary Education. She has more than 11 years of professional experience. Her scientific interests are focused on professional training of future educators, innovative technologies of preschool education, ecological and valeological education of preschool children, digitization of preschool education. She has experience in the implementation of the project "Education Promotion", organized by "The LEGO Foundation", Denmark (2022-2024). Publication: Butenko V. (2023). <a href="#">Formation of preschool children's natural sciences and ecological competence by means of visual modeling.</a>
Olena Babenko, PhD, teacher	Sumy Makarenko State Pedagogical University	New Courses with AAC Methodology for teachers of Natural Sciences, assembling the AAC-based Textbook, delivering seminars	Head of the Department of Human Biology, Chemistry and Methodology of Teaching Chemistry. 20 years of professional experience. Her research focuses on innovative learning tech, digital tech in education, didactics of natural sciences, inclusive chemistry education. Student research on inclusive education, mentored by Olena, won 3rd in All-Ukrainian competition for student scientific works in 2020. She organises nature-oriented educational events tailored for individuals with special needs. Publications: 1) Babenko O. (2019). <a href="#">Teaching chemistry in inclusive classes.</a> 2) Kharchenko Yu., Babenko O., Kiv A. (2021). <a href="#">Using Blippar to Create Augmented Reality in Chemistry Education.</a>
Olena Havrylo, PhD, teacher	Sumy Makarenko State Pedagogical University	of New Courses with AAC Methodology for primary school teachers, delivering seminars and workshops	PhD, Associate Professor of the Department of preschool and primary education. Olena is a guarantor of the educational program of the specialty preschool education at the Bachelor's level, an expert in the field of primary education methods. Her scientific and didactic interests span over ecological education and didactic of natural sciences. Latest publication: Havrylo O., Kondratiuk S., Shapovalova O., Kharkova Y. <a href="#">Possibilities of effective formation of natural concepts in children of senior preschool age. Science Rise: Pedagogical Education. 2022. 3(48).</a>
Kalinichenko Mykhailo, PhD	Rivne State University of Humanities	Manager (exchange of knowledge and experience in the field of barrier-free educational environment, which is facilitated through AAC).	Candidate of Philological Sciences, Associate Professor of the Department of Romano-Germanic Philology, Faculty of Foreign Philology, Rivne State University of Humanities. Has been working at the university since 2010. His areas of scientific interest include American literary studies in Ukraine, literary comparativism, practice in studying English for translators, copyright law, and forensic expertise. He is the author of over 80 professional scientific publications, which include Ukrainian and international articles, textbooks, and guides for students, as well as a doctoral research monograph. He is highly proficient in the English language.
Androshchuk Iryna, Phd	Rivne State University of Humanities	administrative personnel	Candidate of Political Sciences, associate professor of Department of International Relations, Rivne State University of Humanities. Experience – 10 years. Field of scientific interests: research of international relations, political systems and regimes, political processes of European countries, transformational processes of modern society of European countries. ORCID <a href="https://orcid.org/0000-0003-0566-0676">https://orcid.org/0000-0003-0566-0676</a> Web of Science: HIR-7329-2022 <a href="https://www.webofscience.com/wos/author/record/HIR-7329-2022">https://www.webofscience.com/wos/author/record/HIR-7329-2022</a>

Pelexh Yurii, Doctor of Pedagogical Sciences	Rivne State University of Humanities	senior expert /advisor / researcher	Doctor of Pedagogical Sciences, Professor, Vice-rector for European Integration and Innovations. Work experience: 29 years. <a href="#">Orcid</a> He is an author of 140 scientific works. Coordinator of the ongoing Erasmus + K1 project at RSHU (valid until 2029). "Young and creative – creative industries for the interaction of Ukrainian and Polish youth", a leader of the project, №2643 from 04.07.2016. Conceptual-methodological foundations of designing methods and tools for diagnosing educational results in universities" (ID N-0157U001849, 2012-2014). Publication: Shevtsiv, Z., Yevtukh, M., Filonenko, M., Pelexh, Y., Muszkieta, R., Zukow., W. (2020). <a href="#">Identification of positive individual qualities of an inclusive education future specialist during professional training</a> (Scopus)
Soichuk Ruslana, Doctor of Pedagogical Sciences	Rivne State University of Humanities	developer of New Courses with AAC Methodology for primary school teachers, E- course "AAC in education", conduct seminars and workshops	Doctor of Pedagogical Sciences, Professor, Head of the Department of Primary, Inclusive and Higher Education Pedagogy. Work experience: 23 years. Field of scientific interests: problems of professional training of future primary school teachers, inclusive education of primary school students. Author of more than 160 scientific works. <a href="#">ORCID</a> , <a href="#">Scopus</a> , <a href="#">Web of Science</a>  Publication: Soichuk, R., Khrypun, D., Sydoruk, I., Serheieva, V., Shevchenko, V., & Shevchenko, S. (2022). <a href="#">Problems of Organization of Education of Children with Special Educational Needs in the Conditions of Contemporary Primary School (in the Context of Neuropedagogy)</a> . Web of Science (WOS).
Dychkivska Ilona	Rivne State University of Humanities	Development of new courses with AAC Methodology for preschool teachers, AAC Textbook "World Around Us" for kindergartens	Doctor of Pedagogical Sciences, Professor, Head of the Department of Preschool Pedagogy and Psychology and Special Education named after prof. T. I. Ponimanska, Rivne State University of Humanities. Work experience: 35 years. Field of scientific interests: pedagogical innovation, comparative pedagogy, professional training of future specialists in preschool and special education. <a href="#">ORCID ID https://orcid.org/0000-0002-9353-5666</a> Publications on the topic of the project: <a href="#">Dychkivska I., Rudenko N., Yurchuk O., Pavliuk T., Fedorova N. (2021) Innovative technologies as a means of overcoming speech disorders in preschool children. AD ALTA: Journal Of Interdisciplinary Research. Volume 11, Issue 1, Special Issue XVI. February, PP. 92-98. (WOS)</a>
Hrytsai Nataliia, Doctor of Pedagogical Sciences	Rivne State University of Humanities	New Courses with AAC Methodology for teachers of Natural Sciences, E-course "AAC in education", conducting seminars and workshops,	Doctor of Pedagogical Sciences, Professor, Head of the Department of Natural Sciences and Teaching Methods, is also an expert of National Agency for Higher Education Quality Assurance (Ukraine). Work experience: 20 years. Scientific interests: natural science education, didactics of natural science, training of future natural science teachers. Author of more than 380 scientific, educational and methodological works. <a href="#">ORCID ID</a> , <a href="#">Scopus</a> , <a href="#">Web of Science</a> , Publications: Hrytsai N., Diachenko-Bohun M., Grynova M., Grygus I., & Zukow W. (2019). <a href="#">Methodical Training System Enhancements of Future Biology Teachers at Pedagogical Universities</a> . 2. Hrytsai N. (2021). <a href="#">Preparation of future teachers of natural sciences for work in the new Ukrainian school</a> .

Olha Palekha, PhD, manager	Poltava V. G. Korolenko National Pedagogical University	Project's own team management	Olha Palekha, Ph.D. in Pedagogical Sciences, Associate Professor of the Department of Primary Education, and is also a Member of the Ukrainian Educational Research Association. She has 18 years of professional experience. Her scientific interests span over methods of teaching English in primary school, teaching English for specific purposes, comparative analysis of higher education systems in Europe and Ukraine. She has experience of participating in the following international projects: Swiss-Ukrainian project "DOCCU" (2018), "MultiEd(2019-2023)", "Implementation Effectiveness of Activity and Game Teaching Methods in the Educational Process of the New Ukrainian School", (2020-2023).
Nataliia Sulaieva, Doctor of Pedagogical Sciences, Researcher	Poltava V. G. Korolenko National Pedagogical University	Researcher, developer of New Courses with AAC Methodology for preschool teachers	Nataliia Sulaieva is a Doctor of Pedagogical Sciences, Full Professor, Head of the Hryhorii Levchenko Department of Music, Dean of the Faculty of Pedagogical and Artistic Education, Honored Artist of Ukraine. She has 32 years of professional experience. Her scientific interests span over formal, non-formal, informal art education of future teachers. Nataliia was a participant of "Trends in teacher education. practice in schools, research and publication strategies" event within the framework of project "Strengthening the capacities of pedagogical higher education institution in Ukraine", The Czech Republic, 2023.
Olha Fediy, Doctor of Pedagogical Sciences, Researcher	Poltava V. G. Korolenko National Pedagogical University	New Courses with AAC Methodology for primary school teachers, E-course "AAC in education" development	Olha Fediy is a Doctor of Pedagogical Sciences, Full Professor, Head of the Department of Primary Education, Academician of the Academy of Acmeology of Ukraine, Expert of the National Agency for Quality Assurance of Higher Education. She has 34 years of professional experience. Olha is the author of more than 200 publications. Her scientific interests concentrate on the issues of humanization and aestheticization of the process of forming a modern personality on the basis of a personality-oriented educational paradigm.
Iryna Kohut, PhD, admirative coordinator	Poltava V. G. Korolenko National Pedagogical University	Project's own team administrative coordination	Iryna is a Head of the Department of Innovation and International Relations, Associate professor at the Department of Psychology. She has a sound experience in coordinating European-funded projects, namely, Erasmus + KA1, Erasmus + KA2, Erasmus Youth. She is also involved in projects such as: Erasmus+ KA 2 «MultiEd», Erasmus+ KA 2 «UTTERLY», Erasmus+ KA 2 «Writing for Inclusion», «BOOST». She is a developer of the internationalization strategy of the university, implementation of innovative, digital methods in the educational and scientific process at the university.
Tetiana Derevianko, PhD	Poltava V. G. Korolenko National Pedagogical University	New Courses with AAC Methodology for teachers of Natural Sciences, E-course "AAC in education" developmen	Tetiana, PhD in Biological Sciences, Associate Professor of the Department of Biology, Human Health and Physical Rehabilitation, is also a Member of S.M. Vinohradskyi Society of Microbiologists of Ukraine. Her scientific interests concentrate on methods of teaching biology and the basics of health in secondary and higher schools, microbiological aspects of environmental objects and their impact on human health. Tetiana is the author of more than 140 publications.
Tetiana Dovzhenko Senior Researcher	H.S. Skovoroda Kharkiv National Ped	new courses, E-course "AAC in education" AAC Textbook "World Around	DSc in Education, Professor, Dean of Primary Education Faculty, Prof. of Dept of Primary and Professional Education Scientific interests lie in educating pre-service teachers for preschool, primary and special education, trainings



	agogical University	Us” for kindergartens Project results Dissemination	for young students’ parents. The author of over 150 scientific publications, including, inter alia, 1 monograph, 2 collective monographs, 5 research papers in the journals indexed in Web of Science and Scopus. 1. Boichuk Yu., Chernovol-Tkachenko R., Dovzhenko T., Ionova O., Luparenko S., Maslova N., Shyshenko V. Scientific and Methodic Model of Formation of Future Teachers’ Inclusive Competence. <i>Research Journal of Pharmaceutical, Biological and Chemical Sciences</i> . 2019. 10(1). p. 1474-1483. <a href="#">ORCID</a> , <a href="#">Google Academia</a>
Olena Kazachiner Researcher	H.S. Skovoroda Kharkiv National Pedagogical University	new courses, AAC Textbook “World Around Us” for kindergartens Delivering seminars and workshops	DSc in Education, Professor, Prof. of Dept of Human Health, Rehabilitation and Special Psychology Scientific interests include pedagogical rehabilitation of SEN children, use of corrective methods for teaching SEN children, fairy-tale/ puppet/game therapy, classroom management, management in special education institution, The author of over 300 research and educational and methodological works, particularly, monographs, papers, guidelines and workbooks. 1. <a href="#">Kazachiner O.S., Boychuk Yu.D., Halii A.I. Using alternative and additional communication tools in the practice of fairy-tale therapy. <i>Perspectives and innovations of science</i>. 2022. No 12(17). P. 113-124.</a> <a href="#">Google Scholar</a> , <a href="#">ORCID</a> , <a href="#">Web of Science</a>
Svitlana Luparenko Researcher	H.S. Skovoroda Kharkiv National Pedagogical University	Development of new courses E-course “AAC in education” AAC Textbook “World Around Us” for kindergarten	DSc in Education, Professor, Prof. of Dept of Educology and Innovative Pedagogy Scientific interests focus on the issues of childhood (education, health, cultural development etc.); Waldorf pedagogy; cultural and educational heritage; social, educational and cultural societies for children; children’s literature; health maintaining activities. The author of ca. 250 publications, including 3 monographs, 10 papers in the journals indexed in Scopus and WoS. 1. Boichuk Yu., Ionova O., Luparenko S. Inclusive Competence of Future Teachers: Theoretical and Methodical Aspects. Training manual. Kharkiv: H.S.Skovoroda Kharkiv National Pedagogical University, 2019. 52 p. <a href="#">Google Scholar</a> , <a href="#">ORCID</a> , <a href="#">Scopus</a>
Ganna Krapivnyk Manager	H.S. Skovoroda Kharkiv National Pedagogical University	Development of new courses E-course “AAC in education” Dissemination of the project results	DSc in Philosophic Anthropology, Philosophy of Culture, An Associate Professor at English Philology Department, H.S. Skovoroda Kharkiv National Pedagogical University Scientific interests concentrate on linguistics and cultural studies, discourse analysis, sociolinguistics and translation studies. The author of over 50 research publications as well as a number of translated non-fiction books. <a href="#">Google Scholar</a> , <a href="#">ORCID</a>
Oleksandra Golovko, PhD. manager	University of Tartu	Supporting the coordinator, managing own team, delivering seminars and workshops on MOOC creation, hosting an internship	PhD, 19 years of professional experience, has managed 6 Erasmus+KA2 projects at Narva College and works as a teacher of English. Her academic interests concentrate on the professional development of teachers, digital tools in education, higher education didactics, multimedia use with the learners of different ages, MOOC development. She attended ‘Efficient and Effective Project Management for EU funded projects’ seminar in August 2021. She also coordinated and developed content of an online course “CLIL for teachers” (MultiEd, Erasmus+ CBHE), “Development of Digital Competence in Preschool Education” (DigiChild, Erasmus+, Strategic Cooperation) and is leading the MOOC development on digital competence of educators (BEAUCOUP, Erasmus+ CBHE). Her DigiChild Erasmus+ project

			received a Golden Apple award as the best Erasmus-project in Estonia (category: higher education). She also speaks Ukrainian fluently and will assist the coordinator with their first project and help them develop capacity in project management.
Urve Aja, Teacher/ trainer	University of Tartu	Delivery of training on course development and MOOC creation	PhD, Narva College library director. Previous experience in the field of school and college administration (director of studies), and CLIL teacher. Has published, translated into Estonian and localized articles and books about language immersion and CLIL in general. Her academic interests concentrate on cultural component in CLIL, particularly paremiology (traditional proverbs as well as their modern transformations).
Olga Burdakova, Teacher/ trainer	University of Tartu	Delivery of training on course development and MOOC creation development of courses	PhD, 25 years of professional experience, lecturer, programme manager of "Teacher of Russian as a Foreign Language". She teaches Russian and linguistic courses. She is interested in interactive methods of teaching, multilingual education, CLIL, ontolinguistics, town linguistics, Russian dialects, etc. She regularly delivers training for in-service teachers of languages. She is the editor-in-chief of the journal "Multilingual Education". Best teacher of 2013, Best teacher of 2014.
Kristine Stadskleiv, PhD.	University of Oslo	Local coordinator, managing own team, delivering seminars and workshops, hosting an internship	PhD, is a neuropsychologist, specialized in assessment of cognition of people with severe speech and motor impairments, cognitive aspects related to the use of augmentative and alternative communication (AAC), cognitive impairments following congenital and early acquired brain injuries, and support for caregivers of children with disabilities. She is a professor of neurodevelopmental disorders at the University of Oslo.
Luca Tateo, PhD.	University of Oslo	team member delivering seminar and workshops	PhD, is full professor of Theory, Epistemology and Methodology of Qualitative Research at the University of Oslo, Norway. He is coordinator of the International Master in Special Needs Education at the University of Oslo. He is a member of the board of the Network of Excellence "Ideas for the Basic Education of the Future" on Innovative Learning, Teaching Environments and Practices, based at East China Normal University in Shanghai. He is co-editor in chief of the Journal "Human Arenas. An Interdisciplinary Journal of Psychology, Culture, and Meaning", Springer, and editor in Chief of the book series "Innovations in Qualitative Research".
Stephen von Tetzchner, PhD	University of Oslo	team member delivering seminars and workshops, hosting an internship	PhD he is emeritus professor with a broad interest in most areas of developmental psychology, both normal and deviant, typical and atypical. His research includes children with normal development, as well as children with learning disability, deafness, blindness, Rett syndrome, Tourette syndrome, autism and Asperger syndrome. He is also interested in the evidence bases of habilitation and counseling for children with developmental disabilities. He works especially with children who are unable to acquire spoken language in the ordinary way and therefore need a non-vocal form of communication that could augment or replace speech.
Dr hab. Anna Prokopiak	Maria Curie-Sklodowska University	Manager, teacher/trainer	For thirty years, she has worked clinically with people of all ages and disabilities, particularly those on the autism spectrum. Currently working as a researcher on the culture of accessibility and autonomy. Author of dozens of scientific articles. Head of the Department of Special Psychopedagogy at Maria Curie-Sklodowska University.

Dr Magdalena Wójcik	Maria Curie-Sklodowska University	teacher/trainer	Current research topics: difficulties and sensory needs of students with special educational needs; methods of general developmental and psychodidactic pedagogical therapy in working with children with disabilities; diagnosis and therapy of manual skills of children of preschool and early school age; educational problems in inclusive education; cyberbullying and electronic aggression against children and adolescents with disabilities; functional diagnosis in education and therapy; inclusive education - realities, opportunities and limitations. Author of more than a dozen scientific articles. Member of the Department of Special Psychopedagogy, Maria Curie-Sklodowska University.
Dr Małgorzata Brodacka	Maria Curie-Sklodowska University	teacher/trainer	Current research topics: Emotional-social functioning of children and adolescents with visual disabilities; Use of Veronica Sherborne's Developmental Movement method in developing emotional-social skills and developing spatial orientation in children with visual disabilities; The use of neuroimaging studies in the assessment of sensory functioning in individuals with autism spectrum disorders. Author of more than a dozen scientific articles. Member of the Department of Special Psychopedagogy, Maria Curie-Sklodowska University.
Dr Katarzyna Rusinek	Maria Curie-Sklodowska University	teacher/trainer	Current research topics: Problems of education and rehabilitation of people with intellectual disabilities, especially the role and importance of psychological and pedagogical support for children with disabilities in various forms of education. Member of the Department of Special Psychopedagogy, Maria Curie-Sklodowska University.
Dr. Sofie Sergeant	Stichting Hogeschool Utrecht	Team manager and teacher / trainer	Sofie Sergeant is senior lecturer in Citizenship & Inclusion at HU University of Applied Sciences Utrecht, associated with the Institute for Education and Orthopedagogy (IvOO) and the Youth Lectorate. Expertises: Diversity & inclusion in education Universal Design for Learning and AAC Inclusive research - Arts Based Research
Dr. Saskia Wijsbroek	Stichting Hogeschool Utrecht	Teacher / trainer	Leader of the Research Group 'Youth'. Saskia Wijsbroek also works as an assistant professor and registered clinical psychologist at the University of Utrecht. Her doctoral research focused on anxiety in adolescents and family interactions. She is a co-developer, coordinator, and instructor in the field of Pedagogical Sciences. Previously, she worked as a therapist with young adults experiencing anxiety and mood disorders, as well as in child psychiatry.
Drs. Hanne Touw	Stichting Hogeschool Utrecht	Teacher / trainer	Hanne Touw is lecturer in the IvOO bachelor and master's programme responsible for curriculum development, in service teacher training and supporting staff in both mainstream and special schools with school development projects. Central to her work are concepts like AAC, inclusive education, transdisciplinary and interagency collaboration, the voice of students and parents and the added value of a diverse school community, both at students' and staff level.
Drs. John de Jong	Stichting Hogeschool Utrecht	Teacher / trainer	Trauma expert and lecturer in bachelor and master's programme at IvOO. John de Jong: "As long as there are children who bear the burden of experiences they never asked for - traumatic events with a tremendous impact on their lives - and the support for these children is not optimal, I want to continue advocating for them. We hope that – from this

			project - new ideas and fresh energy emerge to unite strengths and insights. The conviction is there. The necessity is clear. The willingness is also present."
Drs. Pier Wouda	Stichting Hogeschool Utrecht	Video expert	Pier Wouda works for HU-video: he and this team will be providing support in the creation of webinars and other education materials.
Oksana Kryvonogova	NGO "Healthy Society"	Global Coordinator for EI	Current research topic: "Introduction of an early intervention system at the local level in Ukraine, with the involvement of local governments. Increasing their role as customers of social services", "Problems of identifying children with disabilities from 0 to 4 years old". Author of more than a dozen scientific articles. Associate Professor, Director of the Early Intervention Methodological Center, psychologist
Oleksii Sheik-Seikin	NGO "Healthy Society"	Regional coordinator	Lawyer with 20 years of experience in management positions. Psychologist.
Margaryta Chaika	NGO "Healthy Society"	Coordinator of the direction of AAC	Current research topic: "Development of a system of alternative and additional communication in Ukraine", "Alternative and additional communication - how to organize work with children with autism". Author of more than a dozen scientific articles. Leading specialist in alternative and augmentative communication, psychologist, speech therapist.
Agnieszka Pilch president Association	Association "Speak Without Words" - ISAAC	Manager, teacher/trainer	Special educator, IT specialist, AAC and early development support therapist. Current occupation: deputy director of the Lolek Kindergarten Point in Lublin, teacher at the Special Educational Center in Świdnik, president of the Speak Without Words Association - ISAAC Polska, vice-president of the AAC Friends Association. 32 years of experience in educational work with persons with mental and movement disabilities (such as cerebral palsy in Conductive Education System) as well as work with children who have difficulties with communication, thus require AAC. Lecturer at numerous courses on augmentive and alternative communication methods. Since year 2000 volunteer at Ukrainian facilities for disabled children - supervision of classes, consulting children with disabilities and hosting courses. Translator of textbooks for students with disabilities into PCS symbols.
Katarzyna Luszczyk member association	Association "Speak Without Words" - ISAAC	Manager, teacher/trainer AAC and IT expert	Special education teacher, speech therapist, trainer. He has been dealing with augmentative and alternative communication and assistive technology for 13 years. He conducts speech therapy, consultations and supervisions in the implementation of technologically advanced communication systems in Poland and Croatia. Ambassador of the National Association for Assistance to People with Rett Syndrome. Founder of Atabi Communication and host of the "I Can, I Can, I Want" Academy at the Association. Author of articles in the field of AAC and assistive technology (AT).
dr Beata Batorowicz member association	Association "Speak Without Words" - ISAAC	teacher/trainer	Dr. Beata Batorowicz BScOT, MSc, PhD. <b>Research:</b> Research program of Dr. Beata Batorowicz concerns developing, implementing, and evaluating services that support and enrich social participation of children and young adults with disabilities, especially those who rely on assistive technology and/or augmentative and alternative communication (AAC). Through her research, Dr. Batorowicz aims to design and promote best services that enable meaningful participation and healthy lives of children and their

			<p>families, as well as build capacity within communities. She is a Chair of the Research Committee of the International Society for Augmentative and Alternative Communication (ISAAC) and Associate Editor of the AAC journal.</p> <p>Areas of teaching expertise include assistive technology, augmentative and alternative communication, environmental determinants of health, professional practice, and critical inquiry.</p>
Fredericus Bloemkolk, director SOFT tulip	Stichting SOFT Tulip	Identifying, preparing, and contracting expertise co-creation of training sessions organization of exchange and learning visits	Expert in international cooperation; experienced organizer of online and in-person training in Ukraine for care and educational staff working with children with disabilities in Ukraine. Organizer of many exchange programs between Dutch and Ukrainian experts. Trainer and policy adviser on the topic of inclusive education. Working in Ukraine since 2006. Adviser of the Albanian Association of Catholic Schools since 2017. MSc in Human Geography.
Sandra Zaal, Clinical Psychologist	Stichting SOFT Tulip	Preparing and providing training support organization of exchange and learning visits	Long-standing experience in providing services to children with communication deficits, autism, and other mental disorders, and in coaching and training of care and education of professionals and family members. Has trained Ukrainian Early Childhood Intervention care professionals in the Odesa Region on AAC/total communication since 2012. Healthcare psychologist and sexologist at Cordaan, Health Care Organization for people with intellectual disabilities in Amsterdam, The Netherlands. Healthcare psychologist at van Koetsveldschool Orion, School for children with special needs in Amsterdam, The Netherlands (1994 - 2015). Team member of <a href="#">Integral Early Intervention Amsterdam</a> . Member of the National Department of Attention Officials Child Abuse. Member of LNEO: Dutch Network on Emotional Development (ED). Member of NEED: <a href="#">Network of Europeans on ED</a> .
Kristy Heiligenberg, Speech and Language Therapist	Stichting SOFT Tulip	Preparing and providing training support organization of exchange and learning visits	Speech therapist for disabled care, 03/2023 - Present Cordaan Foundation – Amsterdam. At Cordaan she works at children's service centers and healthcare education groups within Amsterdam. This is where guidance and treatment are provided to children with intellectual disabilities, a developmental delay, or psychiatric problems. Specialist in pre-verbal children, with 8 years of experience working with children with communicative handicaps and providing coaching and training to care and education professionals and the parents and siblings of the child. Specialist in assessing the capabilities of the child, swallowing problems, and AAC.
Alla Vashchenko	Combined Preschool Educational Institution Day Nursery and Kindergarten №12 in Uman	Introduction of the AAC-based Textbook into the learning process	Alla Vashchenko, has over 25 years of pedagogical experience. As the leader, she has experience in organizing inclusive education in the preschool education institution. Alla Vashchenko, the head of the preschool education institution where 254 children are educated, including 35 with speech disorders and 19 with special educational needs - children with mild and moderate functional speech difficulties. She creates suitable conditions for preschool education for children with special needs in accordance with the state standards for preschool education. She ensures the organization of correctional and developmental services, as well as psychological-pedagogical services in the institution, in accordance with individual development programs for children with special needs.

Lesya Khameliuk	Combined Preschool Educational Institution Day Nursery and Kindergarten №12 in Uman	Introduction of the AAC-based Textbook into the learning process	Lesya Khameliuk has over 12 years of pedagogical experience. As a teacher-methodologist, she participates in the preparation and implementation of individual educational plans for children who require special conditions, methods, and means of learning. She contributes to the creation of an educational environment that fosters the development and learning of children. She advises educators, teacher assistants, and specialists caring for children with special needs. She collaborates with the parents of the institution's wards.
Viktoriia Holovastikova, Director	Kharkiv kindergarten # 182	Participant textbook introduction	Teaching work experience over 10 years. Management of educational process, works with speech-impaired preschoolers, introduces educational technologies for SEN children, including personalized approach to every child.
Oksana Pasichnyk Preschool teacher	Kharkiv kindergarten # 182	Participant textbook introduction	More than 28 years of teaching experience. Educational process organization. Application of alternative educational programs. Work with children with speech impairment. Development of personalized programs for SEN children.
Iryna Cherkasova Preschool teacher	Kharkiv kindergarten # 182	Participant textbook introduction	Extensive teaching experience is 33 years. Works with a variety of children with special educational needs. Teaches, develops and educates using the inclusive education methodologies. Jointly with parents, develops an individual developmental plan for children.
Yuliya Rudenko, Methodist teacher of a preschool education establishment	Sumy preschool educational establishment (nursery-kindergarte) №15 "Perlynka"	Introduction of the AAC-based Textbook into the learning process	Pedagogical experience of more than 10 years. Carries out methodical management of the educational activities of the teaching team of Preschool Education Establishment No. 15 "Perlynka". Organizes the implementation of a differentiated approach to children, in particular - those with special educational needs. Conducts events with the teaching staff to expand their knowledge about the features of inclusive education.
Maryna Kravchenko, teacher of preschool education establishment	Sumy preschool educational establishment (nursery-kindergarte) №15 "Perlynka"	Introduction of the AAC-based Textbook into the learning process	Maryna has more than 11 years of teaching experience. She organizes the educational process for children of younger preschool age. Works in an inclusive group where 5 children with speech disorders are raised. Creates conditions for their education by the individual development program taking into account their individual needs and capabilities.
Tetyana Kovalchuk director, teacher-rehabilitation specialist	Rivne Kindergarten "Pagineets Center"	Participant textbook introduction	32 years of pedagogical experience. Management of the educational, correctional and restorative process, physical rehabilitation of children with SEN from 2 months. The use of non-traditional methods of canister therapy in working with children with SEN.
Julia Kononchuk special education teacher	Rivne Kindergarten "Pagineets Center"	Participant textbook introduction	13 years of pedagogical experience.. Organization of the educational and correctional and restorative process. Working with children with behavioral and severe language disorders. Development of an individual educational plan (IEP), an individual development program (IDP) for each child with SEN.
Tetiana Doluda, kindergarten teacher - methodist	Primary School # 43 of Poltava City Council	Teacher. Will be involved in piloting textbook for kindergartens	Tetiana is a kindergarten teacher-methodist. She is a Coordinator of the "Education Promotion" project and co-author of the educational and methodological manual "The place of small victories and big "firsts" (2023). Education - Lecturer of preschool pedagogy and psychology. Educator of preschool children with the right to teach a foreign language (English).

Yana Huz, teacher, speech therapist	Primary School # 43 of Poltava City Council	Teacher. Will be involved in piloting textbook for kindergartens	Yana is a teacher and speech therapist of the compensatory type group for preschool children with special educational needs. Education - Master of Special Education. speech therapist. Defectologist. Lecturer of corrective pedagogy (speech therapy) and special psychology. Psychologist (specialist) of preschool, general education and rehabilitation institutions.
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#### Outside resources (subcontracting, seconded staff, etc)

Subcontracting is planned in WP6 exclusively. Target resources are allocated to designing and printing of the project promotional products and the materials for the international conference and of the international week, which will be spread among the events participants. Coffee break / Catering is planned for large-scale events described in T6.5.1 (a two-day international conference for 200 participants) and T6.5.9 (a five-day international week for 100 participants).

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#### 2.1.4 Cost effectiveness and financial management

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

While developing the project AMUSE, the budget was formed considering the roles, partner's workload, WP leadership, travel allocation, and salaries in the partner countries. The partners performing the same tasks have the same number of month units, and the partners from the same country have the same monthly salary. The **Steering Committee** oversees the project budget and proper use of finances. As the project is huge – multilateral and spanning three years, the partners will appoint a special person to keep track of the financial documents. These people will form the **Financial Administrative Committee**. The member of the Financial Administrative Committee can be either the partner's accountant or the team member with special financial responsibility. This is particularly important for UA partners who are less experienced in project implementation and will need support and opportunities to discuss issues and find solutions at different stages (reimbursement of trip expenses, salary payment, equipment procurement, preparation of financial reports, etc).

The Steering Committee, headed by a project manager from P1, will include managers from every partner and will overview the proper use of the budget. At the same time, the Financial Administrative Committee will ensure the payments are correctly made, and the financial documents are well kept and systematized. The Financial Administrative Committee will also prepare all the financial budget reports.

The partnership has planned the budget in the following way to ensure cost-effectiveness. Our budget formation rules of the thumb:

most project communication, meetings, courses, and events will be done online through email, ZOOM, MOODLE, or webinar platforms. This will reduce the expenses, making the project more cost-effective. Meetings/Training on-site will be resorted to only when online format can negatively affect the quality and pace of implementation.

travel for management and study purposes (transportation, accommodation, per diem, covering for other mandatory expenses, e.g., insurance). All partners are treated equally and receive the same money for the same destination trip, variable will include distance and event duration. Every traveller will receive two days of per-diem as all the partners are distantly located (at least 350 km according to Erasmus+ calculator) and will likely have to spend an extra day traveling. Travel expenses will be reimbursed in case the person travels by second or economy class. Traveling by personal vehicles will be discouraged as it is not eco-friendly.

salaries for project implementers are calculated on the partner country's average using the following variables: staff categories (managers, researchers/teacher, financial/administrative manager); the expected number of months spent on task/WP implementation and involvement of the partner;

equipment expenses for UA university partners. The prospective list has already been compiled. The equipment purchase and tender will be done by the coordinator and then sent to partners. This approach will allow reducing the price cost as the equipment will be bought in bulk. The project will be registered in the Cabinet of Ministers of Ukraine to have a 20% VAT weaver.

resorting to subcontracting only when unavoidable (catering services for dissemination events). In all the other cases, the UA university partners have found the capacity to do work themselves, e.g., AAC-based books (WP4) or project website design (WP6).

each partner provides 10% co-financing of the AMUSE project, which is already considered in the budget.

each partner's financial administrative manager is responsible for keeping records of performed tasks and time it required, invoices, tickets, the equipment documents and submit them to the Coordinator within 2 weeks after the documents are prepared unless identified differently.

the Methodological Centers will be equipped as soon as the equipment is procured so that it can be used for pre-and in-service teacher training faster.

#### Equipment procurement

For the successful implementation of the AMUSE proposal, the partnership will need the following equipment, totalling 15000 EUR per partner:

The partnership has already agreed on the **list of equipment (13 800 EUR for partners / 14 700 EUR for WP leader, 18000 EUR for Coordinator)** required for the successful project implementation:

##### **WP1: Management equipment set**

Computerized hardware: 2700 EUR for WP1, WP5, WP6 leaders (2 laptops and one multifunctional device) / 1800 EUR for other UA partners (1 laptop and 1 multifunctional device)

##### **WP 2: Methodological Center (for training pre-and in-service teachers) – 8 700 EUR**

Software: 700 EUR (e.g., Boardmaker 7, TD Snap, Snap Screen)

Computerized hardware: 5500 EUR (2 tablets 1500, 2 lamination devices 500, smart panel 3500)

Special equipment for younger learners: 2500 EUR (children's interactive table)

##### **WP 3: hardware (for MOOC proper functioning) – 3300 EUR**

1. Computerized hardware: 3300 EUR (server computer)

2. Video recording set: 3300 EUR (camera, microphone, tripod, memory cards, etc) only for the COO as in their base the MOOC will be coded. MOOCs heavily rely on high-quality interactive video content.

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### 2.1.5 Risk management

Critical risks and risk management strategy			
Risk No	Description	WP No	Proposed risk-mitigation measures
1.	War-related issues affecting the project progress in UA (medium to high)	1-6	- Keeping safe working conditions - Following safety and security regulations - Moving all F2F activities online or shifting them to other cities or countries
2.	War-related infrastructural risks that may affect project operational management or destroy purchased equipment (low to medium)	1-3	- Backing up materials in clouds of EU partner universities - Equipping the Methodological Centres in safer regions otherwise equipping temporary centres in basements
3.	Communication tensions inside the partnership (low)	1-6	Partners have spent 2 months writing this proposal and discussing every point together. All tensions have been ironed out and disagreements resolved.
4.	UA hryvnia currency fluctuation (Low)	1-5	The project funding and budgeting are nominated and kept in euros.
5.	Restrictions on traveling abroad or inability to participate F2F (Low)	1-6	- participating in events virtually - addressing the Ministry of Education and Science for an official permission to cross the border
6.	Low capacity of the partners (Low)	1-6	- enlarging project teams; - shifting workload among the partners;
7.	Low quality of the new modules and courses (low)	1-5	- peer-reviewing, analysing feedback, amending modules and courses; - engagement of experts in the field; - developing courses and modules under the guidance of EU experts.
8.	Low interest in the new modules and courses (medium)	2-6	- reviewing and modifying the modules and courses content to meet students' needs and professional interests; - proactive reach out and promote the new modules and courses to the target audience; - introducing courses as mandatory.
9.	Low quality of the MOOC (low)	2, 3, 5	- reviewing the MOOC design and content; - engagement of EU and UA experts in the field; - several courses on MOOC development and coding for UA project participants.

10.	Low interest in the MOOC among in-service teachers (medium)	2, 3, 6	- training for in-service teachers to use MOOC; - promotion, communication and dissemination activities to appeal to in-service teachers; - sending out letters to educational establishments to invite to take the MOOC.
11.	Low number of children with speech impairment in kindergartens to pilot the AAC-based textbook (medium)	4	- inviting a specialised kindergarten as a beneficiary; - inviting several kindergartens as associated partners; - outreaching other kindergartens in the region or Ukraine.
12.	Negative feedback from piloting kindergarten teachers (medium)	4	- training for in-service teachers to use AAC-based textbook; - promotion, communication, and dissemination activities to appeal to kindergarten teachers to pilot the textbook; - involvement of kindergarten teachers to the textbook design and content development.
13.	Challenges in terms of AAC-based textbook publishing (Low)	4	- BE 002 has an in-house publishing office and will take this task over; - open-source publication in the digital format.
14.	Low quality of the project outcomes and outputs (medium)	2-5	- reviewing, amending and modifying the design and content of project outcomes and outputs; - engagement of experts in the field; - dedicated trainings for project participants to develop quality project deliverables; - involvement of in-service teachers to the project products development.
15.	Unengaging project website (medium)	5-6	- involving IT specialists to the website development; - promoting project website via social media, including project FB page and partner social media pages and websites.
16.	Low dissemination level (medium)	6	- engagement of project stakeholders, particularly, parents with SEN children in communication and dissemination of the project-related information - promoting the project via social media, including project FB page and partner social media pages and websites - engagement of local/regional/dedicated mass media to provide coverage of project activities
17.	Limited access of preschoolers to face-to-face education due to war actions (Low)	5	Searching for kindergartens in safer areas of Ukraine
18.	Distorted feedback from students, teachers, stakeholders (Low).	5	Developing anonymous questionnaires

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## 2.2 PARTNERSHIP AND COOPERATION ARRANGEMENTS

### 2.2.1 Consortium set-up

#### Consortium cooperation and division of roles (if applicable)

The AMUSE partnership is based on two significant grounds – expertise in the respective area and willingness to participate in the project. These reasons allow achieving seamless cooperation and successful results.

#### Partnership formation

The project idea about AAC introduction was initiated by a team member from P1, who has personal experience in raising a child with speech impairment. Some years ago, she thought she was one of the few in this life situation. Nowadays, she knows that there are thousands of parents with speech-impaired children whose number is increasing manifold due to the Russian aggression.

The challenges she and her child have been facing in kindergarten and now at school, her university teaching experience, participation in multiple training courses in the EU, and year-long searches for tools to help her child receive education at school have become bases of the AMUSE project. Difficulties in learning the

nature/natural sciences-related concepts became the basis for WP2, lack of experienced and aware teachers became the grounds for WP3, and a helpful AAC-based textbook for kindergarten teachers and early intervention therapy formed WP4.

P1 already had interested partners in UA and EU, but the project idea did not look smooth. Through P4, the Coordinator contacted a representative from P6 and asked for help with the project idea development and application. This was when the work on the project started, and the WPs were identified and later crystalized. The Coordinator has long-lasting relations with all UA partners personally or through the online events organized by the Ministry of Science and Education of Ukraine. When the prospective UA partners learned about the project idea, they instantly agreed. They knew the drastic situation the teachers are facing now in their regions, and the project fitted their university profile. The Coordinator also has ties with the EU partners through seminars and personal support they have given to the P1 team member who has a child with an impairment. Though the partners have not cooperated previously before (except for P4 and P9 in Erasmus+ MultiEd, BEAUCOUP, and BOOST projects), the multiple sessions they have had during the project writing stage promise that the AMUSE proposal will progress well as all the partners are at the same page.

#### CONSORTIUM MEMBERS

##### COO/BE 001 - Pavlo Tychyna Uman State Pedagogical University, Ukraine (USPU)

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

USPU is a higher state educational institution of the IV (highest) level of accreditation. The institution consists of 1 institute and 11 faculties. The teaching staff consists of more than 500 lecturers who teach about 8000 students (Including more than 100 international students) in the educational/scientific degrees of "Junior Bachelor," "Bachelor," "Master," "Doctor of Philosophy," "Doctor of Science."

USPU meets the new realities and objectively reassesses its strategic priorities for conceptual development, namely, improving all aspects of the role of international cooperation. This contributes to the reform of the university and covers the educational process, organization of scientific research, technology transfer, innovative development of the university, promotion, and harmonization of the national higher education system with the European one, high-quality training of competent specialists, creation of new opportunities for the development of staff and student mobility. The university places great emphasis on inclusive education. There is a Center for Social and Educational Integration "Without Barriers."

USPU has experience implementing EU projects, including Erasmus+ KA2 (MoPED - №586098-EPP-1-2017-1-UA-EPPKA2-CBHE-JP). Currently, it is one of the implementers of the Erasmus+ KA220-HED project (ACADEMIES4UKRAINE - 2023-1-IT02-KA220-HED-000164059).

##### BE 002 - Sumy Makarenko State Pedagogical University, Ukraine (SMSPU)

Sumy Makarenko State Pedagogical University is a leading higher educational institution of Ukraine, specializing in the training of specialists in the field of education - bachelors, masters, doctors of philosophy, and doctors of science. With almost 100 years of history, the university is famous for its traditions and innovative approach to education. The university has 4 institutes and 3 faculties, and conducts training in Pedagogical, Natural Sciences, Social and Behavioral Sciences, Public Administration, Cultural Arts, and others.

A resource center for the development of science education functions at the Faculty of Natural Sciences and Geography. The team of scientists of the Department of Special and Inclusive Education of Sumy Makarenko State Pedagogical University, together with the employees of the Institute of Special Pedagogy of the National Academy of Pedagogical Sciences of Ukraine, founded an interdepartmental problem-based scientific laboratory of correctional rehabilitation technologies.

The university has bilateral partnership agreements with 67 foreign educational and scientific institutions from 35 countries. The university implemented "Europeanization of Doctoral Studies in the Field of Education: Interdisciplinary and Inclusive Approaches" (600071-EPP-1-2018-1-UA-EPPJMO-MODULE) and a project on preschool and primary school education with Lego Foundation. In 2023, the university started project "European Integration" Jean Monnet Module (101124775 - European Integration - ERASMUS-JMO-2023-HEI-TCH-RSCH), 2023-2026. The projects of academic mobility are frequent under the umbrella of «Erasmus+», «British Council», DAAD, etc., and the double degree programs aimed at supporting the initiatives in education, culture, and sport.

##### BE 003 - Rivne State University of Humanities, Ukraine (RSUH)

This is a multifaceted higher education institution in Ukraine, offering training in pedagogical, natural sciences, cultural-arts, and economic specialties. Its history began with the opening of the Rivne Teacher's Institute in 1940. Currently, RSUH boasts 7 Faculties, an Institute of Art, and four Colleges.

The academic staff includes 484 full-time employees, comprising 54 DSc and 328 PhDs. The university educates approximately 4400 students. RSUH houses a Scientific-Methodological Center for Inclusive Education.

The University actively participates in the Erasmus+ Program, supporting educational and academic mobility opportunities for youth, projects and partnerships, strategic development and cooperation, professional networks, and open resources. RSUH has a 7-year agreement (2023-2029) with the University of Rzeszów, Poland, under the Erasmus+ academic mobility program.

Additionally, RSUH is involved in several international grant projects. These include:

Initiatives of Academia and Civil Society in Ukraine № 620395-EPP-1-2020-1-UA-EPPJMO-SUPPA-EU-EAP (01.04.2020 – till now), "Erasmus+ project, Jean Monnet direction, M.Dragomanov National Pedagogical University, including 'Social and Cultural Aspects of European Studies' – Jean Monnet Chair 'Social and Cultural Aspects of EU Studies' (SCAES) – 620635-EPP-1-2020-1-UA-EPPJMO-CHAIR (2022), "The Faces of Stress and Loneliness in the Context of Migration during Wartime" as part of the "Science for Society II" program in the project cruise № NdS-II/SP/0458/2023/01, funded by the Ministry of Education and Science of Poland (2023-2024), etc.

#### **BE 004 - Poltava V. G. Korolenko National Pedagogical University, Ukraine (PNPU)**

Poltava V.G. Korolenko National Pedagogical University (PNPU) is one of the oldest universities in Ukraine, established in 1914 and practically synonymous with the watershed events in the history of Ukrainian national science and education. Through the efforts of many generations of faculty, students and staff, PNPU has become well known not only in Ukraine but also abroad. The level of the institution is evidenced by its high ranking (e.g., "Golden Fortune" and "St. Sophia of Kyiv" ranking) in various categories over the years. In 2023, PNPU was ranked among the top 10 best pedagogical universities in Ukraine according to national ranking. PNPU is an educational and research center with significant achievements and traditions, which does not stop in its development, with clearly defined goals based on students of all levels of higher education, diversity and multidisciplinary of educational programs, active research and teaching activities and a proven quality assurance system.

PNPU has a high percentage of teachers with PhDs and DSc degrees. PNPU has 8 faculties and 1 educational and research institute of foreign languages, with over 5,000 students in different academic levels: Bachelor, Master, and PhD. At PNPU, students can specialize in classical science or teacher training, later allowing them to teach at secondary schools or higher educational establishments. PNPU strives to provide its students with the best learning experience and most comfortable educational environment.

As of now, there are more than 60 international partnership agreements between PNPU and higher educational establishments, research institutions, and scientific societies in Europe, Asia, and the U.S. Within the framework of Erasmus+ programme, our students can have an exchange semester at European universities (Denmark, Estonia, Lithuania, Germany, Croatia). Our teachers have access to academic mobility programs and participate in joint conferences, teach courses, hold workshops, and do internships abroad.

#### **BE 005 - H.S. Skovoroda Kharkiv National Pedagogical University, Ukraine (KhNPU)**

KhNPU is one of the oldest higher educational institutions of Ukraine, founded in 1804. The University, having the fourth level of accreditation, provides European-level teacher education and carries out research in a wide range of areas.

The university includes 10 faculties, 43 departments, and all necessary educational infrastructure. The academic and teaching staff consists of about 424 full-time employees. Currently, the University has 6000 students and 122 curricula. In 2022, one of our most modern university buildings, was destroyed to the ground by the Russian attack.

The university implements inclusive education via the Inclusive Education Centre, Skovoroda-Hub and Kinder-Hub for mentally-impaired children. The university offers pre-service teachers' professional training on working with SEN children at all the faculties, focusing on organizing corrective and developmental environment, rehabilitation processes, prevention of difficulties in children's upbringing and education.

The university offers its students and staff e-access to all the university facilities: from e-management to libraries, learning environments and platforms. The university implements the Project Module Jean Monnet "European Integration of Ukraine under Industry 4.0"; Osteuropa-Institut der Freien Universität Berlin; Alexander von Humboldt-Stiftung (University of Greifswald); Erasmus+ project "Sustainable Language Education and Media: Bridging the Gap between EU – Ukraine", Østfold University College, Wrocław University, Lutheran University of Applied Sciences Nuremberg academic mobility, a project on preschool and primary school education with Lego Foundation (annually extended), EU-Finnish-Ukrainian project "Learning together" and the UNICEF funded Kinder-hub project. In 2023, the University became a member of a consortium in Horizon Europe program. The same year, the university became a participant of project "Studying the circulation of zoonotic influenza A viruses in a natural reservoir".

#### **E 006 – University of Tartu (Narva College), Estonia (UT)**

The University of Tartu (UT) prides itself on being Estonia's premier institution of higher learning and is steadily moving towards becoming one of the leading institutions for innovative education and cutting-edge research in the Nordic region. As the only university in the Baltic States, UT continues to be ranked in the top 1.2% of the world's top universities, placing 358th in the latest (2023) edition of the QS World University Rankings and within the 301–350 range in the Times Higher Education (THE) World University Rankings 2023.

Established in 1632, UT is the oldest and largest university in Estonia both in terms of numbers of staff and students, as well as in terms of the volume of its teaching, research and development activities. Cutting-edge research is conducted by more than 1000 researchers working in 31 institutes across the University's four



faculties: the Faculty of Arts and Humanities, Faculty of Social Sciences, Faculty of Medicine, and Faculty of Science and Technology.

Narva College, a regional faculty of the University of Tartu, offers high quality higher education, holds, and develops academic traditions in the North-East of Estonia, and is a promoter of integration of Estonian society. College mostly offers training to preschool teachers, schoolteachers, and IT specialists. College has rich and deep expertise in online, remote, and technology-mediated learning. In 2023, as a result of Erasmus DigiChild project, Narva College produced a MOOC which receive a golden apple award. We have wide experience in implementing EU, US, and state-funded projects. Currently, Narva College coordinates 3 Erasmus+ projects with Ukraine (BOOST 101083203, BEAUCOUP 101129280, eRead 2022-1-EE01-KA220-HED-000089331) and acts as a subcoordinator in BURN (101129379) to help the Ukrainian coordinator develop capacity in project management. In AMUSE, the same sub-coordination approach will be used.

#### BE 007 – University of Oslo, Norway (UiO)

The Department of Special Needs Education at the University of Oslo is part of the Faculty of Education Science. The Department has approximately 70 employees, of which 15 are PhD research fellows and 14 administrative staff. About 900 students are taking courses in bachelor and master programmes in special needs education. One of our master programmes and the PhD programme are offered in English.

Research at ISP mainly focuses on: Communicative Processes (ComPros); Literacy and Numeracy in Context (LiNCon); Behavioural Emotional Social Difficulties (BESD); Inclusion and Diversity - from a Special Education Perspective (MISP).

Research focuses on knowledge of processes that promote development, learning, proficiency and inclusion in a lifetime perspective. Particular attention is given to various physical and learning disabilities, such as hearing problems, language and speech problems, specific learning disabilities, psychosocial problems and mental impairment/severe learning disabilities. Language development and language difficulties are central in several of these subject areas. The development of a learning lab with a particular emphasis on observation and testing supports interdisciplinary collaboration in the Faculty and nationally, and will contribute to a stronger international orientation. ISP has a long experience in the field of educational and work inclusion of persons with special needs. It provides consultancy to the Norwegian governmental bodies and develops knowledge that is relevant for promoting learning, inclusion, diversity and quality of life for children, young people and adults with special needs, stressing the interplay between individual factors and contextual conditions.

#### BE 008 - Maria Curie-Skłodowska University, Poland (MCSU)

Maria Curie-Skłodowska University in Lublin (UMCS) is the largest public university in the Eastern Poland, which has been operating for over 75 years. It has a culture-forming and opinion-forming function and makes a significant contribution to building a knowledge-based economy. UMCS conducts education at 13 faculties, 3 doctoral schools, 80 fields of study and nearly 250 specialties, and the number of graduates has already exceeded 241,000. Currently, about 18,000 students are enrolled in undergraduate, graduate, and doctoral programs at UMCS, including over 1,800 foreigners (10% of all students) from more than 50 countries worldwide. UMCS employs 1582 research and teaching staff and 1247 administrative and technical staff. The scientific and research potential of UMCS is based on modern laboratories and workshops, including e.g. Analytical and Programming for Advanced Environmentally Friendly. UMCS also invests in modern research infrastructure, such as ECOTECH-COMPLEX which also houses the newly created Centre of Artificial Intelligence and Computer Modelling. In 2017, UMCS received HR Excellence in Research logo awarded by the European Commission. The university has also won many significant titles and awards, such as: "University of Leaders", "Aurea Praxis", "Good University - Good Work", is also a laureate of the competition "The most innovative and creative university in Poland in creating professional prospects". UMCS is one of the most internationalized universities in Poland, it also ranks 1st among public universities in educating students from Ukraine as part of study programs first and second degree. In 2022 UMCS joined the European Universities Alliance – ATHENA. In the years 2017-2022, over 40 international research projects were carried out for ca. EUR 2 million. Some of the larger recent projects included DT.UNI - Design Thinking Approach for an Interdisciplinary University, Open Innovative Resources for Distance Learning, Space Weather Awareness Training Network (SWATNET), Preserving Fundamental Rights in the Use of Digital Technologies for E-Health Services (REINITIALISE). UMCS has over 182 agreements on scientific and educational cooperation with foreign partners.

#### BE 009 - Stichting Hogeschool Utrecht, Netherlands (HU)

The HU University of Applied Sciences Utrecht (Hogeschool Utrecht, HU) is a vocational university. It is one of the higher education institutions located in the city of Utrecht and one of the largest educational institutions in the Netherlands. It offers about 70 different degree courses (bachelor and master level) in a wide range of subjects: Communication and Journalism, Economics and Management, Social professions and Law, Science and Technology, Healthcare, Education.

Education and research are closely related at HU. The innovation and professionalization of professional practice is accomplished through education that instills an investigative and enterprising attitude. Commitment to applied research on the part of teaching staff also provides a sound basis for achieving this aim. The research within the university is practice-oriented in nature. Research programmes relate to socially relevant themes and research is carried out in collaboration with professional practice (companies, organizations and institutions). Our professors direct the implementation of these research programmes.

Currently, the University has 44 professors who have been appointed to work within four knowledge centres. These centres coordinate closely with the degree programmes, which means that the research that is done impacts directly on what our students are studying.

HU guides students and professionals. Some 37,000 students follow our programmes, in Utrecht and Amersfoort. Since 2020, HU has been involved in 17 Erasmus+ projects, 6 of which as a leader. HU is also active in several international research consortia and numerous international networks. HU is founder member of the international CARPE network consisting of several European and 1 UK UAS. In addition, HU is an active member of EURASHE, and numerous staff members are EAIE members or participants. HU also plays an active role in virtual internationalization and internationalisation at home. In addition, HU receives and 'sends' around 500 exchange students to and from partner universities within and outside Europe every year.

#### BE 010 – NGO "Healthy Society", Ukraine (HS)

The purpose of the NGO "Healthy Society" is the implementation and protection of rights and freedoms of persons with psychological and physiological disorders, the satisfaction of their economic, social, cultural, environmental and other interests. The organization was registered in 2013. The NGO provides the following services for children and families: diagnostic of child's development, educational and therapeutic sessions with the child in the presence of parents, counselling of parents, parent training, day-care service for children, parent's educational club. The team of NGO "Healthy Society" takes part in various professional and lobby activities in the field of Early Intervention: conferences, round tables, meetings, and awareness raising campaigns.

#### BE 011 – Association "Speaking without words", Poland (ISAAC)

The "Speak Without Words" Association (ISAAC Polska) has been the only nationwide organization since 1999 that has been working for people with complex communication needs and building a support system for them. The Association brings together AAC users, their families and AAC specialists and conducts educational activities, trying to promote knowledge about AAC and assistive technology in AAC by organizing nationwide conferences, workshops and training. It was the organizer of two international AAC conferences of Central and Eastern European countries in 2001 and 2011. It was the publisher of the first publications on AAC in Poland. It was the organizer, together with the Academy of Special Pedagogy in Warsaw, of the first postgraduate studies in Poland, Alternative and Supportive Communication Methods, in 2001. The Association has been a member of the world organization ISAAC for 6 years. For 16 years, he has been initiating activities in Poland to organize the celebration of the International AAC Month in October. Particularly noteworthy is the activity of the association's members, enthusiasts who willingly share their knowledge and experiences in the country and beyond our eastern border, work in expert groups of the Ministry of National Education, coordinate the work of AAC in their communities, are creators of local programs for the implementation of AAC methods, lobby for people with complex communication needs.

In 2004 - 2006, the Speak Without Words Association was part of the project Counteracting social marginalization of disabled children and their families as a common task in building civil society in Belarus, Poland and Ukraine implemented by the British Executive Service Overseas (BESO) and led the EU Polish-Romanian Quality Education project for Students with Special Needs in 2013.

#### BE 012 – Stichting SOFT Tulip, Netherlands (St)

SOFT tulip (St) is a network of currently four major Dutch care providers encompassing more than 25.000 care specialists in the fields of mental health, disability, and elderly care. The organization was established in 1991. The mission of St is to promote the quality of life of persons with a disability by the United Nations' Convention on the Rights of Persons with Disabilities.

St promotes the quality of life of its target population by improving the quality of care by providing training in the region of Central and Eastern Europe (CEE) and organizing internships and inspirational visits to the Netherlands. Target groups for these activities are care professionals, parents of disabled children, and policymakers working in the fields of care for persons with disabilities, mental health problems, and the elderly. St cooperates within the Dutch network of service providers, and the international networks of ISSA and EASPD, making expertise available for its partners in CEE.

St started in Ukraine in 2006, focussing on deinstitutionalization and providing training to care workers and policymakers. Throughout the years, many trainings have been provided on topics such as Augmentative and Alternative Communication, physical, and occupational therapy, multi-disciplinary work, Early Childhood Intervention (ECI), psycho-social support, and supported living. Currently, there are 41 ECI teams in 12 different regions of the country. Four NGOs, in Lviv, Odesa, Uzhhorod, and Kharkiv, are 'methodological centers' which provide training and supervision to the other ECI teams.

Today, in the period of war, St provides emotional, technical, and financial support to its Ukrainian partners, so that they can continue as much as possible with their support to the families and to provide humanitarian aid to refugee families with disabled children. St also provides psycho-social support to Ukrainian social workers, psychologists, and psychiatrists who work with victims of war, especially veterans and their family members.

#### BE 013 - Uman kindergarten №12 / Combined Preschool Educational Institution Day Nursery and Kindergarden №12 / Ukraine (UK)

Preschool educational institution "Nursery-Kindergarden Combined Type No. 12" in Uman is an establishment for children aged one to six (seven) years old, consisting of general development groups, including two

compensatory groups, and seven inclusive groups. The institution provides preschool education considering the children's health, cognitive, psychological, and physical development.

The compensatory groups are designed for children with speech disorders. Currently, 35 students (aged 4 years) with speech disorders, stuttering, general underdevelopment, and phonetic-phonemic speech underdevelopment while maintaining hearing and intelligence are receiving education in these groups.

Inclusive groups in the institution create conditions for the development and learning of children with special educational needs, including those with disabilities, alongside their peers.

In addition to meeting the educational and social needs of children with special educational needs, the institution offers correctional and developmental services to these children. Correctional and developmental services are provided through individualized development programs in various areas such as speech development, correction of development, and mental process development. These sessions are conducted by specialists (speech therapist, practical psychologist, defectologist).

Currently, 19 students with special educational needs (aged 3 to 7 years) are receiving education in inclusive groups, including 9 children with moderate functional speech difficulties and 10 with mild functional speech difficulties.

The entire work with children in the institution is grounded in universal values and aimed at ensuring socialization, development of communicative skills, self-reliance, and self-service skills, among other aspects.

**BE 014 - Kharkiv kindergarten #182 / Kharkiv municipal preschool combined educational institution (nursery- kindergarten) №182 /, Ukraine (KK)**

This preschool educational establishment has been operating since October 1974. It has 11 groups for children, including 3 groups for children with speech impairment. The kindergarten has modern sports equipment, music facilities, a well-equipped indoor swimming pool, a gym, a speech therapy room, a psychologist and a doctor.

The kindergarten has creative, talented and dedicated staff that show love for children and creates special developmental and educational environment. Preschool teachers share their work experience with colleagues, participate in all-Ukrainian and international conferences and competitions, learn and implement original and innovative forms of work with preschool children.

**AP 015 - Sumy kindergarten #15 / Sumy preschool educational establishment (nursery-kindergarten) №15 "Perlynka"/, Ukraine (SK)**

Sumy kindergarten #15 hospitably opened its doors for the smallest learners 40 years ago. Nowadays, 10 groups operate in the educational establishment. Of them, 4 groups are inclusive and 2 are special groups for 10 children with speech disorders.

To organize the life of pre-schoolers in the preschool establishment, all conditions have been created, special premises are equipped: a bright and cosy music hall, a safe, creative gym, an office of a practical psychologist with modern highly effective technical means, a speech therapist's office with a large amount of material that will help with development of language articulation.

A highly qualified, creative team of teachers implements new pedagogical techniques into the practice of their work, works on the development of a creative personality and actively participates in various projects and competitions at the city, all-Ukrainian and international levels.

**AP 016 – Rivne kindergarten / Institution of preschool education (nursery-kindergarten) of a compensating type (special) Pagineț Center of the Rivne city council /, Ukraine (RK)**

This is the first institution in Ukraine that works on the implementation of the early intervention program. The center provides support to families raising children with physical and intellectual disabilities. RK operates 8 groups of preschool age (from 3 years to 7-8 years); 2 early age groups (from 2 to 3 years old); a group of socio-pedagogical patronage (children from 2 to 8 years old); consultation center for parents of children with special educational needs aged from 2 months to 8 years.

The groups are filled with children with special educational needs, taking into account the biological age of the child, the level of mental, physical, and mental development, taking into account the conclusion of the comprehensive psychological and pedagogical assessment by the inclusive resource center.

RK provides support to families raising children with physical and intellectual disabilities. The main goal: ensuring the realization of the rights of children with special educational needs and children with general development to receive preschool education, integral development of the child, his physical, intellectual and creative abilities through education, training, socialization, formation of necessary life skills.

**AP 017 – Primary school № 43 of Poltava City Council, Ukraine (PPS)**

PPS is an educational institution that implements an inclusive and integrated approach to providing quality upbringing and education to every child. The history of the institution began in 1963. Today, the institution has a preschool unit, consisting of 6 inclusive groups and 2 groups of compensatory type. 48 children have special educational needs. The institution has experience working with children with SEN since 2003.

The institution successfully has 4 resource rooms, where individual education teachers, special education teachers, speech therapists, and a practical psychologist work with children with SEN. The individualization of the environment in such rooms enables each child to find a comfortable space.

The following innovative pedagogical technologies are widely used: puppet therapy (speech therapy doll, persona doll), method of Picture Exchange Communication System (PECS), mnemonics and pictograms, methods of Su-jock therapy, art therapy and elements of color therapy, Froebel method, etc.

PPS took part in the international project of the All-Ukrainian Foundation "Renaissance" "Social adaptation and integration into society of children with special psychophysical development by organizing their education in general educational institutions of Ukraine".

Starting in 2019, the pedagogical team of the institution joined the project "Promoting education" within the framework of the Memorandum of Understanding between the Ministry of Education and Science of Ukraine and The LEGO Foundation".

### 2.2.2 Consortium management and decision-making

#### Consortium management and decision-making (if applicable)

Clearly defined and well-organized cooperation and communication between project partners are secrets of successful project implementation. Each is already aware of their responsibility concerning the implementation of the project tasks, results, outcomes, and risks and is ready to commit. Each partner is already assigned a specific role in the project with corresponding tasks and responsibilities. Since September 2023, P1 has been initiating and holding regular meetings with prospective project partners. During the meetings, the project's objectives were discussed, and the responsibilities of each partner and their role were defined. Each Ukrainian partner worked on defining the main aspects of the project and presented them during the meetings. All the materials submitted by the partners were jointly discussed and agreed upon. The AMUSE project management will be organized in a way that ensures effective collaboration and decision-making between all consortium members. The project management structure will consist of the following key elements:

##### Steering Committee and Decision Making

The AMUSE Steering Committee will consist of one representative from each partner organization. This committee will play a key role in decision-making throughout the project. The Steering Committee will make major decisions related to the project direction, changes in the work plan, and the resolution of unforeseen issues or delays. A partnership agreement will be signed with each partner institution, and among other things, an agreement will specify the procedure for resolving conflicts that may arise during the project. All disputes will be decided at the Consortium level. If the partners cannot reach a compromise, voting will be used. The project will follow the decision of the majority.

##### Project Manager

P1 will appoint a dedicated and experienced person as Project Coordinator (with English skills at least C1). The Project Manager will be responsible for the day-to-day management of the project, overseeing the delivery of work packages, coordinating communication between partners, and ensuring that project deadlines and objectives are met. For the project implementation at their HEIs, each partner will appoint a manager who will work closely with the project manager. P1, as the AMUSE coordinator, will communicate with the Project Officer from EACEA, after which all information will be shared with all partners.

##### Work package leaders

All PWs already have leading institutions. Their representatives will be responsible for managing specific activities and tasks within their work packages. They are to report on progress, challenges, and results to the Steering Committee. They will also prepare reports on respective WPs and submit them to the Steering Committee for discussion.

##### Communication

Communication in the project will be done exclusively in English. All partners already have prospective managers with advanced English skills to ensure proper communication. The partnership will resort to F2F and online communication (resorting to phone calls only in cases of emergency). To make sure that no partner or team member feels excluded, an email group will be formed. It will grow every time a new person joins the project. All the Steering Committee meetings will be followed by memos shared with all the project partners. All the project documents will be stored in the cloud on the server of P6 (EU project sub-coordinator) to make sure the server and its information are not threatened by Russian aggression. All the team members of all partners will have access to the project folder. All the F2F meetings will also have a hybrid dimension to let everyone engaged and interested participate. For online meeting tools, the partners will use ZOOM. Online sessions will be recorded.

##### Planning

The main deliverables and milestones are already given in this application, as well as the timetable. To ensure smooth project progress, the consortium will discuss the implementation strategies of every task and set realistic deadlines considering the workload of the engaged teams and making sure that people do not feel too overloaded, ensuring sustainable forward movement.

##### Control

Systematic monitoring will be carried out during the project implementation to ensure its high quality. The project will have a separate WP5 Quality Control, whose activities will include monitoring and communication to ensure the quality of project implementation. P4 will be responsible for coordinating WP5. The project results will be continuously monitored to provide high-quality results. To ensure the quality of the project

results, a Quality Committee will be established, consisting of representatives of each partner. The composition of the Committee will be approved at the Kick-Off Meeting. The Committee will develop a quality assurance plan, which will also be approved during the kick-off meeting. The Committee will meet twice a year to discuss quality-related issues. All project deliverables will be subject to expert evaluation by the Erasmus Office in Ukraine. Feedback from the target groups will be collected to ensure the high quality of the project results. Work package leaders will submit regular progress reports that will be reviewed during coordination meetings. In the last year of the project, the Steering Committee and the Quality Committee will review the progress of the project and check the timeliness of the project tasks and their quality. To pilot with the AAC-based textbook in kindergartens, the partnership will develop “Code of Conduct” to ensure the rights of the children involved into the projects are ensured and children’s personal data leakage is avoided. Parents of the children involved into the project will give their official written consent.

Any deviations from the project plan will be promptly identified and reviewed, allowing for the necessary corrective measures to be taken. In case of force majores, the project officer in EACEA will be promptly informed.

The described management structure, communication, decision-making, proactive planning, and control have taken into account the complexity, scale, partner duties for the project implementation of project and attainment of the objectives, and the current Russian war in Ukraine and martial law.

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### 3. IMPACT

#### 3.1 Impact and ambition

##### Impact and ambition

The partnership has already outlined the project’s target audience and stakeholders genuinely interested in broadening minds in the area of inclusion, AAC methodology, their application, and know-how acquisition. They include but not limited by (1) pre-service teachers (BA and MA students majoring in preschool, primary, and secondary education), (2) in-service teachers (educators from preschool, general secondary and higher education institutions), (3) school and kindergarten administration, city departments of education, policymakers.

The **project ambition** is presented in attainment of the following challenging, though realistic if well-planned, outcomes.

A) establishment of effective collaboration between UA and EU Institutions, strengthened internationalization, knowledge and experience exchange in the field of special need and inclusive education.

B) boosting professional skills and capacity of UA partners in inclusion, AAC methodology, MOOC creation through a variety of logically progressing courses and study visits.

C) integration of “inclusive education” modules into BA methods of teaching for natural science subjects.

D) design and introduction of new courses (1) 'Methods of Teaching ‘Nature’ with AAC in Preschool' (into the BA curriculum of preschool children), (2) 'Methods of Teaching ‘Nature’ with AAC in Primary School' (into the BA curriculum of primary children), (3) 'Methods of Teaching Natural Sciences in Secondary School' (into the BA curriculum of teachers of natural sciences at basic school), (4) 'Development of Materials for Children with AAC' (MA teacher curricula all-university course ). Equipping pre-service teachers with knowledge and skills for more effective and satisfying work.

E) procuring equipment, preparing the room, equipping it, and launching Methodological Center “Teaching with AAC for Inclusion” at all UA partners universities. Delivering new and updated courses in this centre for more effective and hands-on learning.

F) development and offering MOOC "AAC in Education" as a professional development opportunity for educators (with official certificates from partner universities).

G) development, piloting, and publishing of an AAC-based textbook "World Around Us" with further introduction into the learning process in at the preschool level;

H) organization a wide range of dissemination events (ranging from webinars to meetings with policymakers) to promote the project results and their faster introduction into the learning process at different stages of education.

I) permanent quality control at every stage of the project implementation to make sure all the tasks, events, and results are of the highest quality. Promotion of EU quality-driven approach to work.

J) creating opportunities for UA children with special needs to exercise their right for high-quality education already at the preschool level. Making Ukrainian school system more learner friendly for one group of children (with speech impairment).

Unlike other project where the impact is easily traceable, the main effect of the project will be seen when the children with speech impairment progress with their education or even enter the adult life. Still, we can clearly envision the following kinds of **impact** in terms of their longevity:

**Short-term impact:** (1) improving UA partners’ didactic skills in inclusion, AAC, advanced technology use in education, course development and update, MOOC creation, textbook design, organization of dissemination events, sustainability of quality control, (2) formation of competencies in inclusion and AAC in pre-service preschool, primary, and secondary school teachers following the new and updated courses and gaining

experience in using special equipment for assisting children with SEN in knowledge progress and offering wider opportunities for children without SEN in becoming more multisensory, (3) increased motivation to adopt EU know-how in inclusion and AAC in preschool, primary, and secondary education to make UA education more barrier-free for one more group of children with SEN.

**Medium-term impact:** (4) introducing knowledge and skills acquired through the project results (WP2-4) or their dissemination (WP6), the change in attitudes and broadened minds of all the participants of the educational process (teachers, school/kindergarten administration, learners with SEN and their classmates, parents of class children), (5) deeper integration of inclusion and AAC into the teachers' curricula in UA partner institutions, (6) deeper spread of the project's outputs and their wider use at different levels of education from preschool to tertiary.

**Long-term impact:** (7) deep integration of AAC methodology in educational institutions of different levels, making it an everyday practice, (8) most/all children with speech impairment have access to learner-friendly education and progress with their studies and succeed better in life, (9) affirming everyone's right for education and moving to a more barrier-free education in Ukraine, (10) forming grounds for an easier accession of UA system of education into the EU educational space.

#### Impact on the Universities and Organizations: 14

1) increased UA and global ranking, contributing to the development of a positive image in the educational services market.

2) updating of educational programs for teacher training in "Preschool Education," "Primary Education," and "Secondary Education" through the update and approval of new courses, enriching the methodological base of the university with AAC methodology.

Number of courses updated: 15

Number of new courses introduced: 4 (3 for BA students, 1 for MA students)

3) organization of Methodological Centers, strengthening of technical base, creation of an innovative learning space.

Number of Centers launched: 5 (at every UA university)

4) establishing bases for design of new MOOCs and online learning opportunities for pre- and in-service teachers

Fortified server capacity: 5 (in each UA university)

5) gaining experience in hosting large-scale international events and boosting logistics and organizational skills

Number of institutions: 2 (P1 and P3)

6) receiving more publicity through introducing leading EU experience and participation in international projects

Number of institutions: 8

Number of newcomers: 5

7) integration into the European educational space through establishing cooperation ties.

Partnership agreement: 4 leading EU universities from different countries (with prospects for further collaboration).

8) EU partners, in their turn, will also increase their capacity through new partnership and contacts, new skills in cooperating with institutions outside the EU, getting more acquainted with Ukrainian education and becoming more aware of Ukraine as a candidate country.

#### Impact on UA Academic and Non-Academic Staff: 680 people

1) experience in implementing complex projects – increasing managerial, financial, academic capacity.

Number of people involved: 61 (after the proposal is supported, UA teams will increase to at least 10-15 participants per partner).

2) upgrading professional, academic, and didactic skills.

Number of offered learning opportunities online: training courses - 220 people, Webinars - 113.

Study visits: 3 visits for 70 people.

Internships: 1 internship for 23 people.

3) upgrading skills in course update and development, MOOC and textbook creation.

Improved skills in course development and update: 52 people.

Gaining experience in MOOC creation: 33 people.

Gaining experience in AAC-based textbook creation: 32 people.

Gaining experience in delivering modern professional development courses: at least 2 per partner, or 16 in total.

Gaining richer experience in presenting project results and public speaking through dissemination events: at least 10 per partner, or 60 in total.

Total number of academic staff: 450 people

#### Impact on Students: 1300 people

1) development of competencies of pre-service teachers (according to UA standard of teacher's competences): 6 competences (language-communicational, psychological, inclusive, prognostic, innovative, reflection competence) for 1300 people.

2) gaining knowledge and skills through new and updated courses: 1300 people in 5 UA partner universities.

3) having better opportunities for F2F and online / blended learning: 1300.

- 4) broadening research opportunities for BA and MA students: at least 5 per UA university, or 35 in total.  
 5) gaining skills in research and research results introduction: 1 event for 100 people.  
 6) wider learning opportunities: 15 updated and 4 new courses

**Impact on Learners with SEN (speech impairment) receiving better education: 180 people**

AAC-based textbook developed: 1 textbook.

Number of kindergartens piloting the textbook: 5 kindergartens.

Number of people engaged into the piloting stage: 5 teachers, 15 learners, 30 family members.

Number of teachers using AAC-based textbook and their learners after introduction: Estimated at the start 60 and 180 learners.

Learners of the teachers following MOOC and professional development courses: 325 people.

**Impact on In-Service Teachers, Departments of Education, Policymakers: 1625 people**

Acquainting with the EU's experience in using AAC in preschool, primary, and secondary education, and its implementation in Ukrainian educational institutions: 9 dissemination events.

Free learning opportunity through MOOC "AAC in Education": 625 people.

Professional development courses for educators, broadening their methodological toolbox: 150 people.

Participation in non-academic events related to AAC-based textbook: 150 people

Round tables with policymakers: 6 round tables for 150 people

Participation in conferences and international weeks: 4 events (two conferences, in-seminars for in-service teachers, open to the broader public) for 550 people.

This comprehensive approach aims to integrate European best practices into Ukraine's education system, particularly in the use of AAC, to cater to the diverse needs of all learners and modernize the educational framework.

**The project implementation involves the following key aspects of impact at such levels as:**

**1. System/ic level** contributes to training educators and teachers with the introduction of augmentative and alternative means of communication at the level of the education system:

- **Developing new pedagogical approaches** will help HEIs to implement new ideas, concepts, modern methods, technologies and approaches to teacher training for the implementation of AAC.

- **Setting standards and management** will contribute to developing standards for teacher training that take into account alternative methods of communication; creating appropriate courses, teaching materials and assessment standards to ensure a high level of teacher training in this area.

- **Promoting innovation in education** will stimulate innovations at all stages of education system, promoting the implementation of innovative teaching approaches and technologies (AAC, pictographic and ideographic symbols, digital and multimedia tools, specialized programmes and equipment like Boardmaker 7, TD Snap, Snap Screen or PCEye as innovative means for content learning).

- **Establishing partnership** will contribute to creating a network of partners, establishing collaboration between preschool, primary, secondary, higher education institutions and educational institutes in Europe and beyond; development of joint initiatives and improvement by sharing experiences, resources and best practices aimed at preparing teachers to exploit inclusion and AAC.

- **Implementing inclusion** will contribute to forming teachers' competence in inclusive education, which involves mastering appropriate methods of teacher work with children with special educational needs, in particular those who use alternative means of communication, taking into account individual characteristics, which will enable their full inclusion in the educational process.

- **Creativity development** will stimulate a creative approach to problem solving in the field of teacher training and didactic, encourage the implementation of creative solutions aimed at improving communication in the educational process.

**2. Institutional level** promotes an innovative approach to teacher training through implementation of alternative means of communication in educational practice:

- **Creating new/updating syllabi for teachers' curricula** will contribute to developing and implementing new/updated courses for the pre- and in-service teacher (preschool, primary, secondary and higher education), which are inclusion and AAC oriented.

- **Experience exchange** will contribute to know-how transfer between countries and institution reducing the previously existing barriers, the implementation of best AAC practices and innovations in education and beyond.

- **Creating resources and materials for new courses** will contribute to designing new educational materials and resources for teachers who use alternative methods of communication (didactic games, video lessons, electronic courses and textbooks, and others).

- **Supporting research and innovation** will contribute to implementing BA and MA research projects and initiatives, hopefully followed by PhD and post doc research, aimed at AAC effectiveness in education, giving way to its wider use and application.

- **Establishing partnership** will contribute to the creation of firm ties and further application for joint educational and research projects.

**3. Individual level** promotes the introduction of alternative additional means of communication into the pedagogical practice of educators and teachers, motivate their personal and professional growth:

- **Experience gain** will allow educators to gain new wider experience in inclusion and AAC to implement best practices and innovative methods in other institutions.

- **Development of intercultural competence** will go through a large number of events and courses envisioned in the application thanks to which people will better understand and appreciate diversity as well as diversity of learners each of whom brings new experience.

- **Mastering new methods and approaches** will include trainings and seminars aimed at learning new augmented and alternative communication methodology for professional use.

- **Partnership interaction** will promote the establishment of a network of partners, for exchange and generation of new ideas, resources and support in the development of one's own practice.

- **Personal and professional growth** will develop personal and professional skills such as communication, cooperation and adaptation to new conditions, consequently affecting educators' ability to communicate effectively with students, especially those who use alternative means of communication; will promote the development metalinguistic communication skills of specialists as well as their students' with SEN and without SEN, improve English language communication skills through attending webinars, seminars, courses, dissemination events etc with speakers from the EU countries.

- **Motivation enhancement** will go through the participation in AMUSE (and hopefully other) international projects, stimulating participants' interest in work, boosting satisfaction with pedagogical activity, offer opportunities for professional development and personal growth.

- **Increasing graduates' employability** as more competent candidates at the job market, knowledgeable of inclusion and AAC, contributing to higher competitiveness in the modern job market.

The implementation of the project will contribute to improving the communication of children with SEN, as well as increasing the level of inclusive competence of their parents.

Therefore, the AMUSE project will bridge the quality gap the children with SEN receive in Ukraine as modern EU approaches will be introduced into the learning process from preschool to tertiary level producing a long-lasting effect.

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### 3.2 Communication, dissemination and visibility

#### Communication, dissemination and visibility of funding

To promote the AMUSE activities and outcomes, ensure its effective communication, dissemination, exploitation, and visibility throughout its lifetime and afterwards, the consortium will channel its efforts to offer, arrange, and hold a wide range of activities and events.

##### Dissemination leadership

All consortium partners contribute to informing, communicating, disseminating, and exploiting the Project results, while **Kharkiv National Pedagogical University – P5, the WP6 leader**, is responsible for coordinating these activities.

##### Dissemination Committee and Plan

The project consortium's joint activities on information, communication, dissemination, and exploitation are coordinated and agreed upon by the **Dissemination Committee**. This project body includes representatives of all project partners (1 person per partner) to ensure collegial decision-making. This executive body's scheduled meetings are held biannually. However, extraordinary Dissemination Board meetings can be called as and when necessary.

At the early stage of the AMUSE project implementation, WP6 leader develops a draft of the **Dissemination Plan** and submits it to the Dissemination Committee for improvement. The Dissemination Plan is considered and approved by the Steering Committee.

##### Website and online dissemination

WP6 leader will be responsible for the development of the project website. The AMUSE website philosophy lies in reaching out to the target audience, stakeholders, and the wider public to inform, appeal, and encourage the recipients to learn more about the project's mission, vision, implementation, and outcomes. The partners' website AMUSE coverage is aimed at the effective information, communication, dissemination, and exploitation of the project-related events, activities, products, tangible and intangible results.

All the project activities are carried out in compliance with European standards and under the umbrella of the National Erasmus Office in Ukraine.

The spread of the project outcomes and outputs will be done in the following ways: information, communication, dissemination, and exploitation.

##### Information

Project information includes setting up and regularly updating (depending on the project implementation stage) the AMUSE website and Facebook page about the project progress, activities, and training done to share the information with the target audience, stakeholders, and the broader public. Facebook posts will be catchy stories to spark interest and stimulate the explore the project website and pages on partners' websites, which will be more academic and deeper in content.

Dedicated information posters will be created and placed at project partners' departments (virtually and/or physically) for the project dissemination.

All the equipment purchased as technical assistance to partner universities and organizations will be labelled with project and Erasmus+ stickers.

### Communication

Project communication includes sharing project results outside the partnership, stimulating stakeholders' wider understanding, and the engagement through local/regional/specialized mass media to deepen the knowledge about the project and raise the AAC education methodology awareness in the educational community, project beneficiaries, and all stakeholders. In particular, the AMUSE communication activities include informing the target audiences about the events and results and engaging them to become better acquainted. We also intend to present our AAC-based textbook "World Around Us" for kindergartens at book exhibitions, e.g., Annual Regional Weeks of Science, if such events are held (as large-scale events are now not allowed in Ukraine due to the Russian aggression).

### Dissemination

The project communication also includes inviting local and regional television channels to cover its effective stages (start, deliverables, milestones e.g., the textbook publication or international conference). This communication should also involve participation in regional and online radio programs, giving interviews, and project milestone updates to local/regional/dedicated printed media.

Project dissemination includes holding 9 F2F and online events for over 1600 participants to share project and WP results. The list includes two conferences ("AAC in Teaching Natural Sciences" for educators and "Inclusion and AAC in Education" for students), "Inclusion and AAC Resources Development" in-seminars for in-service teachers (min. 1 ECTS), running MOOC "AAC in Education" open to the broader public.

### Exploitation

Exploitation includes offering project results in an open-access format on the project and partners' websites: syllabi and course materials for application beyond the partnership. free-of-charge MOOC for everyone interested. informing the kindergartens, centers of inclusion, and parents about the AAC-based textbook, and implementing it into the educational process.

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## 3.3 Sustainability and continuation

### Sustainability, long-term impact and continuation

The AMUSE partnership aims at preserving its deliverables (textbook for kindergartens, training courses for pre-service and in-service preschool, primary and secondary school teachers, particularly for natural science secondary school teachers; the advanced training course for in-service-teachers and MOOC "AAC in education" for stakeholders and the general public) and continuing its activities after the project completion. For this purpose, the Steering Committee, involving all the participants, will develop a **Sustainability Plan** which specifies the content, procedures, and expected activities related to the support of project results and their development. This Sustainability Plan covers the aspects given below:

#### Sustainability of equipment

The project implies setting up and equipping at UA partner universities "Methodological Centers" to train AAC methodology to pre-and in-service teachers, which is an aspect of AMUSE's HEI capacity building. The equipment will be used for teacher training after the project's termination. The universities will also use the servers for permanent MOOC running. Some of the educational activity will also move to this server. The partners will maintain the pricy equipment to ensure its long service.

#### Sustainability in methodology

After the AMUSE completion, project-developed AAC methodology modules and courses will be further used for pre-service and in-service teachers' professional training. The project's long-term impact will be aimed at raising awareness of the ways and methodologies of working with SEN students and beyond.

Curriculum directors, university students, and other stakeholders should understand the AAC course's importance and the overall use of AAC methodology. After the project life, its methodology sustainability will be ensured by regularly reviewed guidelines and didactic resources sufficiently qualified and trained human resources. The team members of this project work in different committees and groups at the Ministry of Education and will update different documents

#### Sustainability in teachers' curricula

The developed and piloted AAC training modules and courses will be introduced and maintained as a part of the undergraduate, graduate, and further education curriculum. Their content will be updated to stay meaningful and relevant for the trainees.

#### Sustainability of MOOC

The developed MOOC will be placed and updated (as necessary) on the online educational platforms. The MOOC's layout and design will be user-friendly and convenient for training and retraining purposes.

#### Sustainability for the textbook

The textbook for kindergartens will be developed and introduced into their day-to-day activities and corrective work. The focus will be on training and motivating preschool teachers to routinely apply the AAC-based textbook "World Around Us" in their institutions. The textbook for kindergartens should be reviewed and

updated regularly. Textbook-based additional materials may be created. They will be shared in the open-source format.

#### Sustainability of training opportunities for in-service teachers

In-service teachers will participate in all activities connected with the project (conferences, webinars, workshops, etc.). Project-initiated events are expected to be held on a rolling basis. These will raise teachers' awareness of the ways and methodologies of working with students with SEN. In addition to that, teachers who have completed the courses will become experts in the field and will be able to share their experience with their colleagues and all those interested in AAC, e.g., through textbook-based demo lessons, workshops, and training.

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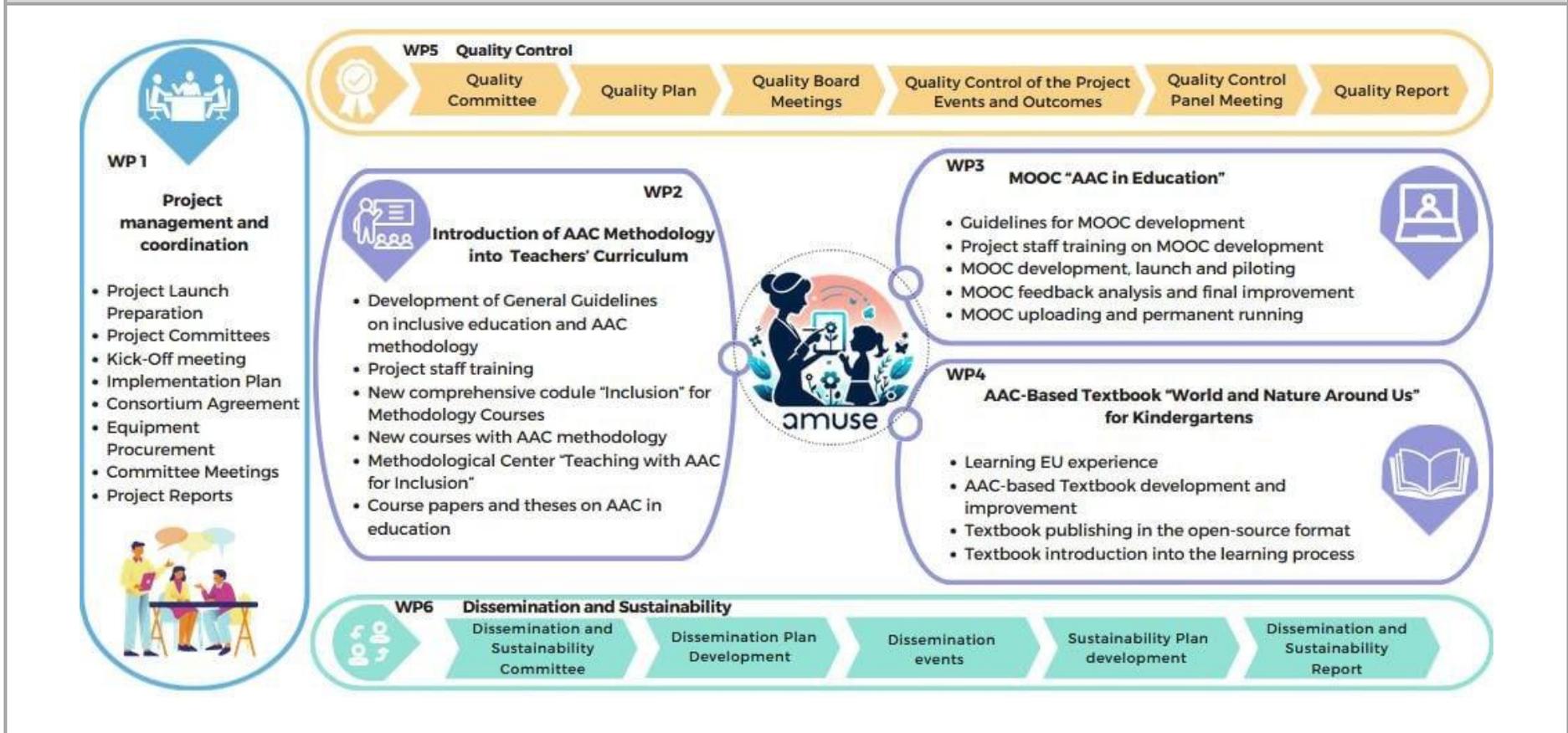
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## 4. WORK PLAN, WORK PACKAGES, ACTIVITIES, RESOURCES AND TIMING

### 4.1 Work plan

#### Work plan

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



## 4.2 Work packages, activities, resources and timing

WORK PACKAGES					
<b>Work Package 1: Project management and coordination</b>					
<b>Duration:</b>	M1- M36	<b>Lead Beneficiary:</b>	BE 001 - USPU		
<b>Objectives</b>					
To organize all the preparatory stages for the successful project launch. To identify the teams in partners institutions, appoint representatives for different Committees. To develop and consent on project cooperation strategies and present them in the main project documents (Consortium Agreement, Project Implementation Plan). To organize the Kick-Off and frequently meet in different formats to progress smoothly and mitigate the consequences if risks arise. To agree on the equipment list, prepare procurement documents, organize tender(s), install, use, and maintain the project equipment.					
<b>Activities and division of work (WP description)</b>					
Task No	Task Name	Description	Participants		In-kind Contributions and Subcontracting
			Name	Role	
T1.1	Project Launch Preparation	1. Upon receiving news of the call results, the coordinator informs the partners about the positive outcome. 2. The partners sign the Grant Agreement with EACEA. 3. The partners issue orders on the project team formation, following the country's legislation. 4. Partners attend EACEA guiding meeting in Brussels. 5. The partners start preparing for the Kick-Off Meeting. They agree on the dates, agenda, participants, and other issues. 6. Partners get acquainted with the prospective Partnership Agreement. 7. Coordinator attends the meeting with the EACEA in Brussels/online.	ALL	COO BE AP	NO
T1.2	Establishment of Committees (Steering, Administrative, and Financial)	Each partner appoints its representatives to represent the partner in the committees and submits the names to the coordinator. Steering committee will manage the project progress and is the highest body of the project. Administrative committee and financial committee prepare and submit all the respective documents to the Steering Committee.	ALL	COO BE AP	NO
T1.3	Project meetings	Project meetings will be held biannually for 2-3 days to set the aims and deadlines, discuss progress, prepare reports. They will be planned ahead, have an agenda, followed by memos (shared with everyone and uploaded into the shared drive). <b>Kick-Off</b> will be the first meeting when the partners will meet for the first time. <u>Preparation:</u> the partners will agree on the dates and the coordinator will prepare the kick-off agenda and share it 2 months before the meetings. Location: Poland	ALL	COO BE AP	YES The hosting partner will offer its premises as in-kind contribution.

		<p>Format: Hybrid (2 participants for universities participate F2F and 1 representative from other institutions, others join online)                  Duration: 3 days                  Kick-off preliminary content: getting acquainted, discussing work packages, implementation plan, procurement, partnership agreement, setting the dates and deadlines for Year 1, etc.  <b>Biannual meetings</b> will be held throughout the project to discuss the project progress and plan the work ahead. Reports will be prepared and discussed as well as the communication with the EACEA and Erasmus Office in Ukraine.  <b>Final project meeting:</b>                  Location: Uman, Ukraine                  Format: Hybrid (2 participants for universities participate F2F and 1 representative from other institutions, others join online)                  Duration: 3 days                  Preliminary content: project finalization, discussion of reports.</p>			Own Zoom platform as in-kind contribution	
T1.4	Development and Approval of Implementation Plan	<p>Two weeks prior to the Kick-Off, the Coordinator develops and the preliminary project implementation plan and sends it to all the partners.                  The partners get acquainted with it and are ready to discuss it.                  During the kick-off discussion of all WPs, the comments are introduced into the plan. Dates and deadlines are added.                  This plan is updated at the start of every project year.</p>	ALL	COO BE AP	NO	
T1.5	Signing of the Consortium Agreement	<p>At least one month before the partnership agreement, the coordinator prepares the Consortium Agreement and shares it with partners. The lawyers at partner institutions analyze the document and introduce comments if necessary. During the kick-off, the partners discuss the Consortium Agreement and finalize it.                  The partners sign the agreement. Every partner receives their copy.</p>	ALL	COO BE AP	NO	
T1.6	Equipment Procurement	<p>The preliminary list of equipment is given in the application, the finalized list will be discussed during the kick-off. The project and equipment list the and will be registered in the Cabinet of Ministers of Ukraine to get the VAT waiver and procured by the Coordinator, and afterwards sent to partners according to the specifications list. The procured equipment will be added to the balance of the participating universities and introduced into use and learning process.</p>	COO, BE 001 – BE 009	COO BE	NO	
T1.7	Progressive, Technical, and Final Project Reports	<p>The Steering Committee will observe that all the intellectual, financial, and administrative reports are prepared and submitted. The progressive reports/documents will be uploaded into Sygma upon accomplishment.                  The technical and final reports will be submitted in advance.</p>	ALL	COO BE AP	NO	
<b>Milestones and deliverables (outputs/outcomes)</b>						
Milestone No	Milestone Name	Work Package No	Lead Beneficiary	Description	Due Date	Means of Verification
MS1	Equipment Procurement	1	BE 001 - USPU	Partners will agree on the exact specifications and BE 001 will launch the tender.	18	Tender documents, memo of the meeting on the tender bids selection, invoices and other financial documents.

Deliverable No	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date	Description
D1.1	Establishment of Committees	1	BE 001 - USPU	[R — Document, report]	[SEN — Sensitive]	4	The respective committee members are identified in Partnership agreement, Dissemination Plan, Quality Plan. Language: English
D1.2	Mid-term progress report	1	BE 001 - USPU	[R — Document, report]	[SEN — Sensitive]	18	Progress report on project implementation covering the period from M1 to M18. Language: English

Work Package 2: Introduction of AAC Methodology of Inclusion into Teachers' Curriculum					
<b>Duration:</b>		M4- M36	<b>Lead Beneficiary:</b>		BE 007 – UiO, BE 009 – HU
Objectives					
<ul style="list-style-type: none"> <li>▪ To increase UA partners' awareness in EU and national programmes framework documents that relate to inclusion in society and education.</li> <li>▪ To share EU know-how in inclusive teaching and AAC through courses and visits to EU partners.</li> <li>▪ To develop new modules and courses, have them peer-reviewed, approve according to the UA regulations, pilot, and introduce in the curricula.</li> <li>▪ To stimulate students' interest in research of Inclusion and AAC Methodology and embed these areas further into the curricula.</li> <li>▪ To launch the Methodological Center "Teaching with AAC for Inclusion" and use it on a permanent basis for educational and academic purposes.</li> </ul>					
Activities and division of work (WP description)					
Task No	Task Name	Description	Participants		In-kind Contributions and Subcontracting
			Name	Role	
T2.1	Development of General Guidelines on Inclusive Education and AAC Methodology	While inclusion has already become known, though limitedly, AAC methodology is mostly a foreign concept in Ukraine. This is the reason why the preparation of guidelines is important. The guidelines will become an introductory and comprehensive document to introduce the UA participants (of all the following stages) into the general problems of inclusion and AAC. The EU partners will meet to discuss the content of the guidelines. On completion, the EU partners will share the guidelines with the UA participants. In case the partners need to broaden their teams and engage the new members, the newcomers will start from this document.	BE 006 - UT BE 007 - UiO BE 008 - MCSU BE 009 - HU BE 010 - HS BE 011 - ISAAC BE 012 - St	BE	No
T2.2	Chain of Webinars on EU Inclusion Strategy and Social Equity	<u>Webinar preparation:</u> The EU partners will meet to discuss the content of the webinars and share the workload. The webinars will include the general EU strategies and local (partners') approaches. They will be an open platform for experience exchange with Q&A sessions. <u>Delivery:</u>	ALL	COO BE AP	Own Zoom platform as in-kind contribution

		<p>Format: Online                  Target audience: all the team members to be potentially engaged into the project implementation, 15 per UA university and 5 per NGO (80 in total)                  Duration: 15 hours                  English requirements: at least B1                  Prospective content: EU and local documents on inclusion, equity as a concept, organization of education for all.  <u>Certification:</u>                  all participants will receive certificates of attendance.</p>			
T2.3	Training Course “Methods of Teaching for Inclusion”	<p><u>Course preparation:</u>                  The EU partners will meet to discuss the content of the course and share the workload.  <u>Delivery:</u>                  Format: Online                  Target audience: all the teachers who will update and develop the courses 10 per UA university and 2 per NGO (52 in total)                  English requirements: at least B1                  Duration: 1 ECTS                  Prospective content and learning strategy: The EU partners will develop the content for weekly learning in MOODLE, record videos, prepare the reding materials and digital tasks. The content will include methods of teaching different groups, settings, and subjects.  <u>Certification:</u> all participants will receive certificates of completion.</p>	ALL	COO BE AP	EU partners’ MOODLE platform as in-kind contribution
T2.4	Study visit to the Netherlands on Inclusion in Education	<p>The Dutch partner will confirm the dates of the study visit in advance and prepare the programme of the study visit.                  Format: F2F                  Target audience: 4 participants from the UA universities who will update the courses “Methods of Teaching Physics/Biology/Natural Sciences/Nature (preschool, primary, secondary levels)” and 1 representative from other institutions. Total: 26 participants.                  English requirements: at least B1                  Duration: 40h (5 days)                  Prospective content: The participants will observe how inclusion is organized in the Netherlands for different groups. The participants will visit schools and kindergartens. They will also have meetings with administrators of the schools, teachers to learn straight from them. Workshops and seminars will be offered at the university.  <u>Certification:</u> all participants will receive certificates of attendance.</p>	COO - UPSU BEN 002 - BEN 014 - KK	COO BE	YES The hosting partner will offer its premises as in-kind contribution.
T2.5	Online training course “EU approaches to syllabus update and design”	<p><u>Course preparation:</u>                  The EU partners will meet to discuss the content of the course and share the workload.  <u>Delivery:</u>                  Format: Online                  Target audience: all the teachers (from T2.6 and T2.10) who will update and develop new courses 10 per UA university and 2 per NGO (52 in total)                  English requirements: at least B1</p>	COO - UPSU BEN 002 - BEN 010	COO BE	EU partners’ MOODLE platform as in-kind contribution

		<p>Duration: 1 ECTS</p> <p>Prospective content and learning strategy: syllabus design, constructive alignment of the syllabus and programme, formulation of learning outcomes, assessment.</p> <p><u>Certification:</u> all participants will receive certificates of completion.</p>			
T2.6	<p>Development and Introduction of New Comprehensive Modules “Inclusion” into Methodology Courses</p>	<p>The UA partners have already identified the prospective courses where to introduce a new module.</p> <p>Courses to be updated with a new module:</p> <p>“Methods of Teaching Nature to Pre-School Children” (BA)</p> <p>“Methods of Teaching Natural Sciences to Primary School Children” (BA)</p> <p>“Methods of Teaching Physics/Chemistry/Biology/Natural Sciences” (BA)</p> <p>The partners will organize working groups to develop the new modules to be introduced into the courses. A team of module developers for every course has 2 representatives from the specified UA universities and an EU expert to assist, lead, and moderate. Each team will develop the schedule. Sometimes teams will work separately and sometimes together to ensure the content is logical and coherent in different curricula and it is logical in the respective syllabus.</p> <p>Course developers: 2 participants for each course from each UA university, mentored by 1 EU expert. The module will be developed by 30 UA and 3 EU participants. As the module goes into courses for different age groups, the modules will vary for the target audience and will also keep consistency.</p> <p>The updated course will be submitted to respective councils in UA partner universities for approval (T2.13).</p>	<p>COO - UPSU BE 002 - SMSPU BE 003 - RSUH BE 004 - PNPU BE 005 - KhNPU BE 006 - UT BE 007 - UiO BE 008 - MCSU BE 009 - HU BE 010 - HS</p>	<p>COO BE</p>	<p>NO</p>
T2.7	<p>Online survey course “Psychological, Physiological, and Genetic Reasons for Speech Delay Development”</p>	<p><u>Course preparation:</u> The EU partners will meet to discuss the content of the course and share the workload.</p> <p><u>Delivery:</u> Format: Online</p> <p>Target audience: UA teachers who will develop new courses, design the MOOC, and develop the textbook - 8 per UA university and 2 per NGO (42 in total)</p> <p>English requirements: at least B1</p> <p>Duration: 1 ECTS</p> <p>Prospective content and learning strategy: The EU partners will develop the content for weekly learning in MOODLE, record videos, prepare the reading materials and digital tasks. The content will include methods of teaching different groups, settings, and subjects.</p> <p><u>Certification:</u> all participants will receive certificates of completion.</p>	<p>ALL</p>	<p>COO BE AP</p>	<p>EU partners’ MOODLE platform as in-kind contribution</p>
T2.8	<p>Online training course “AAC Essentials”</p>	<p><u>Course preparation:</u> The EU partners will meet to discuss the content of the course and share the workload.</p> <p><u>Delivery:</u> Format: Online</p> <p>Target audience: UA teachers who will develop new courses, design the MOOC, and develop the textbook - 8 per UA university and 2 per NGO (42 in total)</p> <p>English requirements: at least B1</p>	<p>ALL</p>	<p>COO BE</p>	<p>EU partners’ MOODLE platform as in-kind contribution</p>

		<p>Duration: 1 ECTS</p> <p>Prospective content and learning strategy: The EU partners will develop the content for weekly learning in MOODLE, record videos, prepare the reading materials and digital tasks. The content will include AAC methodology, speech-language production and compensation, impairment supplement, range of tools that supplement speech, etc.</p> <p><u>Certification:</u> all participants will receive certificates of completion.</p>			
T2.9	Internship to Norway "AAC in Action"	<p>The Norwegian partner will confirm the dates of the internship in advance and prepare the programme.</p> <p>Format: F2F</p> <p>Target audience: 3 participants from the UA universities who will update the courses "Methods of Teaching Physics/Biology/Natural Sciences/Nature with AAC (preschool, primary, secondary levels)" and 1 representative from other institutions. Total: 23 participants.</p> <p>English requirements: at least B1</p> <p>Duration: 40h (5 days)</p> <p>Prospective content: The participants will observe how AAC is introduced into the educational process. The participants will visit schools and kindergartens to observe the use of AAC, have meetings with administrators of the schools, teachers to learn straight from them. Content workshops and seminars will be offered at the university.</p> <p><u>Certification:</u> all participants will receive certificates of attendance.</p>	COO - UPSU BEN 002 – BEN 014 -	COO BE	YES The hosting partner will offer its premises as in-kind contribution.
T2.10	Launch of the Methodological Center "Teaching with AAC for Inclusion"	<p>The UA partner universities will procure equipment for the laboratory (T1.7). The UA universities will renovate the prospective room for future equipment installation and proper maintenance of expensive units.</p> <p>The Methodological Center will be officially open at the university and the local media will be invited to highlight the event in the media.</p> <p>After the launch, the Center will be in permanent use for learning purposes. It will host all the new and updated courses as well dissemination events.</p> <p>The use of the Methodological Center and its proper maintenance will be one of the articles of the sustainability plan (T6.6)</p>	COO - UPSU BE 002 - SMSPU BE 003 - RSUH BE 004 - PNP BE 005 - KhNPU	COO BE	YES UA partners will renovate the classroom where the center will be located
T2.11	Design of New Courses with AAC Methodology	<p>The participants have already attended a course on syllabus design (T2.5) and will start working on the new courses for different teacher curricula.</p> <p>Course 1: BA pre-school teacher curriculum: "Methods of Teaching 'Nature' with AAC in Preschool"</p> <p>Course 2: BA primary school teacher curriculum: "Methods of Teaching 'Nature' with AAC in Primary Education"</p> <p>Course 3: BA teacher of Natural Sciences curriculum "Methods of Teaching Natural Sciences with AAC in Secondary School"</p> <p>Course 4: MA teacher curriculum "Development of AAC-based Educational" (all-university MA course)</p> <p>The partners will organize working groups to develop the 4 new courses (for teachers' curricula). Each team includes 2 representatives from each UA university and an EU expert</p>	COO - UPSU BE 002 - SMSPU BE 003 - RSUH BE 004 - PNP BE 005 - KhNPU BE 006 - UT BE 007 - UiO BE 008 - MCSU BE 009 - HU BE 010 - HS	COO BE	NO

		to assist, lead, and moderate discussions. Each team will develop the schedule and meet weekly.			
T2.12	External Review of New Courses	After the courses are finalized, the syllabi will be sent to Erasmus Office in Ukraine and/or other experts from outside the partnership. The partners will improve the drawbacks (if specified in reviews by experts).	COO - UPSU BE 002 - BE 005	COO BE	NO
T2.13	Approval of New and Updated Courses	Both new and updated courses will go through the standard approval procedure at the partner universities and Ukraine. The new courses will be approved all different levels: (1) department, (2) faculty, (3) university.	COO - UPSU BE 002 - BE 005	COO BE	NO
T2.14	Piloting of New and Updated Courses	During the academic year, all the new and updated courses will be piloted by all the UA partner universities in the respective curricula.	COO - UPSU BEN 002 – BEN 009	COO BEN	NO
T2.15	New/Updated Course Feedback and Analysis	After the piloting, the students will give anonymous feedback to the new and updated courses. The feedback will be collected and analysed. Comments will be considered, and drawbacks improved when possible.	COO - UPSU BEN 002 - BEN 012	COO BE	NO
T2.16	Introduction of New and Updated Courses into Teachers' Curricula	After the courses are piloted and improved when possible, the courses will be introduced into the teachers' curricula.	COO - UPSU BE 002 - BE 005	COO BE	NO
T2.17	Permanent Running of New and Updated Courses	The new and updated courses will run on a permanent basis at the UA partner universities. The UA partners will include the permanent running of the new and updated courses into the project sustainability plan (T6. 6).	COO - UPSU BE 002 - BE 005	COO BE	NO
T2.18	Defending Course Papers and Theses on AAC in education	The BA and MA students will be offered to write BA course papers and MA theses on the topics of Inclusion and AAC. This way the WP results will become embedded in the curricula and will become not only study topic but also research topics. Each UA partner university will annually prepare at least 5 BA course papers and 2 MA theses. Inclusion and AAC as topics for students' research will be mentioned as an article in the project sustainability plan (T6. 6).	COO - UPSU BE 002 - SMSPU BE 003 - RSUH BE 004 - PNP BE 005 - KhNPU	COO BE	NO

Milestones and deliverables (outputs/outcomes)						
Milestone No	Milestone Name	Work Package No	Lead Beneficiary	Description	Due Date	Means of Verification
MS2	Launch of the Methodological Center "Teaching with AAC for Inclusion"	2	BE 009 - HU	The partners will renovate a classroom in the university and equip it with the newly procured equipment.	21	The room is officially launched, the local media is invited for the event. The classroom is used for learning.
MS3	Introduction of New and Updated Courses into Teachers' Curricula	12	BE 009 - HU	The partner will add new courses into 3 curricula (teacher of preschool and primary school education, teacher of the natural sciences).	33	Updated curricula with the new courses. Minutes of the University Council on curricula update.

Deliverable No	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date	Description
D2.1	Development of the new module "Inclusion"	2	BE 009 - HU	[R — Document, report]	[SEN — Sensitive]	18	Module is developed and introduced into the syllabi of the respective courses. Language: Ukrainian
D2.2	Description of new courses	2	BE 009 - HU	[R — Document, report]	[SEN — Sensitive]	24	<b>Syllabi of three courses</b> (course structure, learning outcomes, forms, methods, teaching and control tools) <b>Language: Ukrainian</b>
D2.3	Training for admin/academic staff, training of trainees	2	BE 009 - HU	[R — Document, report]	[SEN — Sensitive]	21	Training materials, reports of outcomes, etc. Language: Ukrainian
D2.4	Approval of the new and updated courses by the University Councils	2	BE 009 - HU	[R — Document, report]	[SEN — Sensitive]	30	Order/decision of the academic council. Language: Ukrainian

Work Package 3: MOOC "AAC in Education"					
<b>Duration:</b>	M5 – M36	<b>Lead Beneficiary:</b>	BE 006 – UT		
Objectives					
<ul style="list-style-type: none"> <li>▪ To share experience and build awareness in MOOC design.</li> <li>▪ To develop a working approach for MOOC design and MOOC material development.</li> <li>▪ To develop materials, record and edit videos, and code the MOOC.</li> <li>▪ To have the MOOC peer-reviewed, eliminate defects, and approve the MOOC as a professional development course by the university councils.</li> <li>▪ To pilot and permanently run the MOOC.</li> </ul>					
Activities and division of work (WP description)					
Task No	Task Name	Description	Participants		In-kind Contributions and Subcontracting
			Name	Role	
T3.1	Guidelines for MOOC development	The UA partners have no previous experience in MOOC design, material development, coding, or uploading into the university platform. This is the reason why this stage is important in this project. The UA participants will get acquainted with the concept, methodology, approaches. This way, the expectations will be set correctly, and all the participants involved will be on the same page to progress successfully.	BE 006 - UT BE 007 - UiO BE 008 - MCSU BE 009 - HU	BE	NO

T3.2	Webinars “MOOC development principles and challenges”	<p><u>Webinar preparation:</u>                      The EU partners will meet to discuss the content of the webinars and share the workload. The webinars will become an open platform for experience exchange with Q&amp;A sessions.</p> <p><u>Delivery:</u>                      Format: Online                      Target audience: all the team members to be potentially engaged into the project implementation, 6 per UA university and 3 per NGO (33 in total)                      Duration: 10 hours                      English requirements: at least B1                      Prospective content: EU partners’ experience in MOOC/e-course development, course and module/unit design strategies, cooperation for success, and tackling difficulties.</p> <p><u>Certification:</u> all participants will receive certificates of attendance.</p>	COO - UPSU BEN 002 - BEN 010	COO BE	Own Zoom platform as in-kind contribution
T3.3	Study visit to Estonia on e-course and MOOC development and technologies in Education	<p>The Estonian partner will confirm the dates of the study visit in advance and prepare the programme of the study visit.</p> <p>Format: F2F (+hybrid possibilities for some sessions)                      Target audience: 3 participants from the UA universities who will develop the MOOC and programme it, 1 from other universities. Total: 21 participants.                      English requirements: at least B1                      Duration: 40h (5 days)                      Prospective content: The participants will learn about Estonian experience in offering online and e-education, digital campus concept, online library, university MOOC platforms, etc. They will attend workshops with the EdTech specialists, MOOC developers, and IT experts who offer tech support to MOOC developers at the university.</p> <p><u>Certification:</u> all participants will receive certificates of attendance.</p>	COO - UPSU BEN 002 - BEN 012	COO BE	YES The hosting partner will offer its premises as in-kind contribution.
T3.4	MOOC development	<p>The partners have already agreed the MOOC length is 1 ECTS and the MOOC language is Ukrainian so that more educators from Ukraine could take the MOOC and make a difference.</p> <p>MOOC development strategy: 1. Formulation of MOOC aims and learning outcomes. 2. Identification of MOOC topics / modules. 3. Formation of teams (module developers). 4. Identification of sub-topics/lessons for every module and their structure. 5. Presentation of topics to all the other teams of developers to ensure coherence and avoid overlapping. 6. Finalization of the MOOC logics, structure, modules, submodules. 7. Teams meeting regularly to develop MOOC materials. 8. Meeting in bigger groups to share module material development results. 9. Finalization of the materials and proofreading.</p>	COO - UPSU BEN 002 - BEN 012	COO BE	NO
T3.5	Guidance course “MOOC coding”	<p>As this is the first MOOC for all the UA partners, they require guidance on MOOC coding.</p> <p>Format: F2F</p>	COO - UPSU BEN 002 – BEN 010	COO BE	YES The hosting partner will offer

		<p>Location: Uman (Ukraine)                  Target audience: 2 MOOC developer from UA universities and 1 from NGO. Total: 11 participants.                  Trainers: 2                  Language of the training course: Ukrainian                  Duration: 40h (5 days)                  Prospective content: 1. Tools for interactive tasks. 2. Workshops on task coding. 3. Identification of types of exercises for typical tasks. 4. Coding of tasks. 5. Recording of videos. 6. Task testing and bug elimination.  <u>Certification:</u> all participants will receive certificates of completion.</p>			its premises as in-kind contribution.
T3.6	MOOC finalization	<p>The 5-day course (T3.5) is not enough to fully code the course, but this is enough to develop solid skills in using selected digital tools for definite tasks.                  On return home, the partners will finish the MOOC, test it proper running, eliminate the bugs, ensure proper feedback is given for every single task, misprints are corrected. Partners will also have to edit the videos to make sure the MOOC is personalized and attractive for the learners.</p>	ALL	COO BE	NO
T3.7	MOOC unit peer-review and improvement	<p>When the first version of the MOOC is checked and proofread, the MOOC is sent for external peer-review to Erasmus Office in Ukraine and expects in the field.                  After the peer-review, the MOOC is improved where necessary to ensure the content is clear, straightforward, and relevant for the UA educators.</p>	ALL	COO BE	NO
T3.8	MOOC approval	<p>The MOOC is presented at all UA partner universities at the university councils. The MOOC is approved as an online professional development course and is added to the list of courses offered to the educators.</p>	COO - UPSU BEN 002 – BEN 005	COO BE	NO
T3.9	MOOC launch and piloting	<p>MOOC is uploaded into the MOODLE platform of the Coordinating university. MOOC is launched and piloted by the first group of educators (25 people).</p>	COO - UPSU BEN002–BEN 005	COO BE	NO
T3.10	MOOC feedback analysis and final improvement	<p>After the MOOC is piloted, the educators are invited to answer a detailed questionnaire on the MOOC form and content. The comments are considered and possible corrections are introduced.                  This corrected form of the MOOC is shared with all the UA partners who upload it onto their MOODLE platforms. IT and tech support will be provided to ensure the proper work of the shared digital course.</p>	COO - UPSU BEN 002 - BEN 012	COO BE	NO
T3.11	MOOC uploading and permanent running	<p>All the partners announce the opportunities to take the MOOC and ensure the MOOC runs smoothly. The MOOC support and running will be presented in the sustainability plan (T6.6)</p>	COO - UPSU BEN 002 – BEN 005	COO BE	NO

**Milestones and deliverables (outputs/outcomes)**

Milestone No	Milestone Name	Work Package No	Lead Beneficiary	Description	Due Date	Means of Verification
MS4	MOOC launch	3	BE 006 – UT	The partners upload the MOOC on the platform and inform in-service teachers about	30	Course on the platform List of learners

				a new learning opportunity. Learners apply for the course and take it.			Protocols of people who received the certificates.
Deliverable No	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date	Description
D3.1	MOOC materials developed	3	BE 006 – UT	[R — Document, report]	[SEN — Sensitive]	18	Materials are fully done and ready to be coded. Format: Text Language: Ukrainian
D3.2	MOOC uploaded at UA MOODLE platforms	3	BE 006 – UT	[DEM — Demonstrator, pilot, prototype] [DEC — Websites, patent filings, videos, etc]	[SEN — Sensitive]	33	The tasks are fully coded and bugs eliminated. Format: online course Language: Ukrainian

Work Package 4: AAC-Based Textbook “World and Nature Around Us” for Kindergartens						
<b>Duration:</b>		M10 – M36	<b>Lead Beneficiary:</b>		BE 008 – MSCU	
Objectives						
<ul style="list-style-type: none"> <li>To organize courses and offer study visit trips to increase the awareness and develop skills in AAC-based material development.</li> <li>To form groups to design the AAC-based textbook, to have it peer-reviewed and piloted.</li> <li>To publish the AAC-based textbook in the open-source format and introduce it into the learning process at preschool, tertiary, and professional development levels.</li> </ul>						
Activities and division of work (WP description)						
Task No	Task Name	Description	Participants		In-kind Contributions and Subcontracting	
			Name	Role		
T4.1	Presentation of AAC-based books for different levels and courses	1. EU partners accumulate AAC-based books at their disposal. The books are uploaded into the shared drive. 2. EU partners organize 3 online introductory presentation of AAC-based books/materials and explain how the challenges were managed. Online presentations are followed by Q&A sessions.	ALL		COO BE AP	Zoom webinar platform
T4.2	Study of AAC-based books and textbooks	The UA partners study the AAC-based books and materials. They get acquainted with the form, format, presentation of tasks for different purposes and methodological approaches. To make T4.3 more learner-centered, while studying the books and materials, the UA partners will formulate their questions concerning the AAC-based books, content presentation, content development, piloting procedure. The questions will be shared with the EU partners.	COO - UPSU BE 002 - BE 005, BE 010, BE 013 - BE 014, AP 015 - AP 017		COO BE AP	NO
T4.3	Experience sharing seminar “AAC-based book development”	The EU partners will discuss the questions and concerns (expressed in T4.2) and will develop the seminar considering the questions and own experience. <u>Delivery:</u>	COO - UPSU BEN 002 - BEN 012		COO BE	EU partners' MOODLE

		<p>Format: Online                  Target audience: all the team members who will develop the book, 6 per UA university and 2 per NGO (32 in total)                  Duration: 15 hours                  English requirements: at least B1                  Prospective content: book/material structure development, AAC support in knowledge acquisition, challenges in material development.                  Certification: all participants will receive certificates of accomplishment.</p>			platform as in-kind contribution
T4.4	Study visit to Poland on AAC book development	<p>The Polish partners will confirm the dates of the study visit in advance and prepare the programme of the study visit.                  Format: F2F (+hybrid possibilities for some sessions)                  Target audience: 3 participants from the UA universities and 2 NGO representatives who will develop the book. Total: 23 participants.                  English requirements: at least B1                  Duration: 40h (5 days)                  Prospective content: The participants will observe the use of AAC-based materials in action in education, discuss issues with teachers who use AAC-based materials about the challenges they face and comments on the materials they use, have sessions with experts in AAC-based materials, etc.                  Certification: all participants will receive certificates of attendance.</p>	COO - UPSU BEN 002 - BEN 014	COO BE	YES The hosting partner will offer its premises as in-kind contribution.
T4.5	Textbook Development "World Around Us" for Kindergartens	<p>The partners have already agreed the AAC-based textbook for kindergartens will cover 3 years of learning the course "World Around Us": Year 3-4, 4-5, 5-6. The units in the textbook will be arranged chronologically according to the programme offered to the kindergartens by the Ministry of Science and Education of Ukraine.                  AAC-bases textbook "World Around Us for Kindergartens" development strategy: 1. Identification of the textbook target audience, formulation of the aims and learning outcomes. 2. Identification of the textbook units (following the kindergarten curriculum). 3. Formation of teams (module developers). Each team will have UA participants and EU experts to support and assist the team. 4. Identification of sub-topics/lessons for every module and their structure. 5. Presentation of outlines of units to all the other teams of developers to ensure coherence and avoid overlapping. 6. Finalization of the textbook logics, structure, units, lessons. 7. Teams meeting regularly to develop textbook materials. 8. Meeting in bigger groups to share unit material development progress and results.9. Finalization of the materials and textbook proofreading.</p>	ALL	COO BE AP	NO
T4.6	Consecutive peer-reviewing and piloting of the textbook for improvement, and code of conduct	<p>After each unit is developed and proofread, the teams will send them for peer-review. After the peer-review and improvement following experts' comments, the textbook units will be shared with the partner kindergartens for piloting. The kindergarten teachers will comment on the advantages of the textbook and challenges. The authors will consider the comments and introduce them into the textbook.</p>	ALL	COO BE AP	NO

		To ensure the rights of children are respected, at this stage the partnership will develop an internal document “Code of Conduct of Working with children with SEN” and data collection.			
T4.7	AAC-based Textbook Finalization	After each unit of the AAC-based textbooks is peer-reviewed, piloted, and improved, the textbook will be assembled. The Coordinator’s Publishing Office will compile and develop a learner-centered design of the textbook.	ALL	COO BE AP	NO
T4.8	Textbook Publishing in the Open-Source Format	The finalized AAC-based textbook will be sent for external peer-review to experts in inclusion, AAC methodology, kindergarten education. The comments from the reviewers will be considered and introduced into the textbook if available and where possible. The textbook will be published in the <b>open-source</b> format by P2’s publishing office. The PDF version of the textbook will be sent out to kindergartens, centers of inclusive education, departments of education, teacher-training universities. The partner universities will contact their regional departments of education to (1) share the textbook with them and (2) invite them for the dissemination events (T6.3.6-6.3.8).	COO – USPU BE 002 - SMSPU	COO BE	NO
T4.9	Textbook Introduction into the Learning Process	The introduction will be done in several formats: <u>At preschool level:</u> Introducing the textbook by the partner kindergartens into the learning process. <u>At tertiary level:</u> Adding the textbook as a material and resource bank to the respective newly developed courses (“Methods of Teaching ‘Nature’ with AAC in Preschool” / BA, “Development of Materials for Children with AAC” / MA) in T2.11. <u>At professional development level:</u> Sharing the textbook with kindergartens and inviting the kindergarten teachers to attend seminars on the textbook use in education in T 6.3.7-6.3.8.	COO - UPSU BE 002 - BE 005, BE 010, BE 013 - BE 014, AP 015 - AP 017	COO BE AP	NO

**Milestones and deliverables (outputs/outcomes)**

Milestone No	Milestone Name	Work Package No	Lead Beneficiary	Description		Due Date	Means of Verification
MS5	Peer-review and piloting of the AAC-based textbook	4	BE 008 – MSCU	The AAC-based book is developed. Peer-review and piloting are important stages of quality assurance.		30	AAC-based textbook is ready. Peer-review is positive. Piloting in kindergartens is positive.
Deliverable No	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date	Description
D4.1	Textbook publishing in the open-source format	4	BE 008 – MSCU	[R — Document, report]/[	[SEN — Sensitive]	33	BE 002 has its own publishing house that will deal with all the procedure. Textbook is available in open-source (PDF) and paper formats.

							Language: Ukrainian
D4.2	Introduction of the book into the learning process	4	BE 008 – MSCU	[R — Document, report]	[SEN — Sensitive]	35	Information letters are sent to kindergartens to invite teachers to use the book and attend professional development courses on its application. We will ask the kindergartens to inform in written format for which age and how many children they use the book. Language: Ukrainian

**Work Package 5: Quality Control**

**Duration:** M1 – M36      **Lead Beneficiary:** BE 004 - PNP

**Objectives**

- To organize the Quality Committee, develop Quality Plan, hold regular meetings.
- To monitor the project quality, develop questionnaires, analyze the feedback, keep the quality of the outcomes high.
- To organize quality panel monitoring and prepare quality reports.

**Activities and division of work (WP description)**

Task No	Task Name	Description	Participants		In-kind Contributions and Subcontracting
			Name	Role	
T5.1	Quality Committee	Each partner will identify the person responsible for the observation of project quality implementation. These Quality Managers will form the Quality Committee, whose task will be to ensure the project is of the highest quality and meets all the demands. The Quality Committee will be approved at the kick-off meeting.	ALL	COO BE AP	NO
T5.2	Quality Plan	The Quality Committee, led by the Quality Coordinator from BE 004, will develop the Quality Plan. The Plan will be share 2 weeks before the kick-off meeting with all the partners. The Quality Plan will be improved and adopted during the kick-off. The Quality Plan will be updated every year of the project.	ALL	COO BE AP	NO
T5.3	Quality Committee Meetings	The Quality Committee meetings will be held biannually. The Quality Committee will discuss the issues related to quality assurance, sustainability, and monitoring. The Quality Committee will develop the questionnaire templates for all the events, course feedback, textbook piloting, etc. The feedback results will be instantly analysed to find out the weaknesses and improve them in the future. <b>Panel F2F meeting</b> Format: F2F (+ hybrid opportunities)	ALL	COO BE AP	YES - Own Zoom platform as in-kind contribution - The hosting partner will offer its premises as in-kind contribution.

		Location: Poltava, Ukraine (partner responsible for quality control) Participants: 2 per from UA universities and 1 per from EU universities (14 people). Duration: 3 days The Quality Coordinator will prepare a thorough memo of the panel meeting.			
T5.4	Quality Control of the Project events	All the project events (courses, study visits, dissemination events) will be followed by surveys to find out about what was done well and what needs improvement. The thorough quality control of events will ensure the quality will be steadily increasing and typical drawbacks will be eliminated.	ALL	COO BE AP	NO
T5.5	Quality Control of the Project Outcomes	All the project outcomes (new modules, new courses, MOOC, AAC-based textbook for kindergarten) will be continuously monitored for high quality of results. They will go through peer-reviewing by experts, Erasmus Office in Ukraine, and feedback from learners will be collected to ensure the highest quality possible.	ALL	COO BE AP	NO
T5.6	Quality Reports	The Quality Committee will develop the progressive, interim, and final quality reports and submit them to the Steering Committee for approval.	ALL	COO, BEN, AP	NO

**Milestones and deliverables (outputs/outcomes)**

Deliverable No	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date	Description
D5.1	Quality Plan	5	BE 004 - PNPU	[R — Document, report] [	[SEN — Sensitive]	4	The document shows the strategies how the partnership intends to keep the quality high. Text document. Language: Enlsih
D5.2	Internal and external evaluations (peer reviews)	5	BE 004 - PNPU	[R — Document, report] [	[SEN — Sensitive]	21	Report of internal and external experts. Text document. Language: English
D5.3	Quality Control Panel Meeting	5	BE 004 - PNPU	[R — Document, report]	[SEN — Sensitive]	33	The partnership meets to discuss the results and their quality. The memo is produced. Language: English

**Work Package 6: Dissemination and Sustainability**

<b>Duration:</b>	M1- M36	<b>Lead Beneficiary:</b>	BE 005 - KhNPU
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**Objectives**

- To elaborate the feasible strategy to promote the project and disseminate its results.
- To organize high-quality dissemination events and ensure the planned number of people is outreached.
- To develop a sustainability plan to make sure the project results are sustained and relevant after the project lifetime.

Activities and division of work (WP description)					
Task No	Task Name	Description	Participants		In-kind Contributions and Subcontracting
			Name	Role	
T6.1	Dissemination and Sustainability Committee	Each partner will identify the person responsible for information, communication, and dissemination of the project outputs. These people will form the Dissemination and Sustainability Committee, whose task will be to ensure the project results are properly shared, available, and easily accessible. The Dissemination and Sustainability Committee will be approved at the Kick-Off meeting.	ALL	COO BE AP	NO
T6.2	Dissemination Plan	Before the Kick-Off, the prospective dissemination managers, headed by the dissemination coordinator (BE 005), will develop a dissemination plan and share it with the partnership. The Dissemination Plan will be discussed, improved, and approved during the Kick-Off meeting. Dissemination Plan will also explain the use of logos, funding organizations, and specify the project logo.	ALL	COO BE AP	NO
T6.3	Online dissemination	<u>Project website</u> During the Kick-Off meeting, the partnership will discuss the concept and philosophy of the website. The WP leader, Dissemination Coordinator (), will develop the website. The website will be discussed through with partners before it goes official. The task of the WP leader will be to update the website regularly and share the project results. All the partners will contribute to the website content development. <u>Project group in the social media</u> The WP leader will also be responsible for the creation of the project page in the social media (e.g., Facebook). Short and catchy posts will be written to share the project progress. This webpage will be administered by the WP leader, but it will be an open group for anyone interested to join and learn. Hashtags #Amuse, #Erasmus, #National Erasmus Office in Ukraine will be used. During the Kick-Off meeting, the WP leader will have a short training session on how to write effective posts, tag people and organizations, and use hashtags. <u>Project webpages on the partners' websites</u> All the partners will create webpages that will highlight the project development in their partner universities. The webpages will be updated regularly.	ALL	COO BE AP	Website platform
T6.4	Sustainable dissemination	During the whole project, the partners will try follow the maximum dissemination approach. They will write information on the university website, post news in social media from personal pages, invite media to the project events, visit TV and radio stations to share the information about the project and its progress. All the procured items will have the stickers with the logo of the funders. The Methodology Center will have a table/plaque stating that it was equipped under the umbrella of Erasmus+, EU, and AMUSE project.	ALL	COO BE AP	NO
T6.5	Dissemination events	The partnership has already identified a range of events to disseminate and exploit the project outcomes for 1625 participants. <u>Dissemination of WP 2</u>	ALL	COO BE AP	YES - The hosting partner will offer its premises as

	<p><b>6.5.1. International practical conference “AAC and Inclusion in Teaching Natural Sciences at Different Levels”</b>                  Location: Rivne, Ukraine P3                  Target audience: 200 preschool, primary and secondary school and university teachers                  Format: hybrid                  Duration: 2 days</p> <p><b>6.5.2. Training course for in-service teachers “Inclusion and AAC material development”</b>                  Duration: 1 ECTS                  Format: blended                  Location: (1) Uman / Coo, (2) Sumy / P2, (3) Rivne / P3, (4) Poltava / P4, (5) Kharkiv / P5, Odesa / P6                  Target audience: 25 teachers at every UA partner (150 people in total)</p> <p><b>6.5.3. Online Students’ Scientific and Practical Conference “Inclusion and AAC in Teaching and Research”</b>                  Target audience: 100 BA, MA, and PhD students from partner institutions and beyond                  Format: online. Plenary speakers, round table discussions with experts in the field, research result presentation  <u>Dissemination of WP 3</u></p> <p><b>6.5.4. Webinar “MOOC “AAC in Education”: From Idea to Realization”</b>                  Duration: 3h                  Format: online. 3 presentations of experience sharing, followed by Q&amp;A sessions.                  Target audience: 300 educators (+ 25 during the MOOC piloting stage)</p> <p><b>6.5.5. MOOC dissemination</b>                  Partners will upload the MOOC on their platforms and contact the local educators to take it.                  Expected number: 50 educators for each UA partner (300 in total)  <u>Dissemination of WP 4</u></p> <p><b>6.5.6. AAC-based Textbook presentation “World Around Us for Kindergartens”</b>                  Each partner will organize a book presentation event in the library of their university. The educators will have an opportunity to come and meet with the authors (25 *6 = 150)</p> <p><b>6.5.7. Seminars for kindergarten teachers on using the AAC-Based textbook</b>                  Duration: 2 days                  Format: F2F                  Location: (1) Uman / Coo, (2) Sumy / P2, (3) Rivne / P3, (4) Poltava / P4, (5) Kharkiv / P5, Odesa / P6                  Target audience: 25 kindergarten teachers at every UA partner (150 people in total)  <u>Complex dissemination of project results</u></p> <p><b>6.5.8. Round tables with policymakers on higher inclusion and AAC spread in educational institutions</b>                  Duration: 3h                  Format: F2F                  Location: (1) Uman / Coo, (2) Sumy / P2, (3) Rivne / P3, (4) Poltava / P4, (5) Kharkiv / P5, Odesa / P6                  Target audience: 25 policymakers (representatives from local departments of education, school and kindergartens directors and vice-directors), total 150 for all partners.</p>			<p>in-kind contribution.                  - Own Zoom Webinar platform as in-kind contribution                  - Subcontracting for project advertising products</p> <p>- Subcontracting for coffee break /catering during dissemination events T6.5.1 and T6.5.9</p>
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		<b>6.5.9. International Week “Inclusive Education in Times of Drastic Challenges” in October (as October is AAC month)</b> Location: Uman, Coordinator Format: F2F Duration: 5 days Target audience: 100 preschool, primary and secondary school and university teachers					
T6.6	Sustainability Plan	To make the project results more durable and sustainable, the partners will develop sustainability plan. The plan will include sustainability and exploitation of the project results. It will include (but will not be limited by): 1. equipment maintenance. 2. sustaining and further promoting inclusion and AAC in the teachers` curricula (new modules, courses, BA and MA degree papers). 3. promoting the MOOC and regularly offering it to in-service educators. 4. promoting the AAC-based textbook. 5. hosting events for in-service educators on inclusion and AAC. 6. applying for future project together to deepen and broaden inclusive education opportunities for the target groups.			ALL	COO BE AP	NO
T6.7	Dissemination Report	The progressive, technical, and final dissemination reports will be prepared by the Dissemination Committee and submitted to the Steering Committee.			ALL	COO, BE AP	NO
<b>Milestones and deliverables (outputs/outcomes)</b>							
Milestone No	Milestone Name	Work Package No	Lead Beneficiary	Description		Due Date	Means of Verification
MS6	Sustainability plan	6	BE 005 - KhNPU	It will be an official document adopted by all the administration of UA partners on the keeping the project results in action.		27	Sustainability plan officially approved by the partners` administration.
Deliverable No (continuous numbering linked to WP)	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date	Description (including format and language)
D6.1	Dissemination Plan	6	BE 005 - KhNPU	[R — Document, report]	[SEN — Sensitive]	3	Plan of action in terms of the project information and result spread. Text document Language: English
D6.2	Website launch	6	BE 005 - KhNPU	[R — Document, report] [DEM — Demonstrator, pilot, prototype]	[PU — PUBLIC]	6	The website that hosts the information about the project progress. Format: website Language: English
D6.3	Sustainability Plan	6	BE 005 - KhNPU	[R — Document, report]	[SEN — Sensitive]	27	Plan of action for project sustainability for 3 years after the project lifetime. Text document Language: English

D6.4	Report on dissemination events and activities	6	BE 005 - KhNPU	[R — Document, report]	[SEN — Sensitive]	35	Report of online and F2F events organized to share the project results. Lists of participants with their signatures. Language: English
D6.5	Report on measurement of KPI in logical framework (quantitative and qualitative)	6	BE 005 - KhNPU	[R — Document, report]	[SEN — Sensitive]	36	Lists of participants with their signatures. Questionnaire for survey of event participants. Language: English
D6.6	Dissemination Report	6	BE 005 - KhNPU	[R — Document, report]	[SEN — Sensitive]	36	Report on the results of project dissemination. Text document Language: English

**Staff effort per work package**

Work Package No	Work Package Title	Lead Participant No	Lead Participant Short Name	Start Month	End Month	Person-Months
1	Project management and coordination	BEN 001	USPU	1	36	84
2	Introduction of AAC Methodology of Inclusion into Teachers' Curriculum	BE 007, BE 009	UiO, HU	4	36	67
3	MOOC "AAC in Education"	BE 006	UT	5	36	41
4	AAC-Based Textbook "World and Nature Around Us" for Kindergartens	BE 008	MSCU	10	36	48
5	Quality Control	BE 004	PNPU	1	36	15
6	Dissemination and Sustainability	BE 005	KhNPU	1	36	26
					<b>Total Person-Months</b>	<b>281</b>

**Staff effort per participant**

Participant	WP1	WP2	WP3	WP4	WP5	WP6	Total Person-Months
Pavlo Tychyna Uman State Pedagogical University/COO	22	10	6	7	2	3	50
Sumy State Pedagogical University named after A.S. Makarenka/BEN002	8	10	6	7	2	2	35
Rivne State University of Humanities/BEN003	8	10	6	7	2	3	36
Poltava V. G. Korolenko National Pedagogical University/BEN004	8	10	6	7	3	2	36
H.S. Skovoroda Kharkiv National Pedagogical University/BEN005	8	10	6	7	2	7	40
University of Tartu/BEN006	7	2	3	2	1	1	16

University of Oslo/BEN007	4	3	1	1	1	1	11
Maria Curie-Skłodowska University/BEN008	4	3	2	3	1	1	14
University of Applied Sciences Utrecht/BEN009	4	3	1	1	1	1	11
NGO "Healthy Society"/BEN010	3	2	2	2		1	10
Association Speaking without words - ISAAC/BEN011	3	1	1	1		1	7
Stichting SOFT Tulip/BEN012	3	1	1	1		1	7
Uman kindergarten #12//BEN014	1	1		1		1	4
Kharkiv kindergarten #182/BEN015	1	1		1		1	4
<b>Total Person-Months</b>	<b>84</b>	<b>67</b>	<b>41</b>	<b>48</b>	<b>15</b>	<b>26</b>	<b>281</b>

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

<b>Subcontracting</b>						
<p>Give details on subcontracted project tasks (if any) and explain the reasons why (as opposed to direct implementation by the Beneficiaries/Affiliated Entities).                      Subcontracting — Subcontracting means the implementation of ‘action tasks’, i.e. specific tasks which are part of the EU grant and are described in Annex 1 of the Grant Agreement.  <b>Note:</b> Subcontracting concerns the outsourcing of a part of the project to a party outside the consortium. It is not simply about purchasing goods or services. We normally expect that the participants to have sufficient operational capacity to implement the project activities themselves. Subcontracting should therefore be exceptional.                      Include only subcontracts that comply with the rules (i.e. best value for money and no conflict of interest; no subcontracting of project coordination tasks).</p>						
Work Package No	Subcontract No (continuous numbering linked to WP)	Subcontract Name (subcontracted action tasks)	Description (including task number and BEN/AE to which it is linked)	Estimated Costs (EUR)	Justification (why is subcontracting necessary?)	Best-Value-for-Money (how do you intend to ensure it?)
WP 6	S1.1	Promotional products  Service at dissemination Event  Printing and publishing	Promotional products for International Practical Conference  Service at International Practical Conference  Printing and publishing of conference materials T6.5.1 BEN: RSUH	€ 2 800	Subcontracting is planned in WP6 Dissemination and sustainability. Targeted resources are allocated to external services needed for the implementation of the tasks of the project. Including, Promotional products for International Practical Conference, Service at International Practical Conference (coffee/catering breaks during Conference), Printing and publishing of conference materials (paper certificates for the participants of the conference).	The lowest in the market
WP 6	S1.2	Promotional products	Promotional products for International Week	€ 5 000	Subcontracting is planned in WP6 Dissemination and sustainability. Targeted resources are allocated to external services	The lowest in the market

		Service at dissemination event Production and printing	Service of events within the International week Production and printing of handouts within the framework of the International Week T6.5.9 BEN: USPU		needed for the implementation of the tasks of the project. Including, Promotional products for International Week, Service of events within the International week (coffee/catering breaks during events), Production and printing of handouts within the framework of the International Week.	
Other issues: If subcontracting for the project goes beyond 30% of the total eligible costs, give specific reasons.					Insert text	

*Events meetings and mobility*

Events meetings and mobility							
Event No	Participant	Description					Attendees Number
		Name	Type	Area	Location	Duration	
E1.1	ALL	Kick-Off	Management meeting	Getting acquainted, approving boards, sharing duties, planning Year 1	Lublin, Poland	3	22
E1.2	ALL	Final Meeting	Management meeting	Finalization of the project, discussion of reports	Uman, Ukraine	3	21
E2.1	COO, BEN002-BEN012	Study visit	Experience sharing and learning event	Development of skills and abilities to work in an inclusive environment	Netherlands	5	26
E2.2	ALL	Internship	Experience sharing, learning, and training	New skills development	Norway	5	23
E3.1	COO, BEN002-BEN012	Study visit	Experience learning and acquiring skills event	New skills development	Estonia	5	21
E3.2	BEN 002 – BEN 006	Guidance course “MOOC coding”	Training course	New knowledge and skills development	Uman, Ukraine	5	10
E4.1	ALL	Study visit	Experience learning and acquiring skills event	New skills development with AAC book development	Lublin, Poland	5	23
E5.1	COO, BEN 002-BEN 003, BEN005-BEN009	Managerial meeting	Quality Group meeting	Report on the progress and quality of project implementation	Poltava, Ukraine	3	13
E6.1	ALL	International practical conference	Conference/ dissemination activity	Dissemination of project results	Rivne, Ukraine	2	21
E6.2	ALL	International Week	Dissemination activity	Dissemination of project results	Uman, Ukraine	5	21

**Timetable**

<b>Timetable (projects of more than 2 years)</b>												
<b>ACTIVITY</b>	<b>YEAR 1</b>				<b>YEAR 2</b>				<b>YEAR 3</b>			
	<b>Q 1</b>	<b>Q 2</b>	<b>Q 3</b>	<b>Q 4</b>	<b>Q 1</b>	<b>Q 2</b>	<b>Q 3</b>	<b>Q 4</b>	<b>Q 1</b>	<b>Q 2</b>	<b>Q 3</b>	<b>Q 4</b>
<b>Task 1.1</b> Project Launch Preparation												
<b>Task 1.2</b> Establishment of Committees (Steering, Administrative, and Financial)												
<b>Task 1.3</b> Project meetings												
<b>Task 1.4</b> Development and Approval of Implementation Plan												
<b>Task 1.5</b> Signing of the Consortium Agreement												
<b>Task 1.6</b> Equipment Procurement												
<b>Task 1.7</b> Progressive, Technical, and Final Project Reports												
<b>Task 2.1</b> Development of General Guidelines on Inclusive Education and AAC												
<b>Task 2.2</b> Chain of Webinars on EU Inclusion Strategy and Social Equity												
<b>Task 2.3</b> Training Course “Methods of Teaching for Inclusion”												
<b>Task 2.4</b> Study visit to the Netherlands on Inclusion in Education												
<b>Task 2.5</b> Online training course “EU approaches to syllabus update and design”												
<b>Task 2.6</b> Development and Introduction of New Comprehensive Modules “Inclusion” into Methodology Courses												
<b>Task 2.7</b> Online survey course “Psychological, Physiological, and Genetic Reasons for Speech Delay Development”												
<b>Task 2.8</b> Online training course “AAC Essentials”												
<b>Task 2.9</b> Internship to Norway “AAC in Action”												
<b>Task 2.10</b> Launch of the Methodological Center “Teaching with AAC for Inclusion”												
<b>Task 2.11</b> Design of New Courses with AAC Methodology												
<b>Task 2.12</b> External Review of New Courses												
<b>Task 2.13</b> Approval of New and Updated Courses												
<b>Task 2.14</b> Piloting of New and Updated Courses												
<b>Task 2.15</b> New/Updated Course Feedback and Analysis												
<b>Task 2.16</b> Introduction of New and Updated Courses into Teachers’ Curricula												
<b>Task 2.17</b> Permanent Running of New and Updated Courses												
<b>Task 2.18</b> Defending Course Papers and Theses on AAC in education												
<b>Task 3.1</b> Guidelines for MOOC development												
<b>Task 3.2</b> Webinars “MOOC development principles and challenges”												





#@ETH-ICS-EI@#

## 5. OTHER

### 5.1 Ethics

#### Ethics (if applicable)

This ethical policy will apply to all partners' administrative staff, project management staff, teachers, trainers, students, and other participants engaged in project activities.

Project participants will be committed to conducting research, teaching, and other activities within a comprehensive ethical framework. They will set out the principles applicable to all project members. It is reflected in the following project's values:

#### Responsibility

The primary responsibilities of the project team are keeping things private, following the law and the regulations, being compliant with guidelines, protocols, academic integrity, and good ethics practices, making choices, and acting to show the project team's willingness to accept responsibility for those choices.

#### Respect

Respect includes thinking about oneself as much as it does about treating others with decency. The duties of the Steering Committee will ensure other people, their welfare, and differences are appreciated.

The project team will also encourage diversity and idea-sharing to exhibit polite behavior. Respecting other people and groups even when they do not reciprocate is part of the high standards. Participants will confront disputes head-on rather than try to find a way out.

The ability to show respect is essential when working with people with SEN. That is why respect will be the guiding star of this project.

#### Fairness

Making decisions objectively is a requirement for this line of work. In addition to being transparent or communicating openly and straightforwardly, fairness means being integral to others. Since fairness fosters trust, it is among project management's most significant ethical values. Transparency in project management will be achieved by open-for-all meetings, status updates, mailing lists, and easily readable meeting minutes. It will also include actions that help project team members recognize and foresee any violations of the professional Code. Furthermore, it is crucial to challenge colleagues who exhibit unethical behavior while upholding fairness.

#### Integrity

The project team will be honest, own up to their mistakes, and act sincerely. It entails being sincere in communications, both written and spoken. All the decisions will be made based on accurate and trustworthy information. Intellectual ethics will serve as a normative standard. All the project members' names will be mentioned as the contributors.

#### Freedom

The project team will support a culture of academic freedom and excellence by providing a framework for review that subjects research proposals and other studies to scrutiny proportional to the risk of harm or adverse effect to participants and society.

#### ETHICAL PRINCIPLES

- All project activities will be designed, reviewed, and undertaken to ensure integrity, quality, and transparency.
- Project participants will be fully informed about the research they are invited to participate in, and their consent will be made voluntarily, freely, and without any coercion.
- Project risks will be managed so that harm and damage from the project are mitigated or avoided wherever possible with instantly taken measures.
- The same high ethical standards will be applied throughout the project.
- The Consortium Committee will ensure the proper use of money, avoiding abuse or overspending.
- The principle of non-discrimination based on gender, race, religion, or special needs will apply to all project participants.
- The Consortium Committee will meet these principles by communicating its standards and policies to staff through education and training.

#### ETHICS OF TREATING CHILDREN INVOLVED IN THE PROJECT

As children will be involved in the piloting of the textbook, they will be engaged in a such a way that they fully keep the right to enjoy the pleasures of childhood in all its fullness, surrounded by protective families and communities, free from violence, and with the opportunity to thrive through learning. Children's learning anonymity and child's rights will be guaranteed and observed at all times. All parents' official consent for their children's participation will be obtained in written form and kept together with other project documents. No personal information about the children who piloted the book will be mentioned in any reports, conferences, or public meetings (unless by their parents). The partnership will develop a code of conduct for working with children with SEN, involved into the project.

#§ETH-ICS-EI§# #@SEC-URI-SU@#

**5.2 Security**

<b>Security</b>
Not applicable.

#§SEC-URI-SU§# #@DEC-LAR-DL@#

**6. DECLARATIONS**

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

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

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

#§DEC-LAR-DL§#

**ANNEXES**

**LIST OF ANNEXES**

**Standard**

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

**Special**

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

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

Forms of funding	Estimated EU contribution						Maximum grant amount <sup>1</sup>
	Estimated eligible lump sum contributions (per work package)						
	WP1 Project management and coordination	WP2 Introduction of AAC Methodology of Inclusion into Teachers' Curriculum	WP3 MOOC "AAC in Education"	WP4 AAC-Based Textbook "World and Nature Around Us" for Kindergartens	WP5 Quality Control	WP6 Dissemination and Sustainability	
	Lump sum contribution	Lump sum contribution	Lump sum contribution	Lump sum contribution	Lump sum contribution	Lump sum contribution	
a	b	c	d	e	f	g = a + b + c + d + e + f	
1 - USPU	30 253.00	27 922.00	16 713.00	11 513.00	3 717.00	9 148.00	99 266.00
2 - SMSPU	13 790.00	27 922.00	16 525.00	12 322.00	3 717.00	6 548.00	80 824.00
3 - RSUH	13 790.00	27 922.00	16 525.00	11 238.00	3 717.00	7 608.00	80 800.00
4 - PNPU	14 946.00	27 922.00	16 525.00	11 513.00	3 756.00	6 548.00	81 210.00
5 - KhNPU	14 946.00	27 922.00	16 525.00	11 513.00	3 717.00	11 460.00	86 083.00
6 - UT	26 348.00	9 023.00	12 875.00	7 882.00	4 242.00	8 282.00	68 652.00
7 - UiO	28 524.00	20 401.00	6 669.00	6 919.00	6 650.00	12 230.00	81 393.00
8 - MCSU	15 475.00	12 394.00	7 882.00	10 593.00	4 069.00	9 823.00	60 236.00
9 - HU	28 524.00	21 542.00	6 669.00	6 919.00	6 650.00	12 230.00	82 534.00
10 - HS	4 584.00	4 594.00	3 452.00	4 594.00	0.00	1 492.00	18 716.00
11 - ISAAC	9 784.00	5 171.00	1 141.00	2 889.00	0.00	1 493.00	20 478.00
12 - St	15 081.00	5 956.00	1 141.00	5 956.00	0.00	1 493.00	29 627.00
13 - UK	1 642.00	1 141.00	0.00	1 141.00	0.00	433.00	4 357.00
14 - KK	2 369.00	1 141.00	0.00	1 141.00	0.00	1 156.00	5 807.00
15 - SK							
16 - RK							
17 - PPS							
<b>Σ consortium</b>	220 056.00	220 973.00	122 642.00	106 133.00	40 235.00	89 944.00	799 983.00

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

**ANNEX 3**

**ACCESSION FORM FOR BENEFICIARIES**

**SUMY MAKARENKO STATE PEDAGOGICAL UNIVERSITY (SMSPU)**, PIC 922206743,  
established in ROMESKA, 87, SUMY 40002, Ukraine,

**hereby agrees**

**to become beneficiary**

**in Agreement No 101179404 — AMUSE** ('the Agreement')

**between PAVLO TYCHYNA UMAN STATE PEDAGOGICAL UNIVERSITY (USPU) and the European Education and Culture Executive Agency (EACEA)** ('EU executive agency' or 'granting authority'), under the powers delegated by the European Commission ('European Commission'),

**and mandates**

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

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

SIGNATURE

For the beneficiary

**ANNEX 3**

**ACCESSION FORM FOR BENEFICIARIES**

**Rivne State University of Humanities (RSUH)**, PIC 879537316, established in St Bandery 12, Rivne 33028, Ukraine,

**hereby agrees**

**to become beneficiary**

**in Agreement No 101179404 — AMUSE** ('the Agreement')

**between PAVLO TYCHYNA UMAN STATE PEDAGOGICAL UNIVERSITY (USPU) and the European Education and Culture Executive Agency (EACEA)** ('EU executive agency' or 'granting authority'), under the powers delegated by the European Commission ('European Commission'),

**and mandates**

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

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

SIGNATURE

For the beneficiary

**ANNEX 3**

**ACCESSION FORM FOR BENEFICIARIES**

**POLTAVA V.G. KOROLENKO NATIONAL PEDAGOGIKAL UNIVERSITY (PNPU)**, PIC 909471613, established in 2 OSTROHRADSKYI STREET, POLTAVA 36000, Ukraine,

**hereby agrees**

**to become beneficiary**

**in Agreement No 101179404 — AMUSE** ('the Agreement')

**between PAVLO TYCHYNA UMAN STATE PEDAGOGICAL UNIVERSITY (USPU) and the European Education and Culture Executive Agency (EACEA)** ('EU executive agency' or 'granting authority'), under the powers delegated by the European Commission ('European Commission'),

**and mandates**

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

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

SIGNATURE

For the beneficiary

**ANNEX 3**

**ACCESSION FORM FOR BENEFICIARIES**

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

**hereby agrees**

**to become beneficiary**

**in Agreement No 101179404 — AMUSE** ('the Agreement')

**between PAVLO TYCHYNA UMAN STATE PEDAGOGICAL UNIVERSITY (USPU) and the European Education and Culture Executive Agency (EACEA)** ('EU executive agency' or 'granting authority'), under the powers delegated by the European Commission ('European Commission'),

**and mandates**

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

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

SIGNATURE

For the beneficiary

**ANNEX 3**

**ACCESSION FORM FOR BENEFICIARIES**

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

**hereby agrees**

**to become beneficiary**

**in Agreement No 101179404 — AMUSE** ('the Agreement')

**between** PAVLO TYCHYNA UMAN STATE PEDAGOGICAL UNIVERSITY (USPU) **and** the **European Education and Culture Executive Agency (EACEA)** ('EU executive agency' or 'granting authority'), under the powers delegated by the European Commission ('European Commission'),

**and mandates**

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

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

SIGNATURE

For the beneficiary

**ANNEX 3**

**ACCESSION FORM FOR BENEFICIARIES**

**UNIVERSITETET I OSLO (UiO)**, PIC 999975814, established in PROBLEMVEIEN 5-7, OSLO 0313, Norway,

**hereby agrees**

**to become beneficiary**

**in Agreement No 101179404 — AMUSE** ('the Agreement')

**between PAVLO TYCHYNA UMAN STATE PEDAGOGICAL UNIVERSITY (USPU) and the European Education and Culture Executive Agency (EACEA)** ('EU executive agency' or 'granting authority'), under the powers delegated by the European Commission ('European Commission'),

**and mandates**

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

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

SIGNATURE

For the beneficiary

**ANNEX 3**

**ACCESSION FORM FOR BENEFICIARIES**

**UNIwersytet Marii Curie-Skłodowskiej (MCSU)**, PIC 999618272, established in  
PL Marii Curie Skłodowskiej 5, Lublin 20 031, Poland,

**hereby agrees**

**to become beneficiary**

**in Agreement No 101179404 — AMUSE** ('the Agreement')

**between PAVLO TYCHYNA UMAN STATE PEDAGOGICAL UNIVERSITY (USPU) and the European Education and Culture Executive Agency (EACEA)** ('EU executive agency' or 'granting authority'), under the powers delegated by the European Commission ('European Commission'),

**and mandates**

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

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

SIGNATURE

For the beneficiary

**ANNEX 3**

**ACCESSION FORM FOR BENEFICIARIES**

**Stichting Hogeschool Utrecht (HU)**, PIC 986208507, established in PADUALAAN 99, UTRECHT 3584 CH, Netherlands,

**hereby agrees**

**to become beneficiary**

**in Agreement No 101179404 — AMUSE** ('the Agreement')

**between PAVLO TYCHYNA UMAN STATE PEDAGOGICAL UNIVERSITY (USPU) and the European Education and Culture Executive Agency (EACEA)** ('EU executive agency' or 'granting authority'), under the powers delegated by the European Commission ('European Commission'),

**and mandates**

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

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

SIGNATURE

For the beneficiary

**ANNEX 3**

**ACCESSION FORM FOR BENEFICIARIES**

**NGO Odesa Regional Organization of Medical Psychological Pedagogical Assistance Healthy Society (HS)**, PIC 878779843, established in Kanatna Street 27, Odesa 65014, Ukraine,

**hereby agrees**

**to become beneficiary**

**in Agreement No 101179404 — AMUSE** ('the Agreement')

**between PAVLO TYCHYNA UMAN STATE PEDAGOGICAL UNIVERSITY (USPU) and the European Education and Culture Executive Agency (EACEA)** ('EU executive agency' or 'granting authority'), under the powers delegated by the European Commission ('European Commission'),

**and mandates**

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

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

SIGNATURE

For the beneficiary

**ANNEX 3**

**ACCESSION FORM FOR BENEFICIARIES**

**stowarzyszenie mowic bez slow - isaac polska (ISAAC)**, PIC 878787991, established in ul. Bialobrzaska 44, Warszawa 02-325, Poland,

**hereby agrees**

**to become beneficiary**

**in Agreement No 101179404 — AMUSE** ('the Agreement')

**between PAVLO TYCHYNA UMAN STATE PEDAGOGICAL UNIVERSITY (USPU) and the European Education and Culture Executive Agency (EACEA)** ('EU executive agency' or 'granting authority'), under the powers delegated by the European Commission ('European Commission'),

**and mandates**

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

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

SIGNATURE

For the beneficiary

**ANNEX 3**

**ACCESSION FORM FOR BENEFICIARIES**

**STICHTING SOFT TULIP (St)**, PIC 905312253, established in BINCKHORSTLAAN 36 C3 48, THE HAGUE 2516 BE, Netherlands,

**hereby agrees**

**to become beneficiary**

**in Agreement No 101179404 — AMUSE** ('the Agreement')

**between PAVLO TYCHYNA UMAN STATE PEDAGOGICAL UNIVERSITY (USPU) and the European Education and Culture Executive Agency (EACEA)** ('EU executive agency' or 'granting authority'), under the powers delegated by the European Commission ('European Commission'),

**and mandates**

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

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

SIGNATURE

For the beneficiary

**ANNEX 3**

**ACCESSION FORM FOR BENEFICIARIES**

**Combined Preschool Educational Institution Day Nursery and Kindergarten 12 Uman (UK),**  
PIC 878903906, established in 8 LOMONOSOVA STREET, Uman 20300, Ukraine,

**hereby agrees**

**to become beneficiary**

**in Agreement No 101179404 — AMUSE** ('the Agreement')

**between PAVLO TYCHYNA UMAN STATE PEDAGOGICAL UNIVERSITY (USPU) and the European Education and Culture Executive Agency (EACEA)** ('EU executive agency' or 'granting authority'), under the powers delegated by the European Commission ('European Commission'),

**and mandates**

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

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

SIGNATURE

For the beneficiary

**ANNEX 3**

**ACCESSION FORM FOR BENEFICIARIES**

**Kharkiv municipal preschool combined educational institution Nursery Kkindergarten No 182 (KK)**, PIC 878844833, established in 18G Buchmy Str., Kharkiv 61144, Ukraine,

**hereby agrees**

**to become beneficiary**

**in Agreement No 101179404 — AMUSE** ('the Agreement')

**between PAVLO TYCHYNA UMAN STATE PEDAGOGICAL UNIVERSITY (USPU) and the European Education and Culture Executive Agency (EACEA)** ('EU executive agency' or 'granting authority'), under the powers delegated by the European Commission ('European Commission'),

**and mandates**

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

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

SIGNATURE

For the beneficiary

FINANCIAL STATEMENT FOR THE ACTION FOR REPORTING PERIOD [NUMBER]

EU contribution												
Eligible lump sum contributions (per work package)												Requested EU contribution
WP1 [name]	WP2 [name]	WP3 [name]	WP4 [name]	WP5 [name]	WP6 [name]	WP7 [name]	WP8 [name]	WP9 [name]	WP10 [name]	WP [XX]		
[ Lump sum contribution// Financing not linked to costs]	[ Lump sum contribution// Financing not linked to costs]	[ Lump sum contribution// Financing not linked to costs]	[ Lump sum contribution// Financing not linked to costs]	[ Lump sum contribution// Financing not linked to costs]	[ Lump sum contribution// Financing not linked to costs]	[ Lump sum contribution// Financing not linked to costs]	[ Lump sum contribution// Financing not linked to costs]	[ Lump sum contribution// Financing not linked to costs]	[ Lump sum contribution// Financing not linked to costs]	[ Lump sum contribution// Financing not linked to costs]	[ Lump sum contribution// Financing not linked to costs]	
Forms of funding												
Status of completion	COMPLETED	PARTIALLY COMPLETED	PARTIALLY COMPLETED	COMPLETED	NOT COMPLETED							
	a	b	c	d	e	f	g	h	i	j	k	$l = a + b + c + d + e + f + g + h + i + j + k$
1 – [short name beneficiary]												
1.1 – [short name affiliated entity]												
2 – [short name beneficiary]												
2.1 – [short name affiliated entity]												
X – [short name associated partner]												
Total consortium												

The consortium hereby confirms that:

The information provided is complete, reliable and true.

The lump sum contributions declared are eligible (in particular, the work packages have been completed and the work has been properly implemented and/or the results were achieved; see Article 6).

The proper implementation of the action/achievement of the results can be substantiated by adequate records and supporting documentation that will be produced upon request or in the context of checks, reviews, audits and investigations (see Articles 19, 21 and 25).

## ANNEX 5

### SPECIFIC RULES

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

##### **Rights of use of the granting authority on results for information, communication, publicity and dissemination purposes**

The granting authority also has the right to exploit non-sensitive results of the action for information, communication, dissemination and publicity purposes, using any of the following modes:

- **use for its own purposes** (in particular, making them available to persons working for the granting authority or any other EU service (including institutions, bodies, offices, agencies, etc.) or EU Member State institution or body; copying or reproducing them in whole or in part, in unlimited numbers; and communication through press information services)
- **distribution to the public** in hard copies, in electronic or digital format, on the internet including social networks, as a downloadable or non-downloadable file
- **editing** or **redrafting** (including shortening, summarising, changing, correcting, cutting, inserting elements (e.g. meta-data, legends or other graphic, visual, audio or text elements extracting parts (e.g. audio or video files), dividing into parts or use in a compilation
- **translation** (including inserting subtitles/dubbing) in all official languages of EU
- **storage** in paper, electronic or other form
- **archiving** in line with applicable document-management rules
- the right to authorise **third parties** to act on its behalf or sub-license to third parties, including if there is licensed background, any of the rights or modes of exploitation set out in this provision
- **processing**, analysing, aggregating the results and **producing derivative works**
- **disseminating** the results in widely accessible databases or indexes (such as through ‘open access’ or ‘open data’ portals or similar repositories, whether free of charge or not.

The beneficiaries must ensure these rights of use for the whole duration they are protected by industrial or intellectual property rights.

If results are subject to moral rights or third party rights (including intellectual property rights or rights of natural persons on their image and voice), the beneficiaries must ensure that they

comply with their obligations under this Agreement (in particular, by obtaining the necessary licences and authorisations from the rights holders concerned).

### **Access rights for the granting authority, EU institutions, bodies, offices or agencies and national authorities to results for policy purposes**

The beneficiaries must grant access to their results — on a royalty-free basis — to the granting authority, other EU institutions, bodies, offices or agencies, for developing, implementing and monitoring EU policies or programmes.

Such access rights are limited to non-commercial and non-competitive use.

The access rights also extend to national authorities of EU Member States or associated countries, for developing, implementing and monitoring their policies or programmes in this area. In this case, access is subject to a bilateral agreement to define specific conditions ensuring that:

- the access will be used only for the intended purpose and
- appropriate confidentiality obligations are in place.

Moreover, the requesting national authority or EU institution, body, office or agency (including the granting authority) must inform all other national authorities of such a request.

### **Access rights for third parties to ensure continuity and interoperability**

Where the call conditions impose continuity or interoperability obligations, the beneficiaries must make the materials, documents and information and results produced in the framework of the action available to the public (freely accessible on the Internet under open licences or open source licences).

## **COMMUNICATION, DISSEMINATION AND VISIBILITY (— ARTICLE 17)**

### **Additional communication and dissemination activities**

The beneficiaries must engage in the following additional communication and dissemination activities:

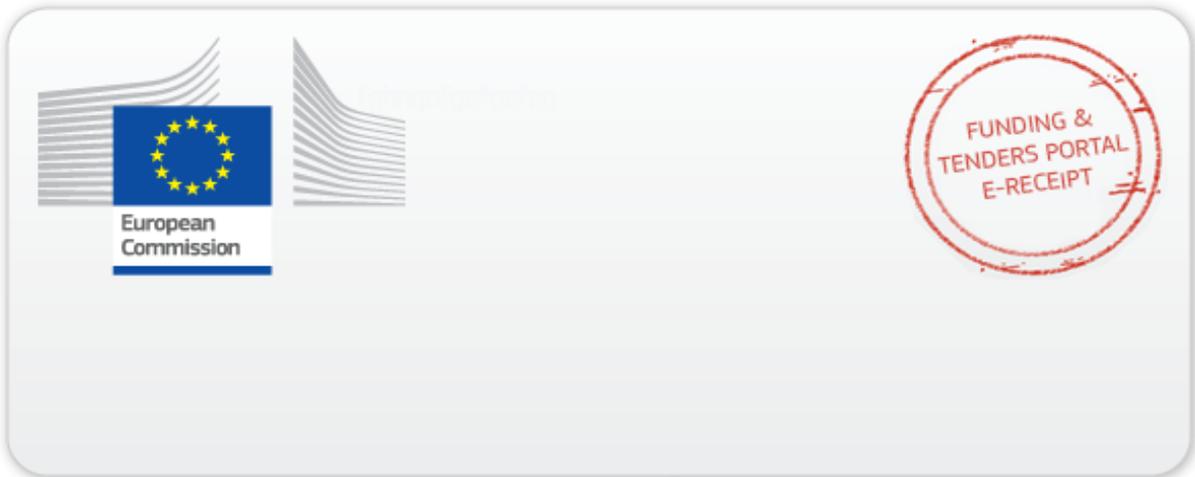
- **present the project** (including project summary, coordinator contact details, list of participants, European flag and funding statement and project results) on the beneficiaries' **websites** or **social media accounts**
- for actions involving public **events**, display signs and posters mentioning the action and the European flag and funding statement
- upload the public **project results** to the Erasmus+ Project Results platform, available through the Funding & Tenders Portal.

## **SPECIFIC RULES FOR CARRYING OUT THE ACTION (— ARTICLE 18)**

### **EU restrictive measures**

The beneficiaries must ensure that the EU grant does not benefit any affiliated entities, associated partners, subcontractors or recipients of financial support to third parties that are

subject to restrictive measures adopted under Article 29 of the Treaty on the European Union or Article 215 of the Treaty on the Functioning of the EU (TFEU).



This electronic receipt is a digitally signed version of the document submitted by your organisation. Both the content of the document and a set of metadata have been digitally sealed.

This digital signature mechanism, using a public-private key pair mechanism, uniquely binds this eReceipt to the modules of the Funding & Tenders Portal of the European Commission, to the transaction for which it was generated and ensures its full integrity. Therefore a complete digitally signed trail of the transaction is available both for your organisation and for the issuer of the eReceipt.

Any attempt to modify the content will lead to a break of the integrity of the electronic signature, which can be verified at any time by clicking on the eReceipt validation symbol.

More info about eReceipts can be found in the FAQ page of the Funding & Tenders Portal.

<https://ec.europa.eu/info/funding-tenders/opportunities/portal/screen/support/faq>