EUROPEAN EDUCATION AND CULTURE EXECUTIVE AGENCY (EACEA)

EACEA.A – Erasmus+, EU Solidarity Corps
A.2 – Skills and Innovation

GRANT AGREEMENT

Project 101193598 — AGRI- MOCKS

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':

HOCHSCHULE WEIHENSTEPHAN-TRIESDORF (HSWT), PIC 988262094, established in Am Hofgarten 4, FREISING 85350, Germany,

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

2. **KUMASI INSTITUTE OF TROPICAL AGRICULTURE (KITA)**, PIC 877644943, established in Adm Blk KITA Main Street KITA Campus, KUMASI 0393 4602, Ghana,

3. **UNIVERSITY OF THE FREE STATE (UFS)**, PIC 989106091, established in NELSON MANDELA DRIVE 205 PARK WEST, BLOEMFONTEIN 9300, South Africa,

4. **HAWASSA UNIVERSITY (HAWASSA)**, PIC 937711514, established in HAWASSA CITY MISRAK SUB CITY TESSO KEBELE, HAWASSA, Ethiopia,

5. **UNIVERSITE GASTON BERGER DE SAINT LOUIS (UGB)**, PIC 986376026, established in SAINT LOUIS, SAINT LOUIS, Senegal,

6. **NICOSA YOUTH CAREER PROGRAMME NPC (NICOSA YCP)**, PIC 877691891, established in NO 910 CASABELLA TAYLOR ROAD HONEYDEW, JOHANNESBURG 2001, South Africa,

7. **ENTREPRENEURSHIP DEVELOPMENT INSTITUTE (EDI)**, PIC 877666574, established in LEMIKURA SUBCITY, WOSEN ROAD, ADDIS ABABA, Ethiopia,

8. **WESTERN BALKANS INSTITUTE (WEBIN)**, PIC 948778632, established in TADEUSA KOSCUSKA 56, BEOGRAD 11000, Serbia,

9. **BIZMETRICS (PTY) LTD (Bizmetrics)**, PIC 882103063, established in 148 OLYMPUS COUNTRY ESTATE 36 AJAX AVENUE OLYMPUS, PRETORIA 0081, South Africa,

10. **HAMEEN AMMATTIKORKEAKOULU OY (HAMK)**, PIC 949666473, established in VISAMAENTIE 35 A, HAMEENLINNA 13100, Finland,

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

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

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

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

The Agreement is composed of:

Preamble

Terms and Conditions (including Data Sheet)

Annex 1   Description of the action[1]

Annex 2   Estimated budget for the action

Annex 3   Accession forms (if applicable)[2]

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

Annex 4   Model for the financial statements

Annex 5   Specific rules (if applicable)

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

TERMS AND CONDITIONS

TABLE OF CONTENTS

Associated with document Ref. Ares(2024)9085622 - 18/12/2024

DATA SHEET

1.   General data

Project summary:

Project summary
Through a set of newly developed eLearning materials and teaching methodologies AGRI-MOCKS amplifies the opportunities for co-working among youth and HE students and teachers in Africa and Europe, opening contemporary teaching and learning debates regarding employment opportunities in agriculture and rural development. The project aims at increasing employability of young generations in relevant sectors offering more skillful approach from teachers and trainers tackling e Career guidance, e Mentoring, e Internships, digital based simulations with matching opportunities for students with entrepreneurs. It enables better opportunities counting and joint work on business and project ideas in both youth and higher education sectors.

Keywords:

– virtual exchange, e-internship, twin transition, agriculture, intercultural dialogue, civic participation, entrepreneurship, entrepreneurial learning, career guidance, youth work, higher education

Project number: 101193598

Project name: Mastering Opportunities-scouting, Career-guidance and Key-job Skills in Agriculture

Project acronym: AGRI- MOCKS

Call: ERASMUS-EDU-2024-VIRT-EXCH

Topic: ERASMUS-EDU-2024-VIRT-EXCH

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: fixed date: 1 February 2025

Project end date: 31 January 2028

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	HSWT	HOCHSCHULE WEIHENSTEPHAN-TRIESDORF	DE	988262094	117 690.00
2	BEN	KITA	KUMASI INSTITUTE OF TROPICAL AGRICULTURE	GH	877644943	46 624.96
3	BEN	UFS	UNIVERSITY OF THE FREE STATE	ZA	989106091	49 878.00
4	BEN	HAWASSA	HAWASSA UNIVERSITY	ET	937711514	33 543.00
5	BEN	UGB	UNIVERSITE GASTON BERGER DE SAINT LOUIS	SN	986376026	39 603.00
6	BEN	NICOSA YCP	NICOSA YOUTH CAREER PROGRAMME NPC	ZA	877691891	24 580.00
7	BEN	EDI	ENTREPRENEURSHIP DEVELOPMENT INSTITUTE	ET	877666574	26 295.00
8	BEN	WEBIN	WESTERN BALKANS INSTITUTE	RS	948778632	62 800.00
9	BEN	Bizmetrics	BIZMETRICS (PTY) LTD	ZA	882103063	34 755.00

N°	Role	Short name	Legal name	Ctry	PIC	Max grant amount
10	BEN	HAMK	HAMEEN AMMATTIKORKEAKOULU OY	FI	949666473	64 222.00
			Total			499 990.96

Coordinator:

– HOCHSCHULE WEIHENSTEPHAN-TRIESDORF (HSWT)

3. Grant

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

Maximum grant amount (Annex 2)	Maximum grant amount (award decision)
499 990.96	499 990.96

Grant form: Lump Sum

Grant mode: Action grant

Budget categories/activity types: Lump sum contributions

Cost eligibility options: n/a

Budget flexibility: No

4. Reporting, payments and recoveries

4.1 Continuous reporting (art 21)

Deliverables: see Funding & Tenders Portal Continuous Reporting tool

4.2 Periodic reporting and payments

Reporting and payment schedule (art 21, 22):

Reporting					Payments	
Reporting periods			Type	Deadline	Type	Deadline (time to pay)
RP No	Month from	Month to				
					Initial prefinancing	30 days from entry into force/ financial guarantee (if required) – whichever is the latest
1	1	18	Additional prefinancing report	60 days after end of reporting period	Additional prefinancing	60 days from receiving additional prefinancing report/ financial guarantee (if required) – whichever is the latest
2	19	36	Periodic report	60 days after end of reporting period	Final payment	90 days from receiving periodic report

Prefinancing payments and guarantees:

Prefinancing payment		Prefinancing guarantee		
Type	Amount	Guarantee amount	Division per participant	
Prefinancing 1 (initial)	199 996.38	n/a	1 - HSWT	n/a
			2 - KITA	n/a
			3 - UFS	n/a
			4 - HAWASSA	n/a
			5 - UGB	n/a
			6 - NICOSA YCP	n/a
			7 - EDI	n/a
			8 - WEBIN	n/a
			9 - Bizmetrics	n/a
			10 - HAMK	n/a
Prefinancing 2 (additional)	199 996.38	n/a	1 - HSWT	n/a
			2 - KITA	n/a
			3 - UFS	n/a
			4 - HAWASSA	n/a
			5 - UGB	n/a
			6 - NICOSA YCP	n/a
			7 - EDI	n/a
			8 - WEBIN	n/a
			9 - Bizmetrics	n/a
			10 - HAMK	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:

DE75700500000001190315 BYLADEMM

Conversion into euros: n/a

Reporting language: Language of the Agreement

4.3 Certificates (art 24): n/a

4.4 Recoveries (art 22)

First-line liability for recoveries:

Beneficiary termination: Beneficiary concerned

Final payment: Coordinator

After final payment: Beneficiary concerned

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

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

Joint and several liability of affiliated entities — n/a

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

Applicable law (art 43):

Standard applicable law regime: EU law + law of Belgium

Dispute settlement forum (art 43):

Standard dispute settlement forum:

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

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

6. Other

Specific rules (Annex 5): Yes

Standard time-limits after project end:

Confidentiality (for X years after final payment): 5

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

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

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

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

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

CHAPTER 1   GENERAL

ARTICLE 1 — SUBJECT OF THE AGREEMENT

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

ARTICLE 2 — DEFINITIONS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CHAPTER 2   ACTION

ARTICLE 3 — ACTION

The grant is awarded for the action **101193598 — AGRI- MOCKS** ('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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[5] Directive (EU) 2017/1371 of the European Parliament and of the Council of 5 July 2017 on the fight against fraud to the Union's financial interests by means of criminal law (OJ L 198, 28.7.2017, p. 29).

[6] OJ C 316, 27.11.1995, p. 48.

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

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

5.2 Maximum grant amount

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

5.3 Funding rate

Not applicable

5.4 Estimated budget, budget categories and forms of funding

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

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

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

5.5 Budget flexibility

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

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

- the work packages concerned are not already completed (and declared in a financial statement) and

- the transfers are justified by the technical implementation of the action.

ARTICLE 6 — ELIGIBLE AND INELIGIBLE CONTRIBUTIONS

6.1 and 6.2 General and specific eligibility conditions

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

(a) they are set out in Annex 2 and

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

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

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

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

6.3 Ineligible contributions

'Ineligible contributions' are:

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

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

(i) Synergy actions: not applicable

(c) other:

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

6.4 Consequences of non-compliance

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

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

CHAPTER 4   GRANT IMPLEMENTATION

SECTION 1   CONSORTIUM: BENEFICIARIES, AFFILIATED ENTITIES AND OTHER PARTICIPANTS

ARTICLE 7 — BENEFICIARIES

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

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

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

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

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

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

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

(a) Each beneficiary must:

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

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

   (iii) submit to the coordinator in good time:

      -   the prefinancing guarantees (if required; see Article 23)

      -   the financial statements and certificates on the financial statements (CFS): not applicable

      -   the contribution to the deliverables and technical reports (see Article 21)

      -   any other documents or information required by the granting authority under the Agreement

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

(b) The coordinator must:

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

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

      -   submit the prefinancing guarantees to the granting authority (if any)

      -   request and review any documents or information required and verify their quality and completeness before passing them on to the granting authority

      -   submit the deliverables and reports to the granting authority

      -   inform the granting authority about the payments made to the other beneficiaries (report on the distribution of payments; if required, see Articles 22 and 32)

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

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

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

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

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

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

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

- the internal organisation of the consortium

- the management of access to the Portal

- different distribution keys for the payments and financial responsibilities in case of recoveries (if any)

- additional rules on rights and obligations related to background and results (see Article 16)

- settlement of internal disputes

- liability, indemnification and confidentiality arrangements between the beneficiaries.

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

ARTICLE 8 — AFFILIATED ENTITIES

Not applicable

ARTICLE 9 — OTHER PARTICIPANTS INVOLVED IN THE ACTION

9.1   Associated partners

Not applicable

9.2   Third parties giving in-kind contributions to the action

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

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

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

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

9.3 Subcontractors

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

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

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

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

9.4 Recipients of financial support to third parties

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

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

ARTICLE 10 — PARTICIPANTS WITH SPECIAL STATUS

10.1 Non-EU participants

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

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

- for the submission of certificates under Article 24: use qualified external auditors which are independent and comply with comparable standards as those set out in EU Directive 2006/43/EC[11]

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

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

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

10.2   Participants which are international organisations

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

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

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

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

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

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

10.3   Pillar-assessed participants

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

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

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

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

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

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

- certificates (Article 24):

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

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

and use the following specific rules, for:

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

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

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

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

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

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

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

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

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

- eligibility (Article 6)

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

- security and ethics (Articles 13, 14)

- IPR (including background and results, access rights and rights of use), communication, dissemination and visibility (Articles 16 and 17)

- information obligation (Article 19)

- payment, reporting and amendments (Articles 21, 22 and 39)

- rejections, reductions, suspensions and terminations (Articles 27, 28, 29-32)

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

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

- processed lawfully, fairly and in a transparent manner in relation to the data subject

- collected for specified, explicit and legitimate purposes and not further processed in a manner that is incompatible with those purposes

- adequate, relevant and limited to what is necessary in relation to the purposes for which they are processed

- accurate and, where necessary, kept up to date

- kept in a form which permits identification of data subjects for no longer than is necessary for the purposes for which the data is processed and

- processed in a manner that ensures appropriate security of the personal data.

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

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

SECTION 2   RULES FOR CARRYING OUT THE ACTION

ARTICLE 11 — PROPER IMPLEMENTATION OF THE ACTION

11.1   Obligation to properly implement the action

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

11.2   Consequences of non-compliance

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

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

ARTICLE 12 — CONFLICT OF INTERESTS

12.1 Conflict of interests

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

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

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

12.2 Consequences of non-compliance

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

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

ARTICLE 13 — CONFIDENTIALITY AND SECURITY

13.1 Sensitive information

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

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

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

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

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

   (b) are bound by an obligation of confidentiality.

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

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

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

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

The confidentiality obligations no longer apply if:

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

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

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

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

13.2   Classified information

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

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

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

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

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

13.3   Consequences of non-compliance

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

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

ARTICLE 14 — ETHICS AND VALUES

14.1   Ethics

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

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

14.2   Values

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

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

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

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

14.3 Consequences of non-compliance

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

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

ARTICLE 15 — DATA PROTECTION

15.1 Data processing by the granting authority

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

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

15.2 Data processing by the beneficiaries

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

They must ensure that personal data is:

- processed lawfully, fairly and in a transparent manner in relation to the data subjects

- collected for specified, explicit and legitimate purposes and not further processed in a manner that is incompatible with those purposes

- adequate, relevant and limited to what is necessary in relation to the purposes for which they are processed

- accurate and, where necessary, kept up to date

- kept in a form which permits identification of data subjects for no longer than is necessary for the purposes for which the data is processed and

- processed in a manner that ensures appropriate security of the data.

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

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

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

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

15.3   Consequences of non-compliance

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

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

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

16.1   Background and access rights to background

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

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

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

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

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

16.2   Ownership of results

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

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

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

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

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

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

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

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

(d) **translation**

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

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

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

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

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

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

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

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

16.4   Specific rules on IPR, results and background

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

16.5   Consequences of non-compliance

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

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

ARTICLE 17 — COMMUNICATION, DISSEMINATION AND VISIBILITY

17.1　Communication — Dissemination — Promoting the action

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

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

17.2　Visibility — European flag and funding statement

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

Funded by the
European Union

Co-funded by the
European Union

Funded by the
European Union

Co-funded by the
European Union

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

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

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

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

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

17.3 Quality of information — Disclaimer

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

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

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

17.4 Specific communication, dissemination and visibility rules

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

17.5 Consequences of non-compliance

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

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

ARTICLE 18 — SPECIFIC RULES FOR CARRYING OUT THE ACTION

18.1 Specific rules for carrying out the action

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

18.2 Consequences of non-compliance

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

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

SECTION 3   GRANT ADMINISTRATION

ARTICLE 19 — GENERAL INFORMATION OBLIGATIONS

19.1 Information requests

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

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

19.2 Participant Register data updates

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

19.3 Information about events and circumstances which impact the action

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

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

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

(ii) linked action information: not applicable

(b) **circumstances** affecting:

(i) the decision to award the grant or

(ii) compliance with requirements under the Agreement.

19.4 Consequences of non-compliance

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

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

ARTICLE 20 — RECORD-KEEPING

20.1 Keeping records and supporting documents

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

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

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

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

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

20.2   Consequences of non-compliance

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

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

ARTICLE 21 — REPORTING

21.1   Continuous reporting

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

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

21.2   Periodic reporting: Technical reports and financial statements

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

- for additional prefinancings (if any): **an additional prefinancing report**

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

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

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

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

The financial part of the periodic report includes:

- the financial statement (consolidated statement for the consortium)

- the explanation on the use of resources (or detailed cost reporting table): not applicable

- the certificates on the financial statements (CFS): not applicable.

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

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

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

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

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

- the information provided is complete, reliable and true

- the lump sum contributions declared are eligible (in particular, the work packages have been completed, that the work has been properly implemented and/or the results were achieved in accordance with Annex 1; see Article 6)

- the proper implementation and/or achievement can be substantiated by adequate records and supporting documents (see Article 20) that will be produced upon request (see Article 19) or in the context of checks, reviews, audits and investigations (see Article 25).

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

21.3   Currency for financial statements and conversion into euros

The financial statements must be drafted in euro.

21.4   Reporting language

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

21.5   Consequences of non-compliance

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

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

ARTICLE 22 — PAYMENTS AND RECOVERIES — CALCULATION OF AMOUNTS DUE

22.1   Payments and payment arrangements

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

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

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

The cost of payment transfers will be borne as follows:

- the granting authority bears the cost of transfers charged by its bank

- the beneficiary bears the cost of transfers charged by its bank

- the party causing a repetition of a transfer bears all costs of the repeated transfer.

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

22.2   Recoveries

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

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

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

In case of enforced recoveries (see Article 22.4):

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

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

22.3   Amounts due

22.3.1 Prefinancing payments

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

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

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

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

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

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

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

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

22.3.2 Amount due at beneficiary termination — Recovery

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

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

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

Step 1 — Calculation of the total accepted EU contribution

Step 1 — Calculation of the total accepted EU contribution

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

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

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

$\{$total accepted EU contribution for the beneficiary

minus

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

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

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

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

- requesting observations within 30 days of receiving notification.

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

22.3.3 Interim payments

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

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

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

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

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

> Step 1 — Calculation of the total accepted EU contribution

> Step 2 — Limit to the interim payment ceiling

Step 1 — Calculation of the total accepted EU contribution

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

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

Step 2 — Limit to the interim payment ceiling

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

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

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

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

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

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

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

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

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

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

Step 1 — Calculation of the total accepted EU contribution

Step 2 — Limit to the maximum grant amount

Step 3 — Reduction due to the no-profit rule

Step 1 — Calculation of the total accepted EU contribution

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

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

Step 2 — Limit to the maximum grant amount

Not applicable

Step 3 — Reduction due to the no-profit rule

Not applicable

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

$\{$final grant amount

minus

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

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

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

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

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

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

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

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

- requesting observations within 30 days of receiving notification.

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

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

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

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

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

Step 1 — Calculation of the revised total accepted EU contribution

Step 1 — Calculation of the revised total accepted EU contribution

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

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

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

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

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

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[15] applies.

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

22.5   Consequences of non-compliance

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

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

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

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

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

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

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

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

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

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

ARTICLE 23 — GUARANTEES

23.1   Prefinancing guarantee

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

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

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

(a) be provided by a bank or approved financial institution established in the EU or — if requested by the coordinator and accepted by the granting authority — by a third party or a bank or financial institution established outside the EU offering equivalent security

(b) the guarantor stands as first-call guarantor and does not require the granting authority to first have recourse against the principal debtor (i.e. the beneficiary concerned) and

(c) remain explicitly in force until the final payment and, if the final payment takes the form of a recovery, until five months after the debit note is notified to a beneficiary.

They will be released within the following month.

23.2   Consequences of non-compliance

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

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

ARTICLE 24 — CERTIFICATES

Not applicable

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

25.1   Granting authority checks, reviews and audits

25.1.1 Internal checks

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

25.1.2 Project reviews

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

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

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

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

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

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

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

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

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

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

25.1.3 Audits

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

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

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

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

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

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

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

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

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

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

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

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

25.3   Access to records for assessing simplified forms of funding

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

25.4   OLAF, EPPO and ECA audits and investigations

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

- the European Anti-Fraud Office (OLAF) under Regulations No 883/2013[16] and No 2185/96[17]

- the European Public Prosecutor's Office (EPPO) under Regulation 2017/1939

- the European Court of Auditors (ECA) under Article 287 of the Treaty on the Functioning of the EU (TFEU) and Article 257 of EU Financial Regulation 2018/1046.

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

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

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

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

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

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

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

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

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

25.5.2 Extension from other grants

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

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

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

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

have committed systemic or recurrent errors, irregularities, fraud or breach of obligations that have a material impact on this grant and

(b) those findings are formally notified to the beneficiary concerned — together with the list of grants affected by the findings — within the time-limit for audits set out in the Data Sheet (see Point 6).

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

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

(a) an invitation to submit observations on the list of grants affected by the findings

(b) the request to submit revised financial statements for all grants affected

(c) the correction rate for extrapolation, established on the basis of the systemic or recurrent errors, to calculate the amounts to be rejected, if the beneficiary concerned:

  (i) considers that the submission of revised financial statements is not possible or practicable or

  (ii) does not submit revised financial statements.

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

(a) an invitation to submit observations on the list of grants affected by the findings and

(b) the **correction rate for extrapolation**, established on the basis of the systemic or recurrent errors and the principle of proportionality.

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

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

25.6   Consequences of non-compliance

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

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

ARTICLE 26 — IMPACT EVALUATIONS

26.1   Impact evaluation

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

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

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

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

26.2   Consequences of non-compliance

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

CHAPTER 5   CONSEQUENCES OF NON-COMPLIANCE

SECTION 1   REJECTIONS AND GRANT REDUCTION

ARTICLE 27 — REJECTION OF CONTRIBUTIONS

27.1   Conditions

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

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

Ineligible lump sum contributions will be rejected.

27.2   Procedure

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

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

27.3   Effects

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

ARTICLE 28 — GRANT REDUCTION

28.1 Conditions

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

(a) the beneficiary (or a person having powers of representation, decision-making or control, or person essential for the award/implementation of the grant) has committed:

(i) substantial errors, irregularities or fraud or

(ii) serious breach of obligations under this Agreement or during its award (including improper implementation of the action, non-compliance with the call conditions, submission of false information, failure to provide required information, breach of ethics or security rules (if applicable), etc.), or

(b) the beneficiary (or a person having powers of representation, decision-making or control, or person essential for the award/implementation of the grant) has committed — in other EU grants awarded to it under similar conditions — systemic or recurrent errors, irregularities, fraud or serious breach of obligations that have a material impact on this grant (extension of findings; see Article 25.5).

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

28.2 Procedure

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

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

28.3 Effects

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

SECTION 2   SUSPENSION AND TERMINATION

ARTICLE 29 — PAYMENT DEADLINE SUSPENSION

29.1 Conditions

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

(a) the required report (see Article 21) has not been submitted or is not complete or additional information is needed

(b) there are doubts about the amount to be paid (e.g. ongoing extension procedure, queries about eligibility, need for a grant reduction, etc.) and additional checks, reviews, audits or investigations are necessary, or

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

29.2 Procedure

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

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

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

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

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

ARTICLE 30 — PAYMENT SUSPENSION

30.1 Conditions

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

(a) a beneficiary (or a person having powers of representation, decision-making or control, or person essential for the award/implementation of the grant) has committed or is suspected of having committed:

  (i) substantial errors, irregularities or fraud or

  (ii) serious breach of obligations under this Agreement or during its award (including improper implementation of the action, non-compliance with the call conditions, submission of false information, failure to provide required information, breach of ethics or security rules (if applicable), etc.), or

(b) a beneficiary (or a person having powers of representation, decision-making or control, or person essential for the award/implementation of the grant) has committed — in other EU grants awarded to it under similar conditions — systemic or recurrent errors, irregularities, fraud or serious breach of obligations that have a material impact on this grant (extension of findings; see Article 25.5).

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

30.2 Procedure

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

- formally notifying the intention to suspend payments and the reasons why and

- requesting observations within 30 days of receiving notification.

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

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

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

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

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

ARTICLE 31 — GRANT AGREEMENT SUSPENSION

31.1 Consortium-requested GA suspension

31.1.1 Conditions and procedure

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

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

- the reasons why

- the date the suspension takes effect; this date may be before the date of the submission of the amendment request and

- the expected date of resumption.

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

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

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

31.2   EU-initiated GA suspension

31.2.1 Conditions

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

(a) a beneficiary (or a person having powers of representation, decision-making or control, or person essential for the award/implementation of the grant) has committed or is suspected of having committed:

   (i)   substantial errors, irregularities or fraud or

   (ii) serious breach of obligations under this Agreement or during its award (including improper implementation of the action, non-compliance with the call conditions, submission of false information, failure to provide required information, breach of ethics or security rules (if applicable), etc.), or

(b) a beneficiary (or a person having powers of representation, decision-making or control, or person essential for the award/implementation of the grant) has committed — in other EU grants awarded to it under similar conditions — systemic or recurrent errors, irregularities, fraud or serious breach of obligations that have a material impact on this grant (extension of findings; see Article 25.5)

(c) other:

   (i)   linked action issues: not applicable

   (ii) additional GA suspension grounds: not applicable.

31.2.2 Procedure

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

-   formally notifying the intention to suspend the grant and the reasons why and

-   requesting observations within 30 days of receiving notification.

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

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

Once the conditions for resuming implementation of the action are met, the granting authority will formally notify the coordinator a **lifting of suspension letter**, in which it will set the suspension end date and invite the coordinator to request an amendment of the Agreement to set the resumption date (one day after suspension end date), extend the duration and make other changes necessary to adapt the action to the new situation (see Article 39) — unless the grant has been terminated (see

Article 32). The suspension will be **lifted** with effect from the suspension end date set out in the lifting of suspension letter. This date may be before the date on which the letter is sent.

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

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

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

ARTICLE 32 — GRANT AGREEMENT OR BENEFICIARY TERMINATION

32.1   Consortium-requested GA termination

32.1.1 Conditions and procedure

The beneficiaries may request the termination of the grant.

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

- the reasons why

- the date the consortium ends work on the action ('end of work date') and

- the date the termination takes effect ('termination date'); this date must be after the date of the submission of the amendment request.

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

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

32.1.2 Effects

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

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

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

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

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

32.2 Consortium-requested beneficiary termination

32.2.1 Conditions and procedure

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

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

- the reasons why

- the opinion of the beneficiary concerned (or proof that this opinion has been requested in writing)

- the date the beneficiary ends work on the action ('end of work date')

- the date the termination takes effect ('termination date'); this date must be after the date of the submission of the amendment request.

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

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

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

32.2.2 Effects

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

(i) a **report on the distribution of payments** to the beneficiary concerned

(ii) a **termination report** from the beneficiary concerned, for the open reporting period until termination, containing an overview of the progress of the work

(iii) a second **request for amendment** (see Article 39) with other amendments needed (e.g. reallocation of the tasks and the estimated budget of the terminated beneficiary; addition of a new beneficiary to replace the terminated beneficiary; change of coordinator, etc.).

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

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

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

- the coordinator did not distribute any payment to the beneficiary concerned and that

- the beneficiary concerned must not repay any amount to the coordinator.

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

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

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

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

32.3   EU-initiated GA or beneficiary termination

32.3.1 Conditions

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

(a) one or more beneficiaries do not accede to the Agreement (see Article 40)

(b) a change to the action or the legal, financial, technical, organisational or ownership situation of a beneficiary is likely to substantially affect the implementation of the action or calls into question the decision to award the grant (including changes linked to one of the exclusion grounds listed in the declaration of honour)

(c) following termination of one or more beneficiaries, the necessary changes to the Agreement (and their impact on the action) would call into question the decision awarding the grant or breach the principle of equal treatment of applicants

(d) implementation of the action has become impossible or the changes necessary for its continuation would call into question the decision awarding the grant or breach the principle of equal treatment of applicants

(e) a beneficiary (or person with unlimited liability for its debts) is subject to bankruptcy proceedings or similar (including insolvency, winding-up, administration by a liquidator or court, arrangement with creditors, suspension of business activities, etc.)

(f) a beneficiary (or person with unlimited liability for its debts) is in breach of social security or tax obligations

(g) a beneficiary (or person having powers of representation, decision-making or control, or person essential for the award/implementation of the grant) has been found guilty of grave professional misconduct

(h) a beneficiary (or person having powers of representation, decision-making or control, or person essential for the award/implementation of the grant) has committed fraud, corruption, or is involved in a criminal organisation, money laundering, terrorism-related crimes (including terrorism financing), child labour or human trafficking

(i) a beneficiary (or person having powers of representation, decision-making or control, or person essential for the award/implementation of the grant) was created under a different jurisdiction with the intent to circumvent fiscal, social or other legal obligations in the country of origin (or created another entity with this purpose)

(j) a beneficiary (or person having powers of representation, decision-making or control, or person essential for the award/implementation of the grant) has committed:

  (i) substantial errors, irregularities or fraud or

  (ii) serious breach of obligations under this Agreement or during its award (including improper implementation of the action, non-compliance with the call conditions, submission of false information, failure to provide required information, breach of ethics or security rules (if applicable), etc.)

(k) a beneficiary (or person having powers of representation, decision-making or control, or person essential for the award/implementation of the grant) has committed — in other EU grants awarded to it under similar conditions — systemic or recurrent errors, irregularities, fraud or serious breach of obligations that have a material impact on this grant (extension of findings; see Article 25.5)

(l) despite a specific request by the granting authority, a beneficiary does not request — through the coordinator — an amendment to the Agreement to end the participation of one of its affiliated entities or associated partners that is in one of the situations under points (d), (f), (e), (g), (h), (i) or (j) and to reallocate its tasks, or

(m) other:

  (i) linked action issues: not applicable

  (ii) additional GA termination grounds: not applicable.

32.3.2 Procedure

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

- formally notifying the intention to terminate and the reasons why and

- requesting observations within 30 days of receiving notification.

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

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

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

32.3.3 Effects

(a) for **GA termination**:

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

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

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

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

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

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

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

(b) for **beneficiary termination**:

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

(i) a **report on the distribution of payments** to the beneficiary concerned

(ii) a **termination report** from the beneficiary concerned, for the open reporting period until termination, containing an overview of the progress of the work

(iii) a **request for amendment** (see Article 39) with any amendments needed (e.g. reallocation of the tasks and the estimated budget of the terminated beneficiary; addition of a new beneficiary to replace the terminated beneficiary; change of coordinator, etc.).

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

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

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

- the coordinator did not distribute any payment to the beneficiary concerned and that

- the beneficiary concerned must not repay any amount to the coordinator.

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

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

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

SECTION 3   OTHER CONSEQUENCES: DAMAGES AND ADMINISTRATIVE SANCTIONS

ARTICLE 33 — DAMAGES

33.1   Liability of the granting authority

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

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

33.2   Liability of the beneficiaries

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

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

ARTICLE 34 — ADMINISTRATIVE SANCTIONS AND OTHER MEASURES

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

for instance, Articles 135 to 145 EU Financial Regulation 2018/1046 and Articles 4 and 7 of Regulation 2988/95[18]).

SECTION 4   FORCE MAJEURE

ARTICLE 35 — FORCE MAJEURE

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

'Force majeure' means any situation or event that:

- prevents either party from fulfilling their obligations under the Agreement,

- was unforeseeable, exceptional situation and beyond the parties' control,

- was not due to error or negligence on their part (or on the part of other participants involved in the action), and

- proves to be inevitable in spite of exercising all due diligence.

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

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

CHAPTER 6   FINAL PROVISIONS

ARTICLE 36 — COMMUNICATION BETWEEN THE PARTIES

36.1   Forms and means of communication — Electronic management

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

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

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

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

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

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

36.2   Date of communication

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

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

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

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

36.3   Addresses for communication

The Portal can be accessed via the Europa website.

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

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

ARTICLE 37 — INTERPRETATION OF THE AGREEMENT

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

Annex 5 takes precedence over the Terms and Conditions.

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

Annex 2 takes precedence over Annex 1.

ARTICLE 38 — CALCULATION OF PERIODS AND DEADLINES

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

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

'Days' means calendar days, not working days.

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

ARTICLE 39 — AMENDMENTS

39.1 Conditions

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

Amendments may be requested by any of the parties.

39.2 Procedure

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

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

The request for amendment must include:

- the reasons why

- the appropriate supporting documents and

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

The granting authority may request additional information.

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

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

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

ARTICLE 40 — ACCESSION AND ADDITION OF NEW BENEFICIARIES

40.1 Accession of the beneficiaries mentioned in the Preamble

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

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

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

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

40.2   Addition of new beneficiaries

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

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

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

Additions are also possible in mono-beneficiary grants.

ARTICLE 41 — TRANSFER OF THE AGREEMENT

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

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

- the reasons why

- the accession form (see Annex 3) signed by the new beneficiary directly in the Portal Amendment tool and

- additional supporting documents (if required by the granting authority).

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

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

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

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

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

ARTICLE 43 — APPLICABLE LAW AND SETTLEMENT OF DISPUTES

43.1   Applicable law

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

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

43.2   Dispute settlement

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

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

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

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

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

ARTICLE 44 — ENTRY INTO FORCE

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

SIGNATURES

For the coordinator   For the granting authority
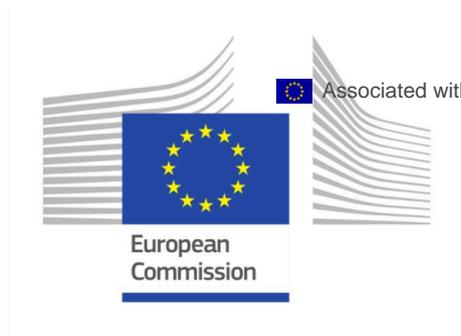
Erasmus+ (ERASMUS+)

Description of the action (DoA)

Part A

Part B

DESCRIPTION OF THE ACTION (PART A)

COVER PAGE

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

PROJECT	
Grant Preparation (General Information screen) — Enter the info.	
Project number:	101193598
Project name:	Mastering Opportunities-scouting, Career-guidance and Key-job Skills in Agriculture
Project acronym:	AGRI- MOCKS
Call:	ERASMUS-EDU-2024-VIRT-EXCH
Topic:	ERASMUS-EDU-2024-VIRT-EXCH
Type of action:	ERASMUS-LS
Service:	EACEA/A/02
Project starting date:	fixed date: 1 February 2025
Project duration:	36 months

TABLE OF CONTENTS

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.*
Through a set of newly developed eLearning materials and teaching methodologies AGRI-MOCKS amplifies the opportunities for co-working among youth and HE students and teachers in Africa and Europe, opening contemporary teaching and learning debates regarding employment opportunities in agriculture and rural development. The project aims at increasing employability of young generations in relevant sectors offering more skillful approach from teachers and trainers tackling e Career guidance, e Mentoring, e Internships, digital based simulations with matching opportunities for students with entrepreneurs. It enables better opportunities counting and joint work on business and project ideas in both youth and higher education sectors.

LIST OF PARTICIPANTS

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

Number	Role	Short name	Legal name	Country	PIC
1	COO	HSWT	HOCHSCHULE WEIHENSTEPHAN-TRIESDORF	DE	988262094
2	BEN	KITA	KUMASI INSTITUTE OF TROPICAL AGRICULTURE	GH	877644943
3	BEN	UFS	UNIVERSITY OF THE FREE STATE	ZA	989106091
4	BEN	HAWASSA	HAWASSA UNIVERSITY	ET	937711514
5	BEN	UGB	UNIVERSITE GASTON BERGER DE SAINT LOUIS	SN	986376026
6	BEN	NICOSA YCP	NICOSA YOUTH CAREER PROGRAMME NPC	ZA	877691891
7	BEN	EDI	ENTREPRENEURSHIP DEVELOPMENT INSTITUTE	ET	877666574
8	BEN	WEBIN	WESTERN BALKANS INSTITUTE	RS	948778632
9	BEN	Bizmetrics	BIZMETRICS (PTY) LTD	ZA	882103063
10	BEN	HAMK	HAMEEN AMMATTIKORKEAKOULU OY	FI	949666473

LIST OF WORK PACKAGES

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

Work Package No	Work Package name	Lead Beneficiary	Effort (Person-Months)	Start Month	End Month	Deliverables
WP1	SETTING OFF	5 - UGB	20.00	1	4	D1.1 – Project Quality Architecture Toolkit D1.2 – Administration Manual for social network accounts D1.3 – Inception report containing 4 thematic reports and recommendations
WP2	EVE DESIGNING AND CAPACITATING NEWCOMERS	4 - HAWASSA	35.00	5	17	D2.1 – Set of training reports from facilitated webinars for HE teachers and youth trainers D2.2 – Student e-internship curriculum: ''Twin transition in agriculture and rural development'' for HEIs, with materials, instructions and learning resources D2.3 – Youth e-internship curriculum: ''Civic participation and twin transition in rural development'' for youth workers, with materials, instructions and learning resources D2.4 – Virtual co-working space (VR platform) for collaborative work of students and youth during e-internship D2.5 – Set of e-internship recognition tools with procedures of acceptance and validation D2.6 – Gender-sensitive and social inclusion supportive call for participant and admission procedure D2.7 – ToT training report

Work packages

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

Work Package No	Work Package name	Lead Beneficiary	Effort (Person-Months)	Start Month	End Month	Deliverables
						D2.8 – Training report from EVE project development training session for HE teachers and youth trainers
WP3	IMPLEMENTATION OF E-INTERNSHIPS IN HE AND YOUTH NON-FORMAL EDUCATION SECTOR	2 - KITA	60.00	10	36	D3.1 – Set of reports from e-debates D3.2 – Implementation report of e-internship Spring 2026 D3.3 – Implementation report of e-internship Fall 2026 D3.4 – Implementation report of e-internship Spring 2027 D3.5 – Implementation report of e-internship Fall 2027 D3.6 – Zipped file containing a min. 4 draft proposals for EVE with 35% completion rate D3.7 – Transformative learning toolkit on e-internships D3.8 – Set of evaluation reports of 4 editions of e-internships
WP4	COMMUNICATION, DISSEMINATION AND EXPLOITATION	7 - EDI	25.00	5	36	D4.1 – Alumni e-network of students and youth multipliers D4.2 – Set of video testimonials (links) D4.3 – Green paper - Educational and sector policy and practice improvements promoting new skills and innovations for new generations working in agri sector and rural development D4.4 – Set of 3 merged newsletters D4.5 – Set of institutional programme transfer agreements

Work packages

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

Work Package No	Work Package name	Lead Beneficiary	Effort (Person-Months)	Start Month	End Month	Deliverables
						D4.6 – Conference report
WP5	MANAGEMENT AND QUALITY ARCHITECTURE	1 - HSWT	27.00	1	36	D5.1 – Project sustainability strategy with MoUs D5.2 – Progress quality report #1 D5.3 – Progress quality report #2 D5.4 – External evaluation report

Work package WP1 – SETTING OFF

Work Package Number	WP1	Lead Beneficiary	5 - UGB
Work Package Name	SETTING OFF		
Start Month	1	End Month	4

Objectives
Co-lead HSWT
To conduct preparatory activities and make project ready for implementation

Description

T1.1 Creation of implementation tools and templates: work plan, sustainability plan, quality assurance instruments and dissemination plan (including social networks profiles):
At the very beginning of the project implementation (expected 01 January 2025), project partners will meet virtually to agree on implementation tools and templates that should be devised until the kick off meeting (KOM), including:
·   work plan (Ghant chart) ,
·   Initial framework for Sustainability plan development,
·   Quality assurance instruments (Project Quality Architecture package, including toolkit, PQA matrix, e-instruments)
·   Dissemination plan (including plan of publishing posts on social networks).
In addition, guidelines will be presented for constitution of project structures, such as Project Steering Committee, e-Internship Programme Committee, and CDE team on dissemination.

T1.2 Organization Kick off meeting in Ethiopia:
In 2nd project month, EID will host the project kick off meeting (KOM) in Addis Ababa. In a meanwhile, HSWT and UGB will prepare the implementation package to be presented at the KOM, while all the partners will appoint their staff for project teams. KOM will be dedicated to discussing grant agreement and programme rules, project design and cooperation of partner in implementing the project, work packages and deliverables, budget issues, implementation package and project procedures. Partners will devise the detailed work plan with ganth chart and will discuss important sequences and milestones in implementation.

T1.3 Project teams formations and capacity building on e-management, Project Quality Architecture and dissemination in virtual surroundings:
In the framework of KOM, HSWT, EDI and WEBIN will host face-to-face and virtual workshops for partner staff (present at KOM but also staff not present at KOM, that will participate via Virtual conference call) to discuss how will the teams work, especially Steering Committee, e-Internship Programme Board, PQA and CDE team. Each team will discuss work method, expected workload and achievements, time line, division of roles and communication issues. Each workshop will result in inception report (management, CDE, PQA inceptions).

T1.4 Constitution of ''Friends of the Project'' (FoP) group of external supporters and multipliers:
In the next 2 months following the KOM, partners will identify external collaborators and invite them to join ''Friends of the Project'' group. The purpose of the group is to bring together interested and relevant individuals, who professionally may have interest to interact with the project or be involved, and who may contribute to better positioning of the project, better visibility in the public and better dissemination.
Before the KOM, UGB will draft ToR and work method for members of the FoP, and this document will be used in communication with potential
members.

T1.5 Creation of project accounts and profiles on social networks with Administration Manual for project team:
Following the completion of KOM, EDI and UFS as the leads of WP.4 will create project accounts and profiles at selected social networks (such as Facebook, Instagram, X, etc.) along with guidelines for administration of the profiles at social networks that will be distributed to partner members of the Communication, Dissemination and Exploitation (CDE) team. The accounts will be used to posting various project information and publish various calls for participants and applications, and other pieces of information consortium wants to publish.

T1.6 Drafting 4 thematic area inception reports (3) in the local and national contexts:
At the KOM, partners will discuss how to approach and implement T1.6. HSWT and UGB will present the method and

plan of work for task forces that will be responsible for each of 4 thematic inception reports. Expected report template and structure will also be presented. Than partners will appoint their team members for each of 4 task forces (TF). TFs will have 2 months to collect data and analyze the state of the art in the following 4 areas:
• Twin transition in agriculture and rural development education and training
• Intercultural dialogue and civic participation in education and training
• Entrepreneurial mindset in agriculture and rural development education and training
• Career guidance in agriculture and rural development education and training
The report will summarize key conclusions and recommendations that will be integrated into project implementation work plan and all work packages.

T1.7 Virtual presentation of key finding per thematic area to stakeholders and FoPs:
At the end of month 4, UGB will host virtual presentation of key finding per thematic area to stakeholders and FoPs. Presntation will address:
- project consortium and team members with recommendations for the implementation of the project,
- stakeholders with key findings and recommendations about the 4thematic areas,
- FoP with findings and recommendations on the key messages to be disseminated.

Work package WP2 – EVE DESIGNING AND CAPACITATING NEWCOMERS

Work Package Number	WP2	Lead Beneficiary	4 - HAWASSA
Work Package Name	EVE DESIGNING AND CAPACITATING NEWCOMERS		
Start Month	5	End Month	17

Objectives
Co-lead HAMK

WP.2-SO.1: To strengthen capacity of teaching staff and youth workers to facilitate intercultural discussions and better comprehend the areas relevant for implementation of e-internship;
WP.2-SO.2: To develop the e-internship programmes with learning materials. |

Description
T2.1.1 Hosting facilitated webinar for HE teachers and youth trainers, with focus on newcomers, on designing e-internship and twin transition:
In month 5, consortium will commence with WP.2 by organizing international facilitated webinar on designing e-internship and twin transition. The webinar will be co-designed by HSWT and HAMK (segment for HEIs), and WEBIN and NYCP (segment for youth workers). The webinar will address partner (and other interested) staff from partner HEIs and youth sector, and will be dedicated to widening knowledge about and understanding of the concept of e-internships, as a model of developing organizational and business skills and attitudes through practical (virtual) experience, through the perspective of twin transition and methods to integrate green and digital approaches into an e-internship. It is expected it will bring together up to 40 participants from partner organizations and organizations outside consortium. Participation of female participants will be encouraged, and in case of excessive number of registrants, gender-balanced selection will be carried out. The webinar will last for 4 hours and will be split into 2 days. First day will be dedicated to HEIs, and second to youth organizations and organizations working on behalf of youth. Some of the key topics that will be addressed include:
Day 1: - Introduction to e-internship in HE context and how HEIs may plan e-internships as learning method/unit/ practice, or as an extra-curricular activity; - Virtual company simulation method; - Virtual training programmes, topic selection and open learning pathways, and optimization; - Twin transition (TT) and how to integrate the principles of TT into HEIs operations and programmes; - Integration of e-internship into curricula or as extra-curricular activity; - Recognition and validation of learning outcomes of e-internships in HE.
Day 2: - Introduction to e-internship in youth context and how youth organizations may plan e-internships as learning method/activity in their youth work programmes or projects,
- Virtual co-working simulation method; - Virtual training programmes, topic selection and open learning pathways, and optimization; - Twin transition (TT) and how to integrate the principles of TT into youth organizations operations and programmes; - Integration of e-Internship as programme activity in one-time projects; - Recognition and validation of learning outcomes of e-internships in youth work sector.

T2.1.2 Hosting facilitated webinar for HE teachers and youth trainers: Intercultural dialogue and civic participation through e-internship:

Another international facilitated webinar (month 5) will be held to introduce facilitators (HE staff and youth workers) with use of the model of e-internships to boost intercultural dialogue and civic participation. The webinar will be co-designed by NYCP and WEBIN.

The webinar will address partner (and other interested) staff from partner HEIs and youth sector and will bring together up to 40 participants from partner organizations and organizations outside consortium. Participation of female participants will be encouraged, and in case of excessive number of registrants, gender-balanced selection will be carried out. The webinar will last for 4 hours and will be split into 2 days. First day will be dedicated to Intercultural dialogue, and second to civic participation. Some of the key topics that will be addressed include:

Day 1: - What is a dialogue and role play; - Meeting of cultures; - Assertive speech; - Test of tolerance; - Role play;

Day 2: - Civic participation and active citizenship concept; - Universal rights and freedoms, - Concept of public advocacy; - Forms of civic participation; - Participation in HE and in youth sector; - International comparative practices; - Small community projects.

T2.1.3 Hosting facilitated webinar for HE teachers and youth trainers: Entrepreneurial learning and career guidance through e-internship:

Another international facilitated webinar (month 6) will be held to introduce facilitators (HE staff and youth workers) with use the model of e-internships to boost entrepreneurial learning and career guidance. The webinar will be co-designed by HSWT, BM, EDU, and WEBIN. The webinar will address partner (and other interested) staff from partner HEIs and youth sector and will bring together up to 40 participants from partner organizations and organizations outside consortium. Participation of female participants will be encouraged, and in case of excessive number of registrants, gender-balanced selection will be carried out. The webinar will last for 4 hours and will be split into 2 days. First day will be dedicated to Entrepreneurial learning, and second to career guidance. Some of the key topics that will be addressed include:

Day 1: - Entrepreneurship and education; EntreComp as European competency framework in education and training; - Model of integration of EntreComp into e-Internships;

Day 2: - Introduction to career guidance and counseling; - Identification of interests and talents and matching with professions; - e-Internships as model for testing talents and interests; - Career tracking system;

T2.2.1 Co-designing and fine developing e-internship modules for HEIs and youth organizations active in non-formal education:

In month 6, consortium will start with developing the e-internship modules for students and youth workers and leaders. The process will start by setting up 2 task forces within e-Internship Programme Committee – TFI-HE (Task force for e-internship for students) and TFI-Y (Task force for e-internship for students). First TF will be chaired by HAMK. Second will be chaired by NYCP. Each will have a min 5 members, representing partner organizations, either active in HE or in the youth sector. Each organization will contribute with their specific expertise in developing competence-based curriculum of the internships.

The following 2 e-internship programmes will be created:

1) Student e-internship: ''Twin transition in agriculture and rural development''

2) Youth e-internship: ''Civic participation and twin transition in rural development''

Each will last for 6 weeks, and will have the following structure:

1) Student e-internship: ''Twin transition in agriculture and rural development'':

• Facilitated e-debate with HE staff on:

a. twin transition, innovation and training/non-formal learning agriculture/rural development and the future of skills needs (in line with 2030 sustainable development goals) and

b. intercultural dimension and civic participation in agricultural/rural development teaching, learning and working

• Student virtual company simulation– 3/6 weeks

• Project development MOOC– 1/6 weeks

• Civic participation and advocacy training– 1/6 weeks

• Youth entrepreneurship and innovation training – 0.5/6 weeks

• e-learning pathway elective – 0.5/6 weeks

• Development of small community group projects in agriculture/rural development with climate change focus – 1/6 weeks

• National competition of small community projects in agriculture/rural development with climate change focus

• International competition

• Evaluation of e-internship

2) Youth e-internship: ''Civic participation and twin transition in rural development''

• Facilitated e-debate with youth workers and NGOs on:

a. twin transition, innovation and training/non-formal learning in rural development and the future of skills needs (in line with 2030 sustainable development goals) and

b. intercultural dimension and civic participation in rural development training, learning and working
• Virtual office collaborative simulation – 3/6 weeks
• Project development MOOC– 1/6 weeks
• Civic participation and advocacy training– 1/6 weeks
• Youth entrepreneurship and innovation training – 0.5/6 weeks
• e-learning pathway elective – 0.5/6 weeks
• Development of small community group projects in agriculture/rural development with climate change focus – 1/6 weeks
• National competition of small community projects in agriculture/rural development with climate change focus
• International competition
• Evaluation of e-internship
This activity should be finalized by M12.

T2.2.2 Creation of virtual co-working space (VR platform) for collaborative work of students and youth during e-internship:
In parallel with previous activity, BM will start developing virtual co-working space (VR platform) for collaborative work of students and youth during e-internship. The virtual space will have 2 modes: virtual company mode and virtual office mode. Both modes will be environments for collaborative work of participants – students and youth workers/leaders.

T2.2.3 Co-creation of e-internship modules materials, instructions and learning resources:
In parallel HU will coordinate the development of virtual co-working e-internship modules materials, instructions and learning resources for collaborative work of participants – students and youth workers/leaders.

T2.2.4 Co-creation and institutional acceptance verification of e-internship recognition tools:
In the period from M9-M12, HSWT and HAMK will co-chair a Task Force on Recognition and Verification (TF-RV) of learning outcomes. The TF-RV will consist of a min. 1 representative per partner institution (10 representatives), who will work together to develop and suggest the set of e-internship recognition tools and institutional procedures that will allow each partner institution to institutionally accept and verify the recognition tools. HSWT and HAMK will initially create the basic set of tools with draft procedure for acceptance and verification, and TF-RV will analyze, comment and further develop the tools and procedures. E-Internship Programme Committee will also be consulted and asked for comments and feedback. After finalization of tools and procedure, each partner institution will adapt draft procedure to fit their institutional and statutory provisions.

T2.3 Development of gender-sensitive and social inclusion supportive call for participant and admission procedure:
In parallel, HAMK will develop draft gender-sensitive and social inclusion supportive call for participant and admission procedure and distribute them to partner institutions for commenting and feedback. Once the feedback is collected, HAMK will finalize both calls for applications – for e-internship for students and for e-internship for youth.

T2.4 Designing and organization of ToT training of virtual facilitators and mentors:
At the beginning of 2nd project year, HAMK with support of HU will design a ToT training of virtual facilitators and mentors. Purpose of the training is to strengthen facilitating and mentoring skills of junior teaching staff and youth workers and trainers working with young people. The training will be delivered in 14th month with expected participation of 40 gender-balanced participants (50% women). They will be selected on the basis of an open call for participants that will be distributed internally through partner organizations. Training will be designed as 3-day x 3 hours ToT training, and is expected to cover the following topics:
Day 1: ToT methodology in virtual space; - Moderation, facilitation and mentoring concepts; - What makes good and bad facilitators; - Facilitation skills; - Public appearance skills; - facilitation and managing conflicts in discussion;
Day 2: - What makes good and bad mentors; - Mentoring skills; - Monitoring and counselling mentees; -
Day 3: - Practical work with demonstrations;

T2.5 Organization of EVE project development training session for HE teachers and youth trainers with focus on newcomers:
During 17th month, WEBIN will host an EVE project development training, broken into 3 day 3-hours working sessions. The training will bring together 40 gender-balanced participants (10 groups x 4 persons, 50% women) – HE teachers and youth workers, that will develop project building skills and focus on developing EVE proposals. They will be selected on the basis of an open call for participants that will be distributed internally through partner organizations. Training will cover the following topics:
Day 1: Projects and programmes and position of donors; - Erasmus+ programme and EVE as part of it; - Project cycle; - Reading and understanding the call for proposals and priorities;

Day 2: - Setting up a project; - Existing problems that we want to tackle, project idea and objectives; - Relevance; - EVE priorities and type of project; - Project design, matrix of objectives, results and activities; - Target groups and needs; Day 3: - Parts A, B and C; - Budget; - Practical work;

Work package WP3 – IMPLEMENTATION OF E-INTERNSHIPS IN HE AND YOUTH NON-FORMAL EDUCATION SECTOR

Work Package Number	WP3	Lead Beneficiary	2 - KITA
Work Package Name	IMPLEMENTATION OF E-INTERNSHIPS IN HE AND YOUTH NON-FORMAL EDUCATION SECTOR		
Start Month	10	End Month	36

Objectives
Co-lead NYCP

WP.3-SO1: To directly support at least 1,000 European and SAA youth workers and leaders and 1,500 European and SAA students to enhance their entrepreneurial learning, employability and civic participation through virtual exchanges and e-internships.
WP.2-SO2: To increase youth and students' abilities to innovate and being entrepreneurial in agriculture and rural living and development, with focus on green and digital solutions and twin transition; |

Description
T3.1.1 Publishing and promotion of a call for participants for participation of students in e-internship:
In months 13, 19, 24 and 29, consortium will publish calls for participants for participation of students in e-internship (editions 1-4). The calls will be gender-sensitive and social inclusion supportive and will invite students from Europe and Africa to apply for e-internship. Application will be electronic and in English, and will be open and transparent. it will be promoted by partner organization and through digital campaigns on social networks. Call will be open for 45 days, and selection should be completed within 30 days.

T3.1.2 Publishing and promotion of a call for participants for participation of youth workers in e-internship:
In months 13, 19, 24 and 29, consortium will publish calls for participants for participation of youth workers/leaders in e-internship (editions 1-4). The calls will be gender-sensitive and social inclusion supportive and will invite students from Europe and Africa to apply for e-internship. Application will be electronic and in English, and will be open and transparent. it will be promoted by partner organization and through digital campaigns on social networks. Call will be open for 45 days, and selection should be completed within 30 days.

T3.2.1 Organization of facilitated e-debate with HE staff:
Student e-internship will commence with e-debate on: a. twin transition, innovation and training/non-formal learning agriculture/rural development and the future of skills needs (in line with 2030 sustainable development goals) and b. intercultural dimension and civic participation in agricultural/rural development teaching, learning and working. Each partner HEI will host 4 debates (one per edition) with participation of a min. 50 participants. Purpose of e-debates is to discuss some key topics for e-internship (twin transition and intercultural dialogue), and sensitize participants for the topic.

T3.2.2 Organization of facilitated e-debate with youth workers and NGOs:
Youth e-internship will commence with e-debate on: a. twin transition, innovation and training/non-formal learning in rural development and the future of skills needs (in line with 2030 sustainable development goals) and b. intercultural dimension and civic participation in rural development training, learning and working. Each partner youth organization will host 4 debates (one per edition) with participation of a min. 50 participants. Purpose of e-debates is to discuss some key topics for e-internship (twin transition and intercultural dialogue), and sensitize participants for the topic.

T3.3 Implementation of 2 annual editions of 6-week Spring and Fall e-internships
During 2026 and 2027, partners will execute 8 virtual exchange schemes, each lasting for 6 weeks:
- 4 for students (Spring/Fall 2026, Spring/Fall 2027) |

- 4 for youth workers/leaders (Spring/Fall 2026, Spring/Fall 2027).

These 8 virtual exchanges will be open for 2500 participants in total.

Student e-internships will have the following structure:

• Student virtual company simulation– 3/6 weeks

• Project development MOOC– 1/6 weeks

• Civic participation and advocacy training– 1/6 weeks

• Youth entrepreneurship and innovation training – 0.5/6 weeks

• e-learning pathway elective – 0.5/6 weeks

• Development of small community group projects in agriculture/rural development with climate change focus – 1/6 weeks

• National competition of small community projects in agriculture/rural development with climate change focus

• International competition

• Evaluation of e-internship;

Youth e-internships will have the following structure:

• Facilitated e-debate with youth workers and NGOs on:

a. twin transition, innovation and training/non-formal learning in rural development and the future of skills needs (in line with 2030 sustainable development goals) and

b. intercultural dimension and civic participation in rural development training, learning and working

• Virtual office collaborative simulation – 3/6 weeks

• Project development MOOC– 1/6 weeks

• Civic participation and advocacy training– 1/6 weeks

• Youth entrepreneurship and innovation training – 0.5/6 weeks

• e-learning pathway elective – 0.5/6 weeks

• Development of small community group projects in agriculture/rural development with climate change focus – 1/6 weeks

• National competition of small community projects in agriculture/rural development with climate change focus

• International competition

• Evaluation of e-internship;

More details are presented below.

T3.3.1.1 Student virtual company simulation (5 groups per 14 students) – 3/6 weeks:
Student virtual company simulation will bring 5 groups per 14 students per partner. It will last for 3/6 weeks and will be focusing on learning student business & entrepreneurship skills.

T3.3.1.2 Virtual office collaborative simulation (5 groups per 14 youth workers per partner per semester) – 3/6 weeks:
Youth Virtual office collaborative simulation will bring 5 groups per 14 youth workers and leaders per partner. It will last for 3/6 weeks and will be focusing on learning student business & entrepreneurship skills.

T3.3.2 Implementation of Project development MOOC for students and youth workers – 1/6 weeks:
One week during e-internship will be allocated for attending MOOC in project development. The MOOC will be prepared by WEBIN and administered by all partner organization during e-internship implementation. The MOOC will be implemented during first 2 weeks of e-internship, and will be a basis for later development of small community projects.
The MOOC will consist of the following units: - understanding and programme project cycle and the position of the donor; - reading the call for proposals and understanding donor priorities; - problem analysis and selection of project topic; - definition of target groups and setting up project objectives; - decelopment of project relevance; - creation of project partnership; - development of project logical matrix with results, activities and indicators; - project impact and sustainability; - project methodology and description of activities; - budgeting;

T3.3.3 Implementation of Civic participation and advocacy training for students and youth workers – 1/6 weeks:
One week during e-internship will be allocated for attending Civic participation and advocacy training. The prepared will be prepared by NYCP and WEBIN and implemented by all partner organization during e-internship programme.
The training will seek to increase participants knowledge and improve their positive attitudes about civic participation and active citizenship on one side and advocacy and policy making on other side. The training will consist of the following units: - civic participation and youth activism; - universal rights and freedoms; - forms of civic participation in social and political processes; - tools for civic participation; - youth activism and community work; - small community projects as tool for mobilization and change; - concept of public advocacy; - planning of advocacy activities; - types of advocacy activities; - policy cycle; - understanding the position of decision makers and power map;

T3.3.4 Implementation of Youth entrepreneurship and innovation training – 0.5/6 weeks:

Half week during e-internship will be allocated for attending Youth entrepreneurship and innovation training. Purpose of the training will be to boost entrepreneurial attitudes of participants and make an insight into the world of innovations.The training will be prepared by HSWT, HAMK and EDI and implemented by all partner organization during e-internship implementation.

The training will consist of the following units: - entrepreneurial spirit and competences; - EntreComp as competency framework; - entrepreneurial attitudes; - becomming an entrepreneur start with small steps; - innovation cycle; - from idea to innovation; - funds to support innovation; - pitching for funds and challenges;

T3.3.5 Implementation of e-learning pathway elective – 0.5/6:
Half week during e-internship will be allocated for attending e-learning pathway elective training. Students will have to choose 1 elective out of 4 and create their learning pathway. The consortium will offer 4 elective training: 2 related to twin transition, agriculture and climate change, and 2 related to soft skills. Elective training will last 0.5 weeks. The final list of electives will be developed during the WP.2 and first project year.

T3.3.6 Development of small community group projects in agriculture/rural development with climate change focus:
During first 3 weeks of e-internship, participants will develop small community projects. The projects will be developed in small groups or individually, and participants will be encouraged to implement these projects in their local communities. The projects will tackle the twing transition aspects in the local community. Project development efforts will be monitored, facilitated and supported by facilitators from partner organizations. By week 3, all projects should besufficiently developed to be able to participate in the national competition of small innovative community projects.

T3.3.7 Organization of national competition of small community projects in agriculture/rural development with climate change focus, opportunities scouting for agri-business ideas:
In week 4, partner institutions will host virtual national competition of small innovative community projects. There will the national jury consisting of national members of Freind of the Project. They will select 2 most innovative community projects with greatest potential for impact on the local communities and twin transition. Selected projects will participate in international competition of small innovative community projects that will be organized in 6th week of e-internship.

T3.3.8 Organization of international competition and peer-to-peer innovation forum:
In 6th week of e-internship HSWT will host virtual international competition of small innovative community projects. There will be 14 most innovative projects, comming from 7 countries (2 per country). The Friend of the Project will act as international jury and all participants of e-internship will also vote on the winner (50% vote will be FoP, other 50% will be the votes of students and yout participating in e-internship. The winning projects will be offered to access incubation in innovation hubs at selected partner University.

T3.3.9 Evaluation of e-internship:
Each edition of e-internship will be evaluated by both students/youth participants and facilitators and educators. WEBIN will be responsible to create the evaluation forms, while KITA and NYCP will be responsible to circulate the forms among partner organizations, participants and facilitators. WEBIN will be responsible to process data, draw conclusions and recommendations for the improvement of the next editions. Evaluation reports will be distributed to e-IPC for analysis.

T3.4 Joint development of one youth and one HE EVE project proposals:
During the implementation of 4 editions of e-internships, facilitators, teachers and educators will be encouraged, guided and facilitated to develop at least 2 EVE draft proposals. One will address HE, and other will be dedicated to youth. Support will be provided to teams that are interested to develop an EVE proposal.

T3.5 Development of Transformative learning toolkit on e-internships for teachers and trainers in non-formal education:
After first 2 editions of e-internships for students and youth workers/leaders, KITA and NYCP will create the task force on transformative learning (TF-TL) with min. 1 representative per partner institution. The TF-TL will be respkonsible to analyze experiences from implementation of first 2 editions, and develop Transformative learning toolkit on e-internships for teachers and trainers in non-formal education. This toolkit would be a practical guide for educators on good practices and positive experiences in organizing e-internships with different category of learners. The toolkit should be resource for educators in planning and preparing the e-internships for implementation.

Work package WP4 – COMMUNICATION, DISSEMINATION AND EXPLOITATION

Work Package Number	WP4	Lead Beneficiary	7 - EDI
Work Package Name	COMMUNICATION, DISSEMINATION AND EXPLOITATION		

Start Month	5	End Month	36

Objectives

Co-lead UFS

WP.4-SO.1: To ensure large-scale project dissemination of key messages and virtual exchange opportunities to general and specific target groups.
WP.4-SO.2: To support scaling of virtual exchange opportunities by transferring e-internship programmes to other institutions outside consortium, especially to HEIs and youth organizations from remote and rural regions.

Description

T4.1 Implementation of digital campaign promoting the published calls for applications:
Before announcing the virtual mobility edition, and publishing the call for applications, partners will prepare digital promotion materials which will support published calls for applications.. All partner institutions will implement digital campaign promoting the published calls for applications through social networks. Digital campaigns will last for 2 months following the opening of each call for application.

T4.2 Creation of alumni e-network of students and youth multipliers commissioned to promote the exchange opportunities through the social networks, exchange business and project ideas:
Alumni e-network will be initiated during the first edition of e-internship. It will consist of first generation of e-internship participants. Every next generation of participants will automatically become alumni network members. The network members will be connected through social networks. Their main duty will be to share their experiences and promote the e-internship. They will also be encouraged to develop Erasmus+ youth cooperation projects and keep contacts.

T4.3 Organization of open virtual discussions to evaluate e-internships and make testimonials:
At the end of every edition of e-internship, hosting institutions will host open virtual discussions to evaluate e-internships and make testimonials. Discussions will be facilitated so that participants speak about learning outcomes, their experiences with intercultural dialogue network and connections they established and how important e-internship was for their professional development. Testimonials will be used on social networks to promote the e-internships.

T4.4 Creation and distribution of 3 newsletters:
At the end of every project year, in months 13, 25 and 36, UFS and EDI will coordinate the creation of annual newsletter about virtual exchange, twin transition, academic business cooperation, competences of graduates, career guidance, intercultural dialogue and about the project and project partner activities. All the partners will contribute to the creation of the newsletter, while the EDI and UFS will coordinate creation of a database of the relevant email addresses that will receive the newsletter. It is expected that at least 200 email addresses, including those of Universities and technical colleges, state and local authorities, employers and chambers of commerce will be included in the database.

T4.5 Development and promotion of Green paper - Educational and sector policy and practice improvements promoting new skills and innovations for new generations working in agri sector and rural development:
On a half way through, a Green Paper (GP) Green paper (Educational and sector policy and practice improvements promoting new skills and innovations for new generations working in agri sector and rural development) co-creation will commence. The GP will seek to identify educational and sector policy and practice improvements promoting new skills and innovations for new generations working in agri sector and rural development. The GP creation will start with constitution ofbTask Force for Green Paper (TF-GP) and preparing and presenting the co-creation plan to the Task Force. The team will consist of 8-10 members, and will be led by UFS and EDI. TFT-GP will have 6 months to conduct necessary data collection and analysis, and develop the GP. Before publishing the GP will be reviewed and evaluated, and then it will be internally verified by the project SC.

T4.6 Publishing Scale up Call for applications for institutional programme transfer agreement:
In the last project year, e-internships will be scaled up to reach out to new HEIs and youth organizations interested to take over the e-internship concept This will be done through an open call for applications that will be published at 3rd year of the project. The call will seek for 6 universities and 6 youth organizations interested to receive the transfer of e-internship programme. HEIs and youth organizations coming from rural and remote areas will have advantage. With selected institutions consortium will conclude an institutional agreement on transfer of e-internships. Selected institutions will also receive e-training on implementation of e-internship.

T4.7 Final virtual conference event with joint partners contributions:
The project will end with final virtual conference that will be hosted by UFS. Purpose of the conference is to present

project results and achievements and discuss the future of virtual exchanges supporting twin transition and intercultural dialogue. It is expected that 50 relevant participants (from HE, youth sector, state institutions, etc.) take place in the conference and contribute to dissemination of the project results.

Work package WP5 – MANAGEMENT AND QUALITY ARCHITECTURE

Work Package Number	WP5	Lead Beneficiary	1 - HSWT
Work Package Name	MANAGEMENT AND QUALITY ARCHITECTURE		
Start Month	1	End Month	36

Objectives
Co-lead WEBIN WP.5-O1: To ensure smooth and effective project management and high quality performance and delivery.

Description
T5.1 Organization of bi-annual meetings of the Steering Committee to internally verify deliverables: Every 6 months partners will meet virtually to discuss project implementation, PQA reports and conduct internal verification of project results. Internal verification will be done on the basis of result evaluation reports provided by PQA team and main evaluator. Verification will be done by unanimous vote. Detailed instructions, decision making method, conflict resolution procedures and other procedures will be presented to PSC members in a form of project Rules of Procedures. 6 regular PSC meetings will be hosted and chaired by HSWT. Meeting minutes from each meeting will be distributed to PSC members. T5.2 Organization of e-internship Programme Committee (e-IPC) meetings: During the first project year, e-IPC will be meeting on regular basis to make contribution to the development of student and youth e-internships. Once the e-internships are approved by the PSC for implementation, e-IPC meetings will be held virtually every 6 months. e-IPC will be chaired by HAMK and minutes will be taken by the host institution. Meetings will be used to analyse the previous edition of e-internships, discuss observations and challenges, and discuss the next edition, and if necessary, make some programme changes. T5.3 Implementation of gender-sensitive PQA mechanisms of quality assurance and internal verification: Project M&E will be based on Project Quality Architecture (PQA) methodology, and implementation package containing: PQA matrix and toolkit. The PQA will monitor several aspects of quality assurance, incl: quality of management, work packages quality, results quality, events quality, communication, dissemination and exploitation quality. PQA will be carried out using Moodle or Google e-forms. Evaluation reports will be distributed to PSC members and WP leaders. Result evaluation reports will be the basis for internal verification of results. CDE reports will be the basis for impact analysis at the end of the project. PQA matrix will suggest the set of corrective measures for various issues related to lack of quality or commitment. At the end of 1st project year Quality Progress Report will be published to summarize the M&E findings and recommendations for first 12 months. The Project Steering Committee is expected to discuss and adopt report for first 12 months at virtual session expected to be held in February-March 2026. At the end of 2nd project year Quality Progress Report will be published to summarize the M&E findings and recommendations for second 12 months. The Project Steering Committee is expected to discuss and adopt report at virtual session expected to be held in February-March 2027. T5.4 Development and implementation of project sustainability strategy (SuS) with MoUs: The partners will commence the development of project sustainability strategy (SuS) at half of the project. For this purpose, a SuS Task Force (SuS-TF) will be created from a min 4 staff members who indicate that would like to be involved in the SuS-TF. They will be coordinated by KITA and UFS. The strategy will list the measures (institutional +policy+financial) the partners plan to undertake to ensure sustainability of project results during and after the project. The development of SuS will take place through 2nd project year, so that it can be adopted by the PSC at latest in 24th project month. The implementation of SuS will preferably start in 25th month, and will be monitored by KITA and UFS. Partners will report on implementation progress annually at the SC meetings. Following the SuS, the partners are

expected to sign either one multilateral or multiple bilateral Memoranda of Understanding on continuation of cooperation beyond the project lifetime. This will be coordinated by KITA and HSWT.

T5.5 Implementation of external evaluation:
External evaluation of the project will be conducted by the end of project to assess the likelihood to achieve expected impact on the basis of created deliverables and from the point of view of project relevance, coherence, efficiency and effectiveness and sustainability. For this task WEBIN will hire an independent external evaluator (or team of evaluators) to carry out assessment on the basis of ToR.

STAFF EFFORT

Staff effort per participant						
Grant Preparation (Work packages - Effort screen) — Enter the info.						
Participant	**WP1**	**WP2**	**WP3**	**WP4**	**WP5**	**Total Person-Months**
1 - HSWT	2.00	5.00	5.00	1.00	3.00	16.00
2 - KITA	2.00	3.00	8.00	2.00	3.00	18.00
3 - UFS	1.00	1.00	4.00	2.00	3.00	11.00
4 - HAWASSA	2.00	3.00	8.00	4.00	3.00	20.00
5 - UGB	4.00	4.00	7.00	3.00	2.00	20.00
6 - NICOSA YCP	3.00	5.00	7.00	3.00	3.00	21.00
7 - EDI	2.00	3.00	8.00	5.00	3.00	21.00
8 - WEBIN	2.00	4.00	5.00	2.00	4.00	17.00
9 - Bizmetrics	1.00	5.00	4.00	2.00	1.00	13.00
10 - HAMK	1.00	2.00	4.00	1.00	2.00	10.00
Total Person-Months	20.00	35.00	60.00	25.00	27.00	167.00

LIST OF DELIVERABLES

Deliverables

Grant Preparation (Deliverables screen) — Enter the info.

The labels used mean:

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

Deliverable No	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month)
D1.1	Project Quality Architecture Toolkit	WP1	8 - WEBIN	R — Document, report	SEN - Sensitive	4
D1.2	Administration Manual for social network accounts	WP1	7 - EDI	R — Document, report	SEN - Sensitive	4
D1.3	Inception report containing 4 thematic reports and recommendations	WP1	5 - UGB	R — Document, report	PU - Public	4
D2.1	Set of training reports from facilitated webinars for HE teachers and youth trainers	WP2	10 - HAMK	R — Document, report	SEN - Sensitive	6
D2.2	Student e-internship curriculum: ''Twin transition in agriculture and rural development'' for HEIs, with materials, instructions and learning resources	WP2	10 - HAMK	R — Document, report	SEN - Sensitive	12
D2.3	Youth e-internship curriculum: ''Civic participation and twin transition in rural development'' for youth workers, with materials, instructions and learning resources	WP2	6 - NICOSA YCP	R — Document, report	SEN - Sensitive	12
D2.4	Virtual co-working space (VR platform) for collaborative work of students and youth during e-internship	WP2	9 - Bizmetrics	DEC —Websites, patent filings, videos, etc	SEN - Sensitive	12

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Deliverable No	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month)
D2.5	Set of e-internship recognition tools with procedures of acceptance and validation	WP2	10 - HAMK	R — Document, report	SEN - Sensitive	12
D2.6	Gender-sensitive and social inclusion supportive call for participant and admission procedure	WP2	10 - HAMK	R — Document, report	PU - Public	10
D2.7	ToT training report	WP2	4 - HAWASSA	R — Document, report	SEN - Sensitive	14
D2.8	Training report from EVE project development training session for HE teachers and youth trainers	WP2	8 - WEBIN	R — Document, report	SEN - Sensitive	17
D3.1	Set of reports from e-debates	WP3	2 - KITA	R — Document, report	PU - Public	13
D3.2	Implementation report of e-internship Spring 2026	WP3	1 - HSWT	R — Document, report	SEN - Sensitive	19
D3.3	Implementation report of e-internship Fall 2026	WP3	1 - HSWT	R — Document, report	SEN - Sensitive	25
D3.4	Implementation report of e-internship Spring 2027	WP3	1 - HSWT	R — Document, report	SEN - Sensitive	31
D3.5	Implementation report of e-internship Fall 2027	WP3	1 - HSWT	R — Document, report	SEN - Sensitive	36
D3.6	Zipped file containing a min. 4 draft proposals for EVE with 35% completion rate	WP3	6 - NICOSA YCP	R — Document, report	SEN - Sensitive	36

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Deliverable No	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month)
D3.7	Transformative learning toolkit on e-internships	WP3	2 - KITA	R — Document, report	PU - Public	33
D3.8	Set of evaluation reports of 4 editions of e-internships	WP3	8 - WEBIN	R — Document, report	SEN - Sensitive	36
D4.1	Alumni e-network of students and youth multipliers	WP4	3 - UFS	OTHER	PU - Public	36
D4.2	Set of video testimonials (links)	WP4	3 - UFS	DEC —Websites, patent filings, videos, etc	PU - Public	36
D4.3	Green paper - Educational and sector policy and practice improvements promoting new skills and innovations for new generations working in agri sector and rural development	WP4	3 - UFS	R — Document, report	PU - Public	36
D4.4	Set of 3 merged newsletters	WP4	7 - EDI	R — Document, report	PU - Public	36
D4.5	Set of institutional programme transfer agreements	WP4	7 - EDI	R — Document, report	SEN - Sensitive	36
D4.6	Conference report	WP4	3 - UFS	R — Document, report	PU - Public	36
D5.1	Project sustainability strategy with MoUs	WP5	1 - HSWT	R — Document, report	SEN - Sensitive	36
D5.2	Progress quality report #1	WP5	8 - WEBIN	R — Document, report	SEN - Sensitive	13
D5.3	Progress quality report #2	WP5	8 - WEBIN	R — Document, report	SEN - Sensitive	25

Deliverables

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Deliverable No	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month)
D5.4	External evaluation report	WP5	8 - WEBIN	R — Document, report	SEN - Sensitive	36

Deliverable D1.1 – Project Quality Architecture Toolkit

Deliverable Number	D1.1	Lead Beneficiary	8 - WEBIN
Deliverable Name	Project Quality Architecture Toolkit		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	4	Work Package No	WP1

Description
e-document of 40 pages in English, presenting the PQA methodology of monitoring and evaluation activities in complex multi-partner projects, with instruments (questionnaires and report templates) to be used in M&E processes.

Deliverable D1.2 – Administration Manual for social network accounts

Deliverable Number	D1.2	Lead Beneficiary	7 - EDI
Deliverable Name	Administration Manual for social network accounts		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	4	Work Package No	WP1

Description
e-document of 40 pages in English, presenting instructions how to use and administer accounts and profiles on social networks..

Deliverable D1.3 – Inception report containing 4 thematic reports and recommendations

Deliverable Number	D1.3	Lead Beneficiary	5 - UGB
Deliverable Name	Inception report containing 4 thematic reports and recommendations		
Type	R — Document, report	Dissemination Level	PU - Public
Due Date (month)	4	Work Package No	WP1

Description
e-document of 40 pages in English presenting the state of the art in 4 thematic areas in partnercountries, (from twin transition to career guidance), containing recommendations for project consirtium and also for stakeholders.

Deliverable D2.1 – Set of training reports from facilitated webinars for HE teachers and youth trainers

Deliverable Number	D2.1	Lead Beneficiary	10 - HAMK
Deliverable Name	Set of training reports from facilitated webinars for HE teachers and youth trainers		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	6	Work Package No	WP2

Description
Set of e-documents in English, each upto 8 pages long elaborating on webinar flow, conclusions and recommendations.

Deliverable D2.2 – Student e-internship curriculum: ''Twin transition in agriculture and rural development" for HEIs, with materials, instructions and learning resources

Deliverable Number	D2.2	Lead Beneficiary	10 - HAMK
Deliverable Name	Student e-internship curriculum: ''Twin transition in agriculture and rural development" for HEIs, with materials, instructions and learning resources		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	12	Work Package No	WP2

Description
e-document in English, containing 10 pages without annexes, presenting the curriculum ''Twin transition in agriculture and rural development" for HEIs

Deliverable D2.3 – Youth e-internship curriculum: ''Civic participation and twin transition in rural development" for youth workers, with materials, instructions and learning resources

Deliverable Number	D2.3	Lead Beneficiary	6 - NICOSA YCP
Deliverable Name	Youth e-internship curriculum: ''Civic participation and twin transition in rural development" for youth workers, with materials, instructions and learning resources		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	12	Work Package No	WP2

Description
e-document in English, containing 10 pages without annexes, presenting the curriculum ''Civic participation and twin transition in rural development" for youth workers

Deliverable D2.4 – Virtual co-working space (VR platform) for collaborative work of students and youth during e-internship

Deliverable Number	D2.4	Lead Beneficiary	9 - Bizmetrics
Deliverable Name	Virtual co-working space (VR platform) for collaborative work of students and youth during e-internship		
Type	DEC —Websites, patent filings, videos, etc	Dissemination Level	SEN - Sensitive
Due Date (month)	12	Work Package No	WP2

Description
Virtual platform for collaborative work of students and youth, with 2 modes, one for virtual companies for students, and another for office collaborative work of youth organizations.

Deliverable D2.5 – Set of e-internship recognition tools with procedures of acceptance and validation

Deliverable Number	D2.5	Lead Beneficiary	10 - HAMK

Deliverable Name	Set of e-internship recognition tools with procedures of acceptance and validation		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	12	Work Package No	WP2

Description
Zip folder containing e-internship recognition tools with procedures of acceptance and validation

Deliverable D2.6 – Gender-sensitive and social inclusion supportive call for participant and admission procedure

Deliverable Number	D2.6	Lead Beneficiary	10 - HAMK
Deliverable Name	Gender-sensitive and social inclusion supportive call for participant and admission procedure		
Type	R — Document, report	Dissemination Level	PU - Public
Due Date (month)	10	Work Package No	WP2

Description
e-document in English 6 pages long, containing gender-sensitive and social inclusion supportive call for participant and admission procedure

Deliverable D2.7 – ToT training report

Deliverable Number	D2.7	Lead Beneficiary	4 - HAWASSA
Deliverable Name	ToT training report		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	14	Work Package No	WP2

Description
e-document in English 5 pages long, containing flow and conclusions from the training.

Deliverable D2.8 – Training report from EVE project development training session for HE teachers and youth trainers

Deliverable Number	D2.8	Lead Beneficiary	8 - WEBIN
Deliverable Name	Training report from EVE project development training session for HE teachers and youth trainers		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	17	Work Package No	WP2

Description
e-document in English 5 pages long, containing flow and conclusions from the training.

Deliverable D3.1 – Set of reports from e-debates

Deliverable Number	D3.1	Lead Beneficiary	2 - KITA
Deliverable Name	Set of reports from e-debates		
Type	R — Document, report	Dissemination Level	PU - Public
Due Date (month)	13	Work Package No	WP3

Description
Set of 36 reports (from each partner institution 1 report per edition) from e-debates merged into 1 sigle file. Document in English, cca. 108 pages long. Reach report will elaborate on key findings, conclusions and recommendations.

Deliverable D3.2 – Implementation report of e-internship Spring 2026

Deliverable Number	D3.2	Lead Beneficiary	1 - HSWT
Deliverable Name	Implementation report of e-internship Spring 2026		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	19	Work Package No	WP3

Description
e-document in English of 20 pages without annexes, presenting preparation, implementation, follow up and remarks by implementing organizations.

Deliverable D3.3 – Implementation report of e-internship Fall 2026

Deliverable Number	D3.3	Lead Beneficiary	1 - HSWT
Deliverable Name	Implementation report of e-internship Fall 2026		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	25	Work Package No	WP3

Description
e-document in English of 20 pages without annexes, presenting preparation, implementation, follow up and remarks by implementing organizations.

Deliverable D3.4 – Implementation report of e-internship Spring 2027

Deliverable Number	D3.4	Lead Beneficiary	1 - HSWT
Deliverable Name	Implementation report of e-internship Spring 2027		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	31	Work Package No	WP3

Description
e-document in English of 20 pages without annexes, presenting preparation, implementation, follow up and remarks by implementing organizations.

Deliverable D3.5 – Implementation report of e-internship Fall 2027

Deliverable Number	D3.5	Lead Beneficiary	1 - HSWT
Deliverable Name	Implementation report of e-internship Fall 2027		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	36	Work Package No	WP3

Description
e-document in English of 20 pages without annexes, presenting preparation, implementation, follow up and remarks by implementing organizations.

Deliverable D3.6 – Zipped file containing a min. 4 draft proposals for EVE with 35% completion rate

Deliverable Number	D3.6	Lead Beneficiary	6 - NICOSA YCP
Deliverable Name	Zipped file containing a min. 4 draft proposals for EVE with 35% completion rate		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	36	Work Package No	WP3

Description
Zip file containing a min. 4 draft proposals for EVE with 35% completion rate. The proposals may be available in any suitable form, not necessarily in official Erasmus+ EVE form.

Deliverable D3.7 – Transformative learning toolkit on e-internships

Deliverable Number	D3.7	Lead Beneficiary	2 - KITA
Deliverable Name	Transformative learning toolkit on e-internships		
Type	R — Document, report	Dissemination Level	PU - Public
Due Date (month)	33	Work Package No	WP3

Description
e-document in English of 60 pages containing transformative experiences from implementing first 2 editiions of student and youth e-internship.

Deliverable D3.8 – Set of evaluation reports of 4 editions of e-internships

Deliverable Number	D3.8	Lead Beneficiary	8 - WEBIN
Deliverable Name	Set of evaluation reports of 4 editions of e-internships		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	36	Work Package No	WP3

Description

Zip file containing 4 evaluation reports of 4 editions of e-internships. Each e-document is in English and has up to 12 pages.

Deliverable D4.1 – Alumni e-network of students and youth multipliers

Deliverable Number	D4.1	Lead Beneficiary	3 - UFS
Deliverable Name	Alumni e-network of students and youth multipliers		
Type	OTHER	Dissemination Level	PU - Public
Due Date (month)	36	Work Package No	WP4

Description
e-network of alumni students and youth multipliers consisting of all individuals who participated in student or youth e-internship.

Deliverable D4.2 – Set of video testimonials (links)

Deliverable Number	D4.2	Lead Beneficiary	3 - UFS
Deliverable Name	Set of video testimonials (links)		
Type	DEC —Websites, patent filings, videos, etc	Dissemination Level	PU - Public
Due Date (month)	36	Work Package No	WP4

Description
Selected video testimonials, each 30-120 seconds long, will be posted on Youtube channels of partner institutions and will be used on social networks for promotional purposes.

Deliverable D4.3 – Green paper - Educational and sector policy and practice improvements promoting new skills and innovations for new generations working in agri sector and rural development

Deliverable Number	D4.3	Lead Beneficiary	3 - UFS
Deliverable Name	Green paper - Educational and sector policy and practice improvements promoting new skills and innovations for new generations working in agri sector and rural development		
Type	R — Document, report	Dissemination Level	PU - Public
Due Date (month)	36	Work Package No	WP4

Description
e-document in English of up to 60 pages elaborating on educational and sector policy and practice improvements promoting new skills and innovations for new generations working in agri sector and rural development.

Deliverable D4.4 – Set of 3 merged newsletters

Deliverable Number	D4.4	Lead Beneficiary	7 - EDI

Deliverable Name	Set of 3 merged newsletters		
Type	R — Document, report	Dissemination Level	PU - Public
Due Date (month)	36	Work Package No	WP4

Description
e-document in English, containing 3 merged newsletters, all together up to 20-24 pages long.

Deliverable D4.5 – Set of institutional programme transfer agreements

Deliverable Number	D4.5	Lead Beneficiary	7 - EDI
Deliverable Name	Set of institutional programme transfer agreements		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	36	Work Package No	WP4

Description
Set of 12 Transfer Agreements, 6 with HEIs 6 with youth NGOs, regulating transfer of student and youth e-internships to new 6 universities and 6 youth organizations, and allowing them to organize the e-interships with no limits.

Deliverable D4.6 – Conference report

Deliverable Number	D4.6	Lead Beneficiary	3 - UFS
Deliverable Name	Conference report		
Type	R — Document, report	Dissemination Level	PU - Public
Due Date (month)	36	Work Package No	WP4

Description
e-document in English of 5 pages sumarizing the conference flow and conclusions.

Deliverable D5.1 – Project sustainability strategy with MoUs

Deliverable Number	D5.1	Lead Beneficiary	1 - HSWT
Deliverable Name	Project sustainability strategy with MoUs		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	36	Work Package No	WP5

Description
e-document consisting of the description of measures to be taken by partner institutuins to ensure sustainability of project results and continuation of cooperation beyond the project lifetime. Document acompanied by MoUs signed between the partners.

Deliverable D5.2 – Progress quality report #1

Deliverable Number	D5.2	Lead Beneficiary	8 - WEBIN
Deliverable Name	Progress quality report #1		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	13	Work Package No	WP5

Description
Progress quality report #1 will be published after 1st project year. This e-document in English will be up to 30 pages long and will summarize the implementation from the year 1, level of accomplishment of project indicator and creation of results, and will elaborate on evaluation findings about management, CD, work packages, results and events, as well as about internal verification of results.

Deliverable D5.3 – Progress quality report #2

Deliverable Number	D5.3	Lead Beneficiary	8 - WEBIN
Deliverable Name	Progress quality report #2		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	25	Work Package No	WP5

Description
Progress quality report #2 will be published after 2nd project year. This e-document in English will be up to 30 pages long and will summarize the implementation from the years 1 & 2, level of accomplishment of project indicator and creation of results, and will elaborate on evaluation findings about management, CD, work packages, results, events and sustainability plan implementation, as well as about internal verification of results.

Deliverable D5.4 – External evaluation report

Deliverable Number	D5.4	Lead Beneficiary	8 - WEBIN
Deliverable Name	External evaluation report		
Type	R — Document, report	Dissemination Level	SEN - Sensitive
Due Date (month)	36	Work Package No	WP5

Description
E-report in English of up to 40 pages with annexes, presenting evaluation findings of an independent team of evaluators, along with assessment of project implementation, results and likelihood to achieve impact. The evaluation findings will be structured to adress the relevance, coherence, effectiveness and efficiency, and sustainability criteria. The report will be distributed to project and WP coordinators and PSC members and discussed within consortium.

LIST OF MILESTONES

Milestones					
Grant Preparation (Milestones screen) — Enter the info.					
Milestone No	**Milestone Name**	**Work Package No**	**Lead Beneficiary**	**Means of Verification**	**Due Date (month)**
1	Implementation package adopted and distributed to partner organizations		1 - HSWT	KOM report + Implementation package	2
2	FoP group established		5 - UGB	Contact list of FoPs	4
3	e-internship developed with VR platform, materials, instructions and learning resources and approved for admission and implementation		10 - HAMK	Modules and virtual platform	12
4	Selection of sucessful applicants (applied gender sensitive and inclusion supportive principles) completed and applicant informed about admission to the e-internships		2 - KITA	e-Internship implementation report	30
5	Partner project staff trained to apply PQA methodology in project implementation, individual meetings with each partner completed		8 - WEBIN	PQA inception report	4

LIST OF CRITICAL RISKS

Critical risks & risk management strategy			
Grant Preparation (Critical Risks screen) — Enter the info.			
Risk number	**Description**	**Work Package No(s)**	**Proposed Mitigation Measures**
1	Operational risks: Withdrawal of a consortium member, loss of a key personnel: likelihood low, severity high; Resignation of WP leader, project management staff: likelihood low, severity medium; Inadequate budgeted resources; likelihood medium, severity medium; Limited national level partners outreach capacity – likelihood low; severity high Scattered virtual project teams operating in different time zones and unfamiliar with VE as a standalone program	WP5	Transferring commitments to other partner/s or finding new partner/s - decisions to be taken by project management team; Replacing the WP leader; While efforts are made to correctly budget the project, unexpected difficulties may arise (including war related anticipation). These are to be identified in the inception project phase. The leader proposes solutions to emerging resource challenges (with project management team decision making), and if necessary in consultation with the EC. All Beneficiaries are prepared to temporarily commit more resources if needed. Partners form part of national and regional education networks and are in position of engaging other actors and support for the implementation of different project activities including m&e.
2	Social risks: Cultural differences, communication difficulties and continuous changes in the interaction patterns and relations among key community actors; lack of Social Network Analysis (SNA) to recognize and investigate the network of stakeholder-associated risk factors in the targeted communities; likelihood medium, severity medium;	WP1, WP3, WP5, WP4, WP2	Partners acknowledge that the networks of local actors play a crucial role in the mobilization of resources (local or external) for the development, adoption and implementation of different types of innovation in both formal and non-formal education. Hence, refined Theory of change (TOC) is applied with (a) process monitoring; (b) result based monitoring and evaluation (c) transparent outcome and the impact; and (d) human behaviour shall be implemented to understand cultural aspects and sustain proper communication with different community actors (coming from beneficiary countries and EU). Discussion on interactions with stakeholders and outreach strategy will form part of WP5;
3	Technical risks: difficulty of educational staff when becoming familiar with the use of new technologies and innovative learning concepts, and the lack of basic infrastructure at work place including internet availability and electricity streaming issues; likelihood medium, severity high;	WP1, WP3, WP2	Deployment of innovative technical solutions will take account of the limitations caused by underdeveloped infrastructure within the communities and institutions involved; Resources shall be shared with other stakeholders to overcome difficulties and support peer learning and exchange. Systemic analysis of the implementation spaces and barriers will be provided in detailed workplan and adhered to during the implementation
4	Political and security risks: Change in policy priorities – war anticipation – budgetary shifts to militarisation, etc.; Political changes in EU	WP1, WP3, WP5, WP4, WP2	Early warning on political destabilization shall be used with policy actors taking part in project implementation under WP1 and WP5. Conflicting interests shall be mitigated through multi-dimensional aspiration of the project that connects social inclusion,

Critical risks & risk management strategy

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

Risk number	Description	Work Package No(s)	Proposed Mitigation Measures
	Africa collaboration Regional political instability; corruption issues; governance conflicts/Conflicts of Interest; likelihood medium; severity medium		entrepreneurship and soft skills. The project considers local development plans in moving communities' sustainable development further promoting collaboration and integration process (educational) benefits within the national and regional borders.
5	Economic risk: Africa and Europe different priorities when it comes to agricultural development, employment opportunities and	WP3, WP2	Facilitated intercultural workshops shall respond to the needs of both group participants, putting the accent on mutual recognition and learning; structured webinars in preparatory phase assist the process and delivery of activities in the best interest of both subgroups; flexibility and theory of change is the supported approach in working towards the set goals
6	Social risks: Women and youth deteriorating position and economic disadvantages; low participation in activities; likelihood medium; severity medium;	WP3, WP4, WP2	Gender and youth local issues and perspectives is emphasized in all project activities and forms integral part of WP set up, while the implementation is attested through gender and youth sensitive indicators underlying refined TOC-based impact assessment and consortium commitment. EU Gender Equality Strategy 2020-2025 objectives are followed.as well as EU Strategy for youth in external actions
7	Social/behavioural risk: Traditional ex cathedra teaching style and negative views and perception of entrepreneurship (the idea behind promotion of materialistic values) among students and staff	WP3, WP2	Introduction regional conference on EntreComp should be able to demystify the entrepreneurship concept and entrepreneurial learning with the teaching staff – providing essential life skills and universal human values. COVID19 impact on the regional development will be used to showcase increased opportunities for investments into innovative business structures that are underpinned by entrepreneurship and social innovation concepts.

ADMINISTRATIVE FORMS (PART A)

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

TECHNICAL DESCRIPTION (PART B)

COVER PAGE

Part B of the Application Form must be downloaded from the Portal Submission System, completed and then assembled and re-uploaded as PDF in the system. Page 1 with the grey IMPORTANT NOTICE box should be deleted before uploading.

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

PROJECT	
Project name:	**Mastering Opportunities-scouting, Career-guidance and Key-job Skills in Agriculture**
Project acronym:	**AGRI MOCKS**
Coordinator contact:	**Prof. Peter Breunig** **HSWT**

TABLE OF CONTENTS

Call: ERASMUS-EDU-2024-VIRT-EXCH— Virtual exchanges in higher education and youth
Associated with document Ref. Ares(2024)9085622 - 18/12/2024
EU Grants: Application form (ERASMUS BB and LS Type II): V2.0 – 01.06.2022

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

PROJECT SUMMARY

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

#§PRJ-SUM-PS§# #@REL-EVA-RE@# #@PRJ-OBJ-PO@#

1. RELEVANCE

1.1 Background and general objectives

Background and general objectives

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

Describe the background and rationale of the project.

How is the projectrelevant 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)?

Background and rationale. Even though the future of work in global terms is inter alia defined by the (twin green and digital) transition so that the global goals on sustainable development are met, the importance of the transition process in particular sectors remains underexplored and yet highly relevant as is the case with the agriculture and rural development in different parts of the world. As a result a large number of young people remain without appropriate level of knowledge and skills needed to enable sustainable growth and development of their own local areas, countries and in the international context.

Every dimension of the twin transition presents potential benefits and challenges for the future workers: new working (often remote) conditions, new skills requirements, and access to social dialogue with social partners and unions, ability to innovate and provide feasible responses to some old and a number of emerging challenges. All this will change the shape of the labor markets in different world regions. As stipulated under the European Skills Agenda for sustainable competitiveness, social fairness and resilience[1], organisations providing education and training need to deliver relevant skills along the entire lifelong learning continuum. Organizations need agile, resilient and future-proof educational (including VET) systems, which can support young people to manage their entry to a changing labour market and ensure that adults access vocational programmes tailored to the twin green and digital transition.

Swift adapting to and mitigating climate change effects and continuous familiarisation with growing digital tools, demands for particular competences often not part of regular formal education to be obtained by a large number of young people entering the labour markets across the globe (e.g. entrepreneurial spirit, project based (design) thinking, interdisciplinary approach to problem solving, etc.). Some economic sectors such as agriculture are more susceptible to these new realities and hence request for urgent attention especially given that food security emerged as one of the top issues on the global agenda. Small farmers are in particularly difficult position, lacking skills and knowledge to cope with the emerging pressures. At the same time new generation of entrepreneurs are coming in often lacking some of the key competences relevant for sustainable agricultural development. To make these aspirations a reality, a step change is also necessary to put a focus on the development of entrepreneurial skills. Recent studies[2] suggest that entrepreneurial attitudes, skills and aspirations positively impact twin transitions. Thus, career guidance systems and practices should cover properly the entrepreneurial dimension Entrepreneurial learning stands out as a stepping stone to encouraging innovation, critical and creative thinking, interdependence and preparedness for life and work in ever

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[1] SWD(2020) 122 final

[2] Ferreira J. J. et al. (2022). The interactions of entrepreneurial attitudes, abilities and aspirations in the (twin) environmental and digital transitions? A dynamic panel data approach Technology in Society, Volume 71, November 2022

Call: ERASMUS-EDU-2024-VIRT-EXCH— Virtual exchanges in higher education and youth
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more volatile conditions.

In order to provide some effective change in different contexts (embracing cultural diversity) and increase sustainability and food security in global terms, intercultural understanding, exchange of standing points and connectedness becomes of primary importance especially by and between Europe and Africa young people. The project offers further potentials for joint learning and recognition of inter-continental dependences in the addressed areas, promoting a better targeted and a more just development dimensions through direct inclusion of young people in the format of (virtual) intercultural dialogue. Against the given backdrops, the AGRI MOCKS project rolls out an important investment in skills seen as the crucial enabler of the twin transition through a set of virtual learning intensive interactions targeting HE students, teachers and youth (NGOs), that gives young people a springboard to a successful career in agriculture on both continents.

Inside Europe modernization of higher education through soft skills accreditation takes place for the past decade normally through project based initiatives meant to support the European lifelong learning concept. As a result, some common European programme on soft skills in the academic curricula and in the post-diploma supplement have been introduced. Oriented to the needs and requests of big companies, these soft skills normally included communication, conflict resolution and teamwork as well as business culture adaptability. However, employers expect higher education to provide transparent offers of internationally oriented programmes designed in line with the respective qualifications frameworks and the learning outcomes defined therein. Employers' expectations rose with the focus on employability as they anticipated recruiting graduates with a proficiency of action, who expand their profiles continuously and self-responsibly and are ready for high performance i*n the European labour market and beyond.*

Cultivation of soft skills, however, should not be seen as merely satisfying employer's needs, but primarily individual growth potential essential for finding, retaining or developing personal position in the society. Study programmes and modules have to be designed in a way which leaves room for all the components that only as a whole build its profile while higher education teachers and administrators themselves have to face continuous change (especially with reference to career guidance). Today's graduates need to combine transversal, multidisciplinary and innovation skills and competences with up-to-date subject-specific knowledge so as to be able to contribute to the wider needs of society and the labour market[3]. Application of entrepreneurial learning in different subjects may lead the way forward. Enabling interaction and joint work of students and youth coming from different countries in Europe and Africa involved in agricultural field should expose them to the world of work in an active way, increasing their performance potential, and/or employability levels. One of the benefits produced by these bonds is the often overlooked "social capital."

Inside Africa practical learning is lacking in agricultural field for both HE students and youth in general. Soft skills normally remain outside HE and form part of the non-formal education. Strategic collaboration between youth organizations offering soft skills through their programs and HEI is lacking in both contexts European and African, even though the situation began to change with the introduction of European University Alliances program. In an increasingly digital age, Africa's young people, like elsewhere, are becoming avid users of social media platforms and in some cases are victims of discriminatory language and behaviour. In a number of countries youth hungry for content, connectivity and change are driving the demand towards increased internet penetration. Africa hub boom is a recent trend, where tech hubs in Africa provide a home for those with new and innovative ideas, create an atmosphere where they are encouraged to try new things and, most importantly, are able to meet like-minded individuals they can grow with.

The project is set against the following core Europe-Africa debates in the sector:

Food Security vs. Market Liberalization:

• Africa: A key concern is ensuring food security for their growing populations. Policies might prioritize subsidizing domestic production or restricting food exports. •Europe: The focus is often on market efficiency and free trade. This can lead to lower food prices for consumers but might threaten the viability of African farmers competing with heavily subsidized European producers.

Sustainable Practices vs. Productivity:

•Africa: There's a growing recognition of the need for sustainable practices to conserve soil health and address climate change. However, there's also pressured to increase yields to meet food security needs. •Europe: The emphasis is shifting towards environmentally friendly practices, with policies promoting organic farming and reducing reliance on chemical fertilizers and pesticides. This can be expensive for African farmers who might struggle to adopt such practices without significant support.

Local vs. Global Value Chains:

• Africa: A debate exists on how best to integrate African agriculture into global value chains. While it

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[3] The Bucharest Communiqué, 2012

offers access to markets and potential for higher profits, concerns lie in exploitation of African producers and lack of control over pricing. • Europe: The focus is on ensuring ethical sourcing and fair trade practices within global value chains. However, European standards can be difficult and expensive for African producers to meet, potentially limiting their market access.

Technology Adoption and Innovation:

•Africa: There's a question of how best to promote technological advancements for African agriculture. Challenges include affordability, infrastructure limitations, and ensuring technology is appropriate for smallholder farmers. • Europe: A debate surrounds the role of genetically modified organisms (GMOs) and other biotechnologies in agriculture. While some see them as potential solutions for yield improvement, others raise concerns about safety and environmental impact.

These are just some of the ongoing debates in African and European agricultural policies and practices. Finding the right balance between these competing priorities is crucial for ensuring food security, promoting sustainable practices, and supporting the livelihoods of farmers on both continents.

Reference to the Call scope. In line with the Call priorities, and in particular with regards to completion of the following call objectives:

- Encourage intercultural dialogue with third countries not associated to the Programme and increase tolerance through online people-to-people interactions, building on digital, youth-friendly technologies;

- Foster soft skills development of students, young people and youth workers, notably to enhance employability;

- Strengthen the youth dimension in the relations of the EU with third countries through partnership to empower: fighting inequalities and providing young people with the skills and tools they need to thrive; and partnership to connect: fostering opportunities for young people to network and exchange with their peers worldwide.

The Action aims to promote intercultural dialogue and soft skills development in the field of agriculture and rural development through people-to-people contact between European and African youth and students. Hence the project opens venues of collaboration for targeted participants in both higher education and youth sectors. It cuts across all 4 thematic areas: Digital transformation and Environment and fight against climate change though support to twin transition and contextualisation of topics within agricultural sector as per the expected impact description. The project emphasises Gender aspects with entrepreneurial learning component and self-employability in the agricultural sector specifics. Inclusion of socially and economically vulnerable people and persons unable to apply for physical mobility in the activities will be preferred. Civic participation skills will form part of project core virtual activities to boost young people relevance in the thematic areas covered.

The project proposal involves referral organisations and participants from the eligible region 9 of third countries not associated to the Programme – Sub Saharan Africa. The action is embedded in the youth and higher education sectors up to date practices regarding young people's online and offline cultures in the participating countries.

1.2 Needs analysis and specific objectives

Needs analysis and specific objectives

Please address the specific conditions/objectives set out in the Call document/ Programme Guide, if applicable.

Describe how the objectives of the project are based on a sound needs analysis in line with the specific objectives of the call. What issue/challenge/gap does the project aim to address?

The objectives should be clear, measureable, realistic and achievable within the duration of the project. For each objective, define appropriate indicators for measuring achievement (including a unit of measurement, baseline value and target value).

In building this proposal, all project partners assessed their position in the local and national contexts based on which this needs analysis is formulated on participating country and institutional level. The context analysis is relevant as the countries may and often do differ among themselves in terms of capacities and practices. This in turn, tailors the proposal dynamics, participation and expectations towards setting common specific objectives and targets.

Ghana. TVET education is expensive and providing more cost efficient digital solutions that allow access for larger numbers of students while also removing access barriers are highly needed. Although TVET education provides the highest level of practical skills training among all higher education formats in Ghana, still presently only 22.2% of the employer organisations consider TVET institutions as a direct source for recruiting capable skills. This is due to a lack of direct employability skills training formats. The National Entrepreneurship & Innovation Programme (NEIP) is a flagship policy initiative of the Government of Ghana. Its primary objective is to provide an integrated national support for start-ups and

small businesses. NEIP primarily focuses on providing business development services; start-up incubators and funding for young businesses to enable them grow and become successful to achieve Ghana's long-term strategic vision of consolidating its middle-income status, building an industry-driven economy capable of providing decent jobs that are suitable and sustainable for development. Many of Ghana's young tech entrepreneurs and bloggers use virtual space to learn — online and from each other — and to shape a young tech community in the country. However, entrepreneurs in agricultural fields are lacking. Core topics expected also to be tackled by the project include the impact of climate change on already fragile production systems, and therefore empowering agro-tech, sustainable farming practices, and other innovative solutions that can propel Africa with its large young population to the forefront of global food production, achieving a balance between production and sustainability. That also needs to include how to empower young Africans to build resilient structures to implement innovations and drive development.

Kumasi Institute of Tropical Agriculture (KITA), Ghana The proposed project will allow youth seeking employment as well as aspiring entrepreneurs to acquire all the necessary skills needed to be successful in the world of work and business. At the same time, the virtual exchange format allows Ghanaian students exposure to the wider world, learning digital skills, ccommunication skills, organizational and problem-solving skills in a virtual internship environment. Even though KITA implements NEIP aiming at stimulating the entrepreneurship mindset of young people in Ghana to make them Job Creators rather that job seekers, this initiative is not supported by eLearning formats. Therefore, a digital learning platform, which provides sound entrepreneurship and business development training, is urgently needed.

South Africa. South Africa has a huge youth unemployment rate of around 60% and the labour market has often cited youth as not 'employable'' / not employment ready. Agriculture is not seen as a ''trendy' sector or one where people can forge decent careers. HE institutions need to prepare youngsters for employment opportunities that are realistically attainable. HE institutions should collaborate with partners who are not always HE institutions to co-create solutions they may not have thought of themselves and should not work with a silo mind-set. People will always need food to eat and the agriculture sector can produce many opportunities for sustainable livelihoods. Practical skills are desperately needed, candidates need 'experience' like on the job training like an apprenticeship. Farm management and entrepreneurship are critically needed skills in South Africa as opportunities exist within many different areas within the Agri value chain. The South Africa Agri sector education authority states South Africa needs to focus on entrepreneurial & enterprise development within the agricultural industry. Currently in South Africa academics are questioning why the schooling system is producing candidates who do not have the skills sets needed for Agriculture even though employment opportunities exist. The labour pool in the agricultural sector in South Africa predominantly receives jobseekers as opposed to job creators. This is an historical mind set challenge that is seen in South Africa. Entrepreneurs in the Agriculture sector are needed in all areas of the agri value chain. Until programs are developed that enthuse a 'can do' mind set South Africa will continue to have job seekers within an employment sector that does not have any available jobs. There has been an uptick in agricultural trade between the EU & Africa in the last few years but still poverty and hunger rates are getting worse. How can the EU and Africa (working together) reduce the poverty and hunger rates in Africa is a current key debate. The core issues are that local youth have never been outside of their own provinces, let alone their country and have no experience of interacting with different cultures. South Africa has a very diverse population (with many different languages) so intra provincial cultural exchanges are also very important for youth to learn about each other. Teachers have the same issue; they want to expand their knowledge but do not get the chance to interact with different cultures. Learning material needs to be of a high standard and must be easy for everyone to understand. Too many e-learning solutions are sub-standard and do not enhance knowledge but are predominantly a tick box exercise. Programs need to be able to offer practical components that allow students to gain knowledge that they can use to gain employment / entrepreneurial opportunities. High quality, tested platforms are needed that can provide on-the-job skills for students / youth. These skills need to participants for a career pathway in Agriculture.

University of Free State (UFS), South Africa needs are related to increasing capacities for promoting sustainable development and increasing the role of the University in local sustainable development. Learning from other ZA partners is seen as important as from the other African and European ones. Having developed open access resources for extension services and local authorities is expected to be of primary importance in order to obtain Universities larger influence in the targeted domains. In accordance with the institutional development needs envisaged under the Vision 130[1] framework, the project supports fulfilment of all 3 strategic goals:

- Maximum societal impact with sustainable relationships
- A diverse, inclusive, and equitable University
- Addressing food insecurity challenges

- ICT challenges and project support
- Modernisation of learning and guidance options in virtual settings

The University of the Free State takes gender and migrant issues seriously and intentionally affirm those groups' members. As a caring university, it is committed to gender diversity and implements programs that ensure female staff members can reach their full potential. In Vison 130 1https://www.ufs.ac.za/vision-130 the strategy guiding the university's development in the coming 12 years, it has committed itself to 'aspire for gender parity and it is committed to promoting strategies and structures that respond to the needs, interests, and aspirations of all members of its diverse university community, including women and migrants.

NICOSA YCP, Youth Organization, South Africa need like-minded institutions / partners who are willing to work on solutions that will assist in addressing the youth skills shortage in South Africa and Africa. Also, the organization seeks long term partnerships strategically focusing on youth development and exchange programs and youth work promotion in both Africa and Europe. We utilize digital simulations & e-learning to create opportunities for youth development. We specifically focus on instilling the mind-set belief of 'can do' in youth/students We have run our programs in different townships in South Africa for youth for several years.

BizMetrics, South Africa need like-minded institutions/partners from Europe and Africa alike who are willing to work on solutions that will assist in addressing the pressing youth skills shortage in South Africa and Africa in general.

Ethiopia. Agriculture is the backbone of the Ethiopia's economy by engaging about 80% of the populations. Yet, Ethiopia is not self-sufficient in feeding its population. The demographic characteristics of the country, in the other direction, witnessed that the youthful population is an incredible asset and untapped resource for growth. More than 39 % of the population is aged 15 to 29 year with an estimated, nearly, 30 percent of youth unemployed. To this end, the Government of Ethiopia (GOE) has put in place a number of policies and programs to support the sectors (agriculture). One of the strategies followed by the GOE is to support and promote entrepreneurship through tax breaks for SMEs, access to credit and training programs.

One of the focuses of the current Ten Years Development Plan of Ethiopia (A Pathway to Prosperity 2021-2030), for instance, is a promotion of women and youth employment, specifically to reduce urban unemployment through urban agriculture. Further, an entrepreneurship course will be given for every student of any of the undergraduate program at the higher Institutions. Moreover, incubation centres that basis agriculture and technology will deliver a specific training on how an idea become business and incubates the selected business ideas. Apart from this, EDI who an autonomous institution that reports to the Ministry of Labor and Skills of Ethiopia, runs a comprehensive package of entrepreneurship support programs in the country ranging from ecosystem and capacity building to business development services (BDS), access to finance, and market linkage. Yet, to all these initiatives and implementation, the entrepreneurship movement in Ethiopia is still in its early stage as there are still challenges such as lack of access to capital, and lack of infrastructure (technology).

Some of specific skills needed for future employment in Ethiopian agriculture, categorized by area:

- Project Management: Ability to plan, implement, and monitor agricultural projects, including budgeting and resource allocation.
- Entrepreneurship: Skills in identifying business opportunities, developing business plans, and securing funding for agricultural enterprises.
- Training and Extension: Ability to develop and deliver training programs for farmers on new technologies and improved agricultural practices.
- Information Technology (IT): Data analysis skills for interpreting agricultural data, using farm management software, and familiarity with digital extension platforms.
- Problem-solving: Ability to diagnose agricultural problems, identify solutions, and adapt to changing environmental conditions.
- Innovation: A keen eye for identifying opportunities to improve agricultural practices and processes.

By focusing on developing this comprehensive skill set, graduates from Ethiopian institutions will be well-positioned to thrive in the dynamic and evolving agricultural landscape of Ethiopia. Many of student's hail from various regions across the country, predominantly from rural areas and marginalized schools lacking adequate infrastructure. Consequently, they often encounter technologies for the first time during their university education. Identified skill gaps include digital literacy, critical thinking, problem-solving, life skills, communication abilities, information seeking, cv-writing, reading proficiency, and networking competencies.

Hawassa University (HU), Ethiopia To address the specific eLearning opportunities and materials needed to enhance youth and students' knowledge and skills, particularly in agriculture and related fields, the university can leverage its Learning Management System (LMS) more effectively, i.e. to provide opportunities for students to engage in collaborative projects and group discussions to enhance

their problem-solving skills. Feedback and Assessment: Implement mechanisms within the LMS for continuous feedback and assessment, allowing instructors to monitor students' progress and provide timely guidance and support.

HU provides intercultural learning opportunities to the students through different clubs such as cultural clubs, sport club, open society discussion forum, and Mini-Media Program. The core issues in intercultural learning is to enables the students to understand each other and improve the interactions among themselves, to shared ones culture and respect, to celebrate cultural values in connection to cultural music, cloths and food items, and to know deeper about the national issues, and to create common ground in various walks of life. Here is an overview of Hawassa University's needs and how HE institutions can improve:

- Curriculum Relevance:
    o Integration of new technologies: The curriculum might not fully integrate recent advancements in precision agriculture, data analysis, and climate-smart practices.
    o Market orientation: The curriculum might lack a strong focus on agribusiness and entrepreneurship skills, crucial for graduates seeking employment beyond research or extension roles.
- Practical Training and Skill Development:
    o Limited access to practical facilities: Students might benefit from more hands-on learning opportunities through improved access to on-campus farms, demonstration plots, and processing facilities.
    o Industry partnerships: Stronger partnerships with agribusinesses and extension services can provide internship opportunities and ensure graduates possess industry-demanded skills.
- Research Translation and Impact:
    o Bridging the gap between research and application: Research findings might not be effectively disseminated and adopted by smallholder farmers.
    o Farmer participatory research: Greater involvement of farmers in research projects can ensure developed solutions address their specific needs and are readily adopted.

The university faces several challenges, including the absence of practical-oriented curricula and demonstration sites for student instruction. Qualified lecturers are lacking to oversee these practical sessions, and the laboratories lack essential equipment and consumables necessary for effective learning experiences. Moreover, the university lacks infrastructure to support students in career development and employability. While initiatives like Ethio Jobs and Dot Ethiopia offer valuable training on CV and cover letter preparation, scaling up this support across all campuses proves challenging due to financial constraints and staffing limitations.

Ethiopian Entrepreneurship Development Institute, Ethiopia identified gaps, needs and ways to tackle are:

- Lack of Advanced Agricultural Sector-Specific Entrepreneurship Training Package: EDI-E can collaborate with experts in the agricultural industry to develop a comprehensive and specialized entrepreneurship training package that caters to the specific needs of different agricultural sectors. This package may include practical guidance on starting and managing agri-businesses, addressing sector-specific challenges, and leveraging technology and innovation.

- Lack of Agriculture-Specific Programs for MSMEs: EDI-E needs to design targeted programs and initiatives that focus on reaching and supporting Micro, Small, and Medium Enterprises (MSMEs) engaged in agriculture. These programs can provide tailored training, mentoring, and advisory services to help MSMEs overcome challenges, improve productivity, and explore market opportunities.

- Unavailability of agriculture sector-specific communication Platforms: EDI-E needs to establish effective communication platforms that specifically target and support MSMEs engaged in the agricultural sector. This can include creating online portals, forums, or social media groups where agricultural entrepreneurs can connect, share knowledge, exchange experiences, and access relevant resources. It's important to ensure that these platforms are user-friendly, accessible, and provide valuable information and networking opportunities.

Senegal. The skills that are needed for employment in agricultural fields in Senegal are: basic knowledge of agriculture, time management, interpersonal skills, teamwork and collaboration, communication skills, adaptability to diverse environment, problem solving skills, technical skills, planning, leadership skills, and stewardship. Agricultural entrepreneurship in Senegal is characterized by strong potential for growth and innovation. More and more young agricultural entrepreneurs are investing in this sector, attracted by development opportunities and government support. In addition, the growing demand for quality local agricultural products is opening new prospects for entrepreneurs wishing to stand out in the market. Despite challenges such as climate uncertainty and difficulties in accessing quality agricultural inputs, financing and markets, several stakeholders from national agricultural research systems and organizations are striving to support and promote agricultural entrepreneurship through programs and initiatives aimed at improving farmers' working conditions. African Union has taken the decision to strengthen sustainable food production on the continent, by

incorporating the Ecological and Organic Agriculture Initiative into the Comprehensive Africa Agriculture Development Program (CAADP). Agro ecology and agro ecological organic farming are considered examples of sustainable agriculture, with the potential to bring substantial improvements to both society and nature, compared with conventional approaches. The sustainable production of diversified food of sufficient quality and quantity is one of Senegal's major development commitments. Agro-ecology is a key component of this plan, in terms of the objectives pursued and the strategies implemented. A coherent interactive policy between Europe and Africa should take into account the constraints and assets of the different ecosystems.

Universite Gaston Berger (UGB), Senegal The faculty lacks the infrastructure required to develop its educational project and achieve its objectives. The teaching facilities in the laboratories, farm and workshops are, on the whole, basic and insufficient. Properly addressing these needs and strengthening training in entrepreneurship could better promote the link between training and labour market. The institution has a range of applications (Zoom, Teams, Google meet...) for eLearning. However, a renewal of the licenses for these applications could help to better support e-learning.

Germany. HEIs in Germany often measure the lack of organizational skills, also in regard to self-management, financial planning and management skills, farm or business management skills, communication and international team working skills, networking skills, research and problem-solving skills, decision-making skills, marketing and sales skills, green innovation skills, and resilience skills with their students. Most agricultural businesses in Germany are privately and family owned. As such young farmers are entrepreneurs, but usually not in a start-up phase as the businesses have been established for generations. Young farmers have learned most of their skills at home at a young age and also absolved an apprenticeship on a farm. However, many young farmers see the need to venture into niche markets, or to process or sell at farm level to realize higher prices for their products. This often requires new skill sets, which many agricultural entrepreneurs still lack. The core debates of African and European agricultural policies and practices have in recent years increasingly been interlinked with other issues, like development goals, environmental protection, sustainability and climate change mitigation, provision of ecosystem services, animal welfare, green energy, food security and food safety and the like. Other debates, which sometimes get hidden behind these major themes are still question of bioengineering and GMOs, which is linked to property rights and bio-patents. In Africa special policy topics are often land rights and issues of poverty reduction through employment creation and entrepreneurship. Particular policy debate topics in Germany are the practices of financial support to farmers in for of price management, subventions and direct payments also in the EU framework. Internationally also topics of free trade and global standards are important questions that influence agricultural policies and practices.

Hochschule Weihenstephan-Triesdorf (HSWT), Germany. Outreach to industry and other organizations as well as international partner institutions play an important role in providing job-relevant education and future-relevant research opportunities. Developing and maintaining these networks needs work force, which is a difficult topic in HEs. Especially when it comes to developing new teaching formats of high quality that provide students with relevant skills in engaging learning environments, it is important to employ or trains experts in these fields**.** HSWT invites international students not only to study at HSWT, but also to take part in exchange programmes like summer schools, Bachelor summer semesters, postgraduate courses, etc. HSWT also maintains an alumni society with regular online exchange opportunities. Core issues in intercultural learning are peer learning and exchange, business development, practical experiences, industry visits, learning from each other, developing internationally relevant teaching materials which forms part of this project. New formats that allow for exchange and peer learning are needed to make eLearning successful. ELearning provides opportunities for new formats, which cannot be provided in a classroom setting, like virtual reality, gamification, simulations, exchange formats across borders, formats that allow creation, etc. These formats that provide immersive learning environments can be coupled with eLearning 'libraries' which provide background materials for reading and research to support the learning experience with background knowledge and further opportunities to investigate a topic. These new learning environments no longer check retained information (as in an exam) but can help students build up their knowledge through practical exercises and self-tests. To improve employability learning materials should cover areas of soft skills as well as (self-) management skills and business skills.

Finland. Europe's most northern and rural country, with almost half of Finnish enterprises operating in rural areas. Production and processing in Finland is above the EU average, indicating their importance to the Finnish economy. SMEs in rural areas are important employment providers, and there is a nationwide aim to diversify rural and agricultural and rural enterprises and create new jobs both in existing enterprises and new businesses. Yet, the agricultural and rural viability faces serious socio-economic and environmental challenges, and the sector needs to find new, innovative ways of operating in the rapidly changing world and operating environment. Climate change coupled with other environmental changes poses challenges to agricultural production, and simultaneously agriculture itself poses a threat to environmental well-being. Methods and practices to reduce agricultural impact on the

environment need to be developed and taken into practice. There is also a clear need to improve productivity and competitiveness across the whole agricultural and rural value chains and better respond to global demand. The importance of education in promoting sustainable and viable agriculture and rural enterprises is widely recognized. There is still a need for increased educational levels in rural areas, especially development of entrepreneurial skills, transformative competencies and climate-smart agriculture.

HAMK Finland. Through curricula reformation in *Agriculture and Rural Industrie*s BSc degree programme education, students will be equipped with entrepreneurial skills and have a deeper understanding of climate-smart agriculture and rural entrepreneurship. Innovative entrepreneurship education and design thinking-based learning methods are planned to give the students hands-on skills to become entrepreneurs or think entrepreneurially. Over 8 per cent of all HAMK students become entrepreneurs in the timeframe of five years after graduation. HAMK contribution to rural development is that the graduates are equipped with problem-solving through education in where they solve real-life challenges in real companies.

Serbia. In Serbia the transition from school to work presents one of the most important issues for youth. Addressing this topic is important given that recent research on young people's perceptions and attitudes showed that one of their biggest fears is that they will not be able to get a job (Popadić et al., 2019). Young people highlighted the following as the most important factors for finding a job, from most important to least: connections, skills and competences, level of education, political party membership, and work experience. In general, they believe that social capital and political connections are as important as competences for getting a job. According to SWTS data from 2015, the age at which young people leave education in Serbia is 18.6 years on average (see Table 1.11). There are no large differences across gender and settlement type. The SWTS results show that it takes 24.4 months on average for a young person in Serbia to find their first job upon graduation. Particular soft skills development could in fact speed up this process especially in sectors such as agriculture.
Western Balkans Institute, Serbia WEBIN strives to develop capacities for exchange of virtual character in terms of both aspects hosting and facilitation of VE programs. Also, WEBIN works closely and is part of the national and youth networks and initiatives regarding Agripreneurship and is looking for extending its networking onto different world regions, connecting youth in specific developmental sectors. Intercultural learning from different settings and youth positions may well contribute to WEBIN internships programs. Also, the organization is looking forward to receiving innovative digital solutions in provision of employability support that may be provided across the world regions.

Specific objectives. Based on the assessment of needs and specific conditions in participating organizations contexts, the following 3 specific objectives are defined**:**
SO1: To increase intercultural discussion opportunities and improve career guidance methodologies for European and African youth and HE students in topics related to modern agriculture and rural living and development, tackling also critical thinking and civic participation skills.
Targets: 4 editions of e-internship programme implemented with students and youth workers, 6 new HEIs and 6 new youth NGOs outside consortium accepted e-internship)
SO2: To support European and SAA youth and students enhancing their entrepreneurial learning, employability and civic participation through virtual exchanges and virtual companies
Targets: 2500 participants of EVE, min. 40% of participants fall under different gender, 80% of participants think they improved entrepreneurial learning, employability and civic participation
SO3: To increase youth and students' abilities to innovate and being entrepreneurial in agriculture and rural living and development, with focus on green and digital solutions and twin transition;
Targets: 7 national small project competitions with 10 projects per country, 1 international competition with 14 projects competing
In total the project targets 1000 youth participants (with min 50 youth workers) and 1500 HE participants. On average 250 participants per country is envisaged to take part in the action including facilitators/lecturers.All target groups are participating in each of the SOs defined in order to profit from mutual learning opportunities and co-creation of learning outcomes, contents and processes.

#@COM-PLE-CP@#

1.3 Complementarity with other actions and innovation — European added value

Complementarity with other actions and innovation

Explain how the project builds on the results of past activities carried out in the field, and describe its innovative aspects (if any).

Explain how the activities are complementary to other activities carried out by other organisations (if applicable). Illustrate the trans-national dimension of the project; its impact/interest in the EU area; possibility to use the results in other countries, potential to develop /cross-border cooperation among Programme countries and Partner countries, if

> *applicable, etc.*
>
> *If your proposal is based on the results of one or more previous or ongoing projects, please provide precise references to these projects.*

Complementary to other activities carried out by other organisations. Given the focus and partnership AGRI MOCKS may complement efforts invested in soft skills development of the IMPACT EVE project (edition 2023) consortium of HEIs, organizations, youth associations, and technology companies. The participating HEIs in this program will develop institutional strategies and policies to validate COIL courses, online workshops, and debates. These strategies and policies can be used as models or templates by AGRI MOCKS consortium partners. Also, as the inspiration on the best practices in ensuring sustainability of learning outcomes and educational activities tested within the participant Institutions using ECTS, Virtual Exchange digital badges, and micro-credentials. AGRI MOCKS shall offer new learning tools and material for the IMPACT participants to be promoted in youth employability efforts.

Building on consortium past actions. HSWT intercultural learning and knowledge acquired through long term, standing, alliance-like, work with African and European partners in HE and civic sectors, enables institutional learning of high quality easily transmissible to on the horizon collaborations in similar contexts. More specifically, the project is expected to complement and even provide some synergy effects with the recently started MASSTER project initiative funded through E+ CBHE program (edition 2023) in partnership with South Africa and Senegal and Serbia with the aim to tackle agricultural-migration nexus and assist the young generations to obtain practical learning leading to sustainable development of their communities against the migratory flows. AGRI MOCKS shall use the initial comprehensive and comparative study to understand further the views of youth and their developmental potentials to act for the sustainable local, national and international agricultural expansion.

Innovation elements of the proposal are multifaceted. On one hand the consortium uses specific tools and pedagogical approach to provide simulation as an underexplored method in teaching or training youth in the selected soft skills. With this regard, introduction of e-Internship concept and practice as well as digital simulation of real life companies represent an important learning asset to be tested and adjusted for further use. On the content level, the project, unlike other similar initiates, focuses attention on the use of targeted soft skills in the sectoral context, making them more prone to boos participants' career paths and thinking. Harnessing the power of soft skills in agriculture is done through facilitation work also with career guidance and teachers, i.e. youth workers and trainers in extension services, rural hubs and NGOs. Unlike similar initiatives, AGRI MOCKS invites and desires active learning of participants through which student perceptions of soft skills & career decision is also self-guided.

Transnational dimension. Bringing the world into the classroom in different countries sets clear transnational potential of VE activities. The project holds relevance for different countries in the world, as all are active in agricultural production and its sustainable development. Aside from widening organizations international network and visibility, the program shall enhance the quality of education by getting teachers and students in different countries to work together on projects, share their cultures, and learn from each other, co-creating materials that would be more applicable in different transnational settings. Learning about different cultures and curriculums will allow teachers to expand their way of teaching by incorporating more intercultural dimensions into their curriculum. This shall enhance the participants' international competence. As issues tackled by the proposal belong to the emerging worldwide developmental challenges, the solution dimensions shall also be of transnational character. The project is expect to assist the faculty in developing impactful instructional programs that may gain further attention of transnational partners and network of collaborators.

Transferability potential. The action will increase the potential for produced materials use beyond the consortium and immediate youth and HE students target groups, opening up the potential for learning of other interested institutions inside and outside the countries of action. This is enabled through a large majority of courses allowing guest access and trials delivered in a youth-friendly manner and adoptable for placement in different platforms already in use with different institutions in both sectors, e.g. Moodle.

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2. QUALITY

2.1 PROJECT DESIGN AND IMPLEMENTATION

2.1.1 Concept and methodology

Concept and methodology

Please address all guiding points presented in the Call document/Programme Guide under the award criterion 'Quality of the project design and implementation'.

Outline the approach and methodology behind the project. Explain why they are the most suitable for achieving the project's objectives.

To enhance youth and students' knowledge and skills in agriculture, as well as their employability in the field, the following eLearning opportunities and materials can be beneficial: Online Courses and Webinars; Interactive Simulations and Virtual Labs; Multimedia Content; Mobile Learning Applications; Online Discussion Forums and Communities; Industry-Driven Case Studies, Access to Research Papers and Publications, Internship and Job Placement Resources, Entrepreneurship and Business Skills Training, Soft Skills Development.

It's important to tailor these eLearning opportunities to the specific needs and context of the target audience, considering factors such as geographical location, local agricultural practices, and the availability of resources. Participant organisations will arrange virtual exchanges for people in the 18-30 age range. While the project promotes existing tools and platforms use in reaching the set objectives, some highly effective combinations of eLearning opportunities are employed to deliver effective employability support for the participants in targeted age groups.

Project core set of **virtual activities and expected learning outcomes** is defined as follows:

➢ On-line facilitated discussions as part of youth projects and as part of higher education courses are done through facilitated webinars that represent preparatory phase of project implementation.

Learning outcomes include better understand of core topics and common understanding of methodological approach for development of e-Internship.

These activities train facilitators in all institutions participating on the project to create and deliver virtual exchange programs. These include youth workers/trainers and HE teachers.

➢ **E internship – 6 weeks modular program** (with virtual simulation of company for HE, and virtual co-working space for NGOs and youth development.

e-Internship module 1 for HE students on twin transition learning outcomes include: increased knowledge on innovative twin transition solutions in agri business and entrepreneurship, upgraded business management skills of students: improved civic participation competences and abilities for social entrepreneurship in rural areas

e-Internship module 2 for youth workers on twin transition learning outcomes include: increased knowledge on innovative twin transition solutions in agri business and entrepreneurship, upgraded business and NGOs management skills, improved civic participation competences and abilities for social entrepreneurship in rural areas

Both modules learning outcomes include key competences development: ability to think critically, be curious and creative, to take initiative, to solve problems and work collaboratively, to be able to communicate efficiently in a multicultural and interdisciplinary environment, to be able to adapt to context and to cope with stress and uncertainty.

Learning outcomes are evaluated and recognised through available tools including Youthpass, certification and course credits.

The e-Internship methodology with materials and mentoring component will be awarded to 6 Universities and 6 NGOs coming from remote areas and lacking opportunities to participate in physical mobilities which forms important part of project social inclusion aspects.

➢ Massive Online Open Courses (MOOCs) offer the opportunity to implement a quality education timetable for those who lack the means due to economic, travel, or temporary availability limitations. MOOCs are defined as familiar and easy to use educational models for training deliveries. MOOCs have made it possible for people from different parts of the world to access information and obtain knowledge, without prior educational requirements. They thus provide an ideal means of disseminating knowledge to a mass international audience while forming a global learning community to share experiences and foster the development of critical thinking.

Small community innovation project on climate change in agriculture developed shall compete for country and international awards to stimulate their relevance and further use in transnational contexts. This approach benefits local communities and increases thinking out of the box and collaborative actions and entrepreneurial spirit.

Several important **conceptual frameworks** enshrine the action:

- e-Internship format includes simulated internships that are conducted virtually: Interns may complete tasks in a simulated work environment which presents them with the same challenges that they may face in the workplace. During the virtual interaction e-interns gain a deeper appreciation for the range of careers and responsibilities throughout the sector. Working independently and as a group on challenging projects matching their career aspirations, they build a connection with peers and professionals, and solve real life problems being exposed to work stress and pressure.

- A **twin transition which** recognizes that there is a huge and largely untapped opportunity for technology and data to drive sustainability goals. Rather than treating digital and sustainability in isolation, a twin transition strategy combines these critical functions to unlock huge benefits in terms of efficiency and productivity and contextualise them in the agricultural sector.

- Culture, identity and Intercultural learning form the essence of international interactions and expectations and shall does be given specific attention during preparatory webinars whereby socio-political contexts are discussed. Intercultural learning promotes the view that no culture is better or worse than the other, that there is no hierarchy of cultures. It leads to an understanding that the definition of groups of belonging, of in-groups and out-groups, can be superficial and changing.

- EntreComp: The entrepreneurship competence framework is used for the actual creation of entrepreneurial value, breaking down the boundaries between education, work and civic engagement. In this respect, the EntreComp is transversal to formal, non-formal and informal learning contexts and applies equally to education and training systems. Entrepreneurship is seen as acting upon opportunities and ideas and transforming them into value for others. The value that is created can be financial, cultural, or social and sector based

- Active learning method and theory of change are applied as the project genially strives to engage the local participants' knowledge, experience and attitudes on the subject matters covered during virtual interaction and events taking place on different levels and build these in the fine tuning of e materials creation and methods applied.

- European values on inclusion, tolerance, justice, solidarity and non-discrimination prevail the virtual exchange activities. These are formulated in the given contexts and under management procedures and communication aspects.

- Intersectionality of youth and gender in agriculture and in virtual spaces demands for engagement of youth in gender-based discussions of agricultural careers. Adolescence is a pivotal time of life in which people form gender norms, so there is a window of opportunity for gender transformation through youth and agriculture programming during those years. Socio-cultural norms play an important role in shaping young people's decisions to engage in work. Family members especially carry different expectations for the young males and females in the household and allow them different levels of decision-making freedom. Both young men and women face barriers in starting and operating a business, but in many contexts young females tend to have fewer networks and positive role models. Young women are particularly constrained in the work world by domestic and childcare responsibilities as well as restrictions on physical mobility, and many services (e.g. training or banking hours/locations) do not accommodate for these constraints.

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2.1.2 Project management, quality assurance and monitoring and evaluation strategy

Project management, quality assurance and monitoring and evaluation strategy

Describe the measures foreseen to ensure that the project implementation is of high quality and completed in time.

Describe the methods to ensure good quality, monitoring, planning and control.

Describe the evaluation methods and indicators (quantitative and qualitative) to monitor and verify the outreach and coverage of the activities and results (including unit of measurement, baseline and target values). The indicators proposed to measure progress should be relevant, realistic and measurable.

The project management plan relies on some of the best practices in virtual project management developed by HSWT through previous experiences and institutional learning with African partners and Ukraine. WEBIN brings on the advanced QA framework developed and tested in multicultural project settings – Project Quality Architecture (PQA) as ongoing efforts to measure the progress towards the set objectives and introduce corrective measures in timely manner. PQA is designed on the bases of EVE program features, encompassing indicators of achievement and means of verifications as per logical framework and against the existing partners' quality approaches and tools and platforms. In this way, PQA becomes an important real time reporting tool as well as internal verification mechanism. Namely, prior to making any deliverable public, consortium discusses the quality of material and suggests changes. Public realise is done if consensus is made. Partnership agreements shall be signed following the kick off meeting at the latest defining obligations and rights of the partners.

Call: ERASMUS-EDU-2024-VIRT-EXCH— Virtual exchanges in higher education and youth
Associated with document Ref. Ares(2024)9085622 - 18/12/2024
EU Grants: Application form (ERASMUS BB and LS Type II): V2.0 – 01.06.2022

Digital ethical considerations and gender mainstreaming shall form part of the implementation manual as well as inclusive and environmental aspects of the project implementation (green project management framework will be established and followed by the partners and participating stakeholders). Participation and outreach project policy will be set forth in the project implementation document that will define in details target groups and stakeholders to be involved in different activities. The document will also contain project contact map with different teams' members (WP teams, quality team, management team, dissemination team) and the code of conduct for project staff.

Virtually manipulative Gantt chart will be used to fast track the implementation process while grant monitoring tool will track budgetary spending. Monthly project managers meetings will be held online, while quarterly monitoring and evaluation checks would be performed. All project activities will be documented in the form of a video and activity report.

Activities related to project management and quality architecture are grouped together under WP5 which is led by the lead partner who is responsible for continuous project coordination, partner project costs verified bi-annually, evaluation reports of management, dissemination, WPs, results, events, 3 Progress evaluation reports and overseeing of external evaluation contributions. All project partners however contribute to these activities on equal basis and on lead partner demand and in accordance to the agreed reporting schedule (quarterly).

Overall project management in virtual settings is run through the lead applicant Moodle platform already in use for this correspondence. The space is secure and organized in a user-friendly manner to assist coordinators quick manoeuvre and exchange in real time enabling joint work of deliverables. Monitoring is introduced to measure teams; performance, process of management and delivery, deliverables, learning outcomes and work packages. Project Teams flexibility is encouraged with decent level of control introduced for steady tracking of project status and also participants engagements. Management day to day communication and small talks is envisaged while coordination is done normally through Zoom platform on a monthly bases and these meetings are recorded and stored.

At the setting off phase creation of implementation tools and templates: work plan, sustainability plan, quality assurance instruments and dissemination plan (including social networks profiles) is conducted and approved with participation of all partners.

A number of evaluation methods is used to assess learning outcomes e.g. pre-post activity quizzes, assignments, discussion forums, and peer evaluations to evaluate participants' comprehension and skills development. The evaluation methods are age and possibly gender sensitive in some of the contexts. Also, specific assessment is conducted to acknowledge cultural adaptability of staff and participants on the project through their value of cultural diversity, interaction flexibility and adaptive behaviours in new environments and employment of sensitivity in cultural encounters. Project management is assessed on decision making skills in the virtual environments that is based on recognizing the decision opportunity, consideration of the consequences, evaluation of the quality of information given, clarification of the nature of the problem before deciding on an action, looking for alternatives/identifying alternatives and evaluating the quality of the results after decision-making.

The evaluation processes will entail the following:
- implications and lessons learnt from (and across) evaluations are synthesized, disseminated and used to improve processes/methods/results;
- regular follow-up item on the agenda of the QAT and PMT;
-Effectively communicated results to decision makers and other stakeholders in a clear and transparent manner meeting their needs;
- Careful assessment of what type of information is useful for and by whom;
-Major changes will form the addendum proposition to be approved by the contracting authority.
Ex post evaluation/impact assessment is planned to be conducted by external independent evaluator. Financial evaluation will be conducted through annual auditing while internal evaluations will assess the level of implementation against specifically measurable defined indicators:
a. number of project participants and structures constituted (PSC, QA team, experts WG teams, etc.)
b. number of meetings/events and participants, frequency of attendance of each institution
c. number of internal dissemination activities (ToT, etc.)
d. output materials created, number of downloads, feedback on satisfaction with these materials, use of project social media platforms and website
e. level of satisfaction of the teachers/students/ non-academics and management staff with activities taken part in/results obtained
f. number of the participants at the events, variety of stakeholders reached;
g. number of staff and students and other stakeholders who get informed about the project and its results,
h. number/type of media materials disbursed - internet and press articles, press releases, TV and radio appearances, etc.).

Monitoring and evaluation indicators are set to include also qualitative measurements. AGRI MOCKS measures participation rates, number of new ideas, number of e modules created, young people satisfaction with EVE programs, interest rates in further participation on EVE programs, attitudes changes, outreach towards international and local peers and communities, accreditation scenarios of VE as a standalone learning activity satisfaction rates, etc. Verification of indicators is enabled through a number of means status reports, peer assessments, project decisions, corrective measures, activity reports, testimonials, etc.

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2.1.3 Project teams, staff and experts

Project teams and staff
Describe the project teams and how they will work together to implement the project.
List the staff included in the project budget (budget category A) by function/profile (e.g. project manager, senior expert/advisor/researcher, junior expert/advisor/researcher, trainers/teachers, technical personnel, administrative personnel etc — use the same profiles as in the detailed budget table, if any (n/a for prefixed Lump Sum Grants)) and describe briefly their tasks. Provide CVs of all key actors (if required by the Call document/Programme Guide).

Name and function	Organisation	Role/tasks	Professional profile and expertise
Prof Dr. Peter Breunig	HSWT	Project Coordinator	Prof Dr. Breunig is a member of the faculties of agriculture and food & nutrition. He is the coordinator of the focus group "Marketing und Management in Agribusiness". He is also in charge of the PR of the faculty of agriculture. He has published numerous scientific papers, among them a publication for the 42. GIL-Jahrestagung on artificial intelligence in der agri-food business in Bonn, 2022 with the topic: Knowledge transfer through integrative Learning concepts.
Ms Anja Weber	HSWT	Institutional project coordinator	Anja Weber holds a Master's degree in Social Behavioral Sciences and Educational Sciences. She is a member of the Community of Best Practices for Digitalisation at African Higher Learning Institutions with 25 years of experience in Africa, including in development cooperation (GIZ), in cooperation with TVETs, in business start-ups and management consulting. She is the author of a number of training manuals and online training courses.
Mr Hanno Koßmann	HSWT	Team member	Hanno Kossmann is a member of the Faculty of Agriculture, Food & Nutrition, focusing on innovation and transformation within the sectors of food and agriculture. His research is primarily centered on alternative proteins, and he managing and participating in international cooperation projects for HSWT. Currently, Hanno Kossmann is involved in the development of a new international master's program in Innovation and Entrepreneurship.
Joachim Weber	HSWT	Quality Assurance	Joachim Weber is a MSc agr with 25 years experience working in Africa, e.g. as head of Agricultutral Araining Center Irente Farm (ATIFA) in Tanzania, Cooperative University College of Kenya in Karen, in GIZ programs on youth employment, as consultant and team leader. As a founding member of the Internatioinal ValueLinks Association, he is also an expert in value chain and contract farming analysis, coaching and training.
Mr Samuel Owusu-Takyi	KITA	Institutional project coordinator	Samuel Owusu-Takyi holds MSc Social Work and Project Management from New York University since 2006. Over 24 years project management experience. 16 years experience in tertiary level vocational educational management. COTVET Certified TVET-CBT Trainer, Internal Verifier,Assessor and External

Call: ERASMUS-EDU-2024-VIRT-EXCH— Virtual exchanges in higher education and youth
Associated with document Ref. Ares(2024)9085622 - 18/12/2024
EU Grants: Application form (ERASMUS BB and LS Type II): V2.0 – 01.06.2022

			Verifier.
Mr Tweneboa Kodua	KITA	Team member	Tweneboa Kodua has over 30 years experience as a Lecturer and Vocational Skills (CBT) facilitator. Consults for many large scale farms. Holds a Master of Science Animal Health and Food Science – KNUST - 1989, BSc. General Agriculture (Veterinary and Animal Husbandry) – Kwame Nkrumah University of Science and Technology, 1987.
Mr Elison Owusu Fordjour	KITA	Team member	Elison Owusu Fordjour has 15 years experience as an agribusiness value-chain analyst, renewable energy technician and project management practitioner with years working experience in areas, such as Agripreneurship Facilitation and Assessment (Formal and Informal), Workplace Experience Learning(WEL) programme management, Gender and Soft skills Curriculum Development, Agricultural Technical Vocational Education and Training (ATVET- CBT) Curriculum Development.
Mr Yitna Tesfaye Gebreab	HU	Institutional project coordinator	Yitna Tesfaye Gebreab holds a BSc in Agribusiness Management and an MSc in Agricultural Economics from Haramaya University. He works as a lecturer at Hawassa University, specializing in socioeconomics, research, entrepreneurship training, and mentorship. His research focuses on climate change and sustainable watershed management, with involvement in internationally funded projects.
Mr Zerihun Demirew Yigezu	HU	Team member	Zerihun Demrew Yigezu, an Associate Professor, has 19 years of experience in lecturing, advising postgraduate students, conducting research, and engaging in community service at Hawassa University. With a PhD in Bioenergy Science and an MSc in Biotechnology, his expertise spans biofuel production, biotechnological techniques for plant improvement, and genetic conservation.
Mr Anbes Tenaye Kidane	HU	Team member	Anbes Tenaye Kidane has a diverse educational background including a B.Sc. in Plant Sciences, B.A. in Economics, and M.Sc. in Agricultural Economics from various universities. He has extensive experience in research, teaching, and consultancy roles, with a focus on econometrics, statistical methods, and impact assessment in agricultural economics.
Mr Tirusew Teshale Taye	HU	Team member	Tirusew Teshale Taye, with degrees from Haramaya and Hawassa Universities, is well-versed in agricultural economics, including macroeconomics, microeconomics, and natural resource economics. He has undergone training in entrepreneurship and socio-economic research. His research focuses on outdoor recreation's role in resource management, crop production for food security, and bamboo market strategies.
Mr Tibebu Legesse Mufato	HU	Team member	Tibebu Legesse Mufato is an agribusiness and value chain management professional with a BSc and MSc from Samara University and Hawassa University respectively. He has served as a Graduate Assistant at Wolkite University and currently works as a Lecturer at Hawassa University. His research interests encompass value chain analysis, technical efficiency, climate change, and gender in agricultural value chains. Tibebu has contributed to various research projects.
Ms Yaynabeba Abayneh	HU	Team member	Yaynabeba Abayneh Ayele, an Ethiopian national, holds a Bachelor's degree in Agribusiness Management from Haramaya University and a Master's degree in

16

Ayele			Agriculture and Applied Economics from Egerton University, Kenya. She has been working as a Lecturer and Quality Assurance Coordinator at Hawassa University since July 2013. She has contributed to ongoing research projects and has published articles on various topics.
Mr Getu Addis G/Egziabher	HU	Team member	Getu Addis G/Egziabher, an Ethiopian national, holds a Bachelor of Science in Rural Development and Family Science (RDFS) from Hawassa University, a Master's degree in Rural Development and Agricultural Extension from Haramaya University, and another Master's degree in Geography and Environmental Studies from Dilla University. With extensive experience in extension training, social work, youth program coordination, and teaching, he currently serves as a lecturer and head of the Rural Development and Agricultural Extension department at Hawassa University.
Ms Tsigereda W/Michael	HU	Team member	Tsigereda W/Michael, a gender professional, holds a Master's degree in International Studies from Ewha Women's University, Seoul, and a Bachelor's degree in Business Management from Hawassa University. She has extensive training experience in entrepreneurship, leadership, and innovation from organizations like UNDP, UNIDO, and GIZ. She has led numerous workshops and training sessions across various regions in Ethiopia, focusing on entrepreneurship development and capacity building.
Mr Abera Alemu Shakana	HU	Team member	Abera Alemu Shakana, Rural Development expert and faculty Dean, currently serves as a Lecturer and Researcher at Hawassa University, engaging in teaching rural development courses and conducting research with a focus on community service Abera holds an MSC in Rural Development and a BSC in Rural Development and Family Science from Hawassa University, along with a Higher Diploma Program.
Mr Ousmane Thiare	UGB	Institutional project coordinator	Ousmane Thiare is a full professor of the universities of exceptional class. He is a teacher-researcher in the Department of Computer Science of the UFR of Applied Sciences and Technology (SAT) since November 2002. He obtained a PhD in Computer Science from Cergy Paris University, France, in 2007. Since May 2018, he is Rector of the Gaston Berger University of Saint-Louis, President of the University Assembly. He is still active in research with his focus areas being the Internet of Things (IoT), distributed systems, cloud computing, mobile ad hoc networks, wireless sensor networks).
Mr Anicet Manga	UGB	Team member	Anicet Manga is specialist in plant physiology and soil microbiology. His previous studies enabled him to acquire skills in plant soil microorganisms interactions helping plants to improve their hydromineral nutrition process. He also took part in different agroecology project activities. Former head of plant production and agronomy department, he participates in student supervision and research activities
Mr César Bassene	UGB	Team member	César Bassene is specialist in plant systematics and weed science. He also took part in many activities such as the TABEC-RN Master students' field school, and in various inventories of flora and vegetation (e.g. in the classified forest of Patako and Madeleine Islands National Park, or for the reference study on the situation of aquatic plants in the hydraulic axes of the Dagana delegation of SAED). He is currently the chief of plant production and agronomy department.

Mr Andre A. Diatta	UGB	Team member	Andre A. Diatta is an Assistant Professor in Soil Fertility/Cropping systems. Diatta earned MS and PhD degrees in Crop and Soil Sciences from Virginia Tech (USA) and a MS in Agroforestry from the University of Ziguinchor (Senegal). His current research and outreach focus on sustainable intensification of diverse cropping systems. He has mentored undergraduate and graduate students from Africa and the United States. He is a member of the ASA-CSSA-SSSA and the Association for International Agriculture and Rural Development.
Ms Thembeni Mazamisa	NYCP	Institutional project coordinator	Thembeni Mazamisa is the co-founder of the NICOSA. She has 13 years' experience in marketing and advertising and another 10 years' experience in training and career development. She is the coordinator of Skills and Youth Development projects working with schools and SETAs. She is the facilitator of the skills programs and is responsible for ensuring quality is adhered to in reports.
Ms Nomfundo Molefe	NYCP	Team member	Nomfundo Molefe is also the co-founder of the institution & is responsible for training and development. Nomfundo is a qualified nurse and a social worker. She heads up the institution's accredited training department. She is also involved in farming and agriculture in her home area of Pietermaritzburg, KZN.
Ms Thabiso Xaba	NYCP	Team member	Thabiso Xaba is a nurse by profession and is the institution's facilitator of accredited training programs within the healthcare sector she has a background in training.
Ms Fezeka Nkontwana	NYCP	Team member	Fezeka Nkontwana is a qualified Social Auxiliary Worker and is finalizing her teaching qualification. She is the institution's administrator.
Ms Nelisiwe Mthembu	NYCP	Team member	Nelisiwe Mthembu is an intern finalizing her studies at a TVET college and is gaining work experience with NICOSA as a Business Administrator.
Ms Mary Chauke	NYCP	Team member	Mary Chauke is also an intern finalizing her studies at a TVET college and is gaining work experience with us as a Business Administrator.
Mr Getnet Dadebo	EDI	Institutional project coordinator	Getnet Dadebo, based in Hawassa, Ethiopia, with over nine years of experience in various positions within NGOs, seeks to leverage his expertise in project management, coordination, and monitoring and evaluation (M&E) for humanitarian and development interventions. He holds an MA in Development Management and an MSc in Gender and Family Science, complemented by extensive training in areas such as entrepreneurship, leadership, and M&E. Currently serving as a Regional Project Coordinator at the Entrepreneurship Development Institute (EDI).
Ms Genet Assefa	EDI	Team member	Genet Assefa has an MA in Community Development and Cooperatives from Hawassa University and has more than 13 years of experience in project management. She has worked for several local and international NGOs.
Mr Ferew Zewede	EDI	Team member	Ferew Zewede is our National Master Trainer BDS Adviser and a lecturer at Hawassa University. He has an MBA and has ample experience, knowledge and skills in the area of entrepreneurship and business-related training and coaching.
Jelena Nastić-Stojanović, CEO and	WEBIN	Institutional coordinator, ToT trainer	Jelena is experienced project and program developer and coordinator of the TEACH TEAM of transversal skills trainers in HE, and is trainer in project cycle, development and implementation. She's been engaged

trainer			on a number of teaching, training, research and advocacy projects as trainer, researcher, policy specialist and grant scheme specialist. Jelena is also external reviewer for the Western Balkans Fund in Tirana.
Mr. Marko Stojanović Head of WEBIN Training Academy Unit	WEBIN	Non-formal education trainer on entrepreneurship and civic participation	Mr. Marko Stojanović is WE Training Academy manager at Western Balkans Institute WEBIN and member of the Board. Professionally, over the last 15 years, Marko has been focusing on HE and VET policies. He's been a member of the Minister Council on Entrepreneurial Learning in Serbia and has conducted a range of consultancies for European Training Foundation Turin, International Organization for Migrations, Serbian Fund for the Science, Romanian Agency on HE and Research (UFISCDI), and other. In the capacity of VET policy specialist, Marko has been working on a range of projects such as MATCHING (establishing one-stop shops for youth employment in Serbian municipalities), PLACEMENT (supporting SMEs in agri-food sector to employ high-demand staff), LANDS (developing professional training in agritourism), G.I.Z. (support to VET providers in employing high demand staff), VIRAL, and many more projects in the field. Marko has sound experience in M&E as an external evaluator of the EUA Institutional Evaluation Programme and a founder and main evaluator of PQA (Project Quality Architecture) methodology. As an educator and trainer, Marko is member of 2 trainer teams and he specialized ToT training.
Sanja Kovačević, Head of WE Projects Unit	WEBIN	PQA coordinator	Sanja is responsible for project implementation, evaluation and monitoring based on PQA methodology. She's been involved in policy analysis activities preparing socio-economic overviews, research reviews and assessment of projects and programmes. She is also project reviewer of KA1 and KA2 projects with Serbian National Agency. For almost a decade she has been English language teacher and International office coordinator at HE Teacher Training College Pirot.
Jasmina Radoičić, Head of Internal Operations Unit and trainer	WEBIN	Financial management specialist, procurement specialist and ToT trainer	Jasmina is finance and procurement specialist and administrator of WEBIN PQA team responsible for administration of M&E activities in complex international projects such as LANDS, KEY, VIRAL (CBHE), Matching, Placement, Rebooting, BY LEAP (IPA), EMBRACE, CHECKIT, STATUS (E+ Strategic Partnerships). She is also trainer in PRAG procurement procedures and in financial management of EU funded projects.
Dragana Jovanović, Digital Content & Communication Specialist	WEBIN	Communication, Dissemination and Exploitation coordinator	Dragana is responsible for managing communication and dissemination activities and packages in international projects. Her responsibilities include creating a communication plan, mapping target groups and stakeholders, as well as adapting dissemination to target groups through various communication channels. She is creating digital content publishing on social networks.
Mr Matthew Ash	BM	Institutional project coordinator	Matthew Ash has been involved in numerous digital / virtual simulation projects across Africa as well as different locations around the World. He has an MBA from the University of the Witwatersrand and has written a research article on youth unemployment in South Africa.His specialty lies in developing tailored programs that deliver high impact results. Matthew has worked across numerous provinces in South Africa and had taught to students from high school,

Call: ERASMUS-EDU-2024-VIRT-EXCH— Virtual exchanges in higher education and youth
Associated with document Ref. Ares(2024)9085622 - 18/12/2024
EU Grants: Application form (ERASMUS BB and LS Type II): V2.0 – 01.06.2022

			undergraduate, Masters and PHD levels of education.
Ms Pino Mavengere	BM	Team members	Pino Mavengere is currently a faculty member at the university of Witwatersrand in Johannesburg as part of the MBA program. Dr Mavengere has an MBA from Bond University, Australia and an MB, Chb from Godfrey Huggins School of Medicine, New Zealand. Dr Mavengere has extensive experience working in different African countries (Uganda, Ghana, Nigeria, Zimbabwe & South Africa).
Mr Livison Buzuzi	BM	Team member	Livison Buzuzi has 26 years' experience in the financial services sector, 10 of which were served at Executive /Director level. During his tenure with Barclays Plc he was based in Dubai for Africa activities and worked on projects which were implemented in Ghana, Mauritius, Botswana, Zimbabwe, Kenya, India, Uganda and Tanzania. Operations, customer relationship management, credit analysis and debt restructure /recovery are the pillars of his strengths in banking.
Mr Neil Thomas	BM	Team member	Neil Thomas is an experienced coach and enjoys developing programs that empower participants. Neil is passionate about utilizing technology to develop innovative learning solutions. Neil was elected to the Eskom top talent program and established the talent management department within CRDB bank.
Dr. Eija Laitinen, Principal Research Scientist	HAMK	Institutional project coordinator	Eija Laitinen have over 15 years of experience in developing and coordinating education capacity building, rural income, and knowledge transfer projects in various African countries, by various funding bodies. She is Qualified Professional Teacher Trainer, training pedagogics in Africa. Project Coordinator of AgriSCALE, PBL- BioAfrica, FOREST21, and AgrGROW projects.
Ms Sirpa Ojansuu, Trainer, Teacher and Senior Lecturer	HAMK	Team member	Sirpa Ojansuu have over 14 years of experience in work-life connected pedagogical projects and methods, participatory methods and student-centred teaching and learning incl. online. Ojansuu have experience in implementing sustainability, multidisciplinary and problem-based learning in teaching. Currently, she is responsible for coordinating BSc progamme on Sustainalbe Forestry.
Ms Tiiti Kämäri, PBL-Trainer /Teacher, Senior Lecturer	HAMK	Team member	Tiiti Kämäri have over 10 years of experience in participatory pedagogical methods, student motivation and student-centred teaching and incl. online learning. Experience in coordinating international BSc programme. Has worked with international student groups, and several African agro-HEIs.
Ms. Ulla-Maija Kuutti, Senior Lecturer	HAMK	Team member	Ulla-Maija Kuutti have over 10 years of teaching experience on bioeconomy and sustainability topics. She is a qualified Professional Teacher Trainer, currenty HAMK digi-based teaching expert. She have experience in planning and leading pedagogical teacher training programmes onsite and online and mentoring teachers in various African countries in student-centered methods and online teaching.

Outside resources (subcontracting, seconded staff, etc)

If you do not have all skills/resources in-house, describe how you intend to get them (contributions of members, partner organisations, subcontracting, etc).
If there is subcontracting, please also complete the table in section 4.

Independent external evaluator will be hired to carry out independent evaluation of project performance and impact on the basis of OECD DAC evaluation criteria (relevance, coherence, effectiveness and efficiency, sustainability).

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2.1.4 Cost effectiveness and financial management

Cost effectiveness and financial management *(n/a for prefixed Lump Sum Grants)*

Describe the measures adopted to ensure that the proposed results and objectives will be achieved in the most cost-effective way.

Indicate the arrangements adopted for the financial management of the project and, in particular, how the financial resources will be allocated and managed within the consortium.

⚠ *Do NOT compare and justify the costs of each work package, but summarize briefly why your budget is cost effective.*

Insert text

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2.1.5 Risk management

Critical risks and risk management strategy

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

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

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

Risk No	Description	Work package No	Proposed risk-mitigation measures
1	*Operational risks*: Withdrawal of a consortium member, loss of a key personnel: likelihood low, severity high; Resignation of WP leader, project management staff: likelihood low, severity medium; Inadequate budgeted resources; likelihood medium, severity medium; Limited national level partners outreach capacity – likelihood low; severity high Scattered virtual project teams operating in different time zones and unfamiliar with VE as a standalone program	WP5	Transferring commitments to other partner/s or finding new partner/s - decisions to be taken by project management team; Replacing the WP leader; While efforts are made to correctly budget the project, unexpected difficulties may arise (including war related anticipation). These are to be identified in the inception project phase. The leader proposes solutions to emerging resource challenges (with project management team decision making), and if necessary in consultation with the EC. All Beneficiaries are prepared to temporarily commit more resources if needed. Partners form part of national and regional education networks and are in position of engaging other actors and support for the implementation of different project activities including m&e.
2	*Social risks*: Cultural differences, communication difficulties and continuous changes in the interaction patterns and relations among key community actors; lack of Social Network Analysis (SNA) to recognize and investigate the network of stakeholder-associated risk factors in the	WP 1 WP 2 WP3 WP4 WP5	Partners acknowledge that the networks of local actors play a crucial role in the mobilization of resources (local or external) for the development, adoption and implementation of different types of innovation in both formal and non-formal education. Hence, refined Theory of change (TOC) is applied with (a) process monitoring; (b) result based monitoring and evaluation (c) transparent outcome and the impact; and (d) human behaviour shall be implemented to understand cultural aspects and

	targeted communities; likelihood medium, severity medium;		sustain proper communication with different community actors (coming from beneficiary countries and EU). Discussion on interactions with stakeholders and outreach strategy will form part of WP5;
3	Technical risks: difficulty of educational staff when becoming familiar with the use of new technologies and innovative learning concepts, and the lack of basic infrastructure at work place including internet availability and electricity streaming issues; likelihood medium, severity high;	WP 1 WP 2 WP3	Deployment of innovative technical solutions will take account of the limitations caused by underdeveloped infrastructure within the communities and institutions involved; Resources shall be shared with other stakeholders to overcome difficulties and support peer learning and exchange. Systemic analysis of the implementation spaces and barriers will be provided in detailed workplan and adhered to during the implementation
4	*Political and security risks*: Change in policy priorities – war anticipation – budgetary shifts to militarisation, etc.; Political changes in EU Africa collaboration Regional political instability; corruption issues; governance conflicts/Conflicts of Interest; likelihood medium; severity medium	WP 1 WP 2 WP3 WP4 WP5	Early warning on political destabilization shall be used with policy actors taking part in project implementation under WP1 and WP5. Conflicting interests shall be mitigated through multi-dimensional aspiration of the project that connects social inclusion, entrepreneurship and soft skills. The project considers local development plans in moving communities' sustainable development further promoting collaboration and integration process (educational) benefits within the national and regional borders.
5	Economic risk: Africa and Europe different priorities when it comes to agricultural development, employment opportunities and	WP2 WP3	Facilitated intercultural workshops shall respond to the needs of both group participants, putting the accent on mutual recognition and learning; structured webinars in preparatory phase assist the process and delivery of activities in the best interest of both subgroups; flexibility and theory of change is the supported approach in working towards the set goals
6	*Social risks*: Women and youth deteriorating position and economic disadvantages; low participation in activities; likelihood medium; severity medium;	WP2 WP3 WP4	Gender and youth local issues and perspectives is emphasized in all project activities and forms integral part of WP set up, while the implementation is attested through gender and youth sensitive indicators underlying refined TOC-based impact assessment and consortium commitment. EU Gender Equality Strategy 2020-2025 objectives are followed.as well as EU Strategy for youth in external actions
7	*Social/behavioural risk:* Traditional ex cathedra teaching style and negative views and perception of entrepreneurship (the idea behind promotion of materialistic values) among students and staff	WP2 WP3	Introduction regional conference on EntreComp should be able to demystify the entrepreneurship concept and entrepreneurial learning with the teaching staff – providing essential life skills and universal human values. COVID19 impact on the regional development will be used to showcase increased opportunities for investments into innovative business structures that are underpinned by entrepreneurship and social innovation concepts.

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2.2 PARTNERSHIP AND COOPERATION ARRANGEMENTS

2.2.1 Consortium set-up

Consortium cooperation and division of roles (if applicable)

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

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

complement each other?

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

Configuration. The consortium combines all the necessary competences and expertise to carry out the technology developments, ensure successful dissemination and exploitation of project results, and facilitate a successful use of soft skills in both HE and youth sectors in Europe and Africa agricultural contexts. The **multi-actor and multi-disciplinary partnership** is formed by and between 10 partners coming from 2 EU member states, 1 associate country to the program, and 4 countries of the Sub Saharan Africa as primary beneficiaries. Consortium composition enables knowledge transfers and learning opportunities among partners from both formal and non-formal education and different educational levels. It brings together a variety of institutions from public – HEIs (including one TVET), private (SME) and third sector (NGOs). The partnership is formed by some of the key influencing institutions in human capital development with vast expertise in agriculture sector development.

Geographical distribution of partners will contribute to strengthening intra-regional connections and collaboration opportunities as the international development opportunities with partners from both continents. Having said this, the basic principle of solidarity with less favoured and knowledge exchange and transfer between partners and regions will support project participants in widening their own cultural experience, enabling partners to learn and receive enhanced professional experience on an equal footing. Different societal demands, perceptions, believes and claims will be acknowledged in finding best engagement solutions prone to innovation and collaboration practices ensuring practices that work best are implemented on the ground. .Inside Europe, the consortium supports participants from both EU and non-EU countries. Inside Africa, the consortium supports participants from 3 countries holding migration priority status (Ethiopia, South Africa and Senegal), as well as participants from 2 least developed countries as per DAC List of ODA Recipients effective for reporting on 2024 and 2025 flows (Ethiopia and Senegal).

Commitment. Each participating organisation demonstrates full involvement corresponding to its capacities and specific area of expertise. All project WPs and activities are jointly developed and implmented by the partners and their participation in preparation, development and application phases. HEIs are involved in targeting HE students and teachers, while NGOs and EID are working in the youth sector targeting youth trainers/workers. HSWT and WEBIN lead on the implementation of WP5 – management and quality respectively, while WP is co-led by the HSWT and University from Senegal. EID from Ethipia and youth NGO from South Africa lead on the WP4 activities holding specific relevant dissemination expertise.The roles distribution reflects the partners expertise and also mutual learning possibilities. Where both sectors partners inside a participating country exist (e.g. South Africa and Ethiopia) the project impacts both targeted communuties of learnners – youth and HE students. In Serbia the activities are done to sulppport participation of youth and youth workers and trainers, while in Senegal and Ghana the impact lies on HEIs support to students and teachers participation.

Kumasi Institute of Tropical Agriculture (KITA), Ghana is a TVET accredited by the National Accreditation Board under the Commission for TVET education (CVET)*, providing competency-based tertiary education in full diploma courses, as well as 1-year certificate courses and practical short courses for external youth and farmers.

University of Free State (UFS), South Africa creates opportunities and growth through leading in learning and teaching, focused research, and impactful engagement with society. Situated in the heart of South Africa, the university is said to be caring for diversity. Both Department of Sustainable Food Systems and Development Centre for Africa Studies are involved in the implementation process. UFS promotes sustainable development through: conducting research which enables and facilitates development initiatives, programmes, and academic excellence and building capacity through training, and development programmes. Being a knowledge-generation hub focused on three niche areas, namely: Human development and the capabilities approach; Urban economies, inequalities and urban processes; Vulnerable populations, their environments, organisation and communities (for example, CBOs, NGOs and social enterprises) Developing and being a part of a diverse network of national, broader regional and international development expertise. The UFS has a high number of students from the diaspora and these students return to their countries, namely, Lesotho, Eswatini, Namibia, Zimbabwe, and Kenya. The overwhelming majority of our alumni seek employment in South Africa after earning their B degrees. Available data indicate that more senior alumni from the Faculty of Health Sciences and the Faculty of Economic and Management Sciences are more inclined to immigrate to secure employment opportunities. The most significant group of UFS alumni overseas is found in the United Kingdom, followed by the United States and Australia.

NICOSA YCP, Youth Organization, South Africa is a youth development non-profit organization that works in youth development in South Africa using cutting edge learning tools. NICOSA has worked for many institutions within the education sector and youth development space. NICOSA have worked with many companies & youth organizations in South Africa assisting youth with career development. NICOSA exists to assist youth in discovering their passions and assisting in unlocking youths' potential.

BizMetric, South Africa is a consultancy-based company that works across many sectors within Sub-

Saharan Africa using cutting edge learning tools. BizMetrics has worked for many institutions within the Agri sector and youth development space. Recent projects have included entrepreneurship development programs using simulations in Hawassa, Ethiopia and Bondo, Kenya. BizMetrics have worked with many companies & youth organizations in South Africa assisting youth with career development. BizMetrics philosophy has always been that success can be measured in any sector and we have proved this in many sectors including agriculture and youth development. BizMetrics utilizes digital simulations to create opportunities for youth development. We specifically focus on instilling the mind-set belief of 'can do' in youth / students It has been running several programs in different townships in South Africa for youth for several years.

Hawassa University (HU), Ethiopia situated in southern Ethiopia, plays a crucial role in driving agricultural advancements and rural development initiatives within the country. Fist, Hawassa University houses a well-established College of Agriculture, offering undergraduate and postgraduate programs in various agricultural disciplines such as Plant Science, Animal Science, Horticulture, Agri-business and Value Chain Management and Agricultural Economics. Second, the University prioritizes agricultural research through its Agricultural Research Experiment Station. This station conducts applied research on crops, livestock, and natural resource management, aiming to develop solutions for Ethiopian agriculture. Third, the University provides community service. Hawassa University (HU) is fully committed to the provision of quality education at different level, conducting demand driven research and community service whereby contributing to sustainable development goal of the country (https://www.hu.edu.et/). Ethiopia's national plans, in terms of relevance to National Policies, like Growth and Transformation Plan I (and GTP II) that emphasizes agricultural development as a cornerstone for economic growth and poverty reduction (Ministry of Finance and Economic Development (MoFED), 2010; 2015). Hawassa University aligns its programs and research with the GTP's priorities to improve agricultural productivity and food security. The Agricultural Sector Policy (ASP) underscores the importance of capacity building and technological innovation in agriculture Hawassa University addresses this by: Educating future leaders: The university graduates contribute to the workforce as agricultural extension officers, researchers, and entrepreneurs, driving innovation in the sector. Developing new technologies: Research conducted at Hawassa University focuses on areas like improved crop varieties, sustainable land management practices, and efficient irrigation techniques, directly impacting agricultural productivity.

In regard to contribution to Rural Development: Hawassa University actively engages with rural communities through extension programs and training initiatives. This empowers farmers with the knowledge and skills to adopt improved agricultural practices and enhance their livelihoods. Further on Entrepreneurship development: The university can foster entrepreneurship in rural areas by: Providing training: Equipping individuals with business management and marketing skills can help them establish successful agribusiness ventures. Innovation hubs: The University can act as a hub for innovation, providing incubation space and mentorship to aspiring agricultural entrepreneurs.

Overall, Hawassa University serves as a critical catalyst for propelling Ethiopia's agricultural sector forward. Through its focus on education, research, and community engagement, the university plays a vital role in achieving national development goals and fostering a thriving rural economy.

Ethiopian Entrepreneurship Development Institute, Ethiopia came into being bringing together two entities, namely: The UNDP-supported Entrepreneurship Development Institute (EDI), established in February 2013, and the World Bank-financed Women Entrepreneurship Development Project (WEDP), inaugurated in December 2012. Both projects used to operate under the auspices of the former Ministry of Urban Development and Construction before the reorganization. EDI aims to midwife the emergence of a vibrant, competitive, and innovative private-sector driven by a dynamic, vibrant, and growth-oriented SME sector. This is accomplished through a comprehensive package of entrepreneurship support programs ranging from ecosystem and capacity building to business development services (BDS), access to finance, and market linkage. Following its new mandate as a national institution, EDI plays a key role not only in the entrepreneurial ecosystem but also in self-employment.

Headquartered in Addis Ababa, it has four regional offices—Amhara, Oromia, Southern, and Tigray— with plans to expand to other regions. Moreover, it is embedded with the One-Stop Service Centers in 18 cities. Currently, EDI has 323 trainers (1 International Master Trainer and 39 Master Trainers) and up to 760 Business Development Services (BDS) Advisors. While EDI selects, trains, certifies, and invests in their continuous professional development, these trainers and advisors are not EDI employees but rather independent private sector actors. EDI-E's relevance for the agriculture sector is immense. The institute works to make the ecosystem for agricultural innovations suitable and cultivate/incubate Agripreneurs by providing different capacity-building training and creating access to finance opportunities. EDI-E provides Personal Initiative-Agripreneurship Training for youths and others who are engaged and want to be engaged in any agricultural-related businesses. EDI-E provide technical support and training like Personal Initiative-Agripreneurship, Entrepreneurship and Public Entrepreneurship Training for agriculture and rural development-related government office staff.

Universite Gaston Berger (UGB), Senegal The Faculty of Agronomic Sciences, Aquaculture and Food Technology was created on November 5, 2010. Its main mission is Education/Training, Applied and participatory research and extension of technology dissemination, Community Service. The faculty

includes four departments: Aquaculture, Agro-Food Technologies, Plant Production and Agronomy and Animal Production and Breeding. The vocation of the faculty is to train executives with a competitive professional level and a great technical capacity of elaboration, execution and analysis of aquaculture activities Production and Transformation of Agricultural Products with 04 options. The faculty also offers a training in Prevention and Management of Risks related to Food Security in Africa (PGRSA) and a training in Agribusiness, in collaboration with the UGB's Economic and Management Sciences Department. The faculty also trains executives with a competitive professional level and a high technical capacity for the elaboration, execution and analysis of aquaculture activities and operational executives in the fields of animal production and breeding.

Hochschule Weihenstephan-Triesdorf (HSWT), Germany is a university of applied sciences specializing in the agricultural and rural development sector. HSWT is one of the leading German life sciences Applied University active in provision of adult training and education with a long standing collaboration networking with African universities. Its operational capacities for project leadership are attested by a number of successfully delivered projects funded by GIZ/BMZ in SSA in the field of agriculture, climate change (adoption and mitigation) and sustainable farm management. In the consortium leading position**, HSWT** holds responsibility for project overall success, monitoring and reporting activities vis-a-vis donor. University active role in networking is an example of good practise to be transferred to other institutions**.** HSWT implements a strategic partnership with WEBIN whereby its staff are exposed to project development and implementation learning including with regards to creation of eLearning contents on these soft skills. HSWT is the leader of Europe Africa network of HEIs and NGOs working to support standing collaboration through internationally recognized farming management. Intercultural learning and interdisciplinary approach in agricultural learning skills are HSWT core assets.

Western Balkans Institute, Serbia WEBIN holds extensive expertise in working with both HEIs and youth sectors. This regional NGO has its own soft skills programs implemented through Moodle platform and its Training academy targeting young adults in different status including secondary school youth, NEETS, youth in HE. WEBIN's mission is to inspire new policy and practice solutions and assist next-generations of youth to partake in regional developmental processes through actively contributing to evidence-based policy making and implementation of programs and projects that benefit all community members in core sectors – education, employment and social affairs, and sustainable development (i.e. agriculture, tourism, and health, green and digital transition). WEBIN applies systemic, interdisciplinary, multi sectoral, inclusive and needs-based approaches to aspire community ownership and provoke genuine innovation, entrepreneurial mind sets and social change within and among targeted communities and groups. WEBIN operates in a highly diverse, multi-ethnic, multi-national and multi-religious region of the Western Balkans and acts as catalyst of new networking opportunities for legal entities and individuals coming from different settings. WEBIN holds relevant policy research references in youth sector in Serbia and is known for its efforts in engagement of hard to reach and excluded society members, including refugees and migrants and returnees from EU countries (on the basis of remittance agreements) and their pathways to rebuilding life in both rural and urban areas. Inclusion of socially deprived persons in education and local labour markets and social networking provision is the core expertise to be transferred from this regional NGO. Also, WEBIN is a holder of ToT based training expertise provided for HEI and adult learners, while it is also the centre for regional trainers' hub of tourism and agriculture experts.

Häme University of Applied Sciences (HAMK), Finland, is a multidisciplinary, workplace-orientated higher education institution, dating back to the year 1842. HAMK offers 29 Bachelor's and 13 Master's degree programmes, professional teacher education and continuing and further education. HAMK's graduate employment rate is one of the highest in Finland, as is also the rate of graduates who start their own businesses. HAMK has developed the Entrepreneurial University concept, registered as a trademark in 2021. It is a study environment where students build their own study paths, experiment, and develop their business ideas.

HAMK has wide presence in Africa, guided by HAMK Africa Action Plan (2020-2030). HAMK has operated for more than 15 years in SSA in various agriculture and forestry sector initiatives including capacity development, HEI partnerships, knowledge transfer/dissemination. HAMK's Africa portfolio consists of university capacity building and business development projects, as well as student mobility. A selected list of on-going/recently closed HAMK coordinated capacity building projects in Africa include: Ministry of Foreign Affairs for Finland-funded PBL-BioAfrica in Kenya and Zambia (2020-24), EACEA-funded AgriSCALE (2020-24), Uganda, and Zambia, EACEA-funded FOREST21 in South Africa (2021-2025), EACEA-funded AgrGROW in Uganda and Malawi (2023-26), and Finpartnership-funded Cacao business development in Ghana. A full list of HAMK education-related projects and service provisions can be found in HAMK Global Education webpage. SUSFOR project, its activities, management, and other structures are designed based on the wide expertise and experiences gained during HAMK coordinated projects, with lessons learned and networks gained widely utilized.

2.2.2 Consortium management and decision-making

Consortium management and decision-making (if applicable)

Explain the management structures and decision-making mechanisms within the consortium. Describe how decisions will be taken and how regular and effective communication will be ensured. Describe methods to ensure planning and control.

Note: The concept (including organisational structure and decision-making mechanisms) must be adapted to the complexity and scale of the project.

Management structures and decision making. Project management will be organized at different levels:

a) At project level, partners' rights, responsibilities and roles, and management and implementation competencies will be defined in multiparter agreements that will be concluded by and between all consortium members, building on Grant agreement between the coordinator and EACEA. More detailed procedures will be defined together with the work plan which will be developed and adopted by the Team of institutional coordinators

b) At project level, project will be managed by the project steering committee, a body which will be composed of project coordinators from each partner institution. It will be meeting virtually every month to discuss and give pace to project implementation and make important project decisions. Decisions will be taken by majority vote. This team will have important role in communicating to institutional teams, WP teams, dissemination and addressing the findings of the internal quality reports, as well as in conflict resolution. All these issues will be defined in the management roadmap. In case of significant conflict, mediation team will be established with min 3 institutions to try to reach a peaceful settlement. Organization of bi-annual meetings of the Steering Committee to internally verify deliverables is envisaged.

c) At WP level, inter-institutional and transdisciplinary teams will be created for each WP, whereas one beneficiary and one experienced EU partner will be responsible for co-leading the WP where applicable. WP teams will be responsible for implementing the set of WP activities leading to achieving the results related to particular WP. WP leaders will be responsible for coordinating the WP team and activities, and will be accountable to the Team of institutional coordinators.

d) at institutional level project teams will be formed to share progress information and assist in the reporting processes – narrative and financial aspects;

e) Country level teams are formed from multiple institutions involved in the implementation in a single country; this will enhance interchange and quality of proposed actions as well as transparency in the selection processes.

At the physical kick off meeting in Ethiopia, project teams will be trained on the basics of project management and implementation as well as on financial rules and management as well as quality procedures.

Apart from institutional and WP teams, project teams to be formed during the kick-off meeting are the team of financial officers, and quality and dissemination team.

In each project country 2 persons outside the project community (preferably one representative of youth sector and 1 student in HE) will form part of the Friends of the Project (FOP) groups. The FOPs will perform advisory board role and will act as the multipliers to promote the participation in open calls for planned exchange programs and the learning contents and opportunities validation mechanism.

Project consortium uses collective experience and problem-solving capacity in developing and implementing the work plan. HSWT takes on its coordinator role establishing efficient collaborative network within consortium based on long-term cooperation prospects. Assisted by PSC, it will: manage activities workflow; monitor timeline; oversee budgetary issues; facilitate team meetings; lead the preparation of interim and final reports (all partners contribute as well as different project teams)

Project roadmap is devised for enlisting procedures and useful virtual management tools along with the work plan (detailing roles, deadlines, activities and deliverables) are prepared by partner coordinators joint efforts. Decisions are made within PSC where majority voting procedure applies coupled with consensus decision making on the milestones. This is expected to be relatively easy to achieve given that most partners collaborated before with at least a single other partner on board.

For conflict prevention, project team considers institutional, cultural specifics, and existing capacities in different educational and youth systems; focuses on outcomes; strengthens partners' ties by welcoming individual feedback and promoting collegial relationship through less formal channels. In case of disputes open dialogue is undertaken within project teams. Preferred resolution technique is collaborative problem solving - one that incorporate multiple views and assumes equal responsibility and leads to lasting consensus. Harmonization of activities with other on-going work ensures that partners do not face conflicting priorities.

Quality team ensures timely, effective, efficient and sustainable management of project outcomes through performance assessment. Objectively verifiable indicators are used to monitor project progress status (through monitoring reports). Our approach enables the project scope, costs and timing are kept under control, helping team to increase quality and minimize risks due to frequent collaboration and communication facilitation led by an experienced project applicant.

Communication and coordination modalities. Inter-personal communication will be supported in virtual settings. Effectiveness comes through giving all a chance to voice ideas concerns and risks management efforts. Use of online tools facilitates collaborating process with team members and other stakeholders. Project teams interact via videoconferences, eLearning platform and discussion forums and social media groups. Regular and effective communication will be ensured through the monthly virtual coordinators meetings that will be jointly prepared and facilitated by WP leads. These meetings will be followed by minutes summarizing the points discussed and agreed on. Participating countries will have the chance to host at least 1 meeting and present their learning and teaching practices as well as on the ground situation in terms of collaboration efforts relevant for the project design and results to be developed. Moodle platform is used to support virtual project management best practices.

The quality of management will be monitored and evaluated by the institutional and WP coordinators in order to identify how the partners see the management style and what may be improved (also for preventing conflicts in implementation and management styles.

Dissemination strategy is pivotal for communicating deliverables and is agreed in early implementation stage. ZOOM platform and Moodle platform will be widely used channel in activities delivery. Recording of meetings and other activities shall take place when agreed on by the partners and stakeholders involved. Doodle/viber poll applications shall be used for meeting schedules preferences.

Consortium management resolves around WP1 and WP5 whose implementation is supported by all partners at equal footing and in line with their institutional and country level contexts.

Cooperation with groups of stakeholders (students enrolled in HE; local community institutions representatives - government educational and social councils, schools management,; and NGOs will enable their direct involvement in the development of results and also in promotion and sharing of the project results that is supported by communication and dissemination specialists from each of the countries involved and in accordance with dissemination and communication plan agreed at the kick off meeting.

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3. IMPACT

3.1 Impact and ambition

Impact and ambition

Please address each guiding points presented in the Call document/Programme Guide under the award criterion 'Impact'.

Define the expected short, medium and long-term effects of the project. Who are the target groups? How will the target groups benefit concretely from the project and what would change for them?

Through its expected impacts on both sectors of HE and youth, the project contributes to the learning dimension of the virtual exchanges in short, medium and long run. On a broader scale, the project offers change in the level of understanding of the European and African 2500 young people in global agricultural developments, learning possibilities and needs. It deepens the understanding and relevance of intercultural dialogue and soft skills development in the field of sustainable agriculture and rural development and opens new perspectives for young people to realize the complex interconnections between the local and global developments in the field. In this sense, the projects contributes to important intercontinental strategies: The Euro-African Dimension of the CoE/EU Youth Partnership and Youth Action Plan (YAP) in EU External Action 2022–2027 within domains of youth empowerment and connection.

The foreseeable impact in HE (students in agricultural fields, teachers, career services)

Short term effects Undergraduate and graduate agricultural students shall increase their employability in the global and local contexts through careful planning their career paths based on soft skills advancements. HE teachers in agricultural fields and career support services may benefit from exposure to international learning assisting their students to amplify career options and focus including through understanding the interdisciplinary character of future jobs. More and more educated agricultural specialists become interested in self-employment (as per indication of local stat offices and business registry).

Mid-term effects Involved HEIs shall profit from national and international visibility and further involvement in new transdicplinary and transnational proposals. Increase number of agricultural students, coupled with better educational and work skills match giving higher relevance rates to HEIs in agricultural fields. Increase of students' interest to contribute to local developments in agriculture including through promotion of Agripreneurship. Better organized Alumni and networking in the field. Shortening the period between graduation and first employment and possibly also increasing the number and quality of students at designated tertiary educational institutions is a desired effect numerically measured year on year through HEIs statistics and alumni networks.

Call: ERASMUS-EDU-2024-VIRT-EXCH— Virtual exchanges in higher education and youth
Associated with document Ref. Ares(2024)9085622 - 18/12/2024

EU Grants: Application form (ERASMUS BB and LS Type II): V2.0 – 01.06.2022

Long term effects Strategic placement of VE in the HE context in different countries should be enhanced by means to identify and describe various scenarios for accreditation of VEs, e.g. as a stand-alone learning activity and VE as a component of a course and a number of potential scenarios across agri disciplines and contexts and the urge to train academic as well as administrative staff to facilitate the integration of VE in HEIs. Shifting HE focus from education to satisfy employees onto more emphasis towards thinking innovatively and starting one's own job in the field (moving from job seeking students to job creation students). This effect could be observed through a number of changes in strategic documents and priorities of HEIs – part of internationalization strategies, etc.

The foreseeable impact in youth (18+ youth in agri business, young Agripreneurs, youth workers, youth hubs and NGOs)

Short term effects include making support to youth more accessible and of better quality in all participating countries and especially in rural areas. Increase of interest of youth for working in the agricultural field may be high given that the action supports self-employment and interdisciplinary way of thinking of the future sector development. Youth workers and trainers working with youth are exposed to the international dimension of learning and soft skills development focused on sectoral needs which makes them more competitive youth services providers ready to offer assistance to youth in different contexts. Joint work in producing eLearning materials with HEIs positively impacts their relevance and credentials.

Midterm effect could be observed in changing face of rural areas and local areas in general with innovations brought up by the local youth engaged in agriculture and rural development. Increase of Agripreneurs in participating countries and better links between formal and non-formal agricultural education. The project may help in mapping the existing African and European youth networks on relevant topics and increase participation in them. This is observed in project reports and measured at the begging and end of project activities.

Long term Supporting the youth sector ability to address issues of reskilling and up skilling which seem to be already non-negotiable in today's workforce. Introduction of micro learning concepts in working with youth in different contexts is desired effect. Establishment of young Agripreneurs networks across Africa and Europe is expected in the long run with its own potentials for exchange and development. In both sectors it is expected that the action foster dialogue on how to use and adapt existing tools and services to support the development of micro-credentials by all types of providers offering soft skills education and training. This is observed and measured within the project log documents.

Systemic level impact The proposal has a potential to impact the society and the economic sector in the long run in beneficiary countries in particular through creation of innovations contributing to a more sustainable economic development. Also, the project is designed to impact the future of skills framework in the targeted region. Increase in labour productivity may prevent further brain drain, influencing young people to continue performing competitive work in their local contexts. All this would thus benefit targeted communities across the region through increasing socio-economic benefits and living conditions. Impact may be measured by year on year comparison in labour workforce statistics.

Within the project QA efforts, the consortium envisaged getting the feedback from participating individuals and organisations, particularly as for the learning outcomes value.

Measuring project effects and especially learning outcomes values envisaged for different VE activities is done through a set of evaluation tools forming part of QA instruments are developed against the following:

- identify and analyze problems in difficult situations and to make a justifiable evaluation
- find ideas and look for alternative solutions
- make conclusions based on valid proofs
- formulate ideas of a concept as a result of the reading, researching, discussing and brainstorming in highly specific, subject-focused work
- apply the relevant theory to source material
- place specific events and/or problems into wider contexts.
- give proof and/or counter examples.

On going evaluation of learning outcomes takes place, providing for mutual learning and adaptation of tolls and contests (including in different cohorts of e Internship program). Learning log is created in written work as a collection of comments, feedbacks and informed recommendations for improving the experience of VE participants and providers. Some of the recommendations are directly integrated into newly developed VE proposals offered in the scope of AGRI MOCKS.

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3.2 Communication, dissemination and visibility

Communication, dissemination and visibility of funding

Describe the communication and dissemination activities which are planned in order to promote the activities/results and maximise the impact (to whom, which format, how many, etc.). Clarify how you will reach the target groups,

relevant stakeholders, policymakers and the general public and explain the choice of the dissemination channels. Describe how the visibility of EU funding will be ensured.

Communicating AGRI MOCKS activities and disseminating its results shall be made through implementation of the **Dissemination and Communication Plan**, an action document identifying target groups, channels, stakeholders, and rules and tips how to present and promote the project in the public.

It will record all internal and external communication and dissemination efforts, publishing of information and verification sources. As such, the Plan will also be invaluable source of data for reporting.

All project partners alike participate In communication and dissemination activities and each partner either has a dedicated outreach officer or their coordinator entitled to lead project promotion and reach out to different national stakeholders. Both English and local languages will be used depending on the audience preference and stressing the VE intercultural and multi lingual approach.

Throughout the project lifecycle the project teams will be reaching out to communities, local and national actors in order to inform them on performed activities and their usefulness in the local and national contexts. Stakeholder Outreach Recommendations (SOR) are created as part of the Plan, to ensure that project stakeholders as well as people living in the affected communities are appropriately consulted and informed of the various project activities along with potential impacts. It also aims to ensure that stakeholders have the opportunity to participate and provide input in to the design of project features and activities of relevance to them.

Ultimately, analysis and consultation improve the quality of decisions, minimizes disruption during implementation, and by involving stakeholders in decisions that affect their lives makes a key contribution to upgraded innovation and entrepreneurship ecosystems directly targeted by the project.

This in turn will enable a well-informed and supportive stakeholder community and networks for the project, and better familiarizing implementing staff with communication and redress mechanism requirements. SOR entails the following concepts:

§ Identifying focal point for communication with stakeholders, as well as broader communication responsibilities (i.e., media relations);

§ Fully disclose information on the proposed project, its outputs, and its activities to the beneficiary communities and stakeholders;

§ Ensuring that relevant project information is delivered to stakeholders in a culturally appropriate, youth and gender-sensitive, and timely manner to raise awareness of the project's scope, benefit and impacts, and to foster acceptance and understanding of the project;

§ Obtain information about the opinions, feedbacks, needs and priorities of beneficiary communities and stakeholders and their engagement and buy-ins for sustainability

Communication and dissemination activities are grouped under WP4 and these shall be dedicated to project promotion, communication with target groups and their involvement in project activities, and dissemination of results. Apart from it, thematic inception reporting is organized in the framework of WP1 supporting the initial communication to the wider communities.

WP4 activities start with **internal dissemination activities**, where all partners are expected to host dissemination events at their institutions for their colleagues, students and partners, in order to promote the project, present opportunities for participation in the project and raise expectations of end beneficiaries. This activity is expected to reach a min. of 600 persons across the partnership. The expected timeframe for this is during the first 3 months of the project implementation. The format of the event may take different forms – presentations, opening conferences, open days, etc. During the same time period under WP1 the consortium creates project accounts and profiles on social networks with Administration Manual for project team.

In the core project phase **external dissemination activities** start with creation and implementation of youth friendly digital campaigns promoting the published calls for applications. Creation of alumni e-network of students and youth multipliers commissioned to promote the exchange opportunities through the social networks, exchange business and project ideas. Open virtual discussions to evaluate e-internships and make testimonials are organized as a feedback collection events. Development and promotion of Green paper - Educational and sector policy and practice improvements promoting new skills and innovations for new generations working in agri sector and rural development is designed in joint consortium efforts targeting both sectors participants and their contributions, i.e. HE and Youth.

In the closing phase, the consortium is publishing the Scale up Call for applications for institutional programme transfer award and mentoring for:

a) rural and remote HEIs (6 beneficiaries),

b) rural and remote youth organizations (6 beneficiaries)

Following the end of every project year, the project team will prepare and distribute **3 e-newsletters** summarizing the project developments and achievements in the last year. The e-newsletter will be distributed to min. 600 recipients from the field.

Additionally, it is envisaged that all partners contribute to project promotion by regular publishing of project information on their institutional **websites and public profiles on social networks**. The Plan will suggest how to achieve a maximum reach of such posts. A min of 1000 posts engagement is expected.

In order to ensure exploitation and sustainability of project results at the end, project results and legacy will be promoted at **Final virtual conference** event with joint partners' contributions with min 200 live and virtual participants per country. The conferences are to be organized in partnership between national partners joining the action (broader then consortium).

Creation and promotion of **video testimonials** from VE conducted will be taking the form of 4 videos with 40 testimonials. Joint webinars with teachers and trainers on implementation of VE and contextualised sector relevant soft skills in agriculture is underpinning the mutual learning efforts.

All partners will invest effort to promote the project through the traditional local (TV, press, radio) and virtual media (websites, portals, social networks). A min of 2 appearance on TV in local and national coverage is expected per beneficiary partner. Dissemination through media visits to VE providers will be carried out to maximize general awareness and project marketing for exploitation. In addition, project promotion will be done at the occasion of other national educational conferences.

Target groups, such as youth, NGOs, students, teaching and career support staff and (agri) entrepreneurs and employers, will be identified and selected to participate in project activities on the basis of an open call and expression of interest and prior collaboration experiences. Selection of participants will be youth and gender sensitive, while interdisciplinary teachers' involvement will be preferred. Students shall also be reached through student representative associations where applicable and their involvement is expected throughout the project and mostly in implementation but also development of the VE schemes, e.g. e-Internship.

The identified stakeholders' groups as multipliers (FoPs Friends of the Project) shall enable appropriate level of exploitation of project outcomes used to replicate some of the results, capacity building of staff and entrepreneurs, use of project results at national and/or local level.

Appropriate tools and channels are used to ensure that the results and benefits will be spread effectively to different project stakeholders and target groups as follows: educational institutes are reached through LinkedIn contact network where applicable, industry representatives are reached through collaboration contact maps and alumni activities, NGOs are reached through Facebook. Complementary projects and their donors are invited for synergy meetings by the institutional coordinators in each country. The exploitation may be achieved through conference papers, and open access peer-reviewed journals (researchers) but also in tracking educational and institutional policy formation and changes in different levels.

Visibility of funding: shall be ensured through the application of rules set out in contractual documents and implementation roadmap and communication and dissemination plan. At the Kick off meeting visibility of funding rules shall be presented for project coordinators to make them more familiar with EU visibility requirements (and the corresponding contractual obligations). Visibility of EU funding will be ensured through a strict application of Erasmus+ use of logos, reference to a donor and funding instrument on all produced materials on the project, use of disclaimer in all printed, web and audio-visual materials for both internal and external use. All created digital format will bear EU logo.

AGRI MOCKS entails open access policy for all produced tangible outputs on the project which will be readily available for download on the partners' websites. Outputs and outcomes will thus be available to all interested parties within and after the project's funding time. Innovations (including digital formats) and capacity building tools and coordination methods shall all be attainable and explained simply in digital formats for use beyond the project cycle.

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3.3 Sustainability and continuation

Sustainability, long-term impact and continuation

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

The project exploitation potential lies at the core of the project sustainablity efforts. It entails the following aspects on the consortium and national levels:

1. Mainstreaming – transfer results to local, regional, national or European HE and youth ecosystems through online activities, such as, newsletter, social media, and websites and platforms for dissemination, such as EPALE, national Agripreneurship networks, Alumni networks European Year of Skills activities and events calendar (also for synergy creation).

2. Multiplication – using peer-to-peer exchanges in order to drive participation in multiple countries as well as showcasing events and training sessions (e.g. webinars). Strengthening partnerships with key stakeholders will help us multiply the results of our activities to a wider audience.

3. Dissemination – constant communication with teachers and youth workers, trainers and volunteers to support and motivate students and youth to maintain retention rates; regular training of programme delivery; sharing efforts on products development; telling the story of impact; and strengthened media efforts. Project partners and their local networks/communities of stakeholders will play a key role in disseminating the methods, toolkits and VE schemes in their own regions through their contacts, local and regional stakeholders, public authorities, other relevant institutions, etc., thus ensuring that the impact of the project will be realized at all possible levels.

The consortium work with educators and professionals is not based solo on this project. Beneficiary country and institutions staff, educators and learners will benefit long term from the project activities with the gained knowledge, using the programmes and materials to create new teaching methods and learning material developed throughout the project as motivation factor and teaching educators about the possibilities they have as a teacher/trainer and also responsibilities to create the content which enables reaching the learning objectives and makes learning meaningful, enriching the potential and giving the additional knowledge and real life experiences on how to achieve the entrepreneurial aspiration, and what does it mean in perspective.

The skills and competencies fostered of teachers, through their involvement in projects educational tasks and activities, will have a lasting effect in their personal and professional background, implementing their capability to produce changes and sustainability to the project. This will be granted by the HE institutions which participate in the project (directly and indirectly involved) due to the fact that the methodology and toolkit will be used within these institutions during upcoming years along with possible adjustment and adaptation.

Financial sustainability. The project seeks to enable a standing provision of VE opportunities across the partners' countries. This may be obtained through introduction of VE in HEIs (multi) annual work plans for which a portion of funding would be available. Further, recognition tool should be able to refrain financial payments regarding recognition aspect between formal and non-formal educational settings. NGOs providers will upgrade their training and educational contents with sector relevant soft skills provision. ToT for teachers and trainers in HEIs and NGOs is used to reduce costs and enable more structured and sustainable knowledge transfer among vast number of teachers' and trainers. Internship concepts in both sectors offer financially sound educational and work experiences which should form part of a number of courses and tracks in agricultural studies, e.g. agricultural economics, farm management, etc. Participants have an international experience in their classrooms, breaking down the economic barrier of stays abroad.

Institutional sustainability. The project enables a number of beneficiary institutions to attain their vision of becoming one-stop-shop information service pertaining to in-company work-based learning, organizer for in-company mentors' trainings in a sustainable way, drivers for change in the field of work-based learning and related policies, practice and culture, and improved service coordinator for skills needs survey. Approval of the newly created learning programs may be expected by the competent national authorities in HE education. Embedding e-Internship programme in the curriculum in several European and African countries allows to address gaps and create a sustainable delivery channel of high quality. Certification of students undergoing the VE programs is enabled with all participating provides. Youth pass is used to describe the quality of program offered. Sustainability will be secured through FoP engagement and work that will be derived from interest of stakeholders to be actively involved in bringing improvements to the agri sector. This pass demonstrates the quality of the training program which opens the possibility for young students to access further opportunities offered by small and large businesses, top higher institutions, and international organizations.

Acceptance of standing VE provision at HEIs demands for recommending of changes in the international strategies. Fragments of the program could become part of CPD system for teachers.

Certification is the main method of recognition that BizMetrics and WEBIN give for participation. HSWT can acknowledge participation in the activities with a HSWT certificate of participation.

Certification is the main method of recognition that NICOSA gives for participation.

Hawassa University, College of Agriculture can utilize various methods and tools to recognize the learning outcomes achieved by youth and students participating in their project activities.

Formal Recognition:

•Certificates of Completion: Awarding certificates that outline the project's goals, the specific activities participated in, and the key skills learned provides a formal recognition of participation and achievement.

•Digital Badges: Issuing digital badges with embedded information about the learning outcomes can be displayed online on profiles like LinkedIn. This showcase acquired skills to potential employers or further educational opportunities.

Portfolio Development:

•Project Journals: Encourage participants to maintain journals where they document their experiences, reflections, and learnings throughout the project. This portfolio serves as a tangible record of their growth and development.

•Presentations or Exhibitions: Provide opportunities for participants to present their learnings and contributions to the project through presentations or exhibitions. This fosters public speaking skills and allows them to showcase their acquired knowledge.

Self-Assessment and Peer Evaluation:

•Pre- and Post-Project Surveys: Utilize surveys before and after the project activities to assess the changes in knowledge, attitudes, and skills of participants. This self-assessment helps them track their own progress.

•Peer Evaluation Forms: Design forms for participants to provide feedback on each other's contributions and teamwork skills. This fosters self-reflection and highlights areas for improvement.

Creative Recognition:

•Project Blog or Newsletter: Give participants a platform to share their experiences and learnings through a blog or newsletter. This fosters a sense of ownership and allows them to express their understanding creatively.

The choice of methods and tools will depend on the specific activities and target audience. A combination of different approaches can cater to diverse learning styles and provide a well-rounded recognition system for project participants.

KITA has the necessary human resources to support standing soft skills implementation program, as its learning outcomes can be integrated in various agribusiness management and ICT classes, meaning that students can earn course relevant credits through participating in the program.

EDI offers the following recognition methods which can be valuable for youth and students participating in their activities:

- Certificates

- Transcripts or records

- Badges and Digital Credentials

- Assessments and Evaluations

- Recommendations and References

Environmental sustainability in obtained through the use of virtual support implementation tools, and initial environmental project impact assessment, zero paper policy.

Within the limits of existing national and European legal frameworks, results are made available as open educational resources (OER)

The proposal data, materials, documents and audio-visual and social media activity produced will be made freely available and promoted through open licences, as OER and with no disproportionate

Call: ERASMUS-EDU-2024-VIRT-EXCH— Virtual exchanges in higher education and youth
Associated with document Ref. Ares(2024)9085622 - 18/12/2024

EU Grants: Application form (ERASMUS BB and LS Type II): V2.0 – 01.06.2022

limitations for further use (apart from sustainability issues with VR use). OERs can be improved quickly through direct editing by users or through solicitation and incorporation of user feedback. Instructors can take an existing OER, adapt it for a class, and make the modified OER available for others to use. OERs can substantially reduce the cost of course materials for students which is relevant in the given contexts. Finally, students can be directed to modify, expand, and/or remix course OERs based on their own research and findings. Such interaction further increase their critical thinking and cultural awareness.

Possible synergies are attainable with the following ongoing EVE projects that are implemented in the countries of consortium:

YouthTeamUp project (South Africa partner). Young people inspire and drive socio-political and technological changes. They are also key resources for building resilient, sustainable and healthy communities. The project's objective is to connect African and European youth through virtual exchanges in order to realise Global Impact Projects (GIPs). GIPs are collaborative, innovative and sustainable projects selected for their impact and fully aligned with the SDGs 2030.

DigiUp (Ethiopian partner) is a 36-months Virtual Exchange project which aims to connect higher education students, academic staff and young people from Europe and Sub-Saharan countries through well-established virtual activities for development/acquisition/application of both digital and soft skills so as to increase career opportunities and moving forward in 21st century skills needed among young people. Through various virtual non-formal education methodology based activities, DigiUp is going to focus on the learning dimension of the virtual exchanges, by contributing to developing the digital and soft skills of students and professors, with ultimate goal to enhance employability, using the competences frameworks of DigCompEdu and DigComp 2.1. In conclusion, DIGIUP will give the opportunity to both students and faculty staff to deploy their digital skills and also encourage them to develop a virtual exchange project with colleagues from other countries.

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#@WRK-PLA-WP@#

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

4.1 Work plan

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

The project AGRI-MOCKS has workpackage structure, consisting of 5 work packages:

WP.1 – SETTING OFF (duration 1-4 months)

WP 2 – EVE DESIGNING AND CAPACITATING NEWCOMMERS (duration 5-14 months)

WP 3 – IMPLEMENTATION OF E-INTERNSHIPS IN HE AND YOUTH NON-FORMAL EDUCATION SECTOR (duration 13-36 months)

WP.4 – COMMUNICATION, DISSEMINATION AND EXPLOITATION (duration 5-36 months)

WP.5 – MANAGEMENT AND QUALITY ARCHITECTURE (duration 1-36 months)

First WP is about preparing the project to start smoothly. Second WP is about development of 2 e-internship programmes, virtual platform and materials. Third WP is dedicated to implementation of e-mobilities. Fourth WP is about dissemination and exploitation. Fifth WP is dedicated to management and quality assurance.

Each work package is expected to make a set of deliverables. Specific WP objectives are expected to be met once the deliverables are created and available. All work packages once implemented will allow project specific objectives (SO.1, SO.2 and So.3) to be met. Completion of all 3 project objectives will crate and overall impact.

4.2 Work packages, activities, resources and timing

WORK PACKAGES

Work packages

This section concerns a detailed description of the project activities.

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

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

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

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

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

⚠ *Ensure consistence with the detailed budget table/calculator (if applicable). (n/a for prefixed Lump Sum Grants)*

Objectives

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

Activities and division of work (WP description)

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

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

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

Note:

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

The Coordinator remains fully responsible for the coordination tasks, even if they are delegated to someone else. Coordinator tasks cannot be subcontracted.

If there is subcontracting, please also complete the table below.

Milestones and deliverables (outputs/outcomes)

Milestones *are control points in the project that help to chart progress (e.g. completion of a key deliverable allowing the next phase of the work to begin). Use them only for major outputs in complex projects, otherwise leave the section empty. Please limit the number of milestones by work package.*

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

> ***Deliverables*** *are project outputs which are submitted to show project progress (any format). Refer only to major outputs. Do not include minor sub-items, internal working papers, meeting minutes, etc. It is recommended to limit the number of deliverables to max 10-15 for the entire project. You may be asked to further reduce the number during grant preparation.*
>
> *For deliverables such as meetings, events, seminars, trainings, workshops, webinars, conferences, etc., enter each deliverable separately and provide the following in the 'Description' field: invitation, agenda, signed presence list, target group, number of estimated participants, duration of the event, report of the event, training material package, presentations, evaluation report, feedback questionnaire.*
>
> *For deliverables such as manuals, toolkits, guides, reports, leaflets, brochures, training materials etc., add in the 'Description' field: format (electronic or printed), language(s), approximate number of pages and estimated number of copies of publications (if any).*
>
> *For each deliverable you will have to indicate a due month by when you commit to upload it in the Portal. The due month of the deliverable cannot be outside the duration of the work package and must be in line with the timeline provided below. Month 1 marks the start of the project and all deadlines should be related to this starting date.*
>
> *The labels used mean:*
>
> > *Public — fully open (⚠ automatically posted online on the Project Results platforms)*
> >
> > *Sensitive — limited under the conditions of the Grant Agreement*
> >
> > *EU classified — RESTREINT-UE/EU-RESTRICTED, CONFIDENTIEL-UE/EU-CONFIDENTIAL, SECRET-UE/EU-SECRET under Decision 2015/444. For items classified under other rules (e.g. national or international organisation), please select the equivalent EU classification level.*

Work Package 1

SETTING OFF						
Duration:	Months 1 – 4			**Lead Beneficiary:**	UGB; Co-Lead: HSWT	
Objectives:						
WP.1-SO.1:To conduct preparatory activities and make project ready for implementation;						
Activities and division of work (WP description)						
Task No	Task Name	Description		Participants		In-kind Contributions and Subcontracting
				Name	Role	
T1.1	Creation of implementation tools and templates: work plan, sustainability plan, quality assurance instruments and dissemination plan (including social networks profiles)	At the very beginning of the project implementation (expected 01 January 2025), project partners will meet virtually to agree on implementation tools and templates that should be devised until the kick off meeting (KOM), including: • work plan (Ghant chart) , • Initial framework for Sustainability plan development, • Quality assurance instruments (Project Quality Architecture package, including toolkit, PQA matrix, e-instruments) • Dissemination plan (including plan of publishing posts on social networks). In addition, guidelines will be presented for constitution of project structures, such as Project Steering Committee, e-Internship Programme Committee, and CDE team on dissemination.		**HSWT**, KITA, HU, **UGB**, NYCP, EDI, WEBIN, BM, UFS, HAMK	**Coo**, Ben, Ben, **Ben**, Ben, Ben, Ben, Ben, Ben, Ben	No

T1.2	Organization Kick off meeting in Ethiopia	In 2nd project month, EID will host the project kick off meeting (KOM) in Addis Ababa. In a meanwhile, HSWT and UGB will prepare the implementation package to be presented at the KOM, while all the partners will appoint their staff for project teams. KOM will be dedicated to discussing grant agreement and programme rules, project design and cooperation of partner in implementing the project, work packages and deliverables, budget issues, implementation package and project procedures. Partners will devise the detailed work plan with ganth chart and will discuss important sequences and milestones in implementation.	**HSWT**, KITA, HU, UGB, NYCP, **EDI**, WEBIN, BM, UFS, HAMK	**Coo**, Ben, Ben, Ben, Ben, **Ben**, Ben, Ben, Ben, Ben	No
T1.3	Project teams formations and capacity building on e-management, Project Quality Architecture and dissemination in virtual surroundings	In the framework of KOM, HSWT, EDI and WEBIN will host face-to-face and virtual workshops for partner staff (present at KOM but also staff not present at KOM, that will participate via Virtual conference call) to discuss how will the teams work, especially Steering Committee, e-Internship Programme Board, PQA and CDE team. Each team will discuss work method, expected workload and achievements, time line, division of roles and communication issues. Each workshop will result in inception report (management, CDE, PQA inceptions).	**HSWT**, KITA, HU, UGB, NYCP, **EDI**, **WEBIN**, BM, UFS, HAMK	**Coo**, Ben, Ben, Ben, Ben, **Ben**, **Ben**, Ben, Ben, Ben	No
T1.4	Constitution of ''Friends of the Project'' (FoP) group of external supporters and multipliers	In the next 2 months following the KOM, partners will identify external collaborators and invite them to join ''Friends of the Project'' group. The purpose of the group is to bring together interested and relevant individuals, who professionally may have interest to interact with the project or be involved, and who may contribute to better positioning of the project, better visibility in the public and better dissemination. Before the KOM, UGB will draft ToR and work method for members of the FoP, and this document will be used in communication with potential members.	HSWT, KITA, HU, **UGB**, NYCP, EDI, WEBIN, BM, UFS, HAMK	Coo, Ben, Ben, Ben, **Ben**, Ben, Ben, Ben, Ben, Ben	No
T1.5	Creation of project accounts and profiles on social networks with Administration Manual for project team	Following the completion of KOM, EDI and UFS as the leads of WP.4 will create project accounts and profiles at selected social networks (such as Facebook, Instagram, X, etc.) along with guidelines for administration of the profiles at social networks that will be distributed to partner members of the Communication, Dissemination and Exploitation (CDE) team. The accounts will be used to posting various project information and publish various calls for participants and applications, and other pieces of information consortium wants to publish.	HSWT, KITA, HU, UGB, NYCP, **EDI**, WEBIN, BM, **UFS**, HAMK	Coo, Ben, Ben, Ben, Ben, **Ben**, Ben, Ben, **Ben**, Ben	No
T1.6	Drafting 4 thematic area inception reports (3) in the local and national contexts	At the KOM, partners will discuss how to approach and implement T1.6. HSWT and UGB will present the method and plan of work for task forces that will be responsible for each of 4 thematic inception reports. Expected report template and structure will also be presented. Than partners will appoint their team members for each of 4 task forces (TF). TFs will have 2 months to collect data and analyze the state of the art in the following 4 areas: • Twin transition in agriculture and rural development education and training • Intercultural dialogue and civic participation in education and training • Entrepreneurial mindset in agriculture and rural development education and training • Career guidance in agriculture and rural development education and training The report will summarize key conclusions and recommendations that will be integrated into project implementation work plan and all work packages.	**HSWT**, KITA, HU, **UGB**, NYCP, EDI, WEBIN, BM, UFS, HAMK	**Coo**, Ben, Ben, **Ben**, Ben, Ben, Ben, Ben, Ben, Ben	No
T1.7	Virtual presentation of key	At the end of month 4, UGB will host virtual presentation of key finding per thematic area to	HSWT,	Coo, Ben,	No

| | finding per thematic area to stakeholders and FoPs | stakeholders and FoPs. Presntation will address:
- project consortium and team members with recommendations for the implementation of the project,
- stakeholders with key findings and recommendations about the 4thematic areas,
- FoP with findings and recommendations on the key messages to be disseminated. | KITA, HU, **UGB**, NYCP, EDI, WEBIN, BM, UFS, HAMK | Ben, **Ben**, Ben, Ben, Ben, Ben, Ben, Ben, Ben, Ben | |

Milestones and deliverables (outputs/outcomes)

MS No	Milestone Name	WP No	Lead Beneficiary	Description	Due Date	Means of Verification
MS1	Implementation package adopted and distributed to partner organizations	WP.1	HSWT	Implememntation package consisting of: Rules of Procedure, Ghant Chart, CDE matrix, PQA matrix adopted at KOM by the Steering Committee.	M2	KOM report + Implementation package
MS2	FoP group established	WP.1	UGB	Group of 15 persons acting as the Friends of the Project accepted to take part in such capacity and contribute to project implementation, promotion and visibility. They will be awarded a Certificate of appreciation at the end of the project.	M4	Contact list of FoPs

Deliverable No	Deliverable Name	WP No	Lead Beneficiary	Type	Dissemination Level	Due Date	Description
D1.1	Project Quality Architecture Toolkit	WP.1	WEBIN	R	SEN	M4	e-document of 40 pages in English, presenting the PQA methodology of monitoring and evaluation activities in complex multi-partner projects, with instruments (questionnaires and report templates) to be used in M&E processes.
D1.2	Administration Manual for social network accounts	WP.1	EID	R	SEN	M4	e-document of 40 pages in English, presenting instructions how to use and administer accounts and profiles on social networks..
D1.3	Inception report containing 4 thematic reports and recommendations	WP.1	UGB	R	PU	M4	e-document of 40 pages in English presenting the state of the art in 4 thematic areas in partnercountries, (from twin transition to career guidance), containing recommendations for project consirtium and also for stakeholders.

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

Participant	Costs													
	A. Personnel		B. Subcontracting	C.1a Travel			C.1b Accomodation	C.1c Subsistence	C.2 Equipment	C.3 Other goods, works and services	D.1 Financial support to third parties		E. Indirect costs	Total costs
[name]	X person months	X EUR	X EUR	X travels	X persons travellin	X EUR	X EUR	X EUR	X EUR	X EUR	X grants	X EUR	X EUR	X EUR

[name]	X person months	X EUR	X EUR	X travels	X persons travelling	X EUR	X EUR	X EUR	X EUR	X EUR	X prizes	X EUR	X EUR	X EUR
Total	X person months	X EUR	X EUR	X travels	X persons travelling	X EUR	X EUR	X EUR	X EUR	X EUR	X grants X prizes	X EUR	X EUR	X EUR]

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

Work Package 2

EVE DESIGNING AND CAPACITATING NEWCOMMERS					
Duration:	M5 – M17		**Lead Beneficiary:**	HU; Co-Lead: HAMK	
Objectives					
WP.2-SO.1: To strengthen capacity of teaching staff and youth workers to facilitate intercultural discussions and better comprehend the areas relevant for implementation of e-internship; WP.2-SO.2: To develop the e-internship programmes with learning materials.					
Activities and division of work (WP description)					

Task No	Task Name	Description	Participants		In-kind Contributions and Subcontracting
			Name	Role	
T2.1.1	Hosting facilitated webinar for HE teachers and youth trainers, with focus on newcomers, on designing e-internship and twin transition	In month 5, consortium will commence with WP.2 by organizing international facilitated webinar on designing e-internship and twin transition. The webinar will be co-designed by HSWT and HAMK (segment for HEIs), and WEBIN and NYCP (segment for youth workers). The webinar will address partner (and other interested) staff from partner HEIs and youth sector, and will be dedicated to widening knowledge about and understanding of the concept of e-internships, as a model of developing organizational and business skills and attitudes through practical (virtual) experience, through the perspective of twin transition and methods to integrate green and digital approaches into an e-internship. It is expected it will bring together up to 40 participants from partner organizations and organizations outside consortium. Participation of female participants will be encouraged, and in case of excessive number of registrants, gender-balanced selection will be carried out. The webinar will last for 4 hours and will be split into 2 days. First day will be dedicated to HEIs, and second to youth organizations and organizations working on behalf of youth. Some of the key topics that will be addressed include:	**HSWT**, KITA, HU, UGB, **NYCP**, EDI, **WEBIN**, BM, UFS, **HAMK**	**Coo**, Ben, Ben, Ben, **Ben**, Ben, **Ben**, Ben, Ben, **Ben**	No

			Day 1: - Introduction to e-internship in HE context and how HEIs may plan e-internships as learning method/unit/practice, or as an extra-curricular activity; - Virtual company simulation method; - Virtual training programmes, topic selection and open learning pathways, and optimization; - Twin transition (TT) and how to integrate the principles of TT into HEIs operations and programmes; - Integration of e-internship into curricula or as extra-curricular activity; - Recognition and validation of learning outcomes of e-internships in HE. Day 2: - Introduction to e-internship in youth context and how youth organizations may plan e-internships as learning method/activity in their youth work programmes or projects, - Virtual co-working simulation method; - Virtual training programmes, topic selection and open learning pathways, and optimization; - Twin transition (TT) and how to integrate the principles of TT into youth organizations operations and programmes; - Integration of e-Internship as programme activity in one-time projects; - Recognition and validation of learning outcomes of e-internships in youth work sector.			
T2.1.2	Hosting facilitated webinar for HE teachers and youth trainers: Intercultural dialogue and civic participation through e-internship	Another international facilitated webinar (month 5) will be held to introduce facilitators (HE staff and youth workers) with use of the model of e-internships to boost intercultural dialogue and civic participation. The webinar will be co-designed by NYCP and WEBIN. The webinar will address partner (and other interested) staff from partner HEIs and youth sector and will bring together up to 40 participants from partner organizations and organizations outside consortium. Participation of female participants will be encouraged, and in case of excessive number of registrants, gender-balanced selection will be carried out. The webinar will last for 4 hours and will be split into 2 days. First day will be dedicated to Intercultural dialogue, and second to civic participation. Some of the key topics that will be addressed include: Day 1: - What is a dialogue and role play; - Meeting of cultures; - Assertive speech; - Test of tolerance; - Role play; Day 2: - Civic participation and active citizenship concept; - Universal rights and freedoms, - Concept of public advocacy; - Forms of civic participation; - Participation in HE and in youth sector; - International comparative practices; - Small community projects.	HSWT, KITA, HU, UGB, **NYCP**, EDI, **WEBIN**, BM, UFS, HAMK	Coo, Ben, Ben, Ben, **Ben**, Ben, **Ben**, Ben, Ben, Ben	No
T2.1.3	Hosting facilitated webinar for HE teachers and youth trainers: Entrepreneurial learning and career guidance through e-internship	Another international facilitated webinar (month 6) will be held to introduce facilitators (HE staff and youth workers) with use the model of e-internships to boost entrepreneurial learning and career guidance. The webinar will be co-designed by HSWT, BM, EDU, and WEBIN. The webinar will address partner (and other interested) staff from partner HEIs and youth sector and will bring together up to 40 participants from partner organizations and organizations outside consortium. Participation of female participants will be encouraged, and in case of excessive number of registrants, gender-balanced selection will be carried out. The webinar will last for 4 hours and will be split into 2 days. First day will be dedicated to Entrepreneurial learning, and second to career guidance. Some of the key topics that will be addressed include: Day 1: - Entrepreneurship and education; EntreComp as European competency framework in education and training; - Model of integration of EntreComp into e-	**HSWT**, KITA, HU, UGB, NYCP, **EDI**, **WEBIN**, **BM**, UFS, HAMK	**Coo**, Ben, Ben, Ben, Ben, **Ben**, **Ben**, **Ben**, Ben, Ben	No

			Internships; Day 2: - Introduction to career guidance and counseling; - Identification of interests and talents and matching with professions; - e-Internships as model for testing talents and interests; - Career tracking system;			
T2.2.1	Co-designing and fine developing e-internship modules for HEIs and youth organizations active in non-formal education		In month 6, consortium will start with developing the e-internship modules for students and youth workers and leaders. The process will start by setting up 2 task forces within e-Internship Programme Committee – TFI-HE (Task force for e-internship for students) and TFI-Y (Task force for e-internship for students). First TF will be chaired by HAMK. Second will be chaired by NYCP. Each will have a min 5 members, representing partner organizations, either active in HE or in the youth sector. Each organization will contribute with their specific expertise in developing competence-based curriculum of the internships. The following 2 e-internship programmes will be created: 1) Student e-internship: ''Twin transition in agriculture and rural development" 2) Youth e-internship: ''Civic participation and twin transition in rural development" Each will last for 6 weeks, and will have the following structure: **1) Student e-internship: ''Twin transition in agriculture and rural development":** • Facilitated e-debate with HE staff on: a. twin transition, innovation and training/non-formal learning agriculture/rural development and the future of skills needs (in line with 2030 sustainable development goals) and b. intercultural dimension and civic participation in agricultural/rural development teaching, learning and working • Student virtual company simulation– 3/6 weeks • Project development MOOC– 1/6 weeks • Civic participation and advocacy training– 1/6 weeks • Youth entrepreneurship and innovation training – 0.5/6 weeks • e-learning pathway elective – 0.5/6 weeks • Development of small community group projects in agriculture/rural development with climate change focus – 1/6 weeks • National competition of small community projects in agriculture/rural development with climate change focus • International competition • Evaluation of e-internship **2) Youth e-internship: ''Civic participation and twin transition in rural development"** • Facilitated e-debate with youth workers and NGOs on: a. twin transition, innovation and training/non-formal learning in rural development and the future of skills needs (in line with 2030 sustainable development goals) and b. intercultural dimension and civic participation in rural development training, learning and working • Virtual office collaborative simulation – 3/6 weeks	**HSWT**, KITA, HU, UGB, **NYCP**, EDI, WEBIN, BM, UFS, **HAMK**	**Coo**, Ben, Ben, Ben, **Ben**, Ben, Ben, Ben, Ben, **Ben**	No

			• Project development MOOC– 1/6 weeks • Civic participation and advocacy training– 1/6 weeks • Youth entrepreneurship and innovation training – 0.5/6 weeks • e-learning pathway elective – 0.5/6 weeks • Development of small community group projects in agriculture/rural development with climate change focus – 1/6 weeks • National competition of small community projects in agriculture/rural development with climate change focus • International competition • Evaluation of e-internship This activity should be finalized by M12.			
T2.2.2	Creation of virtual co-working space (VR platform) for collaborative work of students and youth during e-internship	In parallel with previous activity, BM will start developing virtual co-working space (VR platform) for collaborative work of students and youth during e-internship. The virtual space will have 2 modes: virtual company mode and virtual office mode. Both modes will be environments for collaborative work of participants – students and youth workers/leaders.	HSWT, KITA, HU, UGB, NYCP, EDI, WEBIN, **BM**, UFS, HAMK	Coo, Ben, Ben, Ben, Ben, Ben, Ben, **Ben**, Ben, Ben	No
T2.2.3	Co-creation of e-internship modules materials, instructions and learning resources	In parallel HU will coordinate the development of virtual co-working e-internship modules materials, instructions and learning resources for collaborative work of participants – students and youth workers/leaders.	**HSWT**, **HU**, KITA, UGB, NYCP, EDI, WEBIN, BM, UFS, **HAMK**	**Coo**, **Ben**, Ben, Ben, Ben, Ben, Ben, Ben, Ben, **Ben**	No
T2.2.4	Co-creation and institutional acceptance verification of e-internship recognition tools	In the period from M9-M12, HSWT and HAMK will co-chair a Task Force on Recognition and Verification (TF-RV) of learning outcomes. The TF-RV will consist of a min. 1 representative per partner institution (10 representatives), who will work together to develop and suggest the set of e-internship recognition tools and institutional procedures that will allow each partner institution to institutionally accept and verify the recognition tools. HSWT and HAMK will initially create the basic set of tools with draft procedure for acceptance and verification, and TF-RV will analyze, comment and further develop the tools and procedures. E-Internship Programme Committee will also be consulted and asked for comments and feedback. After finalization of tools and procedure, each partner institution will adapt draft procedure to fit their institutional and statutory provisions.	**HSWT**, KITA, **HU**, UGB, NYCP, EDI, WEBIN, BM, UFS, **HAMK**	**Coo**, Ben, **Ben**, Ben, Ben, Ben, Ben, Ben, Ben, **Ben**	No
T2.3	2.3 Development of gender-sensitive and social inclusion supportive call for participant and admission procedure	In parallel, HAMK will develop draft gender-sensitive and social inclusion supportive call for participant and admission procedure and distribute them to partner institutions for commenting and feedback. Once the feedback is collected, HAMK will finalize both calls for applications – for e-internship for students and for e-internship for youth.	HSWT, HU, KITA, UGB, NYCP, EDI, WEBIN, BM, UFS, **HAMK**	Coo, Ben, Ben, Ben, Ben, Ben, Ben, Ben, Ben, **Ben**	No
T2.4	2.4 Designing and organization of ToT training of virtual facilitators and mentors	At the beginning of 2nd project year, HAMK with support of HU will design a ToT training of virtual facilitators and mentors. Purpose of the training is to strengthen facilitating and mentoring skills of junior teaching staff and youth workers and trainers working with young people. The training will be delivered in 14th month with expected participation of 40 gender-balanced participants (50% women). They will be selected on the basis of an open	HSWT, KITA, **HU**, UGB, NYCP, EDI, WEBIN, BM, UFS,	Coo, Ben, Ben, **Ben**, Ben, Ben, Ben, Ben, Ben, **Ben**	No

		call for participants that will be distributed internally through partner organizations. Training will be designed as 3-day x 3 hours ToT training, and is expected to cover the following topics: Day 1: ToT methodology in virtual space; - Moderation, facilitation and mentoring concepts; - What makes good and bad facilitators; - Facilitation skills; - Public appearance skills; - facilitation and managing conflicts in discussion; Day 2: - What makes good and bad mentors; - Mentoring skills; - Monitoring and counselling mentees; - Day 3: - Practical work with demonstrations;	**HAMK**		
T2.5	2.5 Organization of EVE project development training session for HE teachers and youth trainers with focus on newcomers	During 17th month, WEBIN will host an EVE project development training, broken into 3 day 3-hours working sessions. The training will bring together 40 gender-balanced participants (10 groups x 4 persons, 50% women) – HE teachers and youth workers, that will develop project building skills and focus on developing EVE proposals. They will be selected on the basis of an open call for participants that will be distributed internally through partner organizations. Training will cover the following topics: Day 1: Projects and programmes and position of donors; - Erasmus+ programme and EVE as part of it; - Project cycle; - Reading and understanding the call for proposals and priorities; Day 2: - Setting up a project; - Existing problems that we want to tackle, project idea and objectives; - Relevance; - EVE priorities and type of project; - Project design, matrix of objectives, results and activities; - Target groups and needs; Day 3: - Parts A, B and C; - Budget; - Practical work;	HSWT, HU, KITA, UGB, NYCP, EDI, **WEBIN**, BM, UFS, HAMK	Coo, Ben, Ben, Ben, Ben, Ben, **Ben**, Ben, Ben, Ben	No

Milestones and deliverables (outputs/outcomes)

MS No	Milestone Name	WP No	Lead Beneficiary	Description	Due Date	Means of Verification
MS3	e-internship developed with VR platform, materials, instructions and learning resources and approved for admission and implementation	WP.2	HAMK	e-internship developed with VR platform, materials, instructions and learning resources and approved by Project Steering Committee.	M12	Modules and virtual platform

Delivera ble No	Deliverable Name	WP No	Lead Beneficiary	Type	Disseminat ion Level	Due Date	Description
D2.1	Set of training reports from facilitated webinars for HE teachers and youth trainers	WP.2	HAMK	R	SEN	M6	Set of e-documents in English, each upto 8 pages long elaborating on webinar flow, conclusions and recommendations.
D2.2.1	Student e-internship curriculum: ''Twin transition in agriculture and rural development'' for HEIs, with materials, instructions and learning resources	WP.2	HAMK	R	SEN	M12	e-document in English, containing 10 pages without annexes, presenting the curriculum ''Twin transition in agriculture and rural development'' for HEIs

D2.2.2	Youth e-internship curriculum: ''Civic participation and twin transition in rural development'' for youth workers, with materials, instructions and learning resources	WP.2	NYCP	R	SEN	M12	e-document in English, containing 10 pages without annexes, presenting the curriculum ''Civic participation and twin transition in rural development'' for youth workers
D2.2.3	Virtual co-working space (VR platform) for collaborative work of students and youth during e-internship	WP.2	BM	DEC	SEN	M12	Virtual platform for collaborative work of students and youth, with 2 modes, one for virtual companies for students, and another for office collaborative work of youth organizations.
D2.2.4	Set of e-internship recognition tools with procedures of acceptance and validation	WP.2	HAMK	R	SEN	M12	Zip folder containing e-internship recognition tools with procedures of acceptance and validation
D2.3	Gender-sensitive and social inclusion supportive call for participant and admission procedure	WP.2	HAMK	R	PU	M10	e-document in English 6 pages long, containing gender-sensitive and social inclusion supportive call for participant and admission procedure
D2.4	ToT training report	WP.2	HU	R	SEN	M14	e-document in English 5 pages long, containing flow and conclusions from the training.
D2.5	Training report from EVE project development training session for HE teachers and youth trainers	WP.2	WEBIN	R	SEN	M17	e-document in English 5 pages long, containing flow and conclusions from the training.

Estimated budget — Resources *(n/a for prefixed Lump Sum Grants)*													
Participant	Costs												
	A. Personnel		B. Subcontracting	C.1a Travel			C.1b Accomodation	C.1c Subsistence	C.2 Equipment	C.3 Other goods, works and services	D.1 Financial support to third parties		E. Indirect costs	Total costs
[name]	X person months	X EUR	X EUR	X travels	X persons travelling	X EUR	X EUR	X EUR	X EUR	X EUR	X grants	X EUR	X EUR	X EUR
[name]	X person months	X EUR	X EUR	X travels	X persons travellin	X EUR	X EUR	X EUR	X EUR	X EUR	X prizes	X EUR	X EUR	X EUR

					g									
Total	X person months	X EUR	X EUR	X travels	X persons travelling	X EUR	X EUR	X EUR	X EUR	X EUR	X grants X prizes	X EUR	X EUR	X EUR]

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

Work Package 3

IMPLEMENTATION OF E-INTERNSHIPS IN HE AND YOUTH NON-FORMAL EDUCATION SECTOR					
Duration:	M10– M36		**Lead Beneficiary:**	KITA; Co-Lead: NYCP	
Objectives					
WP.3-SO1: To directly support at least 1,000 European and SAA youth workers and leaders and 1,500 European and SAA students to enhance their entrepreneurial learning, employability and civic participation through virtual exchanges and e-internships. WP.2-SO2: To increase youth and students' abilities to innovate and being entrepreneurial in agriculture and rural living and development, with focus on green and digital solutions and twin transition;					
Activities and division of work (WP description)					

Task No	Task Name	Description	Participants		In-kind Contributions and Subcontracting
			Name	Role	
T3.1.1	Publishing and promotion of a call for participants for participation of students in e-internship	In months 13, 19, 24 and 29, consortium will publish calls for participants for participation of students in e-internship (editions 1-4). The calls will be gender-sensitive and social inclusion supportive and will invite students from Europe and Africa to apply for e-internship. Application will be electronic and in English, and will be open and transparent. it will be promoted by partner organization and through digital campaigns on social networks. Call will be open for 45 days, and selection should be completed within 30 days.	HSWT, HU, **KITA**, UGB, NYCP, EDI, WEBIN, BM, UFS, HAMK	Coo, Ben, **Ben**, Ben, Ben, Ben, Ben, Ben, Ben, ben	No
T3.1.2	Publishing and promotion of a call for participants for participation of youth workers in e-internship	In months 13, 19, 24 and 29, consortium will publish calls for participants for participation of youth workers/leaders in e-internship (editions 1-4). The calls will be gender-sensitive and social inclusion supportive and will invite students from Europe and Africa to apply for e-internship. Application will be electronic and in English, and will be open and transparent. it will be promoted by partner organization and through digital campaigns on social networks. Call will be open for 45 days, and selection should be completed within 30 days.	HSWT, HU, KITA, UGB, **NYCP**, EDI, WEBIN, BM, UFS, HAMK	Coo, Ben, Ben, Ben, **Ben**, Ben, Ben, Ben, Ben, ben	No
T3.2.1	Organization of facilitated e-debate with HE staff	Student e-internship will commence with e-debate on: a. twin transition, innovation and training/non-formal learning agriculture/rural development and the future of skills needs (in line with 2030 sustainable development goals) and	HSWT, HU, **KITA**, UGB, NYCP, EDI,	Coo, Ben, **Ben**, Ben, Ben, Ben,	No

			b. intercultural dimension and civic participation in agricultural/rural development teaching, learning and working. Each partner HEI will host 4 debates (one per edition) with participation of a min. 50 participants. Purpose of e-debates is to discuss some key topics for e-internship (twin transition and intercultural dialogue), and sensitize participants for the topic.	WEBIN, BM, UFS, HAMK	Ben, Ben, Ben, ben	
	T3.2.2	Organization of facilitated e-debate with youth workers and NGOs	Youth e-internship will commence with e-debate on: a. twin transition, innovation and training/non-formal learning in rural development and the future of skills needs (in line with 2030 sustainable development goals) and b. intercultural dimension and civic participation in rural development training, learning and working. Each partner youth organization will host 4 debates (one per edition) with participation of a min. 50 participants. Purpose of e-debates is to discuss some key topics for e-internship (twin transition and intercultural dialogue), and sensitize participants for the topic.	HSWT, HU, KITA, UGB, **NYCP**, EDI, WEBIN, BM, UFS, HAMK	Coo, Ben, Ben, Ben, **Ben**, Ben, Ben, Ben, Ben, ben	No
	T3.3	Implementation of 2 annual editions of 6-week Spring and Fall e-internships	During 2026 and 2027, partners will execute 8 virtual exchange schemes, each lasting for 6 weeks: - 4 for students (Spring/Fall 2026, Spring/Fall 2027) - 4 for youth workers/leaders (Spring/Fall 2026, Spring/Fall 2027). These 8 virtual exchanges will be open for 2500 participants in total. Student e-internships will have the following structure: • Student virtual company simulation– 3/6 weeks • Project development MOOC– 1/6 weeks • Civic participation and advocacy training– 1/6 weeks • Youth entrepreneurship and innovation training – 0.5/6 weeks • e-learning pathway elective – 0.5/6 weeks • Development of small community group projects in agriculture/rural development with climate change focus – 1/6 weeks • National competition of small community projects in agriculture/rural development with climate change focus • International competition • Evaluation of e-internship; Youth e-internships will have the following structure: • Facilitated e-debate with youth workers and NGOs on: a. twin transition, innovation and training/non-formal learning in rural development and the future of skills needs (in line with 2030 sustainable development goals) and b. intercultural dimension and civic participation in rural development training, learning and working • Virtual office collaborative simulation – 3/6 weeks • Project development MOOC– 1/6 weeks • Civic participation and advocacy training– 1/6 weeks • Youth entrepreneurship and innovation training – 0.5/6 weeks	**HSWT, KITA**, HU, UGB, **NYCP**, EDI, **WEBIN**, BM, UFS, HAMK	**Coo, Ben**, Ben, Ben, **Ben**, Ben, **Ben**, Ben, Ben, ben	No

		• e-learning pathway elective – 0.5/6 weeks • Development of small community group projects in agriculture/rural development with climate change focus – 1/6 weeks • National competition of small community projects in agriculture/rural development with climate change focus • International competition • Evaluation of e-internship; More details are presented below.			
T3.3.1.1	Student virtual company simulation (5 groups per 14 students) – 3/6 weeks	Student virtual company simulation will bring 5 groups per 14 students per partner. It will last for 3/6 weeks and will be focusing on learning student business & entrepreneurship skills.	**HSWT, KITA**, HU, UGB, NYCP, EDI, WEBIN, BM, UFS, HAMK	**Coo, Ben**, Ben, Ben, Ben, Ben, Ben, Ben, Ben, ben	No
T3.3.1.2	Virtual office collaborative simulation (5 groups per 14 youth workers per partner per semester) – 3/6 weeks	Youth Virtual office collaborative simulation will bring 5 groups per 14 youth workers and leaders per partner. It will last for 3/6 weeks and will be focusing on learning student business & entrepreneurship skills.	HSWT, KITA, HU, UGB, **NYCP**, EDI, **WEBIN**, BM, UFS, HAMK	Coo, Ben, Ben, Ben, **Ben**, Ben, **Ben**, Ben, Ben, Ben	No
T3.3.2	Implementation of Project development MOOC for students and youth workers – 1/6 weeks	One week during e-internship will be allocated for attending MOOC in project development. The MOOC will be prepared by WEBIN and administered by all partner organization during e-internship implementation. The MOOC will be implemented during first 2 weeks of e-internship, and will be a basis for later development of small community projects. The MOOC will consist of the following units: - understanding and programme project cycle and the position of the donor; - reading the call for proposals and understanding donor priorities; - problem analysis and selection of project topic; - definition of target groups and setting up project objectives; - decelopment of project relevance; - creation of project partnership; - development of project logical matrix with results, activities and indicators; - project impact and sustainability; - project methodology and description of activities; - budgeting;	HSWT, KITA, HU, UGB, NYCP, EDI, **WEBIN**, BM, UFS, HAMK	Coo, Ben, Ben, Ben, Ben, Ben, **Ben**, Ben, Ben, Ben	No
T3.3.3	Implementation of Civic participation and advocacy training for students and youth workers – 1/6 weeks	One week during e-internship will be allocated for attending Civic participation and advocacy training. The prepared will be prepared by NYCP and WEBIN and implemented by all partner organization during e-internship programme. The training will seek to increase participants knowledge and improve their positive attitudes about civic participation and active citizenship on one side and advocacy and policy making on other side. The training will consist of the following units: - civic participation and youth activism; - universal rights and freedoms; - forms of civic participation in social and political processes; - tools for civic participation; - youth	HSWT, KITA, HU, UGB, **NYCP**, EDI, **WEBIN**, BM, UFS, HAMK	Coo, Ben, Ben, Ben, **Ben**, Ben, **Ben**, Ben, Ben, ben	No

		activism and community work; - small community projects as tool for mobilization and change; - concept of public advocacy; - planning of advocacy activities; - types of advocacy activities; - policy cycle; - understanding the position of decision makers and power map;			
T3.3.4	Implementation of Youth entrepreneurship and innovation training – 0.5/6 weeks	Half week during e-internship will be allocated for attending Youth entrepreneurship and innovation training. Purpose of the training will be to boost entrepreneurial attitudes of participants and make an insight into the world of innovations.The training will be prepared by HSWT, HAMK and EDI and implemented by all partner organization during e-internship implementation. The training will consist of the following units: - entrepreneurial spirit and competences; - EntreComp as competency framework; - entrepreneurial attitudes; - becomming an entrepreneur start with small steps; - innovation cycle; - from idea to innovation; - funds to support innovation; - pitching for funds and challenges;	**HSWT**, KITA, HU, UGB, NYCP, **EDI**, WEBIN, BM, UFS, **HAMK**	**Coo**, Ben, Ben, Ben, Ben, **Ben**, Ben, Ben, Ben, **Ben**	No
T3.3.5	Implementation of e-learning pathway elective – 0.5/6	Half week during e-internship will be allocated for attending e-learning pathway elective training. Students will have to choose 1 elective out of 4 and create their learning pathway. The consortium will offer 4 elective training: 2 related to twin transition, agriculture and climate change, and 2 related to soft skills. Elective training will last 0.5 weeks. The final list of electives will be developed during the WP.2 and first project year.	HSWT, HU, **KITA**, UGB, **NYCP**, EDI, WEBIN, BM, UFS, HAMK	Coo, Ben, **Ben**, Ben, **Ben**, Ben, Ben, Ben, Ben, ben	No
T3.3.6	Development of small community group projects in agriculture/rural development with climate change focus	During first 3 weeks of e-internship, participants will develop small community projects. The projects will be developed in small groups or individually, and participants will be encouraged to implement these projects in their local communities. The projects will tackle the twing transition aspects in the local community. Project development efforts will be monitored, facilitated and supported by facilitators from partner organizations. By week 3, all projects should besufficiently developed to be able to participate in the national competition of small innovative community projects.	HSWT, HU, **KITA**, UGB, **NYCP**, EDI, WEBIN, BM, UFS, HAMK	Coo, Ben, **Ben**, Ben, **Ben**, Ben, Ben, Ben, Ben, ben	No
T3.3.7	Organization of national competition of small community projects in agriculture/rural development with climate change focus, opportunities scouting for agri-business ideas	In week 4, partner institutions will host virtual national competition of small innovative community projects. There will the national jury consisting of national members of Freind of the Project. They will select 2 most innovative community projects with greatest potential for impact on the local communities and twin transition. Selected projects will participate in international competition of small innovative community projects that will be organized in 6th week of e-internship.	HSWT, HU, **KITA**, UGB, **NYCP**, EDI, WEBIN, BM, UFS, HAMK	Coo, Ben, **Ben**, Ben, **Ben**, Ben, Ben, Ben, Ben, ben	No
T3.3.8	Organization of international competition and peer-to-peer innovation forum	in 6th week of e-internship HSWT will host virtual international competition of small innovative community projects. There will be 14 most innovative projects, comming from 7 countries (2 per country). The Friend of the Project will act as international jury and all participants of e-internship will also vote on the winner (50% vote will be FoP, other 50% will be the votes of students and yout participating in e-internship. The winning projects will be offered to access incubation in innovation hubs at selected partner University.	**HSWT**, HU, **KITA**, UGB, **NYCP**, EDI, WEBIN, BM, UFS, HAMK	**Coo**, Ben, **Ben**, Ben, **Ben**, Ben, Ben, Ben, Ben, ben	No
T3.3.9	Evaluation of e-internship	Each edition of e-internship will be evaluated by both students/youth participants and facilitators and educators. WEBIN will be responsible to create the evaluation forms, while KITA and NYCP will be responsible to circulate the forms among partner	HSWT, HU, **KITA**, UGB, **NYCP**, EDI,	Coo, Ben, **Ben**, Ben, **Ben,** Ben,	No

		organizations, participants and facilitators. WEBIN will be responsible to process data, draw conclusions and recommendations for the improvement of the next editions. Evaluation reports will be distributed to e-IPC for analysis.	**WEBIN**, BM, UFS, HAMK	**Ben**, Ben, Ben, ben	
T3.4	Joint development of one youth and one HE EVE project proposals	During the implementation of 4 editions of e-internships, facilitators, teachers and educators will be encouraged, guided and facilitated to develop at least 2 EVE draft proposals. One will address HE, and other will be dedicated to youth. Support will be provided to teams that are interested to develop an EVE proposal.	HSWT, HU, **KITA**, UGB, **NYCP**, EDI, WEBIN, BM, UFS, HAMK	Coo, Ben, **Ben**, Ben, **Ben**, Ben, Ben, Ben, Ben, ben	No
T3.5	Development of Transformative learning toolkit on e-internships for teachers and trainers in non-formal education	After first 2 editions of e-internships for students and youth workers/leaders, KITA and NYCP will create the task force on transformative learning (TF-TL) with min. 1 representative per partner institution. The TF-TL will be respkonsible to analyze experiences from implementation of first 2 editions, and develop Transformative learning toolkit on e-internships for teachers and trainers in non-formal education. This toolkit would be a practical guide for educators on good practices and positive experiences in organizing e-internships with different category of learners. The toolkit should be resource for educators in planning and preparing the e-internships for implementation.	HSWT, HU, **KITA**, UGB, **NYCP**, EDI, WEBIN, BM, UFS, HAMK	Coo, Ben, **Ben**, Ben, **Ben**, Ben, Ben, Ben, Ben, ben	No

Milestones and deliverables (outputs/outcomes)

MS No	Milestone Name	WP No	Lead Beneficiary	Description	Due Date	Means of Verification
MS4	Selection of sucessful applicants (applied gender sensitive and inclusion supportive principles) completed and applicant informed about admission to the e-internships	WP.3	KITA	e-Internship programme committee evaluated the applications and conducted selection. All candidates informed about the selection outcome and admision.	M30	e-Internship implementation report

Delivera ble No	Deliverable Name	WP No	Lead Beneficiary	Type	Dissemin ation Level	Due Date	Description
D3.1	Set of reports from e-debates	WP.3	KITA	R	PU	M13	Set of 36 reports (from each partner institution 1 report per edition) from e-debates merged into 1 sigle file. Document in English, cca. 108 pages long. Reach report will elaborate on key findings, conclusions and recommendations.
D3.2	Implementation report of e-internship Spring 2026	WP.3	HSWT	R	SEN	M19	e-document in English of 20 pages without annexes, presenting preparation, implementation, follow up and remarks by implementing organizations.
D3.2.2	Implementation report of e-internship Fall 2026	WP.3	HSWT	R	SEN	M25	e-document in English of 20 pages without annexes, presenting preparation, implementation, follow up and remarks by implementing organizations.
D3.2.3	Implementation report of e-internship Spring 2027	WP.3	HSWT	R	SEN	M31	e-document in English of 20 pages without annexes, presenting preparation, implementation, follow up and remarks by implementing organizations.

D3.2.4	Implementation report of e-internship Fall 2027	WP.3	HSWT	R	SEN	M36	e-document in English of 20 pages without annexes, presenting preparation, implementation, follow up and remarks by implementing organizations.
D3.3	Zipped file containing a min. 4 draft proposals for EVE with 35% completion rate	WP.3	NYCP	R	SEN	M36	Zip file containing a min. 4 draft proposals for EVE with 35% completion rate. The proposals may be available in any suitable form, not necessarily in official Erasmus+ EVE form.
D3.4	Transformative learning toolkit on e-internships	WP.3	KITA	R	PU	M33	e-document in English of 60 pages containing transformative experiences from implementing first 2 editiions of student and youth e-internship.
D3.5	Set of evaluation reports of 4 editions of e-internships	WP.3	WEBIN	R	SEN	M36	Zip file containing 4 evaluation reports of 4 editions of e-internships. Each e-document is in English and has up to 12 pages.

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

Participant	Costs													
	A. Personnel		B. Subcontracting	C.1a Travel			C.1b Accomodation	C.1c Subsistence	C.2 Equipment	C.3 Other goods, works and services	D.1 Financial support to third parties		E. Indirect costs	Total costs
[name]	X person months	X EUR	X EUR	X travels	X persons travelling	X EUR	X EUR	X EUR	X EUR	X EUR	X grants	X EUR	X EUR	X EUR
[name]	X person months	X EUR	X EUR	X travels	X persons travelling	X EUR	X EUR	X EUR	X EUR	X EUR	X prizes	X EUR	X EUR	X EUR
Total	X person months	X EUR	X EUR	X travels	X persons travelling	X EUR	X EUR	X EUR	X EUR	X EUR	X grants X prizes	X EUR	X EUR	X EUR]
For certain Lump Sum Grants, see detailed budget table/calculator (annex 1 to Part B; see *Portal Reference Documents*).														

Work Package 4

COMMUNICATION, DISSEMINATION AND EXPLOITATION			
Duration:	M5-M36	**Lead Beneficiary:**	EDI; Co-Lead: UFS
Objectives			
WP.4-SO.1: To ensure large-scale project dissemination of key messages and virtual exchange opportunities to general and specific target groups. WP.4-SO.2: To support scaling of virtual exchange opportunities by transferring e-internship programmes to other institutions outside consortium, especially to HEIs and youth organizations from remote and rural regions.			

Activities and division of work (WP description)					
Task No	Task Name	Description	Participants		In-kind Contributions and Subcontracting
			Name	Role	
T4.1	Implementation of digital campaign promoting the published calls for applications	Before announcing the virtual mobility edition, and publishing the call for applications, partners will prepare digital promotion materials which will support published calls for applications.. All partner institutions will implement digital campaign promoting the published calls for applications through social networks. Digital campaigns will last for 2 months following the opening of each call for application.	HSWT, HU, KITA, UGB, NYCP, **EDI**, WEBIN, BM, UFS, HAMK	Coo, Ben, Ben, Ben, Ben, **Ben**, Ben, Ben, Ben, Ben	No
T4.2	Creation of alumni e-network of students and youth multipliers commissioned to promote the exchange opportunities through the social networks, exchange business and project ideas	Alumni e-network will be initiated during the first edition of e-internship. It will consist of first generation of e-internship participants. Every next generation of participants will automatically become alumni network members. The network members will be connected through social networks. Their main duty will be to share their experiences and promote the e-internship. They will also be encouraged to develop Erasmus+ youth cooperation projects and keep contacts.	HSWT, HU, KITA, UGB, NYCP, **EDI**, WEBIN, BM, **UFS**, HAMK	Coo, Ben, Ben, Ben, Ben, **Ben**, Ben, Ben, **Ben**, Ben	No
T4.3	Organization of open virtual discussions to evaluate e-internships and make testimonials	At the end of every edition of e-internship, hosting institutions will host open virtual discussions to evaluate e-internships and make testimonials. Discussions will be facilitated so that participants speak about learning outcomes, their experiences with intercultural dialogue network and connections they established and how important e-internship was for their professional development. Testimonials will be used on social networks to promote the e-internships.	HSWT, HU, KITA, UGB, NYCP, **EDI**, WEBIN, BM, **UFS**, HAMK	Coo, Ben, Ben, Ben, Ben, **Ben**, Ben, Ben, **Ben**, Ben	No
T4.4	Creation and distribution of 3 newsletters	At the end of every project year, in months 13, 25 and 36, UFS and EDI will coordinate the creation of annual newsletter about virtual exchange, twin transition, academic business cooperation, competences of graduates, career guidance, intercultural dialogue and about the project and project partner activities. All the partners will contribute to the creation of the newsletter, while the EDI and UFS will coordinate creation of a database of the relevant email addresses that will receive the newsletter. It is expected that at least 200 email addresses, including those of Universities and technical colleges, state and local authorities, employers and chambers of commerce will be included in the database.	HSWT, HU, KITA, UGB, NYCP, **EDI**, WEBIN, BM, **UFS**, HAMK	Coo, Ben, Ben, Ben, Ben, **Ben**, Ben, Ben, **Ben**, Ben	No
T4.5	Development and promotion of Green paper - Educational and sector policy and practice improvements promoting new skills and innovations for new generations working in agri sector and rural	On a half way through, a Green Paper (GP) Green paper (Educational and sector policy and practice improvements promoting new skills and innovations for new generations working in agri sector and rural development) co-creation will commence. The GP will seek to identify educational and sector policy and practice improvements promoting new skills and innovations for new generations working in agri sector and rural development. The GP creation will start with constitution ofbTask Force for Green Paper (TF-GP) and preparing and presenting the co-creation plan to the Task Force. The team will consist of 8-10 members, and will be led by UFS and EDI. TFT-GP will have 6 months to conduct	HSWT, HU, KITA, UGB, NYCP, **EDI**, WEBIN, BM, **UFS**, HAMK	Coo, Ben, Ben, Ben, Ben, **Ben**, Ben, Ben, **Ben**, Ben	No

			Description	Lead		
	development		necessary data collection and analysis, and develop the GP. Before publishing the GP will be reviewed and evaluated, and then it will be internally verified by the project SC.			
T4.6	Publishing Scale up Call for applications for institutional programme transfer agreement		In the last project year, e-internships will be scaled up to reach out to new HEIs and youth organizations interested to take over the e-internship concept This will be done through an open call for applications that will be published at 3rd year of the project. The call will seek for 6 universities and 6 youth organizations interested to receive the transfer of e-internship programme. HEIs and youth organizations coming from rural and remote areas will have advantage. With selected institutions consortium will conclude an institutional agreement on transfer of e-internships. Selected institutions will also receive e-training on implementation of e-internship.	HSWT, HU, KITA, UGB, NYCP, **EDI**, WEBIN, BM, **UFS**, HAMK	Coo, Ben, Ben, Ben, Ben, **Ben**, Ben, Ben, **Ben**, Ben	No
T4.7	Final virtual conference event with joint partners contributions		The project will end with final virtual conference that will be hosted by UFS. Purpose of the conference is to present project results and achievements and discuss the future of virtual exchanges supporting twin transition and intercultural dialogue. It is expected that 50 relevant participants (from HE, youth sector, state institutions, etc.) take place in the conference and contribute to dissemination of the project results.	**HSWT**, HU, KITA, UGB, NYCP, EDI, WEBIN, BM, **UFS**, HAMK	**Coo**, Ben, Ben, Ben, Ben, Ben, Ben, Ben, **Ben**, Ben	No

Milestones and deliverables (outputs/outcomes)

MS No	Milestone Name	WP No	Lead Beneficiary	Description			Due Date	Means of Verification
MS1		4						

Deliverable No	Deliverable Name	WP No	Lead Beneficiary	Type	Dissemination Level	Due Date	Description
D4.1	Alumni e-network of students and youth multipliers	WP.4	UFS	OTHER	PU	M36	e-network of alumni students and youth multipliers consisting of all individuals who participated in student or youth e-internship.
D4.2	Set of video testimonials (links)	WP.4	UFS	DEC	PU	M36	Selected video testimonials, each 30-120 seconds long, will be posted on Youtube channels of partner institutions and will be used on social networks for promotional purposes.
D4.3	Green paper - Educational and sector policy and practice improvements promoting new skills and innovations for new generations working in agri sector and rural development	WP.4	UFS	R	PU	M36	e-document in English of up to 60 pages elaborating on educational and sector policy and practice improvements promoting new skills and innovations for new generations working in agri sector and rural development.
D4.4	Set of 3 merged newsletters	WP.4	EDI	R	PU	M36	e-document in English, containing 3 merged newsletters, all together up to 20-24 pages long.
D4.5	Set of institutional programme transfer agreements	WP.4	EDI	R	SEN	M36	Set of 12 Transfer Agreements, 6 with HEIs 6 with youth NGOs, regulating transfer of student and youth e-internships to new 6 universities and 6 youth organizations, and allowing them to organize the e-interships with no limits.
D4.6	Conference report	WP.4	UFS	R	PU	M36	e-document in English of 5 pages sumarizing the conference flow and

											conclusions.			

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

Participant	Costs													
	A. Personnel		B. Subcontracting	C.1a Travel			C.1b Accomodation	C.1c Subsistence	C.2 Equipment	C.3 Other goods, works and services	D.1 Financial support to third parties		E. Indirect costs	Total costs
[name]	X person months	X EUR	X EUR	X travels	X persons travelling	X EUR	X EUR	X EUR	X EUR	X EUR	X grants	X EUR	X EUR	X EUR
[name]	X person months	X EUR	X EUR	X travels	X persons travelling	X EUR	X EUR	X EUR	X EUR	X EUR	X prizes	X EUR	X EUR	X EUR
Total	X person months	X EUR	X EUR	X travels	X persons travelling	X EUR	X EUR	X EUR	X EUR	X EUR	X grants X prizes	X EUR	X EUR	X EUR]

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

Work Package 5

MANAGEMENT AND QUALITY ARCHITECTURE						
Duration:	M1 – M36		**Lead Beneficiary:**	HSWT; Co-lead: WEBIN		
Objectives						
WP.5-O1: To ensure smooth and effective project management and high quality performance and delivery.						
Activities and division of work (WP description)						
Task No	Task Name	Description		Participants		In-kind Contributions and Subcontracting
				Name	Role	
T5.1	Organization of bi-annual meetings of the Steering Committee to internally verify deliverables	Every 6 months partners will meet virtually to discuss project implementation, PQA reports and conduct internal verification of project results. Internal verification will be done on the basis of result evaluation reports provided by PQA team and main evaluator. Verification will be done by unanimous vote. Detailed instructions, decision making method, conflict		**HSWT**, HU, KITA, UGB, NYCP, EDI, WEBIN, BM,	**Coo**, Ben, Ben, Ben, Ben, Ben, Ben, Ben,	No

				UFS, HAMK	Ben, Ben	
			resolution procedures and other procedures will be presented to PSC members in a form of project Rules of Procedures. 6 regular PSC meetings will be hosted and chaired by HSWT. Meeting minutes from each meeting will be distributed to PSC members.			
T5.2	Organization of e-internship Programme Committee (e-IPC) meetings		During the first project year, e-IPC will be meeting on regular basis to make contribution to the development of student and youth e-internships. Once the e-internships are approved by the PSC for implementation, e-IPC meetings will be held virtually every 6 months. e-IPC will be chaired by HAMK and minutes will be taken by the host institution. Meetings will be used to analyse the previous edition of e-internships, discuss observations and challenges, and discuss the next edition, and if necessary, make some programme changes.	**HSWT**, HU, KITA, UGB, NYCP, EDI, WEBIN, BM, UFS, HAMK	**Coo**, Ben, Ben, Ben, Ben, Ben, Ben, Ben, Ben, Ben	No
T5.3	Implementation of gender-sensitive PQA mechanisms of quality assurance and internal verification		Project M&E will be based on Project Quality Architecture (PQA) methodology, and implementation package containing: PQA matrix and toolkit. The PQA will monitor several aspects of quality assurance, incl: quality of management, work packages quality, results quality, events quality, communication, dissemination and exploitation quality. PQA will be carried out using Moodle or Google e-forms. Evaluation reports will be distributed to PSC members and WP leaders. Result evaluation reports will be the basis for internal verification of results. CDE reports will be the basis for impact analysis at the end of the project. PQA matrix will suggest the set of corrective measures for various issues related to lack of quality or commitment. At the end of 1st project year Quality Progress Report will be published to summarize the M&E findings and recommendations for first 12 months. The Project Steering Committee is expected to discuss and adopt report for first 12 months at virtual session expected to be held in February-March 2026. At the end of 2nd project year Quality Progress Report will be published to summarize the M&E findings and recommendations for second 12 months. The Project Steering Committee is expected to discuss and adopt report at virtual session expected to be held in February-March 2027.	HSWT, HU, KITA, UGB, NYCP, EDI, **WEBIN**, BM, UFS, HAMK	Coo, Ben, Ben, Ben, Ben, Ben, **Ben**, Ben, Ben, Ben	No
T5.4	Development and implementation of project sustainability strategy (SuS) with MoUs		The partners will commence the development of project sustainability strategy (SuS) at half of the project. For this purpose, a SuS Task Force (SuS-TF) will be created from a min 4 staff members who indicate that would like to be involved in the SuS-TF. They will be coordinated by KITA and UFS. The strategy will list the measures (institutional+policy+financial) the partners plan to undertake to ensure sustainability of project results during and after the project. The development of SuS will take place through 2nd project year, so that it can be adopted by the PSC at latest in 24th project month. The implementation of SuS will preferably start in 25th month, and will be monitored by KITA and UFS. Partners will report on implementation progress annually at the SC meetings. Following the SuS, the partners are expected to sign either one multilateral or multiple bilateral Memoranda of Understanding on continuation of cooperation beyond the project lifetime. This will be coordinated by KITA and HSWT.	**HSWT**, HU, **KITA**, UGB, NYCP, EDI, WEBIN, BM, **UFS**, HAMK	**Coo**, Ben, **Ben**, Ben, Ben, Ben, Ben, Ben, **Ben**, Ben	No

| T5.5 | Implementation of external evaluation | External evaluation of the project will be conducted by the end of project to assess the likelihood to achieve expected impact on the basis of created deliverables and from the point of view of project relevance, coherence, efficiency and effectiveness and sustainability. For this task WEBIN will hire an independent external evaluator (or team of evaluators) to carry out assessment on the basis of ToR. | HSWT, HU, KITA, UGB, NYCP, EDI, **WEBIN**, BM, UFS, HAMK | Coo, Ben, Ben, Ben, Ben, Ben, **Ben**, Ben, Ben, Ben | Yes |

Milestones and deliverables (outputs/outcomes)

MS No	Milestone Name	WP No	Lead Beneficiary	Description	Due Date	Means of Verification
MS5	Partner project staff trained to apply PQA methodology in project implementation, individual meetings with each partner completed	WP.5	WEBIN	A min. 1 representative per partner institution attended PQA workshop and participated in virtual 1-on-1 meeting to discuss partner specific role in PQA. At the end of this process WEBIN drafted inception report for PQA component.	M4	PQA inception report

Deliver able No	Deliverable Name	WP No	Lead Beneficia ry	Type	Dissem ination Level	Due Date	Description
D5.1	Project sustainability strategy with MoUs	WP.5	HSWT	R	SEN	M36	e-document consisting of the description of measures to be taken by partner instituins to ensure sustainability of project results and continuation of cooperation beyond the project lifetime. Document acompanied by MoUs signed between the partners.
D5.2.1	Progress quality report #1	WP.5	WEBIN	R	SEN	M13	Progress quality report #1 will be published after 1st project year. This e-document in English will be up to 30 pages long and will summarize the implementation from the year 1, level of accomplishment of project indicator and creation of results, and will elaborate on evaluation findings about management, CD, work packages, results and events, as well as about internal verification of results.
D5.2.2	Progress quality report #2	WP.5	WEBIN	R	SEN	M25	Progress quality report #2 will be published after 2nd project year. This e-document in English will be up to 30 pages long and will summarize the implementation from the years 1 & 2, level of accomplishment of project indicator and creation of results, and will elaborate on evaluation findings about management, CD, work packages, results, events and sustainability plan implementation, as well as about internal verification of results.
D5.3	External evaluation report	WP.5	WEBIN	R	SEN	M36	E-report in English of up to 40 pages with annexes, presenting evaluation findings of an independent team of evaluators, along with assessment of project implementation, results and likelihood to achieve impact. The evaluation findings will be structured to adress the relevance, coherence, effectiveness and efficiency, and sustainability criteria. The report will be distributed to project and WP coordinators and PSC members and discussed within consortium.

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

	A. Personnel		B. Subcontracting	C.1a Travel			C.1b Accomodation	C.1c Subsistence	C.2 Equipment	C.3 Other goods, works and services	D.1 Financial support to third parties		E. Indirect costs	Total costs
[name]	X person months	X EUR	X EUR	X travels	X persons travelling	X EUR	X EUR	X EUR	X EUR	X EUR	X grants	X EUR	X EUR	X EUR
[name]	X person months	X EUR	X EUR	X travels	X persons travelling	X EUR	X EUR	X EUR	X EUR	X EUR	X prizes	X EUR	X EUR	X EUR
Total	X person months	X EUR	X EUR	X travels	X persons travelling	X EUR	X EUR	X EUR	X EUR	X EUR	X grants X prizes	X EUR	X EUR	X EUR]

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

Staff effort (n/a for Lump Sum Grants)

Staff effort per work package
Fill in the summary on work package information and effort per work package.

Work Package No	Work Package Title	Lead Participant No	Lead Participant Short Name	Start Month	End Month	Person-Months
1						
2						
					Total Person- Months	

Staff effort per participant
Fill in the effort per work package and Beneficiary/Affiliated Entity.
Please indicate the number of person/months over the whole duration of the planned work.
Identify the work-package leader for each work package by showing the relevant person/month figure in bold.

Participant	WP1	WP2	WP3	WP4	WP5	Total Person-Months
HSWT	**2**	5	5	1	**3**	16
KITA	2	3	**8**	2	3	18
UFS	1	1	4	**2**	3	11
HU	2	**3**	8	4	3	20
UGB	**4**	4	7	3	2	20

NYCP	3	5	**7**	3	3	21
EDI	2	3	8	**5**	3	21
WEBIN	2	4	5	2	**4**	17
BM	1	5	4	2	1	13
HAMK	1	**2**	4	1	2	10
Total P/Ms	20	35	60	25	27	**167**

Subcontracting (n/a for prefixed Lump Sum Grants)

Subcontracting

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.

Note: *Subcontracting concerns the outsourcing of a part of the project to a party outside the consortium. It is not simply about purchasing goods or services. We normally expect that the participants to have sufficient operational capacity to implement the project activities themselves. Subcontracting should therefore be exceptional.*

Include only subcontracts that comply with the rules (i.e. best value for money and no conflict of interest; no subcontracting of project coordination tasks).

Work Package No	Subcon tract No	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.5	S1	External evaluation	1 independent external evaluator (consultancy) will be hired to carry out external evaluation.	5000 EUR	Independent review of project implementation and impact.	PRAG procedure of the EU for External actions
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
This table is to be completed for events meetings and mobility that have been mentioned as part of the activities in the work packages above
Give more details on the type, location, number of persons attending, etc.

Event No	Participa nt	Description			Location	Duration (days)	Attendees Number
		Name	Type	Area			
E1.1	All partner institutions	Kick off meeting	Meeting	Grant agreement and partnership agreement, project design and budget, activities and deliverables, ghant chart, constitution of project teams, adoption of implementation package and template documents, project implementation	Addis Ababa	5 days	18 (2 per partner

				workshop, PQA and CDE sessions for partner staff.	(ET)		institution)
E1.2	Students	Student e-internship Edition #1: Spring 2026 Edition #2: Fall 2026 Edition #3: Spring 2027 Edition #4: Fall 2027	e-Internship	• Facilitated e-debate with HE staff on: a. twin transition, innovation and training/non-formal learning agriculture/rural development and the future of skills needs (in line with 2030 sustainable development goals) and b. intercultural dimension and civic participation in agricultural/rural development teaching, learning and working • Student virtual company simulation– 3/6 weeks • Project development MOOC– 1/6 weeks • Civic participation and advocacy training– 1/6 weeks • Youth entrepreneurship and innovation training – 0.5/6 weeks • e-learning pathway elective – 0.5/6 weeks • Development of small community group projects in agriculture/rural development with climate change focus – 1/6 weeks • National competition of small community projects in agriculture/rural development with climate change focus • International competition • Evaluation of e-internship	Virtual	6 weeks	+/- 1500 (375 per edition)
E1.3	Youth workers/ leaders	Youth e-internship Edition #1: Spring 2026 Edition #2: Fall 2026 Edition #3: Spring 2027 Edition #4: Fall 2027	e-Internship	• Facilitated e-debate with youth workers and NGOs on: a. twin transition, innovation and training/non-formal learning in rural development and the future of skills needs (in line with 2030 sustainable development goals) and b. intercultural dimension and civic participation in rural development training, learning and working • Virtual office collaborative simulation – 3/6 weeks • Project development MOOC– 1/6 weeks • Civic participation and advocacy training– 1/6 weeks • Youth entrepreneurship and innovation training – 0.5/6 weeks • e-learning pathway elective – 0.5/6 weeks • Development of small community group projects in agriculture/rural development with climate change focus – 1/6 weeks • National competition of small community projects in agriculture/rural development with climate change focus • International competition • Evaluation of e-internship	Virtual	6 weeks	+/- 1000 (250 per edition)

Timetable

Timetable (projects of more than 2 years) *Fill in cells in beige to show the duration of activities. Repeat lines/columns as necessary.* *Note: Use actual calendar years and quarters. In the timeline you should indicate the timing of each activity per WP. You may add additional columns if your project is longer than 6 years.*												
ACTIVITY	YEAR 1				YEAR 2				YEAR 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4

Task						
T1.1 Creation of implementation tools and templates: work plan, sustainability plan, quality assurance instruments and dissemination plan (including social networks profiles)	Y1-Q1					
T1.2 Organization Kick off meeting in Ethiopia	Y1-Q1					
T1.3 Project teams formations and capacity building on e-management, Project Quality Architecture and dissemination in virtual surroundings	Y1-Q1					
T1.4 Constitution of ''Friends of the Project'' (FoP) group of external supporters and multipliers	Y1-Q1	Y1-Q2				
T1.5 Creation of project accounts and profiles on social networks with Administration Manual for project team	Y1-Q1	Y1-Q2				
T1.6 Drafting 4 thematic area inception reports (3) in the local and national contexts	Y1-Q1	Y1-Q2				
T1.7 Virtual presentation of key finding per thematic area to stakeholders and FoPs		Y1-Q2				
T2.1.1 Hosting facilitated webinar for HE teachers and youth trainers, with focus on newcomers, on designing e-internship and twin transition		Y1-Q2				
T2.1.2 Hosting facilitated webinar for HE teachers and youth trainers: Intercultural dialogue and civic participation through e-internship		Y1-Q2				
T2.1.3 Hosting facilitated webinar for HE teachers and youth trainers: Entrepreneurial learning and career guidance through e-internship		Y1-Q2				
T2.2.1 Co-designing and fine developing e-internship modules for HEIs and youth organizations active in non-formal education			Y1-Q3	Y1-Q4		
T2.2.2 Creation of virtual co-working space (VR platform) for collaborative work of students and youth during e-internship			Y1-Q3	Y1-Q4		
T2.2.3 Co-creation of e-internship modules materials, instructions and learning resources			Y1-Q3	Y1-Q4		
T2.2.4 Co-creation and institutional acceptance verification of e-internship recognition tools				Y1-Q4		
T2.3 Development of gender-sensitive and social inclusion supportive call for participant and admission procedure				Y1-Q4		
T2.4 Designing and organization of ToT training of virtual facilitators and mentors					Y2-Q1	
T2.5 Organization of EVE project development training session for HE teachers and youth trainers with focus on newcomers						Y2-Q2

Task	Y1-Q1	Y1-Q2	Y1-Q3	Y1-Q4	Y2-Q1	Y2-Q2	Y2-Q3	Y2-Q4	Y3-Q1	Y3-Q2	Y3-Q3	Y3-Q4
T3.1.1 Publishing and promotion of a call for participants for participation of students in e-internship #1				Y1-Q4		Y2-Q2		Y2-Q4		Y3-Q2		
T3.1.2 Publishing and promotion of a call for participants for participation of youth workers in e-internship #2				Y1-Q4		Y2-Q2		Y2-Q4		Y3-Q2		
T3.2.1 Organization of facilitated e-debate with HE staff					Y2-Q1		Y2-Q3		Y3-Q1		Y3-Q3	
T3.2.2 Organization of facilitated e-debate with youth workers and NGOs					Y2-Q1		Y2-Q3		Y3-Q1		Y3-Q3	
T3.3 Implementation of 2 annual editions of 6-week Spring and Fall e-internships					Y2-Q1	Y2-Q2	Y2-Q3	Y2-Q4	Y3-Q1	Y3-Q2	Y3-Q3	Y3-Q4
T3.3.1.1 Student virtual company simulation (5 groups per 14 students) – 3/6 weeks					Y2-Q1	Y2-Q2	Y2-Q3	Y2-Q4	Y3-Q1	Y3-Q2	Y3-Q3	Y3-Q4
T3.3.1.2 Virtual office collaborative simulation (5 groups per 14 youth workers per partner per semester) – 3/6 weeks					Y2-Q1	Y2-Q2	Y2-Q3	Y2-Q4	Y3-Q1	Y3-Q2	Y3-Q3	Y3-Q4
T3.3.2 Implementation of Project development MOOC for students and youth workers – 1/6 weeks					Y2-Q1		Y2-Q3		Y3-Q1		Y3-Q3	
T3.3.3 Implementation of Civic participation and advocacy training for students and youth workers – 0.5/6					Y2-Q1		Y2-Q3		Y3-Q1		Y3-Q3	
T3.3.4 Implementation of Youth entrepreneurship and innovation training – 1/6 weeks					Y2-Q1		Y2-Q3		Y3-Q1		Y3-Q3	
T3.3.5 Implementation of e-learning pathway elective – 0.5/6						Y2-Q2		Y2-Q4		Y3-Q2		Y3-Q4
T3.3.6 Development of small community group projects in agriculture/rural development with climate change focus					Y2-Q1	Y2-Q2	Y2-Q3	Y2-Q4	Y3-Q1	Y3-Q2	Y3-Q3	Y3-Q4
T3.3.7 Organization of national competition of small community projects in agriculture/rural development with climate change focus, opportunities scouting for agri-business ideas					Y2-Q1	Y2-Q2	Y2-Q3	Y2-Q4	Y3-Q1	Y3-Q2	Y3-Q3	Y3-Q4
T3.3.8 Organization of international competition and peer-to-peer innovation forum						Y2-Q2		Y2-Q4		Y3-Q2		Y3-Q4
T3.3.9 Evaluation of e-internship						Y2-Q2		Y2-Q4		Y3-Q2		Y3-Q4
T3.4 Joint development of one youth and one HE EVE project proposals						Y2-Q2		Y2-Q4		Y3-Q2		Y3-Q4
T3.5 Development of Transformative learning toolkit on e-internships for teachers and trainers in non-formal education						Y2-Q2	Y2-Q3	Y2-Q4	Y3-Q1	Y3-Q2	Y3-Q3	Y3-Q4
T4.1 Implementation of digital campaign promoting the published calls for applications					Y2-Q1	Y2-Q2	Y2-Q3	Y2-Q4	Y3-Q1	Y3-Q2	Y3-Q3	Y3-Q4
T4.2 Creation of alumni e-network of students and youth multipliers commissioned to promote the exchange opportunities through the social networks, exchange business and project ideas							Y2-Q3	Y2-Q4	Y3-Q1	Y3-Q2	Y3-Q3	Y3-Q4

Task												
T4.3 Organization of open virtual discussions to evaluate e-internships and make testimonials						Y2-Q3		Y3-Q1		Y3-Q3	Y3-Q4	
T4.4 Creation and distribution of 3 newsletters				Y2-Q1				Y3-Q1			Y3-Q4	
T4.5 Development and promotion of Green paper - Educational and sector policy and practice improvements promoting new skills and innovations for new generations working in agri sector and rural development						Y2-Q3	Y2-Q4	Y3-Q1	Y3-Q2	Y3-Q3	Y3-Q4	
T4.6 Publishing Scale up Call for applications for institutional programme transfer agreement									Y3-Q2	Y3-Q3	Y3-Q4	
T4.7 Final virtual conference event with joint partners contributions											Y3-Q4	
T5.1 Organization of bi-annual meetings of the Steering Committee to internally verify deliverables	Y1-Q2		Y1-Q4		Y2-Q2		Y2-Q4		Y3-Q2		Y3-Q4	
T5.2 Organization of e-internship Programme Committee meetings	Y1-Q2		Y1-Q4		Y2-Q2		Y2-Q4		Y3-Q2		Y3-Q4	
T5.3 Implementation of gender-sensitive PQA mechanisms of quality assurance and internal verification	Y1-Q1	Y1-Q2	Y1-Q3	Y1-Q4	Y2-Q1	Y2-Q2	Y2-Q3	Y2-Q4	Y3-Q1	Y3-Q2	Y3-Q3	Y3-Q4
T5.4 Development and implementation of project sustainability strategy (SuS) with MoUs						Y2-Q3	Y2-Q4	Y3-Q1	Y3-Q2	Y3-Q3	Y3-Q4	
T5.5 Implementation of external evaluation	Y1-Q1	Y1-Q2	Y1-Q3	Y1-Q4	Y2-Q1	Y2-Q2	Y2-Q3	Y2-Q4	Y3-Q1	Y3-Q2	Y3-Q3	Y3-Q4

#§WRK-PLA-WP§#

#@ETH-ICS-EI@#

5. OTHER

5.1 Ethics

Ethics (if applicable)

If the Call document/Programme Guide contains a section on ethics, describe ethics issues that may arise during the project implementation and the measures you intend to take to solve/avoid them.

Describe how you will ensure gender mainstreaming and children's rights in the project activities.

The ethical considerations of the project are grounded on the principles of ethics in lifelong learning including the adult educational practices. In this sense, the project adheres to the key principles and standards   envisioned and inherited from the Institute for Learning that turned to the Education and Training Foundation. These include the following 6 categories.

Professional Integrity

Professionals in lifelong sector have a commitment to ethical intelligence and sensitivity, which means an ability and willingness to reflect on and use previous practice. It also requires an ability to reflect on the professional relationship of all parties involved in development process.

Respect for others

The respect for others is closely linked to inclusive practices and valuing diversity (Scales, et al., 2012). In lifelong learning sector it is an attempt to make greater equality and mutual understanding among all involved in the learning. For maximum performance, professionals must respect not only their own work and its quality, but also their students' work, their presence and the cause which brings them in the class.

Care of learners

Professionals working in lifelong learning sector are bound by a shared commitment of providing care to learners as 'a real professional is a 'technician who cares' the learners.

Continuing professional development (CPD)

The CPD is an engine for teacher development both from personal perspective and learner's progress; hence, lifelong learning professionals should actively engage in continuous development of their subject knowledge and learn new approaches and techniques for effective learning.

Disclosure of criminal offense

As protection of health and safety of learners is vital, thus, professionals are expected to report relevant organisations about any possible criminal offence to make sure learners' safety.

Responsibility

Educational professionals are expected to make decisions with responsibility and accountability. Educators are now personally responsible of enhancing their professional development which requires greater self-accountability.

The project secures and protects data sets obtained from the perspective of participants and hosts, in full compliance of the EU data protection rules under **GDPR** in the video conferencing as paramount to protecting sensitive information and upholding the confidentiality of conversations. Secure passwords and access controls shall be used as appropriate. Recorded sessions are securely stored and accessible only to authorised individuals.

One area that introduces a new dimension of **ethical concerns is virtual reality (VR**). VR continues to develop novel applications beyond simple entertainment, due to the increasing availability of VR technologies and the intense immersive experience. While the potential advantages of virtual reality are limitless, there has been much debate about the ethical complexities that this new technology presents including physiological and cognitive impacts and behavioural and social dynamics. AGRI MOCKS is aware of these constrains and is thus devoted to identifying and managing procedures to address emerging ethical issues through ethics-in-practice (education).Hence, ethical principles in distance education developed and tested by the European Centre of Independent Certification in E-Learning (ECICEL) are applied for virtual learning. Principles and codes of ethics in various aspects in the realm of distance education such as those pertaining to student-teacher relationship, research ethics, subject matter experts, instructional designers, faculty, teaching assistants, but major emphasis is on ethical principles in four areas: Commitment to the Student, Commitment to the distance education System, Commitment to the Profession and Ethical Commitment of instructional designers in distance education system.

Participation of learners who are minor of age in project activities is to be supported by adult staff and approved by parents/guardians. Gender equality on the project will follow the European Institute for Gender Equality tools and methods for the work on projects (Manual for gender equality work).

In addition, a Code of Ethics is to be prepared for the project implementation alone in the scope of project management documentation in order to outline the ethical norms and expectations as well as

Call: ERASMUS-EDU-2024-VIRT-EXCH— Virtual exchanges in higher education and youth
Associated with document Ref. Ares(2024)9085622 - 18/12/2024
EU Grants: Application form (ERASMUS BB and LS Type II): V2.0 – 01.06.2022

prohibited behaviours.

5.2 Security

Security
Not applicable.

6. DECLARATIONS

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

Financial support to third parties (if applicable)
If your project requires a higher maximum amount per third party than the threshold amount set in the Call document/Programme Guide, justify and explain why this is necessary in order to fulfil your project's objectives.
N/A

Seal of Excellence (if applicable)	
If provided in the Call document, proposals that pass the evaluation but are below the budget threshold (i.e. pass the minimum thresholds but are not ranked high enough to receive funding) will be awarded a Seal of Excellence. *In this context we may share information about your proposal with other EU or national funding bodies through the Erasmus+ National Agencies.*	
Do you agree that your proposal (including proposal data and documentation) is shared with other EU and national funding bodies to find funding under other schemes?	*[*YES*]*

ANNEXES

LIST OF ANNEXES

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

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

LIST OF PREVIOUS PROJECTS

List of previous projects					
Please provide a list of your previous projects for the last 4 years.					
Participant	Project Reference No and Title, Funding programme	Period (start and end date)	Role (COO, BEN, AE, OTHER)	Amount (EUR)	Website (if any)
HSWT	CHAIN, ERASMUS+	2023-2026	COO	883,673 €	N/A
HSWT	AGRISAT	2021-2024	BEN	80,429.00	forschung.hswt.de/forschungsprojekt/1543-agrisat
HSWT	BASIS, ERASMUS +	2023 - 2026	BEN	883,673 €	N/A
HSWT	Training Pact with Africa (AmA), GIZ	2019-2023	COO	1,555,761.8	forschung.hswt.de/forschungsprojekt/1383-ausbildungspakt-mit-afrika-ama
HSWT	Training Pact with Africa (TAP), GIZ	2020-2023	COO	1,753,360.5	www.hswt.de/en/international/network-africa/training-pact-with-africa.html
HSWT	Bavarian-Ethiopian Alliance for Applied Life Sciences, Bavarian State Chancellery (Bayerische Staatskanzlei)	2019-2021	COO		www.hswt.de/en/international/network-africa/technology-and-transfer-pact.html
HSWT	TOMATO 57571345 German Academic Exchange Service (DAAD)	2021-2024	COO	882,920.37	www.hswt.de/en/international/network-africa/tomato-project.html
HSWT	DAAD GERMAN ACADEMIC EXCHANGE SERVICE (WEFACE)	2023 - 2026	COO	644,822 €	https://www.hswt.de/international/internationalenetzwerke/network-africa
HSWT	DAAD, BMBF HAW.International	2022 - 2025	COO	986.945,91	https://www.hswt.de/forschung/projekt/1886-haw-international
HSWT WEBIN	MASSTER	2023 - 2026	COO BEN	800.000,00	N/A
HSWT	MAINSTREAM NDICI-2023-MOBAF	2024 - 2027	BEN	1.785.780	N/A
HSWT	CaReFoAfrica	2024 - 2027	BEN	1.789.110	N/A
KITA	AFD, ECOWAS, EU Agro-ecology West Africa Project Integrated Poultry Fish Value chain Model	2023 to 2024	COO	105,000	N/A
KITA	KfW-OVCF/ADB SOYABEAN AGRO BUSINESS Production and marketing	2019-2024	COO	£ 1.5m	N/A

Call: ERASMUS-EDU-2024-VIRT-EXCH— Virtual exchanges in higher education and youth
Associated with document Ref. Ares(2024)9085622 - 18/12/2024
EU Grants: Application form (ERASMUS BB and LS Type II): V2.0 – 01.06.2022

KITA	GIZ, Solidaridad CBT Training in OilPalm Value Chain for Unemployed Youth	2021 to 2022	BEN	144,000	N/A
KITA	GIZ, Solidaridad CBT Training in OilPalm Value Chain	2020 - 2021	BEN	132,000 Euros	N/A
KITA	USAID Strengthening Input and Output Integrated Value Chain Systems by deepening last-mile input distribution and agricultural market systems in Northern Ghana.	2020 - 2022	Consortium Member	600,000 USD	N/A
KITA	GSDI-GIZ (ATVET) pilot Skill training in oil palm and cashew value chain	October-November 2019	COO	GH¢ 50,000	N/A
KITA	Australia Aid College based Agro processing Business Incubation Project	2017 January to December	COO	AUSD 60,000	N/A
KITA	MOT, GOG, IFAD, AFDB Rural Enterprise Program Skill Training for Literate Youth	2015 - 2017	COO	USD 300,000	N/A
KITA	AUSAID Off – Grid Energy Project – Palm Kennel shell Gasifier plant	2015 - 2016	COO	USD $ 100,000	N/A
KITA	EDUCANS Business Skill Development for Graduates of Agricultural Institute	2015 – 2016	BEN	£ 50,000	N/A
KITA	Skill Development Fund, BUSAC Fund Farmer Group Skill Development Programme – Mushroom Beekeeping and General food Value Addition	2017 - 2019	COO	GH¢ 500,000	N/A
KITA	NUFFIC - Orange Knowledge Program TMT Vegetable Production - Delphy Bv - Ghana's food of tomorrow	2021	BEN	80,000	N/A
HU	CLIFOOD: German-Ethiopian SDG Graduate School on Climate Change Effects on Food Security. This Project is financed by DAAD	2017 -	Coordination		https://clifood.uni-hohenheim.de/en/interim_evaluation_hu
HU	QUIP - Strengthening smallholder livestock systems for the future" FEED sub-initiative in Ethiopia, Bill & Melinda Gates Foundation	2018 -	Coordination		https://www.ilri.org/research/projects/equip%E2%80%93strengthening-smallholder-livestock-systems-future-project
HU	Orange Fleshed Sweet potato Puree for Bakery Applications in East Africa for Nutrition, Post-Harvest Loss Management and Youth & Women Economic Empowerment, CIP and SIDA	2019 -	Coordination		https://cipotato.org/cip_projects/orange-fleshed-sweetpotato-puree-bakery-applications-east-africa/
HU	Green People's Energy for Africa, Domestic Biogas to Improve Rural Livelihood in Ethiopia, GIZ German	2019 -	Coordination		https://gruene-buergerenergie.org/en/projects/energy-through-domestic-biogas-plants/

Call: ERASMUS-EDU-2024-VIRT-EXCH— Virtual exchanges in higher education and youth
Associated with document Ref. Ares(2024)9085622 - 18/12/2024
EU Grants: Application form (ERASMUS BB and LS Type II): V2.0 – 01.06.2022

HU	Towards a climate-smart policy and management framework for conservation and use of dry forest ecosystem services and resources in Ethiopia, Norwegian Research Council	Ongoing	Coordination		https://www.nmbu.no
HU	Reducing Land Degradation and Carbon Loss from Ethiopia's Soils to Strengthen Livelihoods and Resilience (RALENTIR)	Nov 2019 to March 2024	Coordination	£921k	N/A
NYCP	Maths Centre – Gibella Youth development	2020-2021	Project owner	10,000	N/A
NYCP	Maths Centre – EOH youth Development	2020-2022	Project Owner	10,000	N/A
WEBIN	2023/451-207, REBOOTING, CSF Serbia,	2024-2027	BEN	712.680	N/A
WEBIN	ReLOaD2, MSPD, UNDP	2024	BEN	20,000	N/A
WEBIN	101129408, GEAR, ERASMUS+ CBHE	2024-2026	BEN	399,042.00	N/A
WEBIN	101128741, HAWKING, ERASMUS+ CBHE	2024-2026	BEN	793.464,00	N/A
WEBIN	2020-1-UK-01-KA226-HE-094622, Student-Well, ERASMUS+ CP in HE,	2021-2023	BEN	211,520	N/A
WEBIN	585833-EPP-1-2017-1-RS-EPPKA2-CBHE-JP, LANDS, ERASMUS+ CBHE	2017-2021	BEN	780,854	www.landsproject.net
WEBIN	2022-1-DE03-KA220-NI-22-2485094, Green GUARDens, ERASMUS+ CP for SH	2023-2024	BEN	250,000	greenguardens.com
WEBIN	101092503, VETpreneur, ERASMUS+ CB VET	2023-2025	BEN	399,341	https://vetpreneur.info/
WEBIN	101087425. AELIA, ERASMUS+ FLP	2023-2025	BEN	767 320	N/A
WEBIN	2020-1-RO01-KA226-HE-095434, ONLINEHE, ERASMUS+ CP in HE	2021-2023	BEN	183,680	onlinehe.eu
WEBIN	CFCU/MNE/183, PLACEMENT, IPA	2021-2022	BEN	399,995.96	N/A
WEBIN	VIRAL, ERASMUS+ CBHE, 609755-EPP-1-2019-1-BA-EPPKA2-CBHE-JP	2020-2023	BEN	888,268	viralerasmus.org
WEBIN	STATUS, ERASMUS+ CP in HE, 2021-1-RS01-KA220-HED-000032129	2021-2024	BEN	193,276	N/A
WEBIN	2019-1-UK01-KA203-062148, EMBRACE, ERASMUS+ SP in HE	2020-2022	BEN	290,604	embracehe.org
WEBIN	2020/413-829, BY LEAP, CSF and Media Program 2018	2020-2023	BEN	1,199,890.49	by-leap.com
WEBIN	2020-1-UK01-KA203-079198, CHECK IT, ERASMUS+ SP in HE	2021-2023	BEN	386,583	N/A
WEBIN	2019-1-IT02-KA204-063200, DigitA, SP in ADU	2020-2021	BEN	269,595	digitaleducation.tdm2000.or
WEBIN	AGRIPRENEUR, U.S. Embassy in Sarajevo	2022-2023	BEN	68,099.06	https://www.agripreneur.online/
WEBIN	2021-1-ES01-KA220-SCH-000032476, eDialogue, ERASMUS+ CP for SH	2022-2024	BEN	250,000	https://edialogue.eu/en/
WEBIN	2020-1-UK01-KA227-C33AB593,DigiSMARTS CP for youth	2021-2023	BEN	296,794	N/A

WEBIN	81247763, The Year of Inclusion and Employment, GIZ Social Inclusion of Roma Programme	2019-2020	BEN	149,925	N/A
WEBIN	Respect – nothing less!, UNDP	2020-2021	COO	22,360.59	N/A
BM	TVC-001, Tshwane University of Technology	2022	COO	10,000	N/A
BM	ZHealth, USAID	2023	COO	5000	N/A
BM	WRP, Networx for Career Development	2021	PARTNER	5000	N/A
BM	SRC, Walter Sisulu University	2022	PARTNER	3000	N/A
BM	MBA, University of Witwatersrand	2024	PARTNER	5000	N/A
HAMK	101100509, Synthetic Biology Entrepreneurial Ecosystem (SYNBEE)	1.2.2023-31.1.2025	BEN	162 088 € Total 998 371 €	https://synbee.eu/
HAMK	2021-1-FI01-KA220-VET-000033372, Individualized Learning in Collaborative and Blended Learning Environments, Erasmus+ KA2	1.1.2022-31.12.2023	BEN	60 941 € total 278 525 €	https://coble.eu/
HAMK	101082602, Climate-Smart agropreneurship Education for Livelihood and Sustainability in Eastern and Southern Africa (AgrGROW), Erasmus+ KA2, CBHE	17.10.2022-17.10.2025	COO	279 932 € total 890 310 €	https://agrgrow.org/
HAMK	2021-1-ES01-KA220-ADU-000029777, Meet Your Forest, Erasmus+ KA2	6.6.2022-1.11.2023	COO	51 000 €	N/A
HAMK	OOD/2021/429-351, Zambia for Agroforestry, Biodiversity and Climate (Z4ABC)	1.4.2022-31.3.2026	COO	321 440 €	https://www.cifor-icraf.org/z4abc/
HAMK	101004462, BASE – From smart facilities to Smart regions	1.3.2022-31.5.2024	COO	96 500 € total 239 500 €	https://www.hamk.fi/projects/base-from-smart-facilities-to-smart-regions/?lang=en
HAMK	2021-1-DE02-KA220-VET-000033280, Promoting and Upgrading Green Skills in Agriculture (ProGREEN)	28.2.2022-28.2.2025	BEN	43 832 € total 399 990 €	https://www.green-agri.eu/
HAMK	2021-1-CZ01-KA220-HED-000031187, Sustainable Development Goals in education and in action! (ESDGs!)	1.1.2022-1.11.2024	BEN	30 274 € total 236 814 €	N/A
HAMK	2021-1-FI01-KA220-VET-000033372, Individualized Learning in Collaborative and Blended Learning Environments	1.1.2022-31.12.2023	COO	60 941 € total 278 525 €	https://coble.eu/
HAMK	2021-1-ES01-KA220-VET-000025177, By-Products 4 Development (ByP4DEV)	1.11.2021-29.2.2024	BEN	65 950 € total 251 385 €	http://byp4dev.eu/
HAMK	618910-EPP-1-2020-1-FI-EPPKA2-CBHE-JP, 21st Century Climate-Smart Forestry Education for Livelihood and Sustainability in South Africa (FOREST21), Erasmus+ KA2, CBHE	1.1.2021-31.12.2023	BEN	288 810 € total 999 965 €	https://www.forest21.org/
HAMK	2020-03-31-000j2yqf, Rajo – Youth Employment and	1.1.2021-31.12.2022	BEN	52 974 €	https://www.hamk.fi/projektit/rajo/

	Entrepreneurship Project			total 546 000 €	
HAMK	2020-1-FI01-KA204-066655, Innovative Training Solutions for Learning at Work in Disruptive Industries (StiLLLearning), Erasmus+ KA2	1.10.2020-30.9.2022	COO	84 143 € total 273 880 €	https://www.stilllearning.net/
HAMK	2020-1-FI01-KA202-066596, NextSteps@TechVET, Erasmus+ KA2	1.9.2020-31.8.2023	COO	60 342 € total 342 374 €	https://www.hamk.fi/projects/nextstepstechvet/?lang=en
HAMK	5CG7260RHV-29, Problem-based-learning Bioeconomy Entrepreneurship and Capacity Building Programme in Africa (PBL-BioAfrica)	1.9.2020-31.5.2024	COO	952 382 € total 1 848 651 €	https://www.pbl-bioafrica.net/
HAMK	598982-EPP-1-2018-1-FI-EPPKA2-CBHE-JP, Empowering Vietnamese VET Teachers for Transformation towards Education 4.0 (EMVITET), Erasmus+ KA2, CBHE	15.01.2019-30.6.2022	COO	225 636 € total 815 782 €	http://emvitet.org/
HAMK	2018-1-FI01-KA203-047321, Towards Inclusive eLearning: Improving Accessibility of eLearning in Higher Education from Universal Design for Learning perspective (TINEL), Erasmus+ KA2	01.10.2018-31.08.2021	COO	77 994 € total 349 460 €	https://www.hamk.fi/projects/tinel/?lang=en
HAMK	2018-1-FI01-KA204-047243, Soft Skills Training and Recruitment of Adult Educators (SOSTRA), Erasmus+ KA2	01.10.2018-30.09.2020	COO	63 454 € total 241 430 €	https://sostra.eu/
HAMK	2016-1-FI01-KA203-022741, Empowering Eportfolio Process, Erasmus+ KA2	01.09.2016-30.11.2018	BEN	69 161 € total 228 178 €	https://eepeu.wordpress.com/
HAMK	2020-1-LT01-KA203-077939, Circular Economy in Wood Construction (Wood in Circle)	1.12.2020-30.11.2022	BEN	43 792 € total 210 919 €	https://woodincircle.eu/
HAMK	101035816, RUN-EU ProfessionaL research programmes for bUsiness and Society	1.10.2021-30.09.2024	BEN	205 219 € total 1 998 188 €	https://run-eu.eu/run-eu-plus/
HAMK	101004068, Regional University Network – European University (RUN-EU)	1.11.2020-31.12.2023	BEN	749 118 € total 6 248 836 €	https://run-eu.eu/
HAMK	621199-EPP-1-2020-1-IT-EPPKA3-VET-COVE, Governance for Inclusive Vocational Excellence (GIVE)	1.11.2020-31.10.2024	BEN	760 870 € total 4 910 864 €	https://www.thegiveproject.eu/
HAMK	5CG7260RHV-31, Developing Pedagogy for 21ST Century Skills in Nepal (21stCSNepal)	1.9.2020-31.8.2024	BEN	342 340 € total 1 232 589 €	https://www.hamk.fi/projects/developing-pedagogy-for-21st-century-skills-in-nepal-21stcs-nepal/?lang=en
HAMK	2019-1-UK01-KA203-061503, Global Competency in Teacher Education	01.09.2019-31.08.2022	BEN	49 286 € total 443 540 €	https://www.globalcompetence4educators.org/

HAMK	2019-1-FI01-KA202-060727, New skills for VET teachers	01.09.2019-31.08.2022	BEN	10 622 € total 66 110 €	https://nsvett2020.wixsite.com/mysite
HAMK	818496, Future Oriented Collaborative Policy Development for Rural Areas and People (PoliRural)	01.06.2019-31.09.2022	BEN	211 250 € total 5 999 875 €	https://polirural.eu/
HAMK	2018-KA203-06, Digitally supported and virtual study practices for modern logistic systems (DIGILOG)	01.09.2018-31.08.2021	BEN	59 689 € total 197 673 €	https://www.tktk.ee/en/international-relations/international-projects/digilog
HAMK	101111547, Deconstruction and refabrication for the reuse of steel buildings (DreamFAB), RFCS Project Grants,	1.9.2023-31.8.2027	COO	561 610 € total 2 448 259 €	https://www.hamk.fi/projects/deconstruction-and-refabrication-for-the-reuse-of-steel-buildings-dreamfab/?lang=en

HISTORY OF CHANGES		
VERSION	PUBLICATION DATE	CHANGE
1.0	25.02.2021	Initial version (new MFF).
2.0	01.06.2022	Consolidation, formatting and layout changes. Tags added.

ANNEX 2

ESTIMATED BUDGET (LUMP SUM BREAKDOWN) FOR THE ACTION

Forms of funding	Estimated EU contribution					Maximum grant amount[1]
	Estimated eligible lump sum contributions (per work package)					
	WP1 SETTING OFF	WP2 EVE DESIGNING AND CAPACITATING NEWCOMERS	WP3 IMPLEMENTATION OF E-INTERNSHIPS IN HE AND YOUTH NON-FORMAL EDUCATION SECTOR	WP4 COMMUNICATION, DISSEMINATION AND EXPLOITATION	WP5 MANAGEMENT AND QUALITY ARCHITECTURE	
	Lump sum contribution	Lump sum contribution	Lump sum contribution	Lump sum contribution	Lump sum contribution	
	a	b	c	d	e	f = a + b + c + d + e
1 - HSWT	12 808.00	39 623.00	41 168.00	6 404.00	17 687.00	117 690.00
2 - KITA	7 000.00	8 666.00	23 320.96	3 971.00	3 667.00	46 624.96
3 - UFS	7 908.00	4 879.00	17 514.00	9 758.00	9 819.00	49 878.00
4 - HAWASSA	3 655.00	3 897.00	16 898.00	5 196.00	3 897.00	33 543.00
5 - UGB	7 786.00	10 135.00	15 990.00	3 415.00	2 277.00	39 603.00
6 - NICOSA YCP	5 062.00	4 066.00	10 572.00	2 440.00	2 440.00	24 580.00
7 - EDI	1 846.00	2 769.00	14 296.00	4 615.00	2 769.00	26 295.00
8 - WEBIN	9 128.00	12 198.00	18 094.00	6 099.00	17 281.00	62 800.00
9 - Bizmetrics	3 853.00	12 706.00	10 572.00	5 083.00	2 541.00	34 755.00
10 - HAMK	9 535.00	13 011.00	26 022.00	6 506.00	9 148.00	64 222.00
Σ consortium	68 581.00	111 950.00	194 446.96	53 487.00	71 526.00	499 990.96

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

ANNEX 3

ACCESSION FORM FOR BENEFICIARIES

KUMASI INSTITUTE OF TROPICAL AGRICULTURE (KITA), PIC 877644943, established in Adm Blk KITA Main Street KITA Campus, KUMASI 0393 4602, Ghana,

hereby agrees

to become beneficiary

in Agreement No 101193598 — AGRI- MOCKS ('the Agreement')

between HOCHSCHULE WEIHENSTEPHAN-TRIESDORF (HSWT) **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

UNIVERSITY OF THE FREE STATE (UFS), PIC 989106091, established in NELSON MANDELA DRIVE 205 PARK WEST, BLOEMFONTEIN 9300, South Africa,

hereby agrees

to become beneficiary

in Agreement No 101193598 — AGRI- MOCKS ('the Agreement')

between HOCHSCHULE WEIHENSTEPHAN-TRIESDORF (HSWT) **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

HAWASSA UNIVERSITY (HAWASSA), PIC 937711514, established in HAWASSA CITY MISRAK SUB CITY TESSO KEBELE, HAWASSA, Ethiopia,

hereby agrees

to become beneficiary

in Agreement No 101193598 — AGRI- MOCKS ('the Agreement')

between HOCHSCHULE WEIHENSTEPHAN-TRIESDORF (HSWT) **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

UNIVERSITE GASTON BERGER DE SAINT LOUIS (UGB), PIC 986376026, established in SAINT LOUIS, SAINT LOUIS, Senegal,

hereby agrees

to become beneficiary

in Agreement No 101193598 — AGRI- MOCKS ('the Agreement')

between HOCHSCHULE WEIHENSTEPHAN-TRIESDORF (HSWT) **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

NICOSA YOUTH CAREER PROGRAMME NPC (NICOSA YCP), PIC 877691891, established in NO 910 CASABELLA TAYLOR ROAD HONEYDEW, JOHANNESBURG 2001, South Africa,

hereby agrees

to become beneficiary

in Agreement No 101193598 — AGRI- MOCKS ('the Agreement')

between HOCHSCHULE WEIHENSTEPHAN-TRIESDORF (HSWT) **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

ENTREPRENEURSHIP DEVELOPMENT INSTITUTE (EDI), PIC 877666574, established in LEMIKURA SUBCITY, WOSEN ROAD, ADDIS ABABA, Ethiopia,

hereby agrees

to become beneficiary

in Agreement No 101193598 — AGRI- MOCKS ('the Agreement')

between HOCHSCHULE WEIHENSTEPHAN-TRIESDORF (HSWT) **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

WESTERN BALKANS INSTITUTE (WEBIN), PIC 948778632, established in TADEUSA KOSCUSKA 56, BEOGRAD 11000, Serbia,

hereby agrees

to become beneficiary

in Agreement No 101193598 — AGRI- MOCKS ('the Agreement')

between HOCHSCHULE WEIHENSTEPHAN-TRIESDORF (HSWT) **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

BIZMETRICS (PTY) LTD (Bizmetrics), PIC 882103063, established in 148 OLYMPUS COUNTRY ESTATE 36 AJAX AVENUE OLYMPUS, PRETORIA 0081, South Africa,

hereby agrees

to become beneficiary

in Agreement No 101193598 — AGRI- MOCKS ('the Agreement')

between HOCHSCHULE WEIHENSTEPHAN-TRIESDORF (HSWT) **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

HAMEEN AMMATTIKORKEAKOULU OY (HAMK), PIC 949666473, established in VISAMAENTIE 35 A, HAMEENLINNA 13100, Finland,

hereby agrees

to become beneficiary

in Agreement No 101193598 — AGRI- MOCKS ('the Agreement')

between HOCHSCHULE WEIHENSTEPHAN-TRIESDORF (HSWT) **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											Requested EU contribution
	Eligible lump sum contributions (per work package)											
	WP1 [name]	WP2 [name]	WP3 [name]	WP4 [name]	WP5 [name]	WP6 [name]	WP7 [name]	WP8 [name]	WP9 [name]	WP10 [name]	WP [XX]	
Forms of funding	*[* Lump sum contribution*]/[* Financing not linked to costs*]*	*[* Lump sum contribution*]/[* Financing not linked to costs*]*	*[* Lump sum contribution*]/[* Financing not linked to costs*]*	*[* Lump sum contribution*]/[* Financing not linked to costs*]*	*[* Lump sum contribution*]/[* Financing not linked to costs*]*	*[* Lump sum contribution*]/[* Financing not linked to costs*]*	*[* Lump sum contribution*]/[* Financing not linked to costs*]*	*[* Lump sum contribution*]/[* Financing not linked to costs*]*	*[* Lump sum contribution*]/[* Financing not linked to costs*]*	*[* Lump sum contribution*]/[* Financing not linked to costs*]*	*[* Lump sum contribution*]/[* Financing not linked to costs*]*	
Status of completion	COMPLETED	COMPLETED	COMPLETED	COMPLETED	COMPLETED	COMPLETED	COMPLETED	PARTIALLY COMPLETED	PARTIALLY COMPLETED	COMPLETED	NOT COMPLETED	
	a	b	c	d	e	f	g	h	i	j	k	l = a + b+ c + d+ e+ f+ g+ h+ i+ j+ k
1 – [short name beneficiary]												
1.1 – [short name affiliated entity]												
2 – [short name beneficiary]												
2.1 – [short name affiliated entity]												
X – [short name associated partner]												
Total consortium												

The consortium hereby confirms that:

The information provided is complete, reliable and true.

The lump sum contributions declared are eligible (in particular, the work packages have been completed and the work has been properly implemented and/or the results were achieved; see Article 6).

The proper implementation of the action/achievement of the results can be substantiated by adequate records and supporting documentation that will be produced upon request or in the context of checks, reviews, audits and investigations (see Articles 19, 21 and 25).

SPECIFIC RULES

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

Rights of use of the granting authority on results for information, communication, publicity and dissemination purposes

The granting authority also has the right to exploit non-sensitive results of the action for information, communication, dissemination and publicity purposes, using any of the following modes:

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

- **distribution to the public** in hard copies, in electronic or digital format, on the internet including social networks, as a downloadable or non-downloadable file

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

- **translation** (including inserting subtitles/dubbing) in all official languages of EU

- **storage** in paper, electronic or other form

- **archiving** in line with applicable document-management rules

- the right to authorise **third parties** to act on its behalf or sub-license to third parties, including if there is licensed background, any of the rights or modes of exploitation set out in this provision

- **processing**, analysing, aggregating the results and **producing derivative works**

- **disseminating** the results in widely accessible databases or indexes (such as through 'open access' or 'open data' portals or similar repositories, whether free of charge or not.

The beneficiaries must ensure these rights of use for the whole duration they are protected by industrial or intellectual property rights.

If results are subject to moral rights or third party rights (including intellectual property rights or rights of natural persons on their image and voice), the beneficiaries must ensure that they

comply with their obligations under this Agreement (in particular, by obtaining the necessary licences and authorisations from the rights holders concerned).

Access rights for the granting authority, EU institutions, bodies, offices or agencies and national authorities to results for policy purposes

The beneficiaries must grant access to their results — on a royalty-free basis — to the granting authority, other EU institutions, bodies, offices or agencies, for developing, implementing and monitoring EU policies or programmes.

Such access rights are limited to non-commercial and non-competitive use.

The access rights also extend to national authorities of EU Member States or associated countries, for developing, implementing and monitoring their policies or programmes in this area. In this case, access is subject to a bilateral agreement to define specific conditions ensuring that:

- the access will be used only for the intended purpose and

- appropriate confidentiality obligations are in place.

Moreover, the requesting national authority or EU institution, body, office or agency (including the granting authority) must inform all other national authorities of such a request.

Access rights for third parties to ensure continuity and interoperability

Where the call conditions impose continuity or interoperability obligations, the beneficiaries must make the materials, documents and information and results produced in the framework of the action available to the public (freely accessible on the Internet under open licences or open source licences).

COMMUNICATION, DISSEMINATION AND VISIBILITY (— ARTICLE 17)

Additional communication and dissemination activities

The beneficiaries must engage in the following additional communication and dissemination activities:

- **present the project** (including project summary, coordinator contact details, list of participants, European flag and funding statement and project results) on the beneficiaries' **websites** or **social media accounts**

- for actions involving public **events**, display signs and posters mentioning the action and the European flag and funding statement

- upload the public **project results** to the Erasmus+ Project Results platform, available through the Funding & Tenders Portal.

SPECIFIC RULES FOR CARRYING OUT THE ACTION (— ARTICLE 18)

EU restrictive measures

The beneficiaries must ensure that the EU grant does not benefit any affiliated entities, associated partners, subcontractors or recipients of financial support to third parties that are

subject to restrictive measures adopted under Article 29 of the Treaty on the European Union or Article 215 of the Treaty on the Functioning of the EU (TFEU).
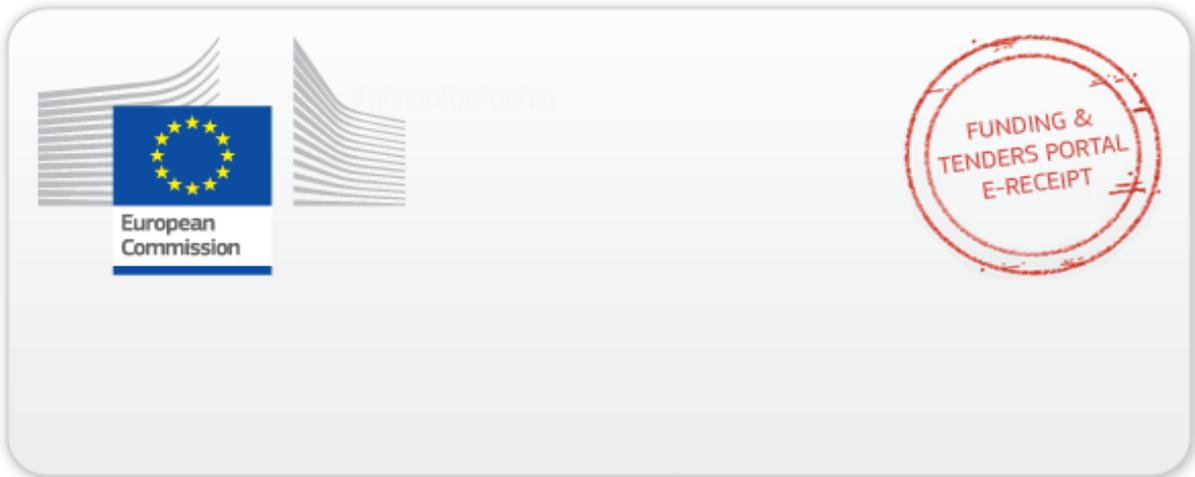
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Any attempt to modify the content will lead to a break of the integrity of the electronic signature, which can be verified at any time by clicking on the eReceipt validation symbol.

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