



Erasmus+ Programme (ERASMUS)

Application Form

Technical Description (Part B)

(ERASMUS Standard Budget-based + LS Type II)

Version 1.0

25 February 2021

Call: [insert call identifier] — [insert call name]

EU Grants: Application form ([insert name of programme/service]): V1.0 – dd.mm.2020

Call: [insert call identifier] — [insert call name]

EU Grants: Application form (ERASMUS BB and LS Type II): V1.0 – 25.02.2021

IMPORTANT NOTICE

What is the Application Form?

The Application Form is the template for EU grants applications; it must be submitted via the EU Funding & Tenders Portal before the call deadline.

The Form consists of 2 parts:

- Part A contains structured administrative information
- Part B is a narrative technical description of the project.

Part A is generated by the IT system. It is based on the information which you enter into the Portal Submission System screens.

Part B needs to be uploaded as PDF (+ annexes) in the Submission System. The templates to use are available there.

How to prepare and submit it?

The Application Form must be prepared by the consortium and submitted by a representative. Once submitted, you will receive a confirmation.

Character and page limits:

- page limit normally 40 pages for calls for low value grants (60 000 or below); 120 pages for all other calls (unless otherwise provided for in the Call document/Programme Guide)
- supporting documents can be provided as an annex and do not count towards the page limit
- minimum font size — Arial 9 points
- page size: A4
- margins (top, bottom, left and right): at least 15 mm (not including headers & footers).

Please abide by the formatting rules. They are NOT a target! Keep your text as concise as possible. Do not use hyperlinks to show information that is an essential part of your application.

☐ If you attempt to upload an application that exceeds the specified limit, you will receive an automatic warning asking you to shorten and re-upload your application. For applications that are not shortened, the excess pages will be made invisible and thus disregarded by the evaluators.

☐ **Please do NOT delete any instructions in the document. The overall page limit has been raised to ensure equal treatment of all applicants.**

Call: [insert call identifier] — [insert call name]

EU Grants: Application form ([insert name of programme/service]): V1.0 – dd.mm.2020

Call: [insert call identifier] — [insert call name]

EU Grants: Application form (ERASMUS BB and LS Type II): V1.0 – 25.02.2021

TECHNICAL DESCRIPTION (PART B)

COVER PAGE

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

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

PROJECT	
Project name:	Education Modernization Brazil, Colombia, Europe - the new era of digital higher education cooperation
Project acronym:	EMBRACE
Coordinator contact:	Hanna Lindroos, Häme University of Applied sciences

TABLE OF CONTENTS

TECHNICAL DESCRIPTION (PART B)

COVER PAGE

PROJECT SUMMARY

1. RELEVANCE

1.1 Background and general objectives

1.2 Needs analysis and specific objectives

1.3 Complementarity with other actions and innovation — European added value

2. QUALITY

2.1 PROJECT DESIGN AND IMPLEMENTATION

2.1.1 Concept and methodology

2.1.2 Project management, quality assurance and monitoring and evaluation strategy

2.1.3 Project teams, staff and experts

2.1.4 Cost effectiveness and financial management

2.1.5 Risk management

2.2 PARTNERSHIP AND COOPERATION ARRANGEMENTS

2.2.1 Consortium set-up

2.2.2 Consortium management and decision-making

3. IMPACT

3.1 Impact and ambition

3.2 Communication, dissemination and visibility

3.3 Sustainability and continuation

4. WORK PLAN, WORK PACKAGES, TIMING AND SUBCONTRACTING

4.1 Work plan

4.2 Work packages and activities

Work Package 1

Work Package 2

Work Package 3

Work Package 4

Work Package 5

[Overview of Work Packages \(n/a for Lump Sum Grants\)](#)

[Events meetings and mobility](#)

[4.3 Timetable](#)

[4.4 Subcontracting](#)

[5. OTHER](#)

[5.1 Ethics](#)

[5.2 Security](#)

[6. DECLARATIONS](#)

[ANNEXES](#)

PROJECT SUMMARY

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

1. RELEVANCE

1.1 Background and general objectives

Background and general objectives <i>Please address all guiding points presented in the Call document/Programme Guide under the award criterion 'Relevance'.</i> <i>Describe the background and rationale of the project.</i> <i>How is the project relevant to the scope of the call? How does the project address the general objectives of the call? What is the project's contribution to the priorities of the call (if applicable)?</i> Rapid technological developments, such as digitalisation, automation, robotics, IoT or artificial intelligence together with climate change will cause significant structural changes and continue to speed up the process of new jobs being created and others changing or even disappearing as well as trigger dynamic changes in skills and competence requirements. Globalisation changes the regional pattern on where the production of goods and services is located and define what skills and competences are needed in different regions of the globe. Also, the traditional forms of work organisation, employer – employee relations and skills development are changing. These changes highlight the importance and role of education as means to response these challenges. Education and especially higher education have a key role in providing people with the knowledge, skills and competences to enter the labour market and supporting their competence development in a lifelong perspective to enable them to successfully manage career transitions. Education systems and HE also face these challenges as well. Therefore, it is crucial to keep on developing and reforming higher education systems to meet these challenges mentioned. Teachers have a crucial role in this development. Need to invest in teachers' professional growth and collaborative culture of innovation have also been identified as key principles defined by OECD (2021) for effective and equitable recovery. HAMK has developed teacher education in Brazil since 2014 in cooperation with the state of Paraíba (awarded Gira Mundo programme) and Brazilian National Council for Scientific and Technological Development (VET Teachers for the Future). These professional development programmes were targeted for vocational and HE teachers (VET Teachers for future) and public school teachers (Gira Mundo) to develop their educational institutions and increase their own competence in modern pedagogy and pedagogical management. Following the programmes in Brazil HAMK has developed cooperation with Brazilian HEIs. Three institutes and their educational developers from Brazil have participated in project planning and design. Carolina Carvalho (UFABC) has worked as research teacher at HAMK 2017-2018 on topics of pedagogical approach in Finnish higher education. Project was initiated by Carolina and her university based on their development needs.
--

Marize Passos (IFES) participated in VET3 and FITT programmes and worked as a research teacher at HAMK. She has strong experience in research and development of distance education in Brazil.

Damione Damito (IFSP) participated in VET2 and FITT programmes. He is the creator of “Papo de Educador” site and podcast, which are widely used in Brazil. He has received recognition from Google Innovator Educator by Google and Education Talent by the Lemann Foundation.

Two partners from Colombia were invited to participate in the project. IFSP had existing cooperation with UTP and Areandina and had recognized their similar needs and development interests.

The project idea started developing in 2018 with a recognized need to develop HEI teachers' digital and pedagogical competence to answer better to competence and human capital development of students in the transforming world. The HEI students need new skills, competences and awareness in the world of work, which is changing rapidly by digitalization and global competitiveness, and which needs balancing between social, economic and environmental sustainability (UNDP, n.d.). Also global crises, such as Covid-19, bring challenges to HEI to re-organize education, as well as equip their teachers and students with digital competence.

Based on their previous experiences and research (Ryymän, Lilja, Tuominen, Niskanen, Corporan & Crousset, 2021) the project partners also involved educational management as an important target group and stakeholder to the project. The role of the educational management is crucial in pedagogical change, and the management needs supportive structures in conducting modernization of HEI.

For developing capacity to sustaining educational change in HEI systems, the project partners defined “the learning ecosystem” a theoretical framework (Walcutt & Schatz, 2019) to the project: the project engages a system of education professionals, teachers, developers and managers, learning content, digital technology, culture and strategy. In further, the learning ecosystem of the project includes also the partner universities' industry and society partners, as the learning process is distributed in and outside of the project consortium for achieving impacts on individuals, organisations and communities.

Since the development of the learning ecosystem gave a wider framework to the project, HAMK contacted IPB to invite them to participate as educational developers in the project. IFSP has worked with IPB in several other projects before and recommended them as IPB has strong experience in entrepreneurial activities as well as is currently co-leading the training of the Portuguese teachers' industry cooperation development program Link Me Up - 1000 ideias - Sistema de apoio à co-criação de inovação, criatividade e empreendedorismo.

Project planning has been done collaboratively on a shared digital platform and during regular meetings. All partners have contributed to writing the application. HAMK has coordinated online meetings with Latin American partners and IPB. In addition, UFABC as regional coordinator in this application has held separate meetings to help Latin American partners to prepare needed information to build the project plan. Partners have submitted a similar project for CBHE funding in 2020, but did not secure funding. The consortium, with a change of the European partner, has continued to collaborate and work on the application to prepare it for the next CBHE call in February 2022. Erasmus+ CBHE funding is a much needed opportunity to build a comprehensive process to develop the learning ecosystem in Latin America.

In the development of the learning ecosystem it is essential to involve different stakeholders in the development process. This includes especially work life and society partners. University and industry collaboration is hard to establish in Brazil and Colombia because of a lack of successful prior experiences or well working models. However, HEIs cannot function as institutes separate from their surrounding environment, but should develop responsiveness to ongoing development around them. Work life and society partners are vital as they enable HEIs to develop relevant competences and stay current.

The general objective of this project is to develop HEI teachers' digital and pedagogical competence to plan, implement and assess learner-centred and competence-based online education. The collaboration focuses on researching and developing partner organisations learner-centred and competence-based online learning especially in the following areas: teachers' digital and pedagogical competence, home-internalsation and language skills, collaboration of educational management and teachers, responsive work life collaboration and inclusive community involvement. The project develops collaborative practises and delivers research activities to support the development of HE's online learning competences in partner countries.

Consortium members brainstormed together the name for the project using Padlet -digital tool and in common discussion during project planning meetings in Teams. EMBRACE, an acronym of the words “Education Modernization BRAZil, Colombia, Europe” was then commonly decided. The full name of the

project is **Education Modernization Brazil, Colombia, Europe -the new era of digital higher education cooperation (EMBRACE).**

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).

Needs analysis by revising investigations and public policies

The preparation for this call started with an extensive revision of investigations and public policies on internationalisation of higher education in Latin America, specifically in Brazil and Colombia before and during the COVID-19-pandemic.

In 2020, higher education was put to the test, making classroom activities rapidly migrate to virtual environments. In Latin America, this transformation brought to light the outdated curricula and teaching practises of higher education institutions as few of them had solid distance learning models before the pandemic. The rapid transfer from face-to-face to virtual allowed an immediate response but unutilized the potential of virtual interaction and activities for learning (Herrera et al. 2020). Most teachers were not trained to offer distance courses, or had the necessary technology for teaching, making it difficult to create an interactive and effective environment in the online classroom. Student mobility was dramatically decreased due to compulsory social isolation and quarantines established as measures to avoid the spread of the pandemic.

Traditionally, the internationalisation policies in low- and middle-income countries have heavily been focused on inbound and outbound mobility from south to north with an aim of branding and increasing reputation (De Wit, 2020). Internationalisation at home and internationalisation of the curriculum have been absent. The COVID 19-pandemic has brought along challenges, but also opportunities, to advance and diversify the internationalisation processes of Latin American higher education institutions. There is an opportunity to preserve the learnings of the pandemic by combining internationalisation, digitalisation and flexibility. These three will make it possible to update, internationalise and modernise study plans turning digitalisation into an essential tool to promote internationalisation of higher education (Marquina, 2021).

COVID-19 has complicated internationalisation processes as the possibilities for students to finance exchange programs is further restricted. At the same time, especially public universities will have fewer resources to allocate on student mobility, increasing inequality of higher education. Only a small group of young people will have the opportunity to study outside their countries of origin, for which it will be necessary to establish changes in the strategies of internationalisation. Internationalisation at home is becoming a key component constituting a solution to democratise higher education and decrease brain drain. Virtual tools and digitalisation play a key role, as they will make it possible to promote virtual mobility, international co-teaching and online learning ecosystems in collaborations with partner institutions.

Before the pandemic, only a maximum of 40% of all the teaching in Brazilian HEIs could be distance education. The limit was removed in 2020. The Department of Higher Education of the Brazilian Ministry of Education is currently working on a plan for the expansion of distance education in federal universities as a response to the national education plan, PNE, which imposes the country to expand higher education from the current 37% to 50% of students aged 18 to 24 years. The distance education modality may be the only opportunity for a portion of the Brazilian population to obtain a university degree and should thus be seen as a valuable instrument for bringing higher education to remote areas (Azevedo, Caseiro, 2021).

In Colombia, there have not been any limitations regarding the percentage of distance teaching in HEIs. Lack of connectivity has been the main limitation for distance learning in Colombia. Brazil has 80% connectivity whereas in Colombia, the number has been less than 50%, largely concentrating in the cities. Nonetheless, the pandemic has resulted in a rapid increase of connectivity, thanks to government actions such as the program "Hogares conectados" bringing affordable fixed internet connection to half a million low-income families. Also, mobile connections have increased significantly. The Colombian

Ministry of Information Technology and Communications MinTic has set a goal of reaching 70% connectivity of Colombian homes in the year 2022.

In 2017 the World Bank approved a 160 million US\$ loan to PACES, a program to improve the quality of Colombian university education and increase the access of students in unfavourable socioeconomic situations to quality programs. The five-year program (2017-2022) includes a significant component on internationalisation of higher education called “Colombia Científica”. It aims at creating international scientific ecosystems and improving the country's productivity and competitiveness. Colombia Científica also has a subcomponent called “Pasaporte a la Ciencia” granting scholarships to talented Colombians to study masters and doctorates in the world's best universities.

In 2019 the Brazilian Ministry of Education under president Bolsonaro launched “Future-se”, a program to increase private funding in Federal Universities. This document included guidelines for internationalisation of HEI's, but they are on a generic level and lack standards to follow. The political swift in investing in higher education internationalisation has been drastic. Ten years ago, the Brazilian ministry of education introduced a governmental program Ciência sem Fronteiras, to boost Brazilian competitiveness through academic exchange of students and researchers with scholarships in institutions of excellence abroad. More than 2 billion euros were allocated in the area of Science, Technology, Engineering and Mathematics. From 2011 to 2014, the program covered 30 countries totaling 257,956 applicants and 80,652 scholarships. The last scholarship holder returned to Brazil in 2016. Currently there aren't any national definitions or legislations regarding internationalisation of higher education but as internationalisation is one of the most important quality indicators, Brazilian universities want to engage in it even when not knowing quite how to do it (Morosini, 2021).

Needs Analysis by interviewing the consortium partners in Latin America

In the first consortium meeting, internationalisation of higher education using digitalisation as a tool, was introduced as a possible umbrella theme for the project. It resonated with the participants and was elaborated further. Digital Transformation was thereby chosen as an overarching priority.

Focus group interviews were conducted with each Latin American HEI, consisting of 3-5 participants per institution representing university administration, professors, teachers, and researchers. Kitzing (2005) recommends organising focus group interviews in enough small-size groups in order to provide opportunities for each participant to enter the talk frequently and to gain in-depth knowledge of complex phenomena. When the participants are mutually interested in the discussion, they share their experiences and thoughts, while also comparing their own contributions to what others have said. The best focus groups thus not only provide data on what the participants think but also explicit insights into why they think the way they do (Morgan, 2002).

The main purpose of the interviews was to find out 1) the challenges that each university has faced regarding the rapid digitalisation of teaching due to the pandemic and 2) the specific needs for improving the quality of teaching and learner experience. Participants were also asked to present experiences and ideas on the involvement of local companies and teachers living in rural areas. Interviews were conducted via Microsoft Teams in Spanish and Portuguese to minimise the language barrier and to encourage the participation of staff members without international experience. When compared to the written needs analysis carried out in English two years ago, the preparation team agreed that the information gained during the focus group interviews was much richer and deeper. Interview as a method, especially when conducted in interviewees own language, allows addressing relevant culture-bound sub-themes that would not otherwise come to the fore. Work packages were elaborated only after analysing the focus group discussion notes and are thus in line with the needs of each participating HEI and the country they represent.

The focus group discussions revealed that all universities in target countries have struggled with the rapid migration from classroom to virtual learning environments due to the pandemic. Although each university has some teachers with advanced digital and pedagogical skills, most educators have had to implement online teaching without sufficient skills or support. This has resulted in extreme settlements such as arranging online exams where the students have written their answers using pen and paper. Computer cameras have followed their hands to avoid cheating. At the end of the exam, students have taken a photo of their answers and sent them to teachers for evaluation.

The focus group discussions revealed the lack of management strategies or the lack of reports that could help managers understand, for real, the teacher's and students' needs. Mapping scenarios could help managers build strategies and foster projects leading HEI to modernization. In absence of support,

many teachers have transferred the classroom teaching and evaluation methods to an online environment with minimal adjustments. Students have complained about “four-hour long monologues” where there isn’t much interaction between the teacher and the students or among the students. In the Brazilian partner universities most students both work and study. Attending a long and theoretical monologue type lecture after a work day can thus be quite challenging. This is why many lectures are now recorded so that the students can attend them little by little at the schedule they wish.

The interviews also revealed that both in Colombia and in Brazil, some teachers consider the transfer to digital learning environments in purely technological terms not taking into account the implications on teaching and assessment. The respondents highlighted the need for a support on interactive online learning methods and online learning assessment. All respondents were familiar with the concept of competence-based learning, although the understanding of it varied. In Colombia, the government regulates the learning strategies in a way that all universities must structure their teaching under learning results (resultados de aprendizaje). Competencies (competencias) are sub-titles under the learning results. In Brazil, competence-based curriculum was introduced ten years ago but was not fully explained to the teachers and was therefore widely misunderstood. Brazilian teachers use content based curriculum (currículo baseado em conteúdos). Competencies are seen as an extra burden to fill after listing all the content that the student should learn in each course.

When asked about the wishes for internationalisation, the respondents highlighted the need for learning to communicate in different languages. Colombian universities have an internal bilingual policy. All university personnel must thus learn to interact in at least one other language than their own. In most cases this is English. Some Brazilian universities put special emphasis on hiring teachers who are able to teach in English. This is seen as an important tool for increasing the status of the university. Respondents were asked to give their opinion about introducing the Content and Language Integrated Learning (CLIL) method in WP2 Teachers Digital and pedagogical competence activities. This received wide support not only because it allows to increase the number of teachers who can later on conduct their teaching in English but also because this method is viewed as a tool for democratic internationalisation. Very few teachers have the life situation or financial conditions to go and live abroad even for a short while. Assisting lectures in simplified English taught by international teachers is thus seen as an attractive, low threshold option for internationalisation.

The respondents were asked about the possibility of including teachers living in small cities and rural areas who have not had the chance to participate in international activities previously. Both Colombian and Brazilian respondents emphasised their wide geographical coverage and networks of teachers in different corners of the country. The partners agreed to help in selecting teachers with limited or no international experience for the activities of WP2.

The focus group discussion included a question about the current cooperation with companies. This varies a lot from partner to partner. Some universities have separate units for interaction with the companies. Universidad Tecnológica de Pereira for example gets 40% of their budget from selling their services to companies. Instituto Federal de São Paulo on the other hand invites representatives from the private sector to give their contribution to the course contents to be in line with the needs of the workforce. Most universities have at least some kind of internship arrangements with the private sector. Many respondents admitted that the worklife collaboration is underdeveloped and could be elaborated further. This is why the project preparation team at HAMK decided to include another European partner with strong university worklife collaboration expertise to strengthen the dialogue between the universities and the private sector. Portuguese Instituto Politécnico de Bragança (IPB) met these requirements.

Specific objectives

The EMBRACE project responds to the Latin American partners' needs to develop and implement institutional reforms by offering a strong input in all the key areas; teachers' competence development, impactful pedagogical change and co-creation of innovative and collaborative learning ecosystems. Projects' approach and specific interest on teachers' professional growth and collaborative culture of innovation are in line with the key principles defined by OECD (2021) for effective and equitable recovery. Project promotes reform in HEIs to become catalysts of economic and social development.

The projects main objectives are to

- Develop HEI teachers' digital and pedagogical competence to plan, implement and assess student-centred and competence-based online education
- Support educational management in managing impactful pedagogical change and organisation of the innovative learning ecosystem with all the relevant stakeholders.
- Build innovative collaboration between HEIs and work life/society partners resulting in stronger learning ecosystem and more robust economic and social development.

Specific objectives of the EMBRACE project are as follows:

a) To develop educators' competence for facilitating deep learning outcomes in a digital environment

a1. The project develops modern teaching and learning methods, which facilitate deep learning outcomes and understanding as well as meaningful interaction and collaborative learning maintaining supportive learning communities. Deep learning is based not only on facts, but also on understanding the relationship between them to stimulate design thinking and ecologically responsible problem solving. The teachers' mindset is transformed towards student-centred, idea-centred and competence-based learning. Use of new teaching methods leads to more motivated students and relevant learning outcomes for the future world of work. Learners are more engaged with their own learning process, e.g. idea development, which decreases the number of drop-outs. Deep learning outcomes are achieved through authentic and dialogical collaborative knowledge construction processes. Connectivity increases within educator networks, through shared digital platforms, constructive video use and in cooperation with working life.

a2. A MOOC with a digital open badge-driven learning process provides professional learning opportunities for teachers to meet the needs of their working lives. Competence-based open badge-driven learning processes improve teachers' pedagogical competence and digital skills. Teachers are able to utilise digital tools available in developing embedded learning as well as online learning. Digital open badges are first used to develop teacher competences and after that they can be used with students.

Developing educators' competence for facilitating student-centred and collaborative learning in a digital environment answers the need identified in both partner countries. It develops education to respond to student needs by developing engaging learning, relevant skills, and increased accessibility. Brazilian and Colombian partners are struggling to meet the growing needs of distance education. At the same time, a number of teachers in partner institutions have no prior pedagogical training. The project provides solutions for strengthening teachers' pedagogical competences and equipping them with relevant digital skills needed in work. Brazil and Colombia also need solutions for enhancing teacher learning that are transferable and scalable. The development of open badge-driven learning is a possible solution for the larger need to develop teacher learning on an institutional and national level.

b) To support educational management in managing impactful pedagogical change and organisation of the innovative learning ecosystem with all the relevant stakeholders.

The project provides leaders with new tools, methods, and clear vision to lead change. The project promotes a wider understanding about the opportunities of digitalization and technological development in improving student-centred education and competence based learning as well as improving learning outcomes. The project strives to find sustainable solutions and continuity beyond regular changes in education sector management. This includes defining and developing learning ecosystems of partner institutions and developing innovative ways to support teacher learning. HEIs are aware of their role in the learning ecosystem and have increased connectivity with different stakeholders.

All partner institutes in Brazil and Colombia have recognized the need to involve educational management in the development process. It is important to develop teaching and learning on an institutional level. EMBRACE offers educational management international collaboration and support for their institutional development towards modernization of higher education. The sustainable development of teacher learning is vitally important, as management changes regularly in all partner institutions. Developing guidelines for supporting teachers' learning of digital and pedagogical competences will support teacher learning in partner institutes beyond sporadic changes in management and beyond the project period.

c) Build innovative collaboration between HEIs and work life/society partners resulting in stronger learning ecosystem and more robust economic and social development.

The project develops thriving collaboration between education and work life for community involvement between HEIs and their industry and societal partners. It creates an accessible and transferable learning ecosystem for continuous collaboration and co-creation. The learning ecosystem provides a platform for transnational educational development and increases global connectivity. The purpose of the learning ecosystem is to make learning accessible to people from different socio-economic backgrounds, independent of their location. Simultaneously teachers' resilience and abilities to face sudden changes in the operational environment are strengthened. HEIs develop their understanding of the work life needs and ways to connect and collaborate with different stakeholders in the learning ecosystem.

The development of the learning ecosystem responds to national policies and goals in partner countries. It develops accessible online learning to support the professional development of students and teachers. The development of the learning ecosystem also answers HEIs' need to increase connections and collaboration with work life, respond to rapid changes in the world of work, and develop skills that are future-proof.

As a result of the EMBRACE project, an increased number of teachers have strengthened pedagogical competences and relevant digital skills. 25 teachers participate in training during the project producing open online materials and a MOOC assessed by using competence based digital open badges for other teachers in partner institutions. In addition to this the MOOC will also be open for any teachers to accomplish and get their competence verified with an open badge. All learning materials are open resources and distributed on the national and regional level in Portuguese and Spanish.

Teachers use modern pedagogical methods in planning, teaching and producing learning materials. Students are more engaged with their learning, achieve better learning outcomes and show a decrease in the number of drop-outs. Students' own experience of their learning process shows increased motivation and agency in their own learning. Competence-based open badge-driven learning provides institutes with a scalable tool and method to develop teacher learning. Altogether 300 teachers (160 BR and 140 CO) are estimated to have completed one open badge for pedagogical competence or digital skills in partner institutions and are utilising the new competences in their own teaching affecting 4500 students. Teachers have more connections with work life and society. Learning is more responsive and develops the skills relevant in work life, thus building bridges towards employment and answering the needs of Brazilian and Colombian HEIs.

Educational management (9 BR and 6 CO) participate in a study week in Finland. International collaboration offers new reference points for partners' institutional development work. HEIs develop models for sustainable competence management to encourage teacher learning in each partner institution in Brazil and Colombia. EMBRACE also develops HEIs' institutional capacity to fulfil their role in the learning ecosystem.

Brazilian and Colombian HEIs have better understanding of the relationships in the learning ecosystem and have defined areas of development for their own institutes. HEIs have an increased number of industrial and society partners and practical collaboration or joint development initiatives with them. Development answers HEIs' need to increase connections and collaboration with work life, respond to rapid changes in the world of work and develop skills relevant in the future. 30 Teachers will create models to strengthen industry cooperation during WP4 involving students in projects made collaboratively with associated industry partners.

Increased numbers of students and teachers have access to learning materials supporting their professional development. The number of students and teachers using online learning materials produced in EMBRACE is estimated to rise into thousands and benefits from developed online learning environments and pedagogical design into tens of thousands. MOOC and competence-based open badge-driven learning process has been piloted on the national level in both partner countries. Open badge-driven MOOC provides a scalable tool and method to develop teacher learning. Although it is difficult to estimate the total number of teachers completing an open badge during the project period, the number could rise to thousands or even tens of thousands. The piloted MOOC is an accessible and cost effective way to increase teacher learning opportunities and to answer the needs in Latin America.

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.

On the national level, both partner countries Brazil and Colombia have a strong emphasis on extending the offer of distance education which is seen in the current policy development and investment into changing the course offer. The pandemic has also resulted in a rapid increase of connectivity through government actions which creates more equal opportunities to access distance education. It has been widely recognised that teachers face difficulties adapting to new learning environments. Structural large scale projects alone are not enough but special attention needs to be paid to teachers' pedagogical competence to design learning in digital learning environments.

The basis to develop teachers' pedagogical competence is in DigCompEdu Framework (2021) that combines Teaching and Learning, Empowering students, Digital resources and Assessment. HAMK has extensive experience in both national and international projects in utilising open badge-driven learning for improving educators' pedagogical competence and digital skills based on DigCompEdu Framework. Open badge-driven learning is a novel way to build competence, as it can be scaled up and used for large impact within partnering institutions and for a wider community of educators in the region. Project results create resources to support teachers' competence development and give valuable input and tools for organisational level support for the teacher development. Project results are directly usable by a large number of Latin American stakeholders as Portuguese and Spanish materials are easily adopted into different country contexts for very similar development needs. Innovation potential of the project lies in the collaboration between program countries and partner countries in combining both the context related expertise, knowledge and already developed practises with the European partners research-based teaching practises and innovative models for education-industry collaboration. Collaboration will benefit all partners as the development process creates new understanding, enhanced pedagogical methods and tested innovative practises.

HAMK has developed teacher education in Brazil since 2014 in cooperation with the state of Paraíba (award-winning Gira Mundo programme) and the Brazilian National Council for Scientific and Technological Development (VET Teachers for the Future). These professional development programmes were targeted to vocational and higher education teachers (VET Teachers for future) and public school teachers (Gira Mundo) to develop their educational institutions and increase their own competence in modern pedagogy and pedagogical management. In addition HAMK has coordinated several international projects focusing on teachers professional development, such as "Empowering Vietnamese VET Teachers Transformation towards Education 4.0" (598982-EPP-1-2018-1-FI-EPPKA2-CBHE-JP) and "Developing Pedagogy for 21ST Century Skills in Nepal" funded by the Finnish Ministry for Foreign Affairs. IPB also has expertise on technology enhanced learning from their previous projects (Advanced Use of Learning Technologies in Higher Education 2016-1-DE01-KA203- 002915). Due to the pandemic the importance of teachers' digital skills and pedagogical competence has been highlighted as teachers now work in a very different environment causing an urgent need to develop necessary competences. Project is based on the experience and understanding of the development needs in Latin American higher education to build a comprehensive development process with different stakeholders.

Education-industry collaboration is based on partners' experience to create an innovation co-creation ecosystem, involving students, teachers and staff with companies and organisations, aiming to create a regional knowledge-based economy and to implement strong partnerships. IPB has a strong reference in the European Higher Education Area, in the context of the universities of applied sciences system, implementing innovative teaching and practice-based research, through collaborative laboratories, strategic partnerships and living labs, in a multidisciplinary and multicultural learning community. The IPB is recognised for creating impact and excellence of its scientific production and applied research and is a founding member of the Park of Science and Technology Brigantia EcoPark, a privileged space for science and technology for technology-based companies, start-ups and spin-offs, and associate member of the MORE and AQUAVALOR Collaborative Laboratories for the implementation of research and innovation agendas aimed at the creation of economic and social value. IPB has strong experience in entrepreneurial activities as well as is currently co-leading the training of the Portuguese teachers'

industry cooperation development program Link Me Up - 1000 ideias - Sistema de apoio à co-criação de inovação, criatividade e empreendedorismo. HAMK Design Factory is an interdisciplinary product and service design and learning platform uniting students, teachers, researchers, and industry. As product and service design platform Design Factory brings HAMKs education facilities and equipment as well as research units' expertise to industry use. All these activities and projects have provided IPB and HAMK with valuable experience and competences that will be shared with the other partners of this project. This, aligned with the diversity of cultural contexts and region-specific challenges, will allow the consortium to create learning environments that foster education-industry collaboration and innovation.

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.

In the EMBRACE project, educators' competence to offer student-centred and competence-based online learning will be developed in the learning ecosystem in collaboration with teachers, managers, project developers and researchers and industry and society partners. The methodologies for project activities have been chosen to support the project aims and to allow work to be conducted in close collaboration with all work package teams. Methodologies used in the project ensure the participation of all target groups in partner institutions. Practice-based or practitioner-based research gives voice to different stakeholders in the development process and utilises their contextual knowledge. Feasibility of the project is ensured by dividing the responsibility of WPs between partners.

Chosen activities are based on the overall needs in the region and designed to respond to the needs of different target groups, students, teachers, educational management, and other stakeholders in partnering institutes. Needs analysis in partnering institutions highlighted the need for teacher learning, development of distance education, and a gap between HEIs and society at large. EMBRACE project activities are designed to have an increasing impact throughout the project by training teachers, utilising existing technologies in the development of online learning and by using transferable and scalable solutions (open badges). Competence-based open badge-driven learning increases opportunities and encourages teacher learning. It creates motivation as the learner can visualise their improvement. Open badges create a scalable way of promoting teacher learning and answer the pressing need for such tools in the region. In the future, this model also offers a promising approach to transfer developed structure into higher education study processes.

The EMBRACE aims to create sustainable change in teachers' and future work-life's digital and pedagogical skills, continuous learning and work life collaboration. The teachers and managers role will be to promote the change and communicate the message of change towards more sustainable, equal and inclusive teaching and learning at national level.



Developing teachers' digital and pedagogical competence is at the heart of the project and this development will play an important role in achieving change. Digi-pedagogically skilled teaching creates genuine interaction in online environments and increases the effectiveness of learning and helps to achieve the goals. Teachers' digital competences alone are not enough, but pedagogical competence in digital learning environments are also needed. To support internationalisation from home and language learning, teachers will learn English while learning digital and pedagogical competencies. Teachers will especially play a key role in promoting change as they take the lessons, models and competences they learn into their own future teaching and spread it to their students and colleagues in their own and collaborating institutions. Thus, they are involved throughout the project in planning, implementing, piloting and evaluating all the project activities.

While developing teachers' competences, EMBRACE aims also on developing educational management's abilities in supporting teachers in continuous learning. Managers and teachers' collaboration will be strengthened by producing guidelines for developing teachers' digital and pedagogical skills. An important part of the development of higher education in partner countries is to deepen connections to work life to be able to answer its future needs. In this project, the partner institutions and companies are producing collaborative solutions for real life challenges. It's also important to include the broader community in vibrant and mutual communication with HEI's.

EMBRACE project seeks to develop and strengthen both international and national collaboration and intercultural competence in higher education, including remote areas. All the project activities will consider sustainability, equality and inclusiveness in their various forms. The work packages of the EMBRACE project will contain different types of international collaboration, which will be implemented in ways of virtual and physical mobility as well as internationalisation from home.

WP1. Management and quality assurance

WP1 ensures high quality project management by implementing the project management plan. The project management plan has been created by identifying four categories and considering each aspect

carefully; The timeline, the costs, the tasks and the quality of the project. The quality of the project will be measured and evaluated throughout the project timeline. These quality assessment processes will be further explained in the section quality assurance.

The work packages have been divided into tasks to help distribute responsibilities and calculate working hours needed to accomplish each work package goals. As an experienced project coordinator HAMK has researched previous management processes and the resources needed for partner guidance to determine the best practises of project management including the information of the programme guide and model grant agreement. The project plan has been carefully thought out and the timeline has been assessed to ensure efficient project completion.

WP1 tasks

T1.1 Informing partners of legislative and financial responsibilities and creation of partner agreements

T1.2 Kick-off meeting Vitória, Espírito Santo

T1.3 Project management meetings

T1.4 Advisory board meetings

T1.5 Creation of a platform for the project

T1.6 Creating the Quality plan

T1.7 Implementation of the Quality Plan; continuous monitoring and quality assurance activities.

T1.8 Organising external evaluation as mid-term evaluation and as final evaluation

WP2. Teachers Digital and pedagogical competence

WP2 plans and implements joint learning modules for teachers. The goal of the learning modules is to foster deep learning, to develop innovative student-centred teaching and learning competencies, to learn English while learning content (CLIL method), to develop online learning materials and to produce a massive open online course (MOOC) that offers insight in teachers' professional growth in digital and pedagogical skills. The teachers have a significant role in the development work providing views and field knowledge for the project. Learning modules will focus on sustainable professional development at teacher's work, developing digital and pedagogical competencies, language and intercultural learning in the digital world, sustainability, equity and inclusion. Activities will be based on practice-based research.

CLIL (Content and Language Integrated Learning) is a dual-focused educational approach in which an additional language is used for learning and teaching of both content and language (Coyle, Hood & Marsh, 2010:1). This approach is neither language learning nor subject learning but a combination of both; hence, attention is given both to the language and the content (Eurydice, 2006). The reasons for introducing CLIL include provision of a more holistic educational experience for the student as well as content- and language-learning outcomes. Furthermore, benefits of CLIL are also linked with insights from interdisciplinary research within neurosciences and education (Coyle, Hood & Marsh, 2010). Due to these advantages CLIL is increasingly attracting stakeholders' attention across continents and provides a good method for promoting internationalisation from home.

The development of teachers' pedagogical competence and digital skills starts with a three day Kick-off workshop in Vitória, Espírito Santo, with 25 participating teachers from partner HEIs. Teachers are introduced to student-centred and competence-based approaches, dialogical methods, collaborative knowledge construction, and responsiveness in the learning ecosystem. They also learn English and intercultural skills while learning the content. Teachers first develop their individual knowledge and practises in their own development work by using new teaching and learning methods. After the live kick-off meeting the learning modules continue with webinars and online workshops. Teacher development moves toward institutional practises as teachers produce open online material and a MOOC for developing teachers' pedagogical and digital competencies. Altogether 300 teachers will participate in the MOOC in partner institutes. The MOOC will be piloted during the 2nd project year.

Competence will be assessed via competence based open badges. WP2 utilises the experiences HAMK has with building open badges for developing teachers' digital and pedagogical competencies. Open badges are defined in the beginning of the project and are based on DigCompEdu Framework (2021) of teachers' pedagogical competencies. The open badges will be translated in both Brazilian and Spanish to ensure maximum impact. Licensing costs for digital badge factories will be included in the work package budget. Open badges provide a competence recognition for participating teachers in their authentic contexts of working life and teaching practises. Competence-based Open Badge-driven Learning structure (Brauer, 2019) is implemented into the learning processes to improve teachers' pedagogical and digital competencies. Teachers are able to utilise digital tools available in developing blended learning practises including online learning. Open badges are first used with teachers' processes and later on can be considered if they are valuable to be used with students as well. The

open badges are created, issued, managed and reported via open badge management system and the Open Badge Factory (OBF, Discendum Oy). It is studied to be an appropriate application by comparing several open badge softwares (Paananen & Rusanen, 2019). The project partners utilise the OBF during the entire project and all three language versions (English, Spanish, Portuguese) are managed via the OBF. After the project the licence of the OBF is possible to continue or just copy the open badge criterium to some other open badge management system.

Developing educators' competencies for facilitating student-centred learning in digital environments answers the need identified in both partner countries. It develops education to respond to student needs by developing engaging learning, relevant skills, and increased accessibility. Brazilian and Colombian partners are struggling to meet the growing needs and quality requirements of distance education. At the same time, a number of teachers in partner institutions have no prior pedagogical training. The project provides solutions for strengthening teachers' pedagogical competences and equipping them with relevant digital competences needed in work. Brazil and Colombia also need solutions for enhancing teacher learning that are transferable and scalable. Competence-based open badge-driven MOOC is piloted on national and regional level to create opportunities for teacher learning. Piloting gives a good model for an accessible, scalable and cost effective way to organise teacher's continuous learning opportunities in Latin America and has potential to reach multiple numbers of teachers.

WP2 defines and/or builds up a virtual (online) learning environment for the joint online learning modules. Learning modules may also utilise HAMK digital learning environments if possible.

WP2 teachers are also collaborating with managers in WP3 to produce guidelines for developing teachers' digital and pedagogical skills.

WP2 tasks

- T2.1 Defining and/or building up a virtual learning environment
- T2.2 Organise live workshop in Vitória, Espírito Santo
- T2.3 Creating criteria and platforms for Open badges
- T2.4 Plan and implement joint online learning modules for teachers
- T2.5 Producing open online learning material and a massive open online course (MOOC)
- T2.6 Piloting the MOOC in the second project year. Improvements are done continuously based on feedback.
- T2.7 Online workshops and meetings for the WP team to organise and keep track of progress.
- T2.8 Collaboration with WP3 in producing guidelines for developing teacher's digital and pedagogical skills

WP3. Educational management supporting competence development

WP3 organises educational management to support HEI teachers' digital and pedagogical competence development in student-centred and competence-based online learning. WP3 develops educational managements' competences in managing impactful pedagogical change in their universities, and strengthens the learning ecosystem of managers, teachers, developers, researchers and industry and society partners in building capacity to sustaining change in educational systems.

WP3 develops connections and collegial, supportive networks between managers of partner universities, and creates a robust foundation for continuous organisational development, resource sharing and learning involving universities. In the purpose of managers' engagement WP3 implements the principles of context-sensitive, dialogical approach, a focus on educational challenges of practice, commitment to collaborative design, a concern to develop new knowledge and development of cross-setting perspective on teaching and learning (Fishman, Penuel, Allen & Haugan Cheng, 2013).

WP3 introduces to HEI managers innovative elements in the existing curricula, examples of student-centred and competence-based curricula and strategies for teachers' digital competence development in higher education institutions. In WP3 the managers study new leadership and facilitation methods for supporting HEI teachers in pedagogical change in practice.

WP3 includes managers' study visit to Häme University of Applied Sciences Finland, for benchmarking, sensitising and sense-making of the management of educational change and HEI teachers' digital competence development. The study visit aims to increase intercultural co-creation and competence development in change management. In WP3 the managers collaborate closely with WP2 and HEI teachers in producing the strategic guidelines for HEI teachers' digital competence development strategy.

WP3 tasks

- T.3.1 The Kick-off online meeting for managers for communicating organisational expectations and goals, and defining the guidelines for teachers' digital competence development
- T.3.2 Online meeting for orientation, programme and study assignment defining to manager's study visit to HAMK, Finland
- T.3.3 Organise managers' study visit to HAMK
- T.3.4 Organise online workshops for planning and producing the guidelines for teachers' digital competence development in collaboration with WP2
- T.3.6 Contributing to WP4 Task 4.1. for strengthening learning ecosystem and business co-operation for resulting in long-term impact
- T.3.7 Online meeting for introducing and assessing the guidelines for teachers' digital competence development in collaboration with WP2
- T.3.8 Online meeting for following-up for assessing sustaining educational change and project goal achievement in the learning ecosystem of HEIs and their industry partners

WP4. Education-Industry Collaboration

WP4 develops thriving collaboration between education and work life for community involvement between HEIs and their industry and societal partners. Starting point is in partner institutions previous experience and work package supports partner institutions own development work to enrich and strengthen work life collaboration through project activities. It includes challenge-based projects with students, teachers and stakeholders. Students map the needs of stakeholders and develop solutions to them. Project actors share best practises and lessons learned from each other, and work together to further develop ecosystem development activities.

WP4 starts with a kick-off workshop in Pereira introducing the innovative new ways and project goals for the development of education-industry collaboration and strengthening of the learning ecosystem. Development work starts from each institution's own level as there are differences between consortium members on how far they are in their collaboration. Kick-off meeting creates a broader understanding of ecosystem thinking and how the ecosystem can support educational institutions and business/society partners.

Each partner institution will carry out a mapping exercise to realise their current ecosystem and to identify the development needs of different stakeholders. Students will be helping to do this with challenge-based projects to collect the needed data. Data collected is used for partner institutions' own development plans as well as for an open access publication to support the development of learning ecosystems for Latin American HEIs. The management of the educational institution, together with the teachers, participates in drawing up an ecosystem map of the educational institution and in drawing up objectives for its development.

WP4 supports institutional development plans by organising guidance in various different parts of the development work. First joint online workshop is organised first to follow up the mapping exercise of one's own ecosystem and contribute to enriching the work life collaboration with research-based innovative approaches. Two organisation-specific workshops and two guidance meetings offer support to partner institutions development work between the workshops and respond to specific development challenges. Second joint online workshop will facilitate the collaboration between partner institutions, review the progress and set the next steps for the development work. Finnish and Portuguese teachers/teacher students join the workshop and are involved in the institutional development work. Final workshop of WP4 focuses on partner institutions presentations, models they have created for strengthening collaboration with industry and society partners and ingraining these models as permanent part of the organisational ecosystem. Workshop involves management, work life and society partners, teachers and students.

WP4 Tasks

- T4.1 Kick off workshop in Pereira for teachers and managers
- T4.2 Mapping the needs of companies/stakeholders with students and teachers involved
- T4.3 Guidance for development work of the ecosystem
- T4.4 Developing and piloting University-Industry /Society collaboration models
- T4.5 Presentation session and lessons learnt

WP5. Impact and dissemination

The dissemination activities directly target teachers, educational management, students, work life and society, associated partners and educator networks and educational policy/decision makers on a national and regional level. EMBRACE impact and dissemination objectives are to contribute to the creation and dissemination of new knowledge in partnership with other stakeholders, e.g. through joint

R&D with HEIs, research, industry and society partners; to enhance the wider exploitation of the project results in a variety of different stakeholders; students, teachers, teacher trainers, educational management, researchers, industry and society partners and to create involvement of the industry and HEIs by collaborating in challenge-based student projects and discussion of competence needs in industry fields.

The dissemination activities have been planned to support the project objectives and create a significant and lasting impact on the target groups. Project deliverables provide open access educational materials, competence criteria, guidelines to support teachers' competence development and articles based on the project data and experiences which will all be presented at the final seminar in São Paulo in the final months of the project. Impact and dissemination is further explained later in the application section 3.

WP5 tasks

T5.1 Establishment of action guidelines for the WP team

T5.2 Online meetings for WP team

T5.3 Set up and update Projects' website

T5.4 Cooperation with associated partners

T5.5 Production of dissemination materials and marketing of project activities and results

T5.6 Final seminar in São Paulo

T5.7 Dissemination of the project results in Latin American contact networks and international publications

2.1.2 Project management, quality assurance and monitoring and evaluation strategy

Project management, quality assurance and monitoring and evaluation strategy

Describe the measures foreseen to ensure that the project implementation is of high quality and completed in time.

Describe the methods to ensure good quality, monitoring, planning and control.

Describe the evaluation methods and indicators (quantitative and qualitative) to monitor and verify the outreach and coverage of the activities and results (including unit of measurement, baseline and target values). The indicators proposed to measure progress should be relevant, realistic and measurable.

To achieve the objectives of the project with high quality, project management, quality and assessment methods and activities have been planned in detail in the project management plan, which also includes a contingency plan.

For the achievement of long lasting results two management teams will be set up at the beginning of the project: the Advisory board and Project management team. The Advisory board consists of partner organisation managers and will reflect on project results and impact and discuss ways to, in cooperation, affect the achievement of long lasting results in partner organisations and countries. The project management team will continuously monitor the progress of the work packages, assess the quality of activities and results and monitor dissemination. Communication among project partners and support from the coordinator play a key role in the achievement of high level results for the project. Great emphasis has been put into planning activity methods to ensure efficient time for development, collaboration and dialog. All partners are dedicated to the project completion and applying the developing methods created during the project.

Project implementation

A project management plan has been created during the application process together with partner representatives and leaders of work packages, taking into consideration possible risks regarding project implementation. The project management plan identifies four categories and considers each aspect carefully; The timeline, the costs, the tasks and the quality of the project including a contingency plan.

Specific tasks tied to roles and responsibilities of partners have been divided equally to ensure a high-quality implementation of the project plan. As considered in the contingency plan the project does not purely rely on the competence of selected individuals, but has the complete support of the partner organisations with other same level experts. The responsibilities of WP leaders have been distributed according to each partner's special skills and interests. All WP's are led by a partner organisation with a team consisting of experts in relevant fields carefully chosen from partner organisations and implemented in cooperation. Each project team member has a specific well-defined role in the project and the responsibilities as well as expectations of results will be explained in detail during the project kick-off meeting in the city of Vitória where one of the campuses of the consortium member university IFES is located. During the kick off meeting partner responsibilities, activity and reporting deadlines as

well as funding of the project will be gone through in detail to assure all partners have sufficient understanding of expectations and deadlines. Recruitment and selection criteria has been considered when involving teachers in activities to maximise the project impact and the involvement of people from remote areas.

To assure enough time for the project objectives to be reached and to create an impact, the timeline of the project was set for 36 months. A plan to achieve each project objective was divided into work packages each with its own lead partner and co-lead partner. The coordinator evaluated the time needed for each work package to be completed and suggested a timeline for the project. The partners agreed to the timeline and planning of the methodology and tasks began as well as the calculation of necessary resources. Once needed resources were known the coordinator created the first draft of the budget and suggestions of face-to-face meetings to support the creation of trust and communication among the partner team as well as support deep learning. The budget is based on actual resources needed based on the working hours necessary to complete each task. All partners agreed on the amount of resources.

Quality and monitoring

UFABC will lead the overall quality of the project and will appoint a quality manager in the beginning of the project. A preliminary quality management plan has been developed during the application period to help assess the project activities and determine the data which will be used during quality assessment. The quality management plan will be adjusted throughout the project timeline and will include a data management plan for the project.

In addition, prior to Interim and Final reports, QM communicates with the external evaluator (sub-contracted by the project) and provides all the materials related to quality assurance for the evaluator's use. QM collects the analysis from the external evaluator, compiles it with the project's internal evaluation, and provides the overview of quality assurance procedures, tools and recommendations to the Project Management group that collects the Interim and Final reports to be sent to EACEA. Through the dissemination activities, especially during the last 6-months period, the wider impact of the project will be examined. Stakeholders', incl. the world of work, opinions of the project and its outputs and results will be collected in appropriate forms (questionnaires, interviews, discussions, etc.). External evaluation linked to the final reports focuses on the impact of EMBRACE project regarding the project target groups in partner institutions and the wider impact in the learning ecosystem.

Data for the quality evaluation is collected e.g. in the form of:

- surveys for (print and online) students, teachers and other faculty staff, representatives of
- the world of work, educational managers, admin
- interviews and focus group discussions
- feedback from the study visits, workshops and other trainings, seminars
- WP reports
- Data collected from online supported activities in the project (courses, open badges etc.)
- minutes of the meetings
- dissemination materials
- other additional data

Timeline for the data collection follows the progress of the WPs.

The quality plan includes the assessment of:

- Competence of staff working on the project (Managers, experts, teachers, other)
- Teachers's learning development
- Language support methods
- Management of project and work packages
- industry cooperation
- quality of deliverables produced
- impact on target groups (how many users/attendees per deliverable)
- Impact on project team organisations

The project team will also include an outside evaluation of the project before the interim and final reports are due. This evaluation will also assess the project quality management plan and give suggestions of

ways to improve the project quality and impact.

INDICATORS RELATED TO PROJECTS RESULTS

- Number of participants in managers' workshops
- Number of participants in teacher education activities
- Number of participants in study visit in Finland
- Number of respondents in questionnaires
- Number of deliverables and tools produced on project web site
- Number of learning ecosystem workshops (e.g. Task 3.6 and 4.1)
- Number of companies involved in learning ecosystem workshops
- Number of student projects (WP3)
- Number of accredited Digital Open Badges earned

In addition to the timeline set for the project a list of milestones including internal reporting deadlines, meetings, events and work package outcome deadlines will be set and published before the project kick off meeting.

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. and describe shortly their tasks. If required by the call, provide CVs of all key actors. If required by the Call document/Programme Guide.

Name and function	Organisation	Role/tasks	Professional profile and expertise
Martti Majuri	HAMK	Manager, Head of project board	Martti Majuri is an expert and Director of HAMK Edu Research Unit, pedagogical developer and educator. He has years of experience of working as an expert and member of the steering group in development projects in the field of higher education (Vietnam, Nepal), but also as a trainer and expert in different EU-projects, Africa, Kazakhstan, Brazil and regional development projects in Finland. Specific expertise on educational management and staff management in educational organisations, regional development of education providers, teacher training, cooperation between companies and education providers, work –integrated learning, project management and international cooperation in the educational sector.
Annikka Pesonen	HAMK	Project manager WP2 leader	Annikka Pesonen (MA (Education), MA (Art and Design) works as a Senior Lecturer at Häme University of Applied Sciences/ Vocational Teacher Education. She works mainly in vocational teacher education and also continual learning, teaching professional development courses for teachers. Her focus in teaching lies in computer supported collaborative learning, as well as online learning with strong emphasis on pedagogy. Annukka's research interests are in the field of Learning Sciences, CSCL, SRL and learning in open digital environments. She has been working on many projects, recently the most relevant project focused on developing National Open Badge -constellation for problem solving in technology-rich environments.
Essi Ryymin	HAMK	Senior expert	Essi Ryymin, Ph.D. (Educational Sciences), Principal Research Scientist in HAMK Edu Research Unit of Häme University of Applied Sciences. Her expertise

			includes teachers' digital competence development, pedagogical leadership and change management, co-creation of educational innovations in transnational context and multidisciplinary research. She is leading Future Work research area, which is focusing in global trends of the world of work, and local solutions for innovative learning and competence development.
Kirsi Korkealehto	HAMK	Senior expert	Kirsi Korkealehto, M.A, M.Ed./ Senior Lecturer in school of professional teacher education, in Häme University of Applied Sciences. Her expertise includes language learning, intercultural communication, eLearning, digitalisation in education and 21st century learning skills. Her focus is on creating engaging learning experiences with collaborative, authentic and student-centered learning methods. She has been working in national and international projects regarding pedagogy and digital learning environments in higher education as well as culturally and linguistically responsive pedagogy in teacher education.
Anne-Maria Korhonen	HAMK	Senior expert	Anne-Maria Korhonen, PhD works as a Principal Research Scientist at Häme University of Applied Sciences / The School of Professional Teacher Education and HAMK Edu research Unit. She is a teacher trainer and teaches online learning with pedagogical approach. The research interests are scaffolding personal learning environments (PLE), ePortfolios, learning in open digital environments along with competence-based learning and open badge concept.
Jelena Santalainen	HAMK	Technical personnel	MA, BBA Jelena Santalainen works as an education development specialist at HAMK global education unit. She is specialized in internationalisation of higher education especially in Latin American cultural context. Ms Santalainen has worked in international organisations such as the United Nations and the Finnish Foreign Ministry in several Latin American countries. Her role in the project is to serve as a cultural mediator and process facilitator using her cultural knowledge and language skills.
Hanna Lindroos	HAMK	Administrative coordinator	BA Hanna Lindroos works as a project coordinator in HAMK Edu research unit and over the years has coordinated several Erasmus+, Nordplus and other international projects. She has a degree in finance and accounting and has experience using different EU online portals. Mrs. Lindroos' role is to work closely with the project manager.
Allan Moreira Xavier	UFABC	Manager, WP1, WP3, WP4	Graduated in Chemistry at the State University of Campinas (2003), master's degree in Nanosciences and Advanced Materials (2012) and doctorate in Science and Technology / Chemistry (2015), both at Federal University of ABC. He served as a teacher for more than 20 years and coordinator at various educational levels and teaching modalities. He is currently a full professor at Federal University of ABC and is dedicated to teacher training in undergraduate courses and in the Graduate Programs in Teaching and History of Science and Mathematics (as a permanent teacher) and in Science, of the Open University of Brazil at UFABC . At UFABC he has coordinated the undergraduate courses of Science & Technology and Chemistry Teacher Training. He coordinates LinDES -

			Laboratory of Research by Dissidences: Education and Subjectivities, in which he guides research work in the fields of Education and Gender Studies, acting mainly on the following themes: curriculum, queer theory, philosophy of difference and cultural studies.
Carla Lopes Rodriguez	UFABC	expert, WP2 and WP5	She is currently a full professor and training teacher at UFABC with over 15 years of teaching experience. She works as a researcher at the Laboratory of Information in Network and Educational Technologies (LIRTE) and at the postgraduate degree in Computer Science. She holds a master's and a doctorate in Visual Arts, from Unicamp, and held a postdoctoral degree in Teacher Training for the use of technologies, at the Institute of Education of the University of Lisbon (IE-ULisboa), and in Computing Applied to Education, at ICMC/ USP. Research interests involve the development of technological resources, strategies and methods that can support the teaching-learning process in face-to-face, hybrid and e-learning modalities. Her research areas are Human-Computer Interaction, Computational Thinking, Gamification, Affective Computing, Digital Culture at School, Teacher Training for the Use of Digital Technologies, E-Learning, Serious Games and Gender-Related Sociocultural Aspects, science and technology.
Carolina Corrêa de Carvalho	UFABC	manager, WP1, WP3, WP4 and WP5	She is a full professor and training teacher at UFABC with over 10 years of teaching in Higher Education. Her background is in Food Engineering, Master and Doctoral in Civil Engineering approaching logistic and optimization. She worked for a year, from 2017 to 2018, as a researcher at HAMK University of Sciences applied in Finland on the topic of Pedagogical approach at Finnish Higher Education. She has experience as adjunct coordinator of the Open University of Brazil program at UFABC (from 2019 to 2021), aiming to bring distance education to remote areas in Brazil. She has experience as a head of NETEL's educational innovation division at the Educational Nucleus of Technologies and Languages (NETEL) building strategies, courses, and activities in order to develop UFABC teachers' competences and supporting teachers from surrounding educational institutes. Research topics of interest are Learning and Teaching in Higher education, Teacher Training, Guidance and Counselling, Engineering Education and innovation in Higher Education.
Michelle Sato Frigo	UFABC	Teacher, WP2, WP4	Graduated in Agronomic Engineering at the State University of São Paulo (2004), master's degree in Agronomy, area of concentration Energy in Agriculture (2007) and doctorate in Agronomy, area of concentration Energy in Agriculture (2010), both at State University of São Paulo. She worked as a full professor for over 15 years. She had experience coordinating undergraduate courses as Management Engineering and Science & Technology at UFABC. She has experience acting as a teacher at a teacher training course for online learning, organised by the Educational Nucleus of Technologies and Languages (NETEL), targeting UFABC teachers and teachers for the surrounding area from basic education to higher education. Research topics of interest are Learning and

			Teaching in Higher education, Engineering Education and innovation in Higher Education.
João Ricardo Sato	UFABC	Teacher, WP2, WP4	He is an Associate Professor at the Federal University of the Region of ABC-Brazil. For five years, he was coordinator of the Center for Cognition and Complex Systems, a strategic unit that aims to carry out activities in interdisciplinary teams focused on research, teaching and community extension in the area of neuroscience and cognition. His current line of research is interaction between neurosciences and technology, with a primary focus on education, neurodevelopment, neural bases of psychiatric disorders, brain connectivity, artificial intelligence and neural signal processing. He graduated in Statistics from the University of Sao Paulo in 2002. In his doctorate that began in 2004, he decided to focus his research on the development of new statistical methods to model brain connectivity using functional magnetic resonance signals. In 2006, he did a research internship (doctorate-sandwich) at the Institute of Psychiatry at King's College London, where he integrated machine learning techniques into his line of research. After completing his doctorate in 2007. In January 2009, he was hired by UFABC for the position of assistant professor at the Center for Mathematics, Computing and Cognition. In July 2009 he became the coordinator of the Center for Cognition and Complex Systems (NCSC). He is currently the coordinator of the Nucleus of Applied Neuroscience at the Federal University of the Region of ABC.
Marize Lyra Silva Passos	IFES	Manager Leads WP1 from IFES Participates WP2, WP3, WP4 and WP5 WP2 Kick-off meeting workshops, online learning, development assignment	Marize Lyra Silva Passos Full Professor and researcher in the Center for Reference in Training and Distance Education (Cefor) at the Federal Institute of Espírito Santo since 1996. Did perform a postdoctoral internship at Hamk University in 2019., PhD in Production Engineering and PhD in Education. Principal Lecturer of the Master's programs in Professional and Technological Education (ProfEPT) and the Professional Master's Degree in Education in Science and Mathematics (EDUCIMAT). Coordinator of the Open University of Brazil (UAB) at Ifes from 2011 to 2013. Participated in the programs "Teachers for the Future - VET3 "and" FiTT - Finnish Teacher Trainer Diploma" in the Hamk University and Tamk University in Finland at 2016 e 2017. She is a researcher of the research groups: Education and Technology, Digital Technologies and Pedagogical Practices and Educational Practices in Professional and Technological Education of the Ifes, acting in the areas of active methodologies, education and technology, informatics in education and management of EAD.
Vanessa Battestin	IFES	Manager Leads WP2 and WP5 from IFES Participates in WP1 and WP3	Full Professor and researcher in the Center for Reference in Training and Distance Education (Cefor) at the Federal Institute of Espírito Santo since 2005. PhD in Education, Master in Informatics and Bachelor in Computer Science. Principal Lecturer of the Master and Doctoral program in Education in Science and Mathematics (EDUCIMAT). Coordinator of the Open University of Brazil (UAB) at Ifes from 2019 until now. Director of Reference in Training and Distance Education (Cefor) from 2014 to 2019. Vice-coordinator of the EaD Institutionalization working group of Conif (National Council of Institutions of the Federal Network

			of Professional, Scientific and Technological Education) since 2016. President of the Ifes Open Courses Commission (MOOC) since 2019. Representative of the Southeast Region at Unirede's Political Coordination Committee. Leader of the Education and Technology research group, acting in the areas of MOOCs, distance education, education and technology
Veronica Rangel Barreto	IFES	Senior expert Participates in WP2 and WP5t,	Head of International Relations Office at Instituto Federal do Espírito Santo - Ifes in Brazil and has worked in the institution since October 2007. She took a Master in Hispanic Literatures, a law graduate and specialist in English and Spanish. She has been an English and Spanish teacher for over 20 years. She took a Diplomado en Internacionalización de la Educación Superior, OUI/COLAM and is also a Neurolinguistics Practitioner. Now she takes a Specialization in Bilingual Education and developed the Internationalization of the Curriculum Project at Ifes. She has just started Business Administration PhD Program at Escola Superior de Propaganda e Marketing - ESPM, São Paulo, Brazil.
Damione Damito Sanches Sigalas Dameão da Silva	IFSP	Manager	At the Federal Institute of São Paulo he works as a teacher in the area of Informatics, a member of the Continuing Teacher Training Team and the Committee for Pedagogical and Curricular Innovations. The creator of the site and podcast "Papo de Educador" that produces content in English, Spanish and Portuguese that intend to disseminate new ideas, theories and good practices in education which has already been used more than 500 thousand times from more than 8 countries. In addition, he gives lectures and workshops on active methodologies and use of technology in education having trained teachers from several Brazilian and South American institutions. Master's in School Education (UNESP), Specialization in Computer Networks and Graduate in Technology in Computer Networks (UNIMEP). Professor licensed by the Paula Souza Center and trained by Vocational Educational Training from HAMK University of Applied Sciences in Finland. Due to its innovative approach to continuing teacher education, it has received recognition from "Google Certified Innovator Educator" by Google and "Education Talent" by the Lemann Foundation. As an IT analyst she has worked on major international projects in companies such as IBM, Michelin, John Deere and others.
Rubens Lacerda de Sá	IFSP	Manager	Professor, researcher, editor and coordinator of scientific publications at the Federal Institute of Education, Science and Technology of São Paulo (IFSP). Permanent professor of the Postgraduate Program in Education and Health at the Federal University of São Paulo (UNIFESP). Researcher at the Latin American Center for Studies in Culture (CLAE), the International Association of Portuguese Linguistics (AILP) and the Asociación de Estudios sobre Discurso y Sociedad (EDiSo). Post-doctorate in Education (UNIFESP), Doctorate in Applied Linguistics (UNICAMP), Master's in Linguistics (UnB), Specialization in Language Teaching for Specific Purposes (UFMT) and Graduation in Letters (UCCB). Leader of the Interdisciplinary Research Group on Language Studies (GIEL/CNPq). Research interests:

			Discourse, Migration, Decoloniality, ICTs, Language and Education.
Thiago Pedro Donadon Homem	IFSP	Manager	Bachelor in Computer Science from Universidade Estadual Paulista - Unesp (2007), Master's in Electrical Engineering from Universidade Estadual Paulista - Unesp (2010) and PhD in Electrical Engineering from Centro Universitário FEI (2018). He is a professor at the Federal Institute of Education, Science and Technology of São Paulo - IFSP, on the São Paulo Pirituba campus and currently holds the position of Research Director at the Dean of Research and Graduate Studies. His main areas of expertise are: case-based reasoning, qualitative spatial reasoning, reinforcement learning, cognitive robotics, deep learning and interior point methods.
Paulo Evaristo	IFSP	Senior expert	Professor in the area of Informatics, currently Director of Distance Education of the Federal Institute of São Paulo, acting in the articulation to formulate the policies of EaD, production of educational resources and interoperability of computer systems related to the area. He holds a degree in Internet Systems from the Federal Institute of São Paulo (2013) and a degree in Mathematics from UNIFEOB University Center (2007). He holds a specialization in Instructional Design for Virtual EAD at Federal University of Itajubá
Cristiane Freire de Sá	IFSP	Senior Expert	PhD student in Applied Linguistics and Language Studies at PUCSP, graduated in Libras by the Federal University of Paraíba (UFPB Virtual), is a specialist in Instructional Design by the Federal University of Itajubá and a graduate in Pedagogy from the Unimodulo University Center. He currently serves as head of the Digital Educational Resources department at the IFSP Reference Center in Distance Learning. She is a teacher in the post-graduation courses in Instructional Design and Cultural Management at Senac-SP. Has experience in distance education, educational design, production of digital educational resources, teacher training and inclusive education projects. He develops research in the areas of Applied Linguistics, Gamer Culture, and cooperative games by the GPcAHFC-CNPq research group.
Jussara Pimenta Matos	IFSP	Senior Expert	Degree in Electrical Engineering (1979) from PUC Petrópolis, master's degree (1999) and doctorate (2005) from the Polytechnic School of USP. She developed different projects in Brazil and the United States, worked in companies such as Promon Engenharia, Camargo Correa, and also worked in the government area for the Ministry of Aeronautics, the Navy and Mines and Energy. She works as a collaborator in the Software Technology MBA, in the Continuing Education Program in Engineering (PECE) at USP, and participates in the technical committee of TECSI at FEA, USP, in the area of Information Technology. She currently works as Coordinator of the Administration and Mobility Division at IFSP.
Ricardo Medeiros Priuli	IFSP	Senior Expert	Master in Applied Linguistics and Language Studies at PUC-SP, he has a degree in Audiovisual Production with emphasis in Animation by SENAC SP, develops studies by the GPcAHFC / CNPq research group in the areas of Language and Technological Training of teachers mainly in the production processes of video

			classes. He is currently a member of the ABED Innovation Council which fosters innovation, credibility and experimentation in the practice of distance education. As an audiovisual producer at the Federal Institute of São Paulo (IFSP), he acts in the planning, development and use of audiovisual teaching resources and teacher training.
Jhoniers Guerrero	UTP	Manager	Academic Vice-rector. PhD in Engineering, Technische Universität Berlin. Master in Sanitary and Environmental Engineering, Universidad del Valle. B.A. in Sanitary Engineering, Universidad del Valle
Ricardo Agudelo	UTP	Manager	Coordinator of Special Services mediated by ICT for educational activities of the UTP; co-founder and Executive Director of the Regional High Speed Academic Network (RADAR), was Chairman of the Board of Directors of the National Academic Network of Advanced Technology RENATA, for more than 3 years; lecturer and advisor as expert in collaborative work and use of technologies for research and education in multiple events in universities in Colombia, Mexico, El Salvador for more than 12 years. Coordinator of educational projects mediated by ICT with more than 10 years of experience. Advisor and intervener in purchasing processes and implementation of technological solutions for education. Teacher ICT for education and Technology Management
Jorge Luis Rojas García	UTP	Expert	Bachelor in Spanish and audiovisual communication; technology management specialist; Master's degree in educational communication; Coordinator of educational projects with more than 10 years of experience; ICT project coordinator. Designer of the Ministry of technologies and the Ministry of Education strategy to train 250,000 basic and secondary education teachers in the use of ICT for learning. Director of the research group MENTA Refreshing education with ICT and Innovation.
Ruth Andrea Martón Bedoya	UTP	Expert	Systems and computer engineer; specialist in educational technology administration; administrator in ICT projects for teacher training; technology teacher; developer of educational content; Member of the research group MENTA Refreshing education with ICT and Innovation. Learning Management System Administrator in the UTP
Eduardo Augusto Duque Cuesta	Areandina	Expert, WP1, WP2, WP3, WP4, lead of WP5	With Doctorate in Education and Masters in educational communication, specialist in computer science and telematics, specialist in management of technologies, with undergraduate in education and industrial technology; He has 25 years of experience in the area of ICT, is the director of the Department of Educational Information Technology in Areandina, is also a teacher of educational informatics and educational innovation in undergraduate and masters, is co-founder of the regional high-speed academic network (RADAR) and academic coordinator of the same; It has worked the appropriation and teaching innovation with ICT, teacher training and the training of the teaching managers to facilitate educational innovation with ICT, ICT standards in education and certification processes in digital

			citizenship, likewise, has implemented an active model of education using LMS in Areandina; He is the thesis director of masters in educational informatics.
Fernando de la Cruz Naranjo Grisales	Areandina	Expert, WP2, WP3, WP4, lead of WP5	Tertiary level teacher, designer and instructor of pedagogical strategies and software developer. There is at least 10 years of experience in the Areandina Institution. Very oriented to the planning, elaboration, implementation, execution and evaluation of projects with destiny to the learning of the students in the levels of superior formation. With affinity to the apprenticeship based on projects, active training strategies in person and with experience in virtual training. At this moment they continue reviewing, testing and implementing learning models leveraged with resources such as Gamification, Flipped Learning and Blended Learning, all of them focused on improving the academic practices of the teaching colleagues. Development of database applications with service to the academic and administrative processes of educational institutions, especially in the coffee region of Colombia.
Luis Pais	IPB	Manager, Leader of WP4	Vice-president of IPB for academic affairs and internationalisation. Member of the Portuguese Bologna Experts Group (2009-2011) and member of the commission for the recognition of foreign degrees and diplomas (since 2019).
Vera Ferro Lebres	IPB	Manager, Co-leader of WP4	Pro-president of IPB for Entrepreneurship, Employability and Formative Innovation. Responsible at IPB for the initiative “10% Up to You” (collaboration between education and work life, challenge-based co creation projects)
Natália Santos	IPB	Expert, WP4	Collaborator at the IPB International Relations Office. Coordination of mobility of international students for studies and double diploma programmes
Inês Barbedo de Magalhães	IPB	Teacher WP2, WP3, WP4	Professor at IPB, team of Entrepreneurship, Employability and Formative Innovation. Facilitator of challenge-based cocreation projects
Ana Raquel Rodrigues	IPB	Expert Participation in WP1	Collaborator at the IPB International Relations Office. Project manager of Erasmus+ projects

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.

During the project timeline the project team will meet face-to face five times during different workshops and work package kick-off activities. During these meetings and workshops there will be some need for translator services to ensure proper understanding of especially administrative aspects of the project, purchase of catering and other meeting-related services. Translation services will also be used during online workshops for WP4 to ensure that all teachers have the understanding of their expected responsibilities.

The project team will organise external evaluation for mid-term and end of project to ensure valuable deliverables with high impact. During work package 2 Teachers Digital and pedagogical competence, there is a need to purchase an Open badge factory-licence in order for the project group to award digital open badges as a measure of competence. During the final seminar in São Paulo there will be an online

option to attend the seminar, which will need some financing to cover the broadcasting costs and translations to participants.

2.1.4 Cost effectiveness and financial management

Cost effectiveness and financial management *(n/a for prefixed Lump Sum Grants)*

Describe the measures adopted to ensure that the proposed results and objectives will be achieved in the most cost-effective way.

Indicate the arrangements adopted for the financial management of the project and, in particular, how the financial resources will be allocated and managed within the consortium.

☐ *Do NOT compare and justify the costs of each work package, but summarize briefly why your budget is cost effective.*

The project group consists of European experts and established Latin American partner Universities featuring experienced project leaders to ensure effective project management. The experts chosen to participate in the project will focus mostly on their areas of specialty to ensure that as little time as possible will be spent on the familiarisation of subjects and preparations for work packages can begin straight away. The teachers, managers and other project team members selected to attend project activities will receive support in their native languages from the project team members as part of the activities ensuring that learning objectives are met with less need for the use of outside translators, which will only be used during the kick-off meeting in Vitoria and WP4 kick-off in Pereira to ensure that all requirements of partners are fully understood.

The project has been planned in detail to consider all aspects of the project and to minimise risks associated. Clear objectives and responsibilities have been divided among the partners who are all dedicated to the project and its completion. Tasks are distributed among partners in a balanced way and the budget provides for an efficient use of available resources within the partnership. Resources (but also travel and other budget) are distributed to partners in line with their involvement in the project implementation.

HAMK Edu research Unit has a specific team assigned for project and financial management with years of experience in ERASMUS+ and other international projects. This team will ensure proper time and financial management and begin the project by creating clear schedules for the project tasks, milestones and financial reporting. Sufficient time has been scheduled for detailed project management and guidance to sort out any issues that may arise. By focusing on these matters in detail at the beginning of the project the project will be easier to manage and partners will have detailed knowledge of responsibilities and expectations.

The timetable of the project has been planned to ensure that the coordinator will have sufficient time to prepare administrative materials and orientate project partners as well as to ensure that all activities such as workshops always work as learning, research as well as community building opportunities which bring the project partners together to further commit to the objectives. The project teams will organise online meetings regularly to further project tasks and avoid unnecessary travel.

During the planning stage of the project, it has been researched and decided that the project will only use existing online platforms to ensure that project activities and materials are accessible to all and available beyond the project years. These platforms will be managed and obtained by HAMK during and beyond the project timeline.

The budget has been created in close collaboration with the partners and work package leaders. The knowledge and skill set of each partner has been taken into consideration as well as the responsibilities and roles among work packages. As the EU partners have a higher cost for working days, the project has been planned in a way to include only the necessary amount of staff in activities all with a specific role and responsibility. The project team has also combined meetings such as the project kick-off and WP2 kick-off workshop in order to save costs and avoid any unnecessary travel.

All purchases for equipment or subcontracting follow the combination of cost, quality and sustainability of solutions. Possible procurement processes are carried out according to the funding agency guidelines.

2.1.5 Risk management

Critical risks and risk management strategy			
<i>Describe critical risks, uncertainties or difficulties related to the implementation of your project, and your measures/strategy for addressing them.</i> <i>Indicate for each risk (in the description) the impact and the likelihood that the risk will materialise (high, medium, low), even after taking account the mitigating measures.</i> Note: <i>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.</i>			
Risk No	Description	Work package No	Proposed risk-mitigation measures
1	All project actors undertake to comply with the project plan and the timetables set out and to promote the objectives set out in cooperation with the project partners	1-5	All project actors are well acquainted with the project plan At the beginning of each work package, its objectives are jointly confirmed Likelihood: low
2	All project actors undertake to provide human resources for the project in accordance with the project plan	1-5	All project partners report regularly on project activities and progress, so that any deviations can be reacted to immediately. Likelihood: low
3	All project actors handle financial management and reporting obligations carefully and monitor the implementation of the budget on a regular basis.	1-5	All project partners report activities and finances regularly, so that any deviations can be reacted to immediately. Likelihood: low
4	All project actors must ensure security and accessibility risks throughout the project	1-5	Risk management is part of project quality assurance, which is monitored at joint meetings of project actors and risks are responded to immediately if they occur. Likelihood: low
5	The ethical principles set for the project will not be implemented	1-5	The ethical principles are reviewed together with the project actors at the beginning of each work package Likelihood: low
6	Pandemic situation that may affect the implementation of the project	1-5	If necessary, the project plan will be amended for mobility in cooperation with the funder Likelihood: medium
7	Lack of cultural knowledge and sensitivity leading to communication conflict, inefficient team work and problems in meeting deadlines	1-5	Cultural mediator with language skills of all the native languages of the project participants and expertise in living and working in both Latin America and Europe Likelihood: medium

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.

Set-up and cooperation

The project idea started developing in 2019 with a common understanding to develop teachers' pedagogical competence, to answer the needs and opportunities digitalization offers, to support educational management in modernization of higher education and to boost education-industry collaboration. Project planning has been done collaboratively on a shared digital platform and in regular meetings. In these meetings led by HAMK, all participants have been able to comment on the progress of the proposal. Discussion notes and presentations have been distributed after the meetings to allow also the absent consortium members to keep on track with each step of the project preparation. All partners have contributed to writing the application.

Partners first submitted the EcoLAHE (618480-EPP-1-2020-1-FI-EPPKA2-CBHE-JP) project for CBHE funding in 2020. Project proposal received a good score of points but was not yet funded. Consortium has continued to collaborate and work on the application to prepare it for the CBHE call in February 2022. More emphasis has been paid on understanding the local political contexts and current needs of Latin partners. A thorough analysis of the education and internationalisation policies in Brazil and Colombia was made followed by focus group discussions with each participating Latin American university. New European partner IPB was invited to participate because of their expertise in developing innovative and practical approaches in work life collaboration.

Consortium has an appropriate mix of organisations with the necessary competences to improve the quality of HEIs, develop teachers' digital and pedagogical competence, support modernisation of HEI governance and create innovative approaches to collaborate with work life and society. Consortium consists of actors whose skills and expertise complement each other. Partnership brings together institutions at different stages of developing teachers' competence, governance models or work life collaboration and creates opportunities to learn from each other and to develop practises that fit for the context including the most appropriate and diverse range of academic and non-academic partners. Partnership covers a wide geographical area through their affiliated entities and with the growing range of distance education offer. Both Colombian universities are well connected with university networks around Colombia. In addition, their University Service Centers (CSU) cover around 86% of the country. The Brazilian partners' campuses cover the states of São Paulo and Espírito Santo. In addition, the three Brazilian universities are members of the national federal university network and the network of educators of distance learning giving them reach to educators in every state of Brazil.

The expertise and role of each partner is further defined in the following descriptions. Partners' roles and tasks are assigned according to their specific expertise, experience and profile. Roles are distributed equally between partners and all partners are fully committed to contribute in the development process and progress of the project results. Latin American partners' strong ownership in different work packages ensures the sustainability of the project results and commitment to use the project results to further develop HE after the project period.

The proposal involves relevant non-academic organisations and stakeholders that will bring an innovative added-value to the proposal objectives as well as provide effective channels for dissemination.

EMBRACE has a strong network of associated partners. Their role in the project is to strengthen the dissemination and exploitation of project outcomes and results. EMBRACE increases possibilities for students and teachers to participate in the learning ecosystem. Associated partners play an important role in channelling the information of learning materials and development outcomes to teachers and educational management in HEIs and vocational education as well as to students. EMBRACE participates annually in conferences and seminars organised by associated partners in order to present

project outcomes and results to a wider audience. In addition, associated partners promote learning materials online to teachers and students linked to their association. Associated partners guarantee effective dissemination and exploitation on a national and regional level.

EMBRACE associated partners include CONIF, (Network of vocational, scientific and technological education institutions fostering high level public education and covering all geographical areas of the country). Also STHM (Brazilian network training Brazilian professors innovative teaching theories and best practises), ABED (Brazilian Association for Distance Education mainly for private universities), UniRede (Brazilian Association for Distance Education for public universities) and Papo de Educador (website and podcast disseminating new ideas, theories and good education practises) will all be participating in dissemination activities throughout the project. In addition, The Secretariat of Education of the State of São Paulo and the Federal University of São Paulo (UNIFESP) will be involved. Similarly, in Colombia associate partner RENATA (Colombian based global network of advanced technology that allows the connection, articulation and integration of the academic community with more than Colombian and international 18,700 institutions) participates in dissemination and exploitation of project results and outputs on a national level. Red CLARA network offers EMBRACE regional platform to share project results with Colombian educator networks. Similarly, the Colombian Association of Universities, ASCUN, a non-governmental, non-profit organisation that brings together public and private universities in Colombia, will participate in the dissemination activities. In addition, the Latin American consortium members are currently having discussions with private enterprises, such as John Deere, IBM and Sage. The consortium HEIs fully understands the key role of private enterprises in project activities. However, the co-operation negotiations with private enterprises were not fully completed at the time of submitting this application for which they are not yet officially declared as EMBRACE associate partners.

Partner background and roles

HAMK

Häme University of Applied Sciences (HAMK) is a multidisciplinary university with 28 bachelor, 12 master, and 4 professional teacher education programs, over 8000 students and over 700 staff. HAMK's mission is to provide sustainable professional higher education to support students' professional development, requirements and development of the world of work, and to carry out applied research and development important at regional, national and global levels. HAMK provides international education, RDI projects, as well as mobility and has a significant impact on internationalisation of the region's enterprises and community. HAMK is developing international activities strategically with partners committed to long-term cooperation. HAMK also provides the nations' only sustainability education and research programs taught in Finnish.

As the coordinator HAMK is responsible for WP1 Management and quality assurance setting milestones, monitoring the project progress and making decisions on necessary corrective actions together with the project management team and WP leaders, creating an online platform for project materials, informing partners of legislative and financial responsibilities as well as monitoring the progress of the project.

HAMK has professional teacher training programmes taught in Finnish and one in English, and the annual intake is 360 students. The teacher students normally work as vocational teachers during their teacher training and have already bachelor or master-level education in the teaching subject. In order to qualify for a vocational teacher, they need to complete the teacher's pedagogical qualification education of 60 ECTS. The teacher education will be implemented as part-time studies in multiform programmes. The EGF level of 7 is under negotiations with the Ministry.

The work of the HAMK Edu Research Unit contributes to the development of HAMK School of Professional Teacher Education (SPTE) and the overall pedagogical development at HAMK. HAMK Edu and SPTE experts are forerunners of modern pedagogy both in vocational and higher education at a national and international level. For these reasons, HAMK will lead WP2 Teachers Digital and pedagogical competence.

HAMK team of experts includes a cultural mediator with strong experience in living and working in both Europe and Latin America. In complex consortium setups such as EMBRACE, where most of the work is conducted in multicultural teams and online, there are several possibilities of misunderstandings stemming from cultural differences. These misunderstandings may lead to conflicts which can jeopardise achieving the goals of the project. A cultural mediator may break down those cultural barriers by building cultural awareness especially among those project participants who do not have much international experience. This will lead to more effective communication, time management and

teamwork, both virtually and face to face. The cultural mediator speaks the native language of all the project participants. In focus groups interviews conducted in Spanish and Portuguese, it was already seen that the participants spoke longer and more profoundly than in the consortium planning meetings, which are conducted in English (with some key points translated into Spanish and Portuguese). Although the main language of the project will be English, it will be useful to have someone to turn to in Spanish, Portuguese and Finnish to make sure that no consortium expertise stays underutilised due to lack of communication skills in English. The cultural mediator will build cultural awareness and trust to prevent misunderstandings during the project lifetime. If needed, she will also solve problematic situations caused by lack of language skills or cultural knowledge.

IPB

The Polytechnic Institute of Bragança (IPB, Portugal) asserts itself as an innovation co-creation ecosystem, involving students, teachers and staff with companies and organisations, aiming to create a regional knowledge-based economy and to implement strong international partnerships, both at EU and worldwide levels. IPB aims at being a reference in the European Higher Education Area, in the context of the universities of applied sciences system, implementing innovative teaching and practice-based research, through collaborative laboratories, strategic partnerships and living labs, in a multidisciplinary and multicultural learning community. The IPB is part of the Portuguese and European system of science and technology through the existence of R&D laboratories with impact and excellence of its scientific production and applied research, namely at U-Multirank, Scimago Institutions Rankings, Shanghai Ranking and World's Universities with Real Impact. The I

IPB is a founding member of the Park of Science and Technology Brigantia EcoPark, a privileged space for science and technology for technology-based companies, start-ups and spin-offs, and associate member of the MORE and AQUAVALOR Collaborative Laboratories for the implementation of research and innovation agendas aimed at the creation of economic and social value.

IPB is a deep international and multicultural institution where 36% (3600 out of 10000) of its students are international students from 70 different countries. IPB has a mobility program with widely recognized success, with an annual mobility of more than 1000 incoming and outgoing students and researchers and 400 principals, teaching and non-teaching staff members, as the result of the collaboration with several HEIs from all over the world. Being an international academic community is part of our DNA. Students and researchers from all over the world have the opportunity to explore IPB for studies, internships and research. IPB offers several course units and entire bachelor and master programmes in English for mobility and prospective students. Researchers are welcome to take part of our community, namely, at the associated laboratory SusTEC (Associated Laboratory for Sustainability and Technology in Inland Regions) and the research laboratories of CIMO (Mountain Research Centre), CeDRI (Research Centre in Digitalization and Intelligent Robotics), UNIAG (Applied Management Research Unit) and CIEB (Research Centre in Basic Education). The IPB offers all its students a unique opportunity to study in a creative and innovative institution, and to take advantage of a unique academic, cultural and ecological environment. IPB is a certified institution awarded with ISO 2001:2008 standards certificate, our Planning and Quality Management Office implements mechanisms of quality control in order to improve quality of services and follow financial implementation of projects. This, aligned with the diversity of cultural contexts and region-specific challenges of the consortium, will allow IPB to fulfil its aim of becoming a global-local driver for an integrated societal development. IPB has a long history with industry cooperation. According to IPB, universities should act as the driving force for the region they are located in. In their view, cooperation opportunities should be holistic and open to all students. There should be co-creation together with the companies. Due to their innovative approach to university-industry cooperation, IPB was selected to lead WP4. In addition, IPB will provide language support in Portuguese during WP2 activities.

UFABC

The Federal University of ABC (UFABC) Institutional Development Plan 2013 to 2022 (PDI) encourages teachers to use technologies and motivates them to develop online and blended learning. UFABC understands the importance of supporting teachers to shift their approach to student-centred rather than lectures, repetition and non-participative classes. PDI defined as a target the creation of Educational Nucleus of Technologies and languages (NETEL) that was created in 2015 to support teacher development and attend the UAB requirements. NETEL has a need to develop staffs' competences, to provide infrastructure and technologies necessary and to build expertise to design a learning ecosystem connecting to the working life in the region. The diverse pedagogical and technological competence makes UFABC a competent co-leader of WP3.

UFABC is also co-leading WP1 in which they are responsible for the quality of the project. UFABC has great expertise and potential to develop their competence in quality management in practice.

IFES

The Federal Institute of Espirito Santo (IFES) offers technical training, a pedagogical update to teachers of public education networks as well as initial and continuing training courses for workers. The IFES Institutional Development Plan 2019 to 2024 (PDI) highlights the importance of building pedagogical solutions in order to improve the quality of teaching. Use of ICT and EaD are seen as a possibility to create more flexible learning paths. IFES will provide their expertise in CLIL learning and bilingualism to WP2. In 2014 IFES created the Center for Reference in Training and Distance Education – CEFOR to support the offer of distance courses. IFES has a need to modernise CEFOR in order to go beyond the conservatism and use ICTs to encourage teachers to renew their methods, develop relevant research, foster projects according to the surrounding needs and attend UBA and Rede e-Tec requirements.

IFES will co-lead WP2 cooperating with HAMK experts and giving their knowledge on the CLIL method, bilingual learning, and the use of learning badges and MOOCs in Latin America.

IFSP

The Federal Institute of São Paulo (IFSP) offers technical courses, higher education courses, and pedagogical teacher training. In addition to face-to-face courses, the IFSP offers technical courses in Administration and Computer Science by online course as well as teacher education. The IFSP Institutional Development Plan 2019 to 2023 (PDI) committed itself to develop distance education and trained teachers to be able to conduct an online course with quality and using the ICTs. At the end of 2018, the Center of distance education - CEAD was created and has become part of the UAB program. To meet the growing demands of online learning and to contribute to UAB and Rede e-TEC, CEAD needs support in training teachers and resources to support the production of online learning materials. IFSP has the technical and pedagogical expertise to take the lead of WP3 Educational management supporting competence development.

IFSP will also co-lead WP5 Impact and dissemination using their expertise and contacts to reach target groups in all of Brazil.

UTP

The Technological University of Pereira (UTP) offers studies in engineering, science and technology liberal arts, child pedagogy; and sports science and recreation. The university's Institutional Development Plan 2020-2028 seeks to strengthen human, financial, physical, IT and service management. The plan describes internationalisation as an integral process of transformation for strengthening research, teaching, extension and social projection with academic excellence. Internationalisation at home is mentioned as one of the key components. The university highlights the importance of promoting regional impact, bringing education to remote areas and enhancing virtual courses. UTP has designed the ICT training strategy for teachers and committed itself to support the national government aim of training 250,000 teachers. The Center of Computer and Educational Resources – CRIE was created to support UTP foster projects aimed to design strategies, implement and build training by utilising digitalization in education. CRIE needs to build competences in digital skills, pedagogical solutions for online learning and managers' skills so that the UTP could attend regional requirements, develop online learning and train UTP teachers. The project utilises UTPs' expertise and connections with industry partners in WP4 which they are co-leading. UTP staff will also provide language support in Spanish during WP2 activities.

Areandina

Areandina has over 27 000 students in face-to-face modality and 70 thousand graduates in distance modality. The current Institutional Development Plan emphasises digital humanism: holistic, multidisciplinary, and flexible teaching with the help of technology. The university's vision is to impact the regions of Colombia. With an impact on almost 90% of Colombia, Areandina serves a vulnerable population, indigenous people, afro-Colombian population and rural population with support of online learning programs and by using mobile laboratories for the learning of science in these sites away from major cities. The Educational Information Department – DIE is responsible for creating training programs which support Areandina and respond to regional needs. DIE needs to support teachers' pedagogical development, to update ICT competences, to build strategies to develop inclusive education which integrates disadvantaged populations and students with limitations and responds to the needs of rural areas. Due to the active participation and memberships in Colombian networks RENATA, ASCUN and RED Clara and private enterprises, Areandina will take the lead of WP5 Impact and dissemination using their connections throughout Colombia and collaborating with IFSP.

In addition to the specific roles of partners team collaboration among experts will be done continuously depending on the experts involved in the work package teams. Team work will also be done hosting the WP4 workshop in Pereira, as both UTP and Areandina have campuses there, as well as during the final seminar during which UFABC will help with the seminar arrangements in São Paulo.

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.

During the application process solid management arrangements have been set, timelines, governance structures, collaboration arrangements and responsibilities have been well defined in a realistic way and all partners have committed to the objectives and actions. Partner Agreements stating the roles and responsibilities of partners will also be drafted and signed before starting the project activities.

In addition to the timeline of the project and meeting dates, milestones for activity and deliverable deadlines of the project will be set at the beginning of the project. During the project kick-off meeting these milestones and timetables will be approved and all partners will commit to the project in a more detailed way. The milestones will be monitored during the online management team meetings throughout the project.

As previously mentioned, a Project management team will be named at the very beginning of the project. The team will include the project manager as the leader of the team, the project coordinator responsible for administrative matters, one expert responsible for the project in each partner organisation as well as the experts leading each work package. This team will gather online 6 times a year to assess the progress and activities of the project and will have the supreme decision making power regarding the project. If issues arise regarding the project, the project manager will firstly try to solve the issues, if this is not possible the issues will be discussed in a project team meeting and decisions made by the coordinator. If necessary the project team will communicate with EACEA and use their guidance and recommendations to solve issues.

Team meeting times will be set up in the beginning of the project and will be known to each member at least 6 months in advance to assure attendance. If a representative of the team is inhibited from joining the meetings, a substitute will be named and attend the meeting with sufficient orientation and previous meeting notes. During each project management meeting, met action points will be checked and new action points for further functions will be set to assure all team members are aware of the next steps of the project and their responsibilities.

To support the project management team an Advisory board consisting of partner managers will be set up and will gather at least twice a year to discuss the project and ways to implement the project results in each partner organisation. The project manager will introduce project progress and activities to the board during each meeting. The Advisory board will assess the project impact and give suggestions to the project team as well as further the use of project results in their own organisations.

In addition to the Project management group and Advisory board, each work package will form a team of experts and meet regularly to further and assess the work package activities and WP progress. These groups will be led by the WP lead partner organisation representative and include members of each partner organisation as well as associated partners in WP4 and WP5.

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?

Ambition

HAMK and IPB have a long history working separately with Latin American partners in various projects. It is the aim and key strategy of both organisations to strengthen their networks of Education providers by creating long-lasting partnerships benefiting both parties. HAMKs mission is to provide sustainable professional higher education to support students' professional development, requirements and development of the world of work, and to carry out applied research and development important at regional, national and global levels. The mission of IBP is the creation, transmission and dissemination of technical and scientific knowledge and knowledge of a professional nature, through the articulation of study, teaching, and research-oriented experimental development. It is therefore the ambition of both European partners to be involved in capacity building in Latin American HEIs.

Through the project, the European partners are determined to create a sustainable and positive impact on Latin American University HEIs' staff and students as well as the other target groups of the project.

Impact

EMBRACE ensures a short-term as well as long-term impact on its target groups and relevant stakeholders at local, national or regional level.

Overall benefits of the project:

- Students from partner organisations have gained the needed skills and use of modern tools and understanding of worklife needs during their studies.
- Teachers from partner organisations have competence/capability to provide high level online education to reach students from remote areas.
- Managers have increased understanding on what is required to develop teachers' digital and pedagogical competence and strategy including an implementation plan. Managers know how to support teachers in implementing the strategy.
- The project strengthens management's strategic vision between digital and pedagogical capabilities and the service capacity and effectiveness of training organisations.
- Managers' greater awareness and knowledge on managing, organising and resourcing digital online education
- Teachers know the needs of their industry and obtain their relationships with industry partners and create new ones yearly.
- Teachers have the required capabilities to support students learning processes and ensure the required learning outcomes in versatile learning environments and settings

Target groups**Students**

Approximately 250 students in 5 Latin American HEIs will participate in new pedagogical practices during the project timeline gaining relevant competences and concrete experience with the world of work. Students will be directly involved during WP4, in which students will be able to participate in various student projects created in collaboration with project associated companies. Students will be involved in projects in the Universities who already have an established industry cooperation set up. The students' benefits and competence development will be measured using a survey conducted before and after the cooperation project.

Students will benefit from their teachers' improved skills in planning and conducting more student-centred and competence-based, accessible online learning. Interaction during the classes improves, learning results will improve, motivation improves by participating in engaging learning. Also the number of drop-out decreases.

Students are developing industry relevant skills and being provided with learning resources and pedagogically designed online courses on institutional and national level after the project. Also students

with better understanding of work life needs are likely to find better employment opportunities and possibly create jobs on their own.

More skilled employees will raise the standards of the industry thus giving the graduates opportunity for better salary requests in the long-term.

Teachers

The project will create a short term-impact on the teachers' competence level as well as create long-term impact on students by developing online teaching methods that support students learning. 25 Teachers during WP2 and 30 teachers during WP4 will participate in project activities developing the university practices as well as their own competence. Teachers are the main target group of the project through which the project will impact other teachers as well as students achieving impact locally and nationally. The project will provide teachers with increased pedagogical competence and relevant digital skills involving them in educational material creation and competence development processes. During the project, teachers will also develop their competence by introducing peer learning through developing a massive open online course (MOOC) and working with managers on strategies to support teacher competence development. The open access course will remain available for the use of teachers as a self-learning tool, providing learning resources for teacher development in the teachers' own languages and thus reaching the minimum of 100 teachers, possibly even hundreds of teachers developing their digital and pedagogical competence.

The participating teachers' competence will be measured using a pre-questionnaire during WP2 kick-off workshop. The participating teachers' competence will be demonstrated by competence based digital badges. The industry cooperation competence will also be measured via a survey in the beginning and at the end of WP4.

Educational Managers

Local managers and HEIs hosting the project meetings, multiplier events and the piloting of MOOC and its resources, will contribute to international cooperation, strengthening the capacity building and sustaining educational change, impact upon participating communities in Columbia, Brazil, Portugal and Finland.

The Implementation of high-quality educational interventions / co-operative projects in local companies and industry partners will impact the educational managers in the short-term locally as well as regionally. In addition the establishment of synergies and greater involvement between HE institutions and local/regional/national companies through the project will be gained.

Managers', teachers' and students' greater awareness and knowledge on topics such as digital competence and future work life competences will be developed during the project timeline as well as managers' greater awareness and knowledge on managing, organising and resourcing digital online education.

Partner organisations

Partner organisations from third countries will develop their sustainable competence management models, teacher and manager competence and ways to build cooperation with the industry during the project.

The project will develop the partner organisations online teaching quality, competence management structures, employability of graduate students as well as the amount of partnerships with industry partners in the long-term.

Work life and society partners

EMBRACE will increase connectivity and responsiveness in the learning ecosystem. This will be developed on an institutional level and shared in project dissemination. The project will also increase education provision which matches better to the needs of the world of work.

During the project, at least 10 work life and society partners will participate in the project, creating opportunities for student-industry collaboration.

By the end of the project at least five duplicable co-creation models for university-industry/society-collaboration have been generated.

The long-term impact on work life and society partners will be an increased amount of work life centred university graduates benefitting the industries with their combined understanding of theory and practice.

Wider development (scientific - society - economy)

Collaboration between European and Latin American partners creates research-based results which will further enhance understanding on how to develop solutions to support educational reforms in Latin American context. Created learning ecosystems have all the needed stakeholders to further support HEIs ability to develop themselves and to contribute to the society at large. Innovative co-creation processes create skills to match the labour market needs and contribute towards inclusive economic development.

Impact Indicators

The project impact will be measured using the below indicators related to project results:

- Number of participants in managers' workshops
- Number of participants in teacher education activities
- Number of participants in study visit in Finland
- Number of respondents in questionnaires
- Number of deliverables and tools produced on project web site
- Number of learning ecosystem workshops (e.g. Task 3.6 and 4.1)
- Number of companies involved in learning ecosystem workshops
- Number of student projects (WP3)
- Number of accredited Digital Open Badges earned in MOOC
- Number of attendees during final seminar in São Paulo

3.2 Communication, dissemination and visibility

Communication, dissemination and visibility of funding

Describe the communication and dissemination activities which are planned in order to promote the activities/results and maximise the impact (to whom, which format, how many, etc.). Clarify how you will reach the target groups, relevant stakeholders, policymakers and the general public and explain the choice of the dissemination channels.

Describe how the visibility of EU funding will be ensured.

The project aims to reach Brazilian and Colombian target groups including teachers, educational managers, students, work life society partners and the wider development. As the target groups consist mostly of educational professionals the communication channels and dissemination materials have been selected to fit their profiles. EMBRACE impact and dissemination objectives are to

- Contributing to creation and dissemination of new knowledge in partnership with other stakeholders, e.g. through joint R&D with HEIs, research, industry and society partners.
- Enhancing the wider exploitation of the project results in a variety of different stakeholders; students, teachers, teacher trainers, educational management, researchers, industry and society partners.
- Create involvement of the industry and HEIs by collaborating in challenge-based student projects and discussion of competence needs in industry fields

Areandina will lead WP5 Impact and dissemination together with the co-lead partner IFSP. Areandina will be responsible for the dissemination plan, dissemination reporting and the overall visual aspects such as the website and the dissemination materials as well as communication with Colombian associated partners. IFSP will oversee communicating with Brazilian associated partners, article writing and choosing journals as well as hosting the final seminar in São Paulo.

The dissemination activities have been selected to provide researched, high level materials for target groups to gain further knowledge on the project and its results to reach the project dissemination objectives. During the project an open access webpage will be established and updated by Areandina which the project team will use as the main dissemination channel. The webpage will include all results

and materials produced during the project as well as information regarding the project events and collaboration opportunities. At the beginning stages of the project a logo and other high level dissemination materials will be designed with the objective to catch attention of target groups.

During the project dissemination materials such as articles and recommendations will be created and disseminated using project partners' own channels as well as utilising associated partners' dissemination channels.

The main dissemination event will be held at the end of the project when two representatives of each partner organisations will come together in São Paulo to present the project results to an audience consisting of educational managers, teachers, Industry representatives as well as Educational policy/decision makers from national and regional levels. This seminar will be hosted by IFSP the co-leads of WP5 impact and dissemination due to their central location and connections with associated partners.

Associated partners play a key role in reaching the target groups by providing channels for communication as well as platforms to present the project results. EMBRACE has a large number of associated partners dedicated to the project dissemination activities including national teacher and university networks as well as a professional podcast which have been presented in the application section 2.2.1. Associate partner communication channels will be especially valuable during WP2 piloting of self-study MOOC to reach teachers who will test the project materials, teachers' competence and provide feedback. The associated partners will also help EMBRACE effectively disseminate its results and recommendations on WP3 deliverables guidelines for teachers' digital competence development and an article for professional communities sustaining educational change to educational management target groups by providing dissemination platforms covering most areas of partner countries. Increased visibility will also help Latin partner HEIs to attract new industry partners.

Indicators to measure the effectiveness of the means of communication

- Number of reactions on social media channels
- Number of channels used of dissemination of associated partners
- Number of original visitors on project website
- Number of participants in final seminar

3.3 Sustainability and continuation

Sustainability, long-term impact and continuation

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

What will need to be done? Which parts of the project should be continued or maintained? How will this be achieved? Which resources will be necessary to continue the project? How will the results be used?

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

Project invests in teachers competence development, ensuring that after the project period teachers have pedagogical competence to design learning in different learning environments. Teachers competence development ties in with the management models to support teachers and institutional level progress. Together WP2 and WP3 outcomes ensure sustainable institutional level development beyond the project period. Creating new innovative ways for education-industry collaboration contributes in the long-term development of more relevant Higher Education and building a learning ecosystem that contributes towards employment and economic growth. Project activities and results are integrated into partner institutions' existing teaching and learning practises and service processes. Project results are not dependent on outside sources of funding for the development to continue after the project period as results have become part of partner institutions' approach towards teaching and learning, teachers professional development and collaboration with work life.

Deliverables are planned with this long-term goal in mind thus enabling the exploitation of the created resources and networks also after the project period. All materials and guidelines produced during the project have language versions in Spanish and Portuguese to ensure the usability and potential for wider exploitation in different contexts. Language versions cover a large number of various Latin American countries and the consortium has paid special attention to transferability of the products. Resources are produced as open access and promoted through a variety of dissemination channels during the project period. Digital badges created in the project are available for use also after the project period. Digital badges are implemented by using the licence purchased as part of the project. After the

project badges will be transferred to HAMK factory where they will remain accessible for further development needs. Project website gathers all of the project results. Website will be available for use for two years after the project period. The project team platform will be managed and obtained by HAMK during and beyond the project timeline for up to 10 years.

Project is built to respond to partner institutions' needs and taking into account the contextual challenges. This background enhances the ownership of all Latin American partners as project answers on many of the key development needs and from the planning stages partners are already committed to the long term development process beyond the project period. The sustainability of the project results is additionally supported by project research and evaluation activities. Data collection and constant and consistent evaluation of the project activities and implementation helps at identifying what works and what is eventually needed by the participating organisations, target groups and stakeholders. Evaluation results allow making adjustments during the project, show which activities are achieving results and should be carried forward.

4. WORK PLAN, WORK PACKAGES, TIMING AND SUBCONTRACTING

4.1 Work plan

Work plan

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



The work has been divided into five work packages each with its own lead partner and a co-lead partner to ensure the division of expertise. The first work package will be led by the coordinator HAMK and co-led by UFABC who will be responsible for the quality management. This work package is the base for all other work packages and activities and preparations for the project.

Teachers' digital and pedagogical competence will be developed during WP2 which will begin once the project administrative preparations for the project kick off meeting in Vitória, Espírito Santo have been made. As part of this work package, an open online course as well as digital learning badge criteria will be developed and teachers have the opportunity to accomplish a digital learning badge.

WP3 gives a possibility for the management to co-develop together by kicking off the work during an intensive management workshop, continuing the work online together with teachers and experts from their own organisations to support teachers' competence development.

The work involving industry associated partners will begin after the mid-term evaluation. WP4 develops thriving collaboration between HEIs and their industry and societal partners. The work will begin during the WP4 kick-off meeting in Pereira. The results of the collaboration work will be presented during the final workshop.

Impact and dissemination activities have been planned to target stakeholders via effective communication channels. Work on the impact will begin at the start of the project. Activities will continue throughout the project targeting specific target groups at a time using selected channels. The seminar will be hosted by IFSP inviting all stakeholders to attend. The seminar will be streamed to grant access to the information for a large audience.

4.2 Work packages and activities

WORK PACKAGES

This section concerns a detailed description of the project activities.

Group your activities into work packages. **A work package means a major sub-division of the project.** For each work package, enter an overview of the 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, management, progress reports, etc.) and all the activities which are cross-cutting and therefore difficult to assign to another specific work package (different work packages). WP2 and further WPs should be used for the other project activities. You can create as many work packages as needed, 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 following: grants: max amounts per third party; criteria for calculating the exact amounts, types of activity that qualify (closed list), persons/categories of persons for giving support; for prizes: eligibility and award criteria, amount of the prize and payment arrangements).

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

Work Package 1

Work Package 1: Management and quality assurance					
Duration:		M1 – M36	Lead Beneficiary:		HAMK
Objectives					
List the specific objectives to which this work package is linked.					
- Ensure high quality project management by implementing the project management plan and timeline created during the project - Evaluate and monitor the quality and progress of the project - Lead and monitor project progress, financial management and reporting					
Activities (what, how, where) and division of work					
Provide a concise overview of the work (planned tasks). Be specific and give a short name and number for each task.					
Show who is participating in each task: Coordinator (COO), and if applicable Beneficiaries (BEN), Affiliated Entities (AE), Associated Partners (AP), Other (OTHER).					
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 for free.					
The coordinator remains fully responsible for the coordination tasks, even if they are delegated to someone else. Coordinator tasks cannot be delegated. Please also complete the table below.					
Task No (continuous numbering linked to WP)	Task Name	Description	Participants		
			Name	Role (COO, BEN, AE, AP, OTHER)	
T1.1	Informing partners of legislative and financial responsibilities and signing the partner agreements	Coordinator informs partners of the legislative and financial obligations according to EACEA guidelines. Partner agreements are prepared accordingly and signed bilaterally between the coordinator and each partner institution.	HAMK	COO	
T1.2	Kick-off meeting in Vitória, Espírito Santo	Organising the project kick-off meeting for all partners. Meeting focuses on setting up the governance structure and platform and defining the project work plan. Partners will agree in detail on the tasks for the first project year. Coordinator will introduce the guidelines for financial management and reporting.	HAMK UFABC IFES IFSP UTP Areandina IPB	COO BEN BEN BEN BEN BEN BEN	
T1.3	Project management meetings	The project management team will continuously monitor the progress of the work packages, assess the quality of activities and results and monitor dissemination.	HAMK UFABC IFES IFSP UTP Areandina IPB	COO BEN BEN BEN BEN BEN BEN	

T1.4	Advisory board meetings	The Advisory board consists of partner organisation managers and will reflect on project results and impact and discuss ways to, in cooperation, affect the achievement of long lasting results in partner organisations and countries.	HAMK UFABC IFES IFSP UTP Areandina IPB	COO BEN BEN BEN BEN BEN BEN
T1.5	Creation of a platform for the project	In order to ensure an open collaborative project environment, an online platform will be created for the use of the project team. The platform will maintain administrative information, the project timeline and milestones, provide an opportunity to work collaboratively and upload materials	HAMK	COO
T1.6	Creating the Quality Plan	Creating Quality Plan including the description of the quality assurance and monitoring procedures, roles and responsibilities, data collection means and data management plan, quantitative and qualitative key performance indicators, reporting guidelines and timetable for quality related activities	HAMK UFABC IFES IFSP UTP Areandina IPB	COO BEN BEN BEN BEN BEN BEN
T1.7	Implementation of the Quality Plan; continuous monitoring and quality assurance activities.	The quality will be monitored through key performance indicators defined at the beginning of the project (part of the Quality Plan) and monitored over time, together with a constant risk analysis and review of contingency measures and strategies to mitigate events/potential risks. This is a continuous process that follows the project implementation and ensures the quality of the project results.	HAMK UFABC IFES IFSP UTP Areandina IPB	COO BEN BEN BEN BEN BEN BEN
T1.8	Organising external evaluation as mid-term evaluation and as final evaluation	External evaluations are carried out as mid-term evaluation and final evaluation. External evaluator will carry out evaluation as both a quantitative analysis of the project progress but more importantly as a qualitative analysis of project deliverables and progress towards the overall goal. External evaluations also produce recommendations on how to further ensure the quality of the development outcomes and extend the impact of the project.	HAMK UFABC IFES IFSP UTP Areandina IPB	COO BEN BEN BEN BEN BEN BEN
T1.9	Monitoring and reporting the progress of the project	Official reports submitted to EACEA. Unofficial reports collected by coordinator every 4-6 months to monitor the project progress. Other data of the development process collected at the shared digital platform. All project activities are recorded in the activity log.	HAMK UFABC IFES IFSP UTP Areandina IPB	COO BEN BEN BEN BEN BEN BEN

Milestones and deliverables (outputs/outcomes)

Milestones are control points in the project that help to chart progress. Use them only for major outputs in complicated projects. Otherwise leave them empty. Means of verification are how you intend to prove that a milestone has been reached. If appropriate, you can also refer to indicators.

Deliverables are project outputs which are submitted to show project progress (any format). Refer only to major outputs. Do not include 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 the project. For deliverables such as meetings, events, seminars, trainings, workshops, webinars, conferences, etc., enter each deliverable separately and in the 'Description' field: invitation, agenda, signed presence list, target group, number of estimated participants, duration of the event, report of the event, training materials, evaluation report, feedback questionnaire.

For deliverables such as manuals, toolkits, guides, reports, leaflets, brochures, training materials etc., add in the 'Description' field: form number, 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 later than the end of the project 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 start 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, 2015/1523

Milestone No (continuous numbering not linked to WP)	Milestone Name	W o r k P a c k a g e N o	Lead Beneficiary	Description		Due D (month nu
M1	Project kick-off meeting in Vitória, Espírito Santo	1	HAMK	Kick off meeting to present the project activities and timeline, roles and responsibilities, getting to know the project team and individual strengths, collaboration and connection between work packages, meeting dates to be set and administrative issues		6
M4	External evaluators reports and recommendations 1	1	HAMK	Mid-term external evaluation report and recommendations		16
M6	External evaluators reports and recommendations 2	1	HAMK	Final external evaluation report and recommendations		34
Deliverable No (continuous numbering linked to WP)	Deliverable Name	W o r k P a c k a g e N o	Lead Beneficiary	Type	Dissemination Level	Due D (month nu
D1.1	Project platform	1	HAMK	Platform	Sensitive	3
D1.2	Quality plan	1	HAMK	R — Document, report	Sensitive	3

D1.3	Partnership Agreement	1	HAMK	R — Document, report	Sensitive	6
D1.4	Sustainability and Dissemination strategy	1	HAMK	R — Document, report	Sensitive	18

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

Participant	Costs									
	A. Personnel		B. Subcontracting	C.1a Travel			C.1b Accommodation	C.1c Subsistence	C.2 Equipment	C.3 Other goods, works, services
HAMK	10 person months	50 893 EUR	9000 EUR	1 travels	2 persons travelling	3000 EUR	1440 EUR	1808 EUR	0 EUR	0 EUR
UFABC	10 person months	15 378 EUR	0 EUR	1 travels	2 persons travelling	550 EUR	1800 EUR	1239 EUR	0 EUR	0 EUR
IFES	9 person months	13 765 EUR	4400 EUR	0 travels	0 persons travelling	0 EUR	0 EUR	0 EUR	0 EUR	0 EUR
IFSP	9 person months	13 765 EUR	0 EUR	1 travels	2 persons travelling	550 EUR	1800 EUR	1239 EUR	0 EUR	0 EUR
UTP	9 person months	13 765 EUR	0 EUR	1 travels	2 persons travelling	1640 EUR	1800 EUR	1008 EUR	0 EUR	0 EUR
AREANDINA	9 person months	13 765 EUR	0 EUR	1 travels	2 persons travelling	1540 EUR	1800 EUR	1008 EUR	0 EUR	0 EUR
IPB	4 person months	15 590 EUR	0 EUR	1 travels	2 persons travelling	3000 EUR	1440 EUR	1328 EUR	0 EUR	0 EUR
Total	60 person months	136 921 EUR	13 400 EUR	6 travels	12 persons travelling	10 380 EUR	10 080 EUR	7630 EUR	0 EUR	0 EUR

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

Work Package 2

Work Package 2: Teachers Digital and Pedagogical Competence			
Duration:	3-21	Lead Beneficiary:	HAMK
Objectives <i>List the specific objectives to which this work package is linked.</i>			
- Teacher's improved skills in planning and conducting synchronous, student-centered online learning - Teacher's improved english skills - Teacher's improved skills in evaluating students learning and competencies during online learning - Open online materials for different topics: How to plan student-centered, active learning, How to make use of different digital tools during synchronous learning sessions, How to plan collaborative e-tivities, How to make quality learning videos - MOOC on developing teachers' digital and pedagogical competence and a digital open badge to evaluate the achieved			
Activities (what, how, where) and division of work <i>Provide a concise overview of the work (planned tasks). Be specific and give a short name and number for each task.</i> <i>Show who is participating in each task: Coordinator (COO), and if applicable Beneficiaries (BEN), Affiliated Entities (AE), Associated Entities (AS), and task leader.</i> <i>Add information on other participants' involvement in the project e.g. subcontractors, in-kind contributions.</i> Note: <i>In-kind contributions: In-kind contributions for free are cost-neutral, i.e. cannot be declared as cost. Please indicate the in-kind contributions in the table below.</i> <i>The coordinator remains fully responsible for the coordination tasks, even if they are delegated to someone else. Coordination tasks, please also complete the table below.</i>			
Task No (continuous numbering linked to WP)	Task Name	Description	Participant
			Name
T2.1	Defining and/or building up a virtual learning environment	Designing and building up a virtual (online) learning environment for the joint online learning modules.	HAMK UFABC IFES IFSP UTP Areandina IPB
T2.2	Organise live workshop in Vitória Espírito Santo	A 3-day workshop to kick-off WP2 activities. Introduction of digital pedagogy, aims and objectives of WP2. Kick-off project material creation.	HAMK UFABC IFES IFSP UTP

			Areandina IPB
T2.3	Creating criteria and platforms for Open badges	The teachers will learn the process of creating criteria for open badges, create criteria for selected digital and pedagogical competence open badges as well as learn to assess competence and issue open badges based on the participants competence.	HAMK UFABC IFES IFSP UTP Areandina IPB
T2.4	Plan and implement joint online learning modules for teachers	Plan and implement joint online learning modules for teachers to develop digital student-centred teaching and learning as well as evaluation methods in partner countries. There can be webinars and/or online workshops in learning modules.	HAMK UFABC IFES IFSP UTP Areandina IPB
T2.5	Producing open online learning material and a massive open online course (MOOC)	Producing open online learning material and a massive open online course (MOOC) where developed competences will be evaluated using competence based digital open badge.	HAMK UFABC IFES IFSP UTP Areandina IPB
T2.6	Piloting the MOOC in the second project year. Improvements are done continuously based on feedback.	Piloting the MOOC at the second project year. Improvements are done continuously based on feedback.	HAMK UFABC IFES IFSP UTP Areandina IPB
T2.7	Online workshops and meetings for the WP team to organise and keep track of progress.	Team workshops and meetings will be held to monitor the development and functioning of the WP2 team to ensure participation and to assure progress of tasks.	HAMK UFABC IFES IFSP UTP Areandina IPB
T2.8	Collaboration with WP3 in producing guidelines for developing teacher's digital and pedagogical skills	Collaboration with WP3 managers in producing guidelines for developing teacher's digital and pedagogical skills	HAMK UFABC IFES

			IFSP UTP Areandina IPB
--	--	--	---------------------------------

Milestones and deliverables (outputs/outcomes)

Milestones are control points in the project that help to chart progress. Use them only for major outputs in complicated projects. C

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

Deliverables are project outputs which are submitted to show project progress (any format). Refer only to major outputs. Do not include 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

For deliverables such as meetings, events, seminars, trainings, workshops, webinars, conferences, etc., enter each deliv

'Description' field: invitation, agenda, signed presence list, target group, number of estimated participants, duration of the e

presentations, evaluation report, feedback questionnaire.

For deliverables such as manuals, toolkits, guides, reports, leaflets, brochures, training materials etc., add in the 'Descripti

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 c

package and must be in line with the timeline provided below. Month 1 marks the start of the project and all deadlines should be

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 U

Milestone No (continuous numbering not linked to WP)	Milestone Name	Work Package No	Lead Beneficiary	Description	
M2	WP2 workshop in Vitória Espírito Santo	2	HAMK	Introduction of digital pedagogy, aims and objectives of WP2. Kick-off project material creation.	
Deliverable No (continuous numbering linked to WP)	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level
D2.1	Open access MOOC	2	HAMK	online course	Sensitive
D2.2	Open educational materials	2	HAMK	Training materials	Sensitive
D2.3	Competence criteria for digital badges	2	HAMK	Document	Sensitive

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

Participant	Costs					
	A. Personnel	B. Subcontractin g	C.1a Travel	C.1b Accomodat ion	C.1c Subsistenc e	C.2 Equipmen t

HAMK	6 person months	36 555 EUR	0	1 travels	3 persons travelling	450 0 EUR	2160 EUR	2712 EUR	0
UFABC	12 person months	17 566 EUR	0	1 travels	5 persons travelling	137 5 EUR	1800 EUR	1239 EUR	0
IFES	13 person months	19 179 EUR	7400	0 travels	0 persons travelling	0 EUR	0 EUR	0 EUR	0
IFSP	12 person months	17 566 EUR	0	1 travels	5 persons travelling	137 5 EUR	1800 EUR	1239 EUR	0
UTP	13 person months	19 179 EUR	0	1 travels	5 persons travelling	410 0 EUR	1800 EUR	1008 EUR	0
AREANDIN A	12 person months	17 566 EUR	0	1 travels	5 persons travelling	410 0 EUR	1800 EUR	1008 EUR	0
IPB	5 person months	13 619 EUR	0	1 travels	1 persons travelling	150 0 EUR	720 EUR	664 EUR	0
Total	73 person months	141 230 EUR	12400	6 travels	24 persons travelling	16 950 EUR	10 080 EUR	7870 EUR	0

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

Work Package 3

Work Package 3: Organizational management collaboration			
Duration:	5-33	Lead Beneficiary:	IFSP
Objectives <i>List the specific objectives to which this work package is linked.</i>			
- Strengthened collaboration between management and teachers in co-development - Guidelines for developing teacher's digital and pedagogical skills - Increased intercultural competence			
Activities (what, how, where) and division of work <i>Provide a concise overview of the work (planned tasks). Be specific and give a short name and number for each task.</i> <i>Show who is participating in each task: Coordinator (COO), and if applicable Beneficiaries (BEN), Affiliated Entities (AE), Associated task leader.</i> <i>Add information on other participants' involvement in the project e.g. subcontractors, in-kind contributions.</i>			

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 for each work package.

The coordinator remains fully responsible for the coordination tasks, even if they are delegated to someone else. Coordinators, subcontractors, please also complete the table below.

Task No (continuous numbering linked to WP)	Task Name	Description	Participants
			Name
T3.1	Kick-off online meeting for managers	Kick-off online meeting for managers for communicating organisational expectations and goals, and defining the guidelines for teachers' digital competence development	HAMK UFABC IFES IFSP UTP Areandina IPB
T3.2	Online meeting for orientation	Online meeting for orientation, programme and study assignment defining to manager's study visit to HAMK, Finland	HAMK UFABC IFES IFSP UTP Areandina IPB
T3.3	Organise managers' study visit to HAMK	Managers' five (5) days study visit to HAMK, Finland, for benchmarking, sensitising and sense-making of the management of educational change and HEI teachers' digital competence development.	HAMK UFABC IFES IFSP UTP Areandina IPB
T3.4	Workshops for planning and producing the guidelines	Organise online workshops for planning and producing the guidelines for teachers' digital competence development in collaboration with WP2	HAMK UFABC IFES IFSP UTP Areandina IPB

T.3.5	Online meeting for introducing and assessing	Online meeting for introducing and assessing the guidelines for teachers' digital competence development in collaboration with WP2	HAMK UFABC IFES IFSP UTP Areandina IPB
T.3.6	Online meeting for following-up	Online meeting for following-up for assessing sustaining educational change and project goal achievement in the learning ecosystem of HEIs and their industry partners	HAMK UFABC IFES IFSP UTP Areandina IPB

Milestones and deliverables (outputs/outcomes)

Milestones are control points in the project that help to chart progress. Use them only for major outputs in complicated projects. C

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

Deliverables are project outputs which are submitted to show project progress (any format). Refer only to major outputs. Do not include 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

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

For deliverables such as manuals, toolkits, guides, reports, leaflets, brochures, training materials etc., add in the 'Description' field the 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 package and must be in line with the timeline provided below. Month 1 marks the start of the project and all deadlines should be in line with the timeline.

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

Milestone No (continuous numbering not linked to WP)	Milestone Name	Work Package No	Lead Beneficiary	Description	
M3	Managers' study visit to HAMK	3	HAMK	benchmarking, sensitising and sense-making of the management of educational change and HEI teachers' digital competence development.	
Deliverable No (continuous numbering linked to WP)	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination L
D3.1	Guidelines for teachers' digital	3	IFSP	Guidelines	Sensitive

	competence development				
D3.2	Article for professional communities sustaining educational change	3	UFABC	Article	Sensitive

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

Participant	Costs								
	A. Personnel		B. Subcontracting	C.1a Travel			C.1b Accommodation	C.1c Subsistence	C.2 Equipment
HAMK	5 person months	35 123 EUR	4500	0 travels	0 persons travelling	0	0	0	0
UFABC	7 person months	12 400 EUR	0	1 travels	4 persons travelling	6000 EUR	2880 EUR	1888 EUR	0
IFES	6 person months	10 787 EUR	0	1 travels	4 persons travelling	6000 EUR	2880 EUR	1888 EUR	0
IFSP	8 person months	14 013 EUR	0	1 travels	4 persons travelling	6000 EUR	2880 EUR	1888 EUR	0
UTP	6 person months	26500 EUR	0	1 travels	4 persons travelling	6000 EUR	2880 EUR	1652 EUR	0
AREANDIN A	6 person months	26500 EUR	0	1 travels	4 persons travelling	6000 EUR	2880 EUR	1652 EUR	0
IPB	5 person months	26500 EUR	0	1 travels	1 persons travelling	820 EUR	480 EUR	498 EUR	0
Total	43 person months	114 684 EUR	4500	6 travels	21 persons travelling	30 820 EUR	14 880 EUR	8994 EUR	0

For certain Lump Sum Grants, see detailed budget table/calculator (annex 1 to Part B; see [Portal Reference Documents](#)).**Work Package 4****Work Package 4: Work life collaboration****Duration:**

19-36

Lead Beneficiary:

IPB

Objectives

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

- To build innovative collaboration between HEIs and work life/society partners resulting in more robust economic and social systems. - To strengthen the learning ecosystem of managers, teachers, students, developers, researchers and industry and societal educational systems.			
Activities (what, how, where) and division of work <i>Provide a concise overview of the work (planned tasks). Be specific and give a short name and number for each task.</i> <i>Show who is participating in each task: Coordinator (COO), and if applicable Beneficiaries (BEN), Affiliated Entities (AE), Associated Partners (AP).</i> <i>Add information on other participants' involvement in the project e.g. subcontractors, in-kind contributions.</i> Note: <i>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 by the participants.</i> <i>The coordinator remains fully responsible for the coordination tasks, even if they are delegated to someone else. Coordinator tasks cannot be sub-delegated.</i>			
Task No (continuous numbering linked to WP)	Task Name	Description	Participants
			Name
T4.1	Kick off workshop in Pereira for teachers and managers	During the kick-off workshop the experts will introduce the thought model of a learning ecosystem. The partners will make a self-assessment on the current situation of education-industry collaboration in partner institutions and their goals for business cooperation. Each partner will begin development from their own level. At the end of the workshop the partners will have a broader understanding of ecosystem thinking and how the ecosystem can support educational institutions and businesses.	HAMK UFABC IFES IFSP UTP Areandina IPB
T4.2	Mapping the needs of companies/stakeholders with students and teachers involved	Mapping the needs of companies involves data collected by Latin American partners on the needs of their associated partners. Students are involved in the data collection. Further on an open access article is published reflecting the results of the mapping exercise.	HAMK UFABC IFES IFSP UTP Areandina IPB
T4.3	Guidance for development work of the ecosystem	Guidance for development work includes joint online workshops (x2), organisation specific workshops (x3) as well as teachers' own development work for strengthening business cooperation.	HAMK UFABC IFES IFSP UTP Areandina IPB

T4.4	Developing and piloting University-Industry /Society collaboration models	Each institution develops and pilots a variety of collaboration models with the industry based on the needs of the stakeholders	HAMK UFABC IFES IFSP UTP Areandina IPB
T4.5	Presentation session and lessons learnt	Each institution will present their model for strengthening business cooperation and how to make the model a permanent part of the organisational ecosystem. The event involves teachers, students, management and working life.	HAMK UFABC IFES IFSP UTP Areandina IPB

Milestones and deliverables (outputs/outcomes)

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

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-deliverables.

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 the project.

For deliverables such as meetings, events, seminars, trainings, workshops, webinars, conferences, etc., enter each deliverable separately with details such as agenda, signed presence list, target group, number of estimated participants, duration of the event, report of the event, training material package, etc.

For deliverables such as manuals, toolkits, guides, reports, leaflets, brochures, training materials etc., add in the 'Description' field: format (electronic or printed), date of publication 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 later than the end month 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 2001/822/EC

Milestone No (continuous numbering not linked to WP)	Milestone Name	Work Package No	Lead Beneficiary	Description
M5	Kick-off meeting in Pereira	4	UTP	WP4 kick-off workshop in Pereira introduces the project goals and innovative new ways for the development of education-industry collaboration. Development work starts from each institution's own level as there are differences between consortium members on how far they are in their collaboration. Kick-off meetings create understanding of ecosystem thinking and how the ecosystem can support educational institutions and business/society partners.

Deliverable No (continuous numbering linked to WP)	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Le
D4.1	Open access publication to support the development of innovative learning ecosystems in Latin American HEIs.	4	IPB	R — Document, report	Sensitive
D4.2	Series of workshops to support ecosystem development in partner institutions	4	IPB	[R — Document, report]	Sensitive
D4.3	Five transferable co-creation models for university-industry/society collaboration	4	IPB	R — Document, report	Sensitive

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

Participant	Costs
-------------	-------

	A. Personnel		B. Subcontracting	C.1a Travel			C.1b Accommodation	C.1c Subsistence	C.2 Equipment
HAMK	3 person months	20 787 EUR	0	1 travels	2 persons travelling	3000 EUR	1440 EUR	2034 EUR	0
UFABC	7 person months	10 754 EUR	0	1 travels	8 persons travelling	6560 EUR	5760 EUR	3776 EUR	0
IFES	7 person months	10 754 EUR	0	1 travels	8 persons travelling	6560 EUR	5760 EUR	3776 EUR	0
IFSP	7 person months	10 754 EUR	0	1 travels	8 persons travelling	6560 EUR	5760 EUR	3776 EUR	0
UTP	8 person months	12 367 EUR	9500	0 travels	0 persons travelling	0 EUR	0 EUR	0 EUR	0
AREANDIN A	7 person months	10 754 EUR	0	0 travels	0 persons travelling	0 EUR	0 EUR	0 EUR	0
IPB	11 person months	32 435 EUR	0	1 travels	4 persons travelling	6000 EUR	2880 EUR	2656 EUR	0
Total	50 person months	108 605 EUR	9500	5 travels	12 persons travelling	28 680 EUR	21 600 EUR	16 018 EUR	0

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

Work Package 5

Work Package 5: Impact and dissemination			
Duration:	1-36	Lead Beneficiary:	Areandina
Objectives <i>List the specific objectives to which this work package is linked.</i>			
- Contributing to creation and dissemination of new knowledge in partnership with other stakeholders, e.g. through joint projects with industry and society partners. - Enhancing the wider exploitation of the project results in a variety of different stakeholders; students, teachers, teachers, industry and society partners. - Create involvement of the industry and HEIs by collaborating in challenge-based student projects and discussion of commercialisation.			
Activities (what, how, where) and division of work <i>Provide a concise overview of the work (planned tasks). Be specific and give a short name and number for each task.</i> <i>Show who is participating in each task: Coordinator (COO), and if applicable Beneficiaries (BEN), Affiliated Entities (AE), Associated Partners (AP).</i> <i>Add information on other participants' involvement in the project e.g. subcontractors, in-kind contributions.</i> Note: <i>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.</i>			

The coordinator remains fully responsible for the coordination tasks, even if they are delegated to someone else. Coordinator tasks cannot complete the table below.

Task No (continuous numbering linked to WP)	Task Name	Description	Particip
			Name
T5.1	Establishment of action guidelines for the WP team	Dissemination plan including target groups, dissemination channels, timetables, share of responsibilities and key performance indicators.	HAMK UFABC IFES IFSP UTP Areandina IPB
T5.2	Online meetings for WP team	Regular meetings to plan and follow up dissemination and exploitation activities. All partner institutions are represented in the meetings.	HAMK UFABC IFES IFSP UTP Areandina IPB
T5.3	Set up and update Projects's website	Setting-up project website including information on the project current events and open access materials and other outputs.	HAMK UFABC IFES IFSP UTP Areandina IPB
T5.4	Cooperation with associated partners	Involving associated partners and utilising their existing dissemination channels and networks for increasing project visibility and impact.	HAMK UFABC IFES IFSP UTP Areandina IPB
T5.5	Production of dissemination materials and	Producing high-quality dissemination materials and boosting exploitation of project results.	HAMK UFABC IFES

	marketing of project activities and results		IFSP UTP Areandina IPB
T5.6	Final seminar in São Paulo	The main dissemination event will be held at the end of the project when two representatives of each partner organisations will come together in São Paulo to present the project results to an audience consisting of educational managers, teachers, Industry representatives as well as Educational policy/decision makers from national and regional levels. This seminar will be hosted by IFSP the co-leads of WP5 impact and dissemination due to their central location and connections with associated partners.	HAMK UFABC IFES IFSP UTP Areandina IPB
T5.7	Dissemination of the project results in Latin American contact networks and international publications	Publishing open access articles and sharing the project results in wider Latin American collaboration network on national and regional level including associate partners.	HAMK UFABC IFES IFSP UTP Areandina IPB

Milestones and deliverables (outputs/outcomes)

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

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

Deliverables are project outputs which are submitted to show project progress (any format). Refer only to major outputs. Do not include minor sub-outputs.

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 the project.

For deliverables such as meetings, events, seminars, trainings, workshops, webinars, conferences, etc., enter each deliverable separately and include details such as agenda, signed presence list, target group, number of estimated participants, duration of the event, report of the event, training materials, questionnaire.

For deliverables such as manuals, toolkits, guides, reports, leaflets, brochures, training materials etc., add in the 'Description' field: format (electronic or printed), 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 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 2001/822/EC

Milestone No (continuous numbering not linked to WP)	Milestone Name	Work Package No	Lead Beneficiary	Description
M7	Final seminar in São Paulo	5	Areandina	Final seminar including dissemination team meeting, finalising materials, project results analysis, internal assessment and 2 day dissemination event in São Paulo.

Deliverable No (continuous numbering linked to WP)	Deliverable Name	Work Package No	Lead Beneficiary	Type
D5.1	International publications on project results	5	Areandina	Sensitive

Estimated budget — Resources <i>(n/a for prefixed Lump Sum Grants)</i>									
Participant	Costs								
	A. Personnel		B. Subcontracting	C.1a Travel			C.1b Accomodation	C.1c Subsistence	C.2 Equipme
HAMK	2 person months	18 636 EUR	0	1 travels	2 persons travelling	3000 EUR	1200 EUR	1582 EUR	0
UFABC	3 person months	4 839 EUR	0	0 travels	0 persons travelling	0 EUR	0 EUR	0 EUR	0
IFES	3 person months	4 839 EUR	0	1 travels	2 persons travelling	550 EUR	1200 EUR	826 EUR	0
IFSP	5 person months	8 065 EUR	9860	0 travels	0 persons travelling	0 EUR	0 EUR	0 EUR	0
UTP	3 person months	4 839 EUR	0	1 travels	2 persons travelling	1650 EUR	1200 EUR	672 EUR	0
AREANDIN A	6 person months	9 678 EUR	6500	1 travels	2 persons travelling	1650 EUR	1200 EUR	672 EUR	0
IPB	3 person months	4 301 EUR	0	1 travels	2 persons travelling	1299 EUR	1314 EUR	1356 EUR	0
Total	25 person months	55 197 EUR	16 360	5 travels	10 persons travelling	9850 EUR	6000 EUR	5334 EUR	0
For certain Lump Sum Grants, see detailed budget table/calculator (annex 1 to Part B; see Portal Reference Documents).									

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

Staff effort per work package						
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-Mo

1	Management, quality and assessment	P1	HAMK	1	36	60
2	Teachers Digital and Pedagogical Competence	P1	HAMK	3	21	73
3	Educational management supporting competence development	P4	IFSP	5	33	43
4	Education-Industry Collaboration	P7	IPB	19	36	50
5	Impact & Dissemination	P6	Areandina	1	36	25
					Total Person-Months	251

		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/months.				
Participant	WP1	WP2	WP3	WP4	WP5	
HAMK	10	6	5	3	2	
UFABC	10	12	7	7	3	
IFES	9	13	6	7	3	
IFSP	9	12	8	7	5	
UTP	9	13	6	8	3	
Areandina	9	12	6	7	6	
IPB	4	5	5	11	3	
Total Person-Months	60	73	43	50	25	

Events meetings and mobility

Events meetings and mobility <i>This table is to be completed for events meetings and mobility that have been mentioned as part of the activities in the work packages above.</i> <i>Give more details on the type, location, number of persons attending, etc.</i>					
Event No (continuous numbering linked to WP)	Participant	Description			
		Name	Type	Area	Location
E1.1	All partners project leaders, coordinators	WP1 Kick-off meeting	Meeting	WP1; introduction of project timeline	Vitória, Espírito Santo, Brazil

	and administrative personnel from HAMK.			milestones and responsibilities to entire team, Administrative elements, quality assurance procedures	
E2.1	All partners, WP2 project team and Latin partner teachers developing materials and MOOC	WP2 kick-off workshop	Workshop	WP2; Introduction of digital pedagogy, aims and objectives of WP2. Kick-off project material creation.	Vitória, Espírito Santo, Brazil
E3.1	All partners, WP3 project team and Latin partner managers developing processes	WP3 Managers workshop	Workshop	WP3; Benchmarking, sensitising and sense-making of the management of educational change and HEI teachers' digital competence development.	Hämeenlinna, Finland
E4.1	All partners, WP4 project team and Latin partner experts developing processes, associated partners	WP4 kick-off Workshop	Workshop	WP4; Development of education-industry collaboration. Workshop creates understanding of ecosystem thinking and how the ecosystem can support educational institutions and business/society partners.	Pereira, Colombia
E5.1	All partners, WP leads and lead project experts, associated partners	WP5 Final seminar	Seminar, meeting	Final project dissemination meeting. Project team quality assessment meeting, Seminar presenting project deliverables, results and publications	São Paulo, Brazil

4.3 Timetable

Timetable (projects of more than 2 years)			
<i>Fill in cells in beige to show the duration of activities. Repeat lines/columns as necessary.</i>			
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.			
ACTIVITY	YEAR		
	Q 1	Q 2	Q 3
T1.1 Informing partners of legislative and financial responsibilities and creation of partner agreements			
T1.2 Kick-off meeting Vitória, Espírito Santo			
T1.3 Project management meetings			
T1.4 Advisory board meetings			
T1.5 Creation of a platform for the project			
T1.6 Creating the Quality plan			
T1.7 Implementation of the Quality Plan; continuous monitoring and quality assurance activities.			
T1.8 Organising external evaluation as mid-term evaluation and as final evaluation			

Task T2.1 Defining and/or building up a virtual learning environment			
Task T2.2 Organise live Kick off meeting and first workshop in Vitória, Espírito Santo			
Task T2.3 Creating criteria for Digital open badges			
Task T2.4 Plan and implement joint online learning modules for teachers.			
Task T2.5 Producing open online learning material and a massive open online course (MOOC)			
Task T2.6 Piloting the MOOC in the second project year. Improvements are done continuously based on feedback.			
Task T2.7 Online workshops and meetings for the WP team to organize and keep track of progress.			
Task T2.8 Collaboration with WP3 in producing guidelines for developing teacher's digital and pedagogical skills			
Task T3.1 The Kick-off online meeting for managers for communicating organisational expectations and goals, and defining the guidelines for teachers' digital competence development			
Task T3.2 Online meeting for orientation, programme and study assignment defining to manager's study visit to HAMK, Finland			
Task T3.3 Organise managers' study visit to HAMK			
Task T3.4 Organise online workshops for planning and producing the guidelines for teachers' digital competence development in collaboration with WP2			
Task T3.5 Online meeting for introducing and assessing the guidelines for teachers' digital competence development in collaboration with WP2			
Task T3.6 Online meeting for following-up for assessing sustaining educational change and project goal achievement			
Task T4.1 Kick off workshop in Pereira			
Task T4.2 Mapping the needs of companies			
Task T4.3 Guidance for development work			
Task T4.4 Developing and piloting University-Industry /Society collaboration models			
Task T4.5 Presentation session			
Task 5.1 Establishment of action guidelines for the WP team			
Task 5.2 Online meetings for WP team			
Task 5.3 Set up and update Projects's website			
Task 5.4 Cooperation with associated partners			
Task 5.5 Production of dissemination materials and marketing of project activities and results			
Task 5.6 Final seminar in São Paulo			
Task 5.7 Dissemination of the project results in latin american contact networks and international publications			

4.4 Subcontracting

Subcontracting Give details on subcontracted project tasks (if any) and explain the reasons why (as opposed to direct implementation by the Beneficiaries/Affiliated Beneficiaries). <i>Subcontracting — Subcontracting means the implementation of 'action tasks', i.e. specific tasks which are part of the EU grant and are described in the project description.</i> 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. 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	Subcontract No (continuous numbering linked to WP)	Subcontract Name (subcontracted action tasks)	Description (including task number and BEN to which it is linked)	Estimated Costs (EUR)	(why subcontracting is necessary)
1	1.1	Meeting 1	Task 1.2 Kick off meeting in São Paulo, IFES.	4400	There will be no translation of consumables, services, depending on the agenda, to other
1	1.2	External mid-term and final evaluation	Task 1.8, External evaluation, HAMK	9000	An external evaluation provide evaluation activities, the project better than impact of
2	2.1	Live workshop 1	Task 2.2 WP2 workshop in Vitoria, IFES	7400	There will be no translation of consumables, services, depending on the agenda, to other
3	3.1	Live workshop 2	Task 3.3 WP3 manager workshop in Hämeenlinna, HAMK	4500	There will be no translation of consumables, services, depending on the agenda, to other
4	4.1	Live workshop 3	Task 4.1 WP4 workshop in Pereira, UTP	8000	There will be no translation of consumables, services, depending on the agenda, to other

					agenda, to other
4	4.2	Online guidance	Task 4.3 WP4 online workshop, UTP	750	There w translat ensure participa
4	4.3	Online presentation session	Task 4.4 WP4 presentation session, UTP	750	There w translat ensure participa
5	5.1	Set-up of and maintain project website	Task 5.3, Set-up and update project's website. Areandina	2000	The ope website dissemi the proje hold all regardin The web licence together be main Areandi
5	5.2	Dissemination materials	Task 5.5, Production of dissemination materials, journal fees for open access articles, Areandina	4500	Dissemi including other m well as j articles project.
5	5.3	Final seminar	Task 5.7 WP5 final seminar in São Paulo	9860	There w translat consum services invited p online a contact project n

Call: [insert call identifier] — [insert call name]

EU Grants: Application form ([insert name of programme/service]): V1.0 – dd.mm.2020

Call: [insert call identifier] — [insert call name]

EU Grants: Application form (ERASMUS BB and LS Type II): V1.0 – 25.02.2021

Other issues: <i>If subcontracting for the project goes beyond 30% of the total eligible costs, give specific reasons.</i>	Insert text
--	--------------------

5. OTHER

5.1 Ethics

Ethics (if applicable) <i>If the Call document/Programme Guide contains a section on ethics, describe ethics issues that may arise during the project implementation and the measures you intend to take to solve/avoid them.</i> <i>Describe how you will ensure gender mainstreaming and children's rights in the project activities.</i>
All aspects of the project work comply with international human rights conventions and good principles of professional ethics. Similarly, the project will support the achievement of the 2030 Agenda. Project team members and managers: · All team members have the same rights and obligations as members of society. They are accepting the individuality of colleagues, understanding them, and helping and supporting each other are key principles of the work community. · All team members value their work. · The co-operation supports members' learning and development. · All team members take equality, accessibility, and inclusion into account in all their activities Teachers: · Teachers accept and treat learners as unique human beings. Teachers respect the rights of learners and react to them humanely and fairly. · Teachers try to understand the learners' starting point, thoughts, and opinions. · Teachers considerately handle matters linked to the learner's personality and privacy. Teachers pay special attention to learners who require care and protection and do not, under any circumstances, tolerate bullying or the abuse of other people. · Teachers develop their work and expertise and assess their own actions. · Teachers teach learners to become responsible members of a democratic society · Teachers support the principles of inclusive education Researchers: All researchers follow the principle of international research ethics in their work.

5.2 Security

Security
Not applicable.

6. DECLARATIONS

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

Call: [insert call identifier] — [insert call name]

EU Grants: Application form ([insert name of programme/service]): V1.0 – dd.mm.2020

Call: [insert call identifier] — [insert call name]

EU Grants: Application form (ERASMUS BB and LS Type II): V1.0 – 25.02.2021

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

YES

Financial support to third parties (if applicable)

If your project requires a higher maximum amount per third party than the threshold amount set in the Call document/Programme Guide, justify and explain why this is necessary in order to fulfil your project's objectives.

Insert text

Call: [insert call identifier] — [insert call name]

EU Grants: Application form ([insert name of programme/service]): V1.0 – dd.mm.2020

Call: [insert call identifier] — [insert call name]

EU Grants: Application form (ERASMUS BB and LS Type II): V1.0 – 25.02.2021

ANNEXES

LIST OF ANNEXES

Standard

Detailed budget table/Calculator (annex 1 to Part B) — *mandatory for certain Lump Sum Grants (see [Portal Reference Documents](#))*

CVs (annex 2 to Part B) — *mandatory, if required in the Call document/Programme Guide*

Annual activity reports (annex 3 to Part B) — *not applicable*

List of previous projects (annex 4 to Part B) — *mandatory, if required in the Call document/Programme Guide*

Special

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

LIST OF PREVIOUS PROJECTS

List of previous projects					
<i>Please provide a list of your previous projects for the last 4 years.</i>					
Participant	Project Reference No and Title, Funding programme	Period (start and end date)	Role (COO, BEN, AE, OTHER)	Amount (EUR)	Website (if any)
Häme University of Applied Sciences	2021-1-FI01-KA220-VET-000033372, Individualized Learning in Collaborative and Blended Learning Environments, Erasmus+ KA2	1.1.2022-31.12.2023	COO	278 525	
Häme University of Applied Sciences	101035816, RUN-EU Professional research programmes for bUsiness and Society, Horizon2020	1.10.2021-30.9.2024	BEN	1 998 188	
Häme University of Applied Sciences	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	COO	999 965	https://www.forest21.org/
Häme University of Applied Sciences	101004068, Regional University Network – European University (RUN-EU), Erasmus+ Action Grant	1.1.2021-31.12.2023	BEN	6 248 836	https://run-eu.eu/
Häme University of Applied Sciences	2020-1-LT01-KA203-077 939, Circular Economy in Wood Construction (Wood in Circle), Erasmus+ KA2	1.12.2020-30.11.2022	BEN	210 919	https://woodincircle.eu/
Häme University of Applied Sciences	621199-EPP-1-2020-1-IT-EPPKA3-VET-COVE, Governance for Inclusive Vocational Excellence (GIVE), Erasmus+, Centres of Vocational Excellence	1.11.2020 – 31.10.2024	BEN	4 910 864	https://www.thegiveproject.eu/
Häme University of Applied Sciences	2020-1-FI01-KA202-066 479, Marketing through Europe (MaTE), Erasmus+ KA2	1.10.2020-30.9.2022	BEN	188 128	https://www.hamk.fi/projects/marketing-through-europe-mate/?lang=en
UFABC	Horizon 2020 872233 Nanopeptides and Nanosaccharides for	1.3.2020-31.8.2025	BEN	1232800	https://cordis.europa.eu/project/id/872233

	advanced and sustainable materials				
Häme University of Applied Sciences	2020-1-FI01-KA204-066 655, Innovative Training Solutions for Learning at Work in Disruptive Industries (StiLLLearning), Erasmus+ KA2	1.10.2020-30.9.2022	COO	273 880	https://www.stilllearning.net/
Polytechnic Institute of Bragança	M2PI 101050585 - GAP-101050585 Erasmus+ Erasmus Mundus Design Measures	2021 -	COO		
Polytechnic Institute of Bragança	International centre for migration policy development ICMPD/2021/MPF/357-1/A-14_ACM Coop4Int	2021 -	BEN		
Polytechnic Institute of Bragança	Erasmus+ Programme KA 2 – Cooperation Partnership 2021-1-PT01-KA220-HE D-000023536 DIFUCH	2021 -	COO		
Polytechnic Institute of Bragança	Erasmus+ Programme KA 2 – Cooperation Partnership 2021-1-PT01-KA220-HE D-000023288	2021 -	COO		
Polytechnic Institute of Bragança	Erasmus+ Programme KA 2 – Cooperation Partnership 2021-1-PT01-KA220-HE D-000023406 HACK-IT	2021 -	COO		
Polytechnic Institute of Bragança	Erasmus+ Programme KA 2 – Cooperation Partnership 2021-1-FI01-KA220-HED -000032252 Ethical Food Entrepreneurships	2021 -	BEN		
Polytechnic Institute of Bragança	Erasmus+ Programme KA 2 – Cooperation Partnership 2021-1-NL01-KA220-HE D-000031188 ECOLAH	2021 -	BEN		
Polytechnic Institute of Bragança	Erasmus+ Programme KA 2 – Cooperation Partnership 2021-1-RO01-KA220-HE D-000032108 Connected4Health	2021 -	BEN		
Häme University of Applied Sciences	2020-1-FI01-KA202-066 596, NextSteps@TechVET, Erasmus+ KA2	1.9.2020-31.8.2023	COO	342 374	https://www.hamk.fi/projects/nextstepstechvet/?lang=en#about-next-step

Häme University of Applied Sciences	2020-1-LV01-KA203-077 513, Sustainable, High-Performance Building Solutions in Wood (HiBiWood), Erasmus+ KA2	1.9.2020-31.8.2023	BEN	316 977	
Häme University of Applied Sciences	5CG7260RHV-29, Problem-based-learning Bioeconomy Entrepreneurship and Capacity Building Programme in Africa (PBL-BioAfrica), HEI-ICI	1.9.2020-1.8.2024	COO	1 848 651	https://www.pbl-bioafrica.net/
Häme University of Applied Sciences	5CG7260RHV-31, Developing Pedagogy for 21ST Century Skills in Nepal (21stCSNepal), HEI-ICI	1.9.2020-31.8.2024	BEN	1 232 589	https://www.hamk.fi/projects/developing-pedagogy-for-21st-century-skills-in-nepal-21stcs-nepal/?lang=en
Häme University of Applied Sciences	610152-EPP-1-2019-1-FI-EPPKA2-CBHE-JP, Innovative learning and co-creation of teaching methodology for scaling entrepreneurship in food and agribusiness in Sub-Saharan Africa (AgriSCALE), Erasmus+ KA2, CBHE	15.01.2020-14.01.2023	COO	992 950	https://www.agri-scale.net/
Polytechnic Institute of Bragança	618061-EPP-1-2020-1-PS-EPPKA2-CBHE-SP, Enhancing Early Childhood Education and Care in Palestine	15.01.2021 - 14.01.2024	BEN	961244	
Polytechnic Institute of Bragança	Eramus + Strategic partnership 2020-1-ES01-KA203-0823 64, Voices of Immigrant Women	01.10.2020 -30.09.2022	BEN	284839	
Polytechnic Institute of Bragança	Eramus + Strategic partnership 2020-1-PT01-KA201-07877 1, GAINKids	01.10.2020 -31.03.2023	BEN	325326	
Polytechnic Institute of Bragança	Eramus + Strategic partnership 2019-1-ES01-KA203-06582 3, TUT4IND	01.09.2019 -31.08.2022	BEN	339881	
Polytechnic Institute of Bragança	Eramus + Strategic partnership 2019-1-ES01-KA203-06418 8, CtwoSEAS - "Climate Change: Science, Ethics And Society"	01.10.2019 -31.07.2022	BEN	227920	

Polytechnic Institute of Bragança	Eramus + Strategic partnership 2019-IT02-KA203-062432, aCT"Cooperatively TransMediate"	01.09.2019 -31.01.2022	BEN	270673	
Polytechnic Institute of Bragança	2018-1-PT01-KA203-04736 1, MathE - Improve Math Skills in Higher Education	01.09.2018 -31.08.2021	COO	365237.4	
Polytechnic Institute of Bragança	2018-1-IT02-KA201-048 274 Erasmus + Strategic partnership Focus on Students with Mathematics Learning Disabilities - SMiLD	1.10.2018-31.3.2021	BEN	295333,80	http://smild.pixel-online.org/index.php
Polytechnic Institute of Bragança	Future schools using the power of Virtual and Augmented Reality for education and training in the classroom 2018-1-RO01-KA201-04 9411 Erasmus + Strategic partnership	1.9.2018-31.8.2021	BEN	250350	http://vr-school.eu
Polytechnic Institute of Bragança	RoboSTEAM - Integrating STEAM and Computational Thinking development by using robotics and physical devices Erasmus + Strategic partnership 2018-1-ES01-KA201-050 939	1.10.2018-31.3.2021	BEN	204620	http://robosteamproject.eu/
Häme University of Applied Sciences	2019-1-UK01-KA203-061 503, Global Competence in Teacher Education, Erasmus+ KA2	01.09.2019-31.08.2022	BEN	443 540	https://www.globalcompetence4educators.org
Häme University of Applied Sciences	2019-1-RO01-KA202-06 3198, STRengthen socio-Emotional competence to Guidance practitioners (STRENGTH), Erasmus+ KA2	01.09.2019-31.08.2022	BEN	273 386	https://projectstrengthen.net/
UFABC	Horizon 2020 823883 Soft Biocompatible polymeric nanostructures: A toolbox for novel generation of nano pharmaceuticals in ophthalmology	1.3.2019-31.8.2024	BEN	1035000	https://cordis.europa.eu/project/id/823883
Häme University of Applied Sciences	2019-1-FI01-KA202-060 727, New skills for VET teachers, Erasmus+ KA2	01.09.2019-31.08.2022	BEN	66 110	https://nsvett2020.wixsite.com/mysite
Häme University of Applied Sciences	818496, Future Oriented Collaborative Policy Development for Rural	01.06.2019-31.03.2021	BEN	5 999 875	https://polirural.eu/

Applied Sciences	Areas and People (PoliRural), Horizon2020				
Häme University of Applied Sciences	598982-EPP-1-2018-1-FI-EPPKA2-CBHE-JP, Empowering Vietnamese VET Teachers for Transformation towards Education 4.0 (EMVITET), Erasmus+ KA2, CBHE	15.01.2019-14.01.2022	COO	815 782	http://emvitet.org/673/12459/About-us.html
Häme University of Applied Sciences	2018-1-TR01-KA202-058 637, Industry 4.0 competences for SMEs - Awareness raising tools, Erasmus+ KA2	03.12.2018-02.12.2020	BEN	203 858	https://www.hamk.fi/projects/icoins/?lang=en
Häme University of Applied Sciences	2018-1-FI01-KA203-047 321, 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	349 460	https://www.hamk.fi/projects/tinel/?lang=en
Häme University of Applied Sciences	2018-1-FI01-KA204-047 243, Soft Skills Training and Recruitment of Adult Educators (SOSTRA), Erasmus+ KA2	01.10.2018-30.09.2020	COO	241 430	https://sostra.eu/
Häme University of Applied Sciences	R080, Supporting Smart Specialization Approach in Silver Economy for Increasing Regional Innovation Capacity and Sustainable Growth (OSIRIS), Interreg Baltic Sea Region	21.09.2018-30.06.2021	COO	2 381 729	https://www.osiris-smartsilverconomy.eu/
Häme University of Applied Sciences	2018-1-LT01-KA203-046 963, Sustainable Public Buildings Designed and Constructed in Wood (Pub-Wood), Erasmus+ KA2	01.09.2018-31.08.2020	BEN	274 737	http://www.pubwood.eu/
Häme University of Applied Sciences	2018-KA203-06, Digitally supported and virtual study practices for modern logistic systems (DIGILOG), Erasmus+ KA2	01.09.2018-31.08.2021	BEN	197 673	https://www.ttkk.ee/en/international-relations/international-projects/digilog
Häme University of Applied Sciences	2017-1-DE02-KA202-004 185, Work-based learning in a digital age -promoting digital competences for better employability and innovation, Erasmus+ KA2	01.10.2017-30.09.2019	BEN	297 295	https://www.dc4work.eu/
Häme University of	2017-1-NL01-KA202-035 286, The X-factors;	04.09.2017-03.07.2020	BEN	116 665	

Applied Sciences	practical use of Skills Competition's methods and instruments in vocational education and the development of excellence, Erasmus+ KA2				
Häme University of Applied Sciences	2017-1-FR01-KA204-037 359, Training Program to implement adapted "food safety management systems" in European Artisan and farmhouse CHEESE and dairy production on the basis of the sectorial officially endorsed community Guide for good hygiene practices (TEACHEESY), Erasmus+ KA2	01.09.2017-31.08.2019	BEN	283 205	https://www.teacheesy.eu/
Häme University of Applied Sciences	751583, Steel cladding systems for stabilization of steel buildings in fire (STABFI), Research Fund for Coal and Steel	01.07.2017-30.06.2020	BEN	1 483 021	https://www.b-tu.de/fq-stahlbau/forschung/forschungsprojekte/rfc-s-stabfi
UFABC	H2020 690901	1.3.2016-29.2.2020	BEN	873000	https://cordis.europa.eu/project/id/690901

HISTORY OF CHANGES		
VERSION	PUBLICATION DATE	CHANGE
1.0	25.02.2021	Initial version (new MFF).
1.1	25.1.2023	Exchanged progress and final reports to partnership agreement (due month 6) and sustainability and dissemination strategy (due month 18), marked all deliverables' dissemination level as sensitive. Removed 5000e from WP2 Budget for HAMK (subcontracting Open Badge licences). Added Task 4.4 Developing and piloting University-Industry /Society collaboration models to the Work package. Added 10 months to the implementation schedule of WP3 in order support the work done WP4

Call: [insert call identifier] — [insert call name]

EU Grants: Application form ([insert name of programme/service]): V1.0 – dd.mm.2020

Call: [insert call identifier] — [insert call name]

EU Grants: Application form (ERASMUS BB and LS Type II): V1.0 – 25.02.2021
