

ANNEX 1



Erasmus+ Programme (ERASMUS)

Description of the action (DoA)

Part A

Part B

DESCRIPTION OF THE ACTION (PART A)

COVER PAGE

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

PROJECT	
<i>Grant Preparation (General Information screen) — Enter the info.</i>	
Project number:	101051512
Project name:	European Agenda for Adult Learning Czech Republic
Project acronym:	EAAL CZ
Call:	ERASMUS-EDU-2021-AL-AGENDA-IBA
Topic:	ERASMUS-EDU-2021-AL-AGENDA-IBA
Type of action:	ERASMUS-LS
Service:	EACEA/A/02
Project starting date:	first day of the month following the entry into force date
Project duration:	24 months

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PROJECT SUMMARY

Project summary

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

Use the project summary from your proposal.

The general objective of the project is to support the implementation of the Council Recommendation on Upskilling Pathways and also to support the implementation of national strategies with special focus on cooperation and governance in adult learning sector. The other objectives are to enhance the awareness of importance of adult learning and to improve the adult learning provision with respect to the development of basic skills and life skills of adults. Steering Group was established in previous period to coordinate the implementation of the activities and to support national dialogue on adult learning, its work will continue and Steering group will be widened up. Provision of Skills for life will be explored at the national and EU level; explanatory notes, infographics and video will be created to spread the importance of this issue. National round tables for stakeholders each targeted at important European topics based on new EU skills agenda will take place. Regional seminars on adult learning with specific focus on basic skills, skills for life and low skilled as a target group will be held in regions. Action towards creating the literacy screener draft with the long-term goal to tackle the gaps in reading and writing of adults will be taken. The instrument will be designed to identify adults with limited reading ability based on the similar tools already used in other EU countries. Working group will be formed for the development of the literacy screener and will consist of the experts in adult education and basic skills provision. Project dissemination and communication strategy will be created. Project activities and its outcomes will be available at NPI website and on EPALE and will be promoted at the meetings, seminars, round tables and final conference at European, national and regional level. Final project conference for adult education stakeholders and providers will take place at the end of the project.

LIST OF PARTICIPANTS

PARTICIPANTS

Grant Preparation (Beneficiaries screen) — Enter the info.

Number	Role	Short name	Legal name	Country	PIC
1	COO	NPI	NARODNI PEDAGOGICKY INSTITUT CESKE REPUBLIKY	CZ	948011653

LIST OF WORK PACKAGES

Work packages						
<i>Grant Preparation (Work Packages screen) — Enter the info.</i>						
Work Package No	Work Package name	Lead Beneficiary	Effort (Person-Months)	Start Month	End Month	Deliverable No(s)
WP1	Coordination Activities and Governance	1-NPI	1.00	1	24	D1.1, D1.2
WP2	Implementation of Upskilling Pathways	1-NPI	1.00	1	24	D2.1, D2.3, D2.2
WP3	Skills for Life	1-NPI	1.00	1	24	D3.2, D3.4, D3.3, D3.1
WP4	Dissemination Strategy	1-NPI	1.00	1	24	D4.3, D4.2, D4.1
WP5	Activities at EU level	1-NPI	1.00	1	24	D5.1

Work package WP1 – Coordination Activities and Governance

Work Package Number	WP1	Lead Beneficiary	1. NPI
Work Package Name	Coordination Activities and Governance		
Start Month	1	End Month	24

Objectives

The general objective of the project is to support the implementation of the Council Recommendation on Upskilling Pathways and new European skills agenda with respect to the European Pillar of Social Rights and also to support the implementation of national strategies with special aim on development of lifelong skills and key competencies, and especially basic skills provision.

To support the awareness of adult learning and to strengthen the cooperation among adult education stakeholders at national and regional level and to bring all the players together is another important goal of the project.

Developing and improving the governance and coordination within the skills ecosystem, including by reaching out to education, training and labour market actors, social partners, companies, regional authorities, civil society and local community services, with a view to building comprehensive, quality and inclusive adult learning systems. It is geared towards ensuring that individuals have the skills they need for their current or future jobs, social inclusion and active citizenship which are the main priorities and objectives to be implemented within this work package.

In previous EAAL project the steering group was established. Another goal of the project is to develop its activity. It will involve discussing the European policies and opportunities in the field, especially those stated in new European skills agenda and linked to adult learning, but also further discussion about the Skills for Life, Individual learning accounts and approach to micro-credentials. Steering group consists at the moment of representatives of the Ministry of Education, Youth and Sports, Ministry of Labour and Social Affairs, National Pedagogical Institute, Labour Office of the Czech Republic, Association of the adult learning providers, Trade unions, Czech National Agency for International Education and Research, National training fund and Confederation of Industry. The role of the SG is more the role of the national expert group as they are involved mainly in mutual discussion and promotion of adult learning but also supporting the cooperation among all the stakeholders to find the common approach to implement the lifelong learning goals at the national level.

Based on the Labour force survey (LFS) and Adult education survey (AES) in the Czech Republic, the adult population's participation in adult education is below the EU average. The project goal is therefore to increase adult participation in learning at national and regional level, to tackle adult skills deficits and especially to promote adult learning to adult learning providers.

Description

Coordination mechanism between all stakeholders:

Steering Group was established in previous period. Its work will continue and Steering group will be widened up. It consists of the representatives the Ministry of Education, Youth and Sports and Ministry of Labour and Social Affairs and its organizations, representatives of adult learning associations, employers, unions and other relevant stakeholders.

There will be 2 meetings of the SG per year to discuss the project activities and other European and national topics to strengthen up the adult learning provision with the focus on lifelong skills.

Bilateral meetings with the Ministry of Education, Youth and Sports and other stakeholders will take place.

Meetings / seminars with stakeholders at regional and national level:

3 national round tables for stakeholders each targeted at one European topic based on New EU skills agenda:

- Micro-credentials;
- Individual learning accounts;
- Skills for life.

4 regional seminars on adult learning with specific focus on basic skills, skills for life and low skilled as a target group with examples from particular region where seminar will be held.

4 meetings of the Steering group.

Work package WP2 – Implementation of Upskilling Pathways

Work Package Number	WP2	Lead Beneficiary	1. NPI
Work Package Name	Implementation of Upskilling Pathways		
Start Month	1	End Month	24

Objectives

Supporting implementation of Upskilling Pathways: New Opportunities for Adults, by targeting adults with a low level of skills, knowledge and competences, who have at best completed lower secondary education, providing them with flexible opportunities to improve their literacy, numeracy and digital skills, and progress towards higher qualification levels relevant for the labour market and for active participation in society with respect to all three steps of Upskilling Pathways; skills assessment; provision of a tailored, flexible and quality learning offer; and validation and recognition of skills acquired.

Enhance adult participation in learning at national and regional level, and to tackle adult skills deficits by promotion of the basic skills provision by adult learning providers and support the development of the tools for skills assessments.

Description

Upskilling pathways support with special aim at basic skills:

Based on the outcomes from previous EAAL project, infographics and video for adult learning providers will be created. They will reflect new national developments in the area of basic skills. They will be publicly available at NPI website and also on EPALE and will be promoted at SG meetings, seminars, round tables and final conference.

Basic skills provision will be promoted and discussed at the regional seminars and will be tackled also in other planned meetings. The area of basic skills with respect to PIAAC results is considered as crucial but at the moment is not present in any of the national strategies linked to education and labour market.

Action towards creating the literacy screener draft will be taken with the long-term goal to tackle the gaps in reading and writing of adults. The simple instrument will be designed to identify adults with limited reading ability based on the similar tools already used in other EU countries. Working group will be formed for the development of the literacy screener and will consist of the experts in adult education and basic skills provision. Career counsellors and/or representatives of PES will be also involved in the development process. Methodology how to use the screener will be developed.

Work package WP3 – Skills for Life

Work Package Number	WP3	Lead Beneficiary	1. NPI
Work Package Name	Skills for Life		
Start Month	1	End Month	24

Objectives

Developing skills for life including green and digital skills, and media, consumer, financial, environmental and health literacy, and mobilizing relevant actors and learning environments to reach out to all relevant age and target groups.

Widening flexibility and access by promoting new topics to adult learning providers to enhance the development of the learning programmes dedicated to skills for life.

Focus will be brought to supporting consumer and financial literacy, environmental literacy, health literacy, media literacy and civic skills and emotional literacy. These areas will be further explored and promotion of the Skills for life will be taken towards the adult learning stakeholders, especially to policymakers and adult learning providers.

Description

Skills for life:

Provision of Skills for life will be explored at the national and also EU level and will be used as a basis for the explanatory notes. Explanatory notes for “Skills for life” will be based on the proposition of the “skills” stated in Invitation to submit a proposal. Later on, they will be used for creation of infographics and video, as a background document (e.g. for the seminars in regions).

Best practise examples will be collected and selected with regard to the possibility to implement them at regional/national level. They will be presented at seminars.

Based on the research, compendium of some good practices of Skills for Life will be created and later publicly available at NPI website and also on EPALE.

Provision of VET and professional adult education has more tradition and is more or less systematically controlled by the government. In that matter, possibilities to link the general (basic skills and skills for life) and vocational skills will be discussed at the SG meetings and other planned events.

Work package WP4 – Dissemination Strategy

Work Package Number	WP4	Lead Beneficiary	1. NPI
Work Package Name	Dissemination Strategy		
Start Month	1	End Month	24

Objectives

Elaborate a communication plan to ensure the visibility of the activities of the National Coordinator linked to the implementation of the European Skills Agenda, in particular action 8 of Skills for Life.

Regular dissemination of results and outcomes through national platforms, websites, newsletters, etc.

Regular input of information to EPALE - Electronic Platform for Adult Learning in Europe.

Dissemination of good and inspiring practices, including those gained through European cooperation, e.g. peer learning activities and study visits.

Description

Dissemination and communication strategy:

Project dissemination and communication strategy will be created based on the experiences from previous EAAL project as a background document for dissemination.

Project, its activities and outcomes will be promoted through articles on NPI website and EPALE platform.

National coordinator (NC) for European Agenda for Adult Learning will promote project activities and outcomes:

- at annual meetings of European tools and networks in the Czech Republic
- at various seminars, workshops, conferences and other events at the national level and among other NC at national coordinators' meetings at EU level
- at meetings with representatives of other national projects aimed at adult learning

National coordinator will closely cooperate with the Adult education unit of the Ministry of Education, Youth and Sports and will present, discuss and promote project activities and outcomes.

European good practices materials will be translated into Czech and spread through project's communication channels.

Final project conference for adult education stakeholders/providers will take place.

Work package WP5 – Activities at EU level

Work Package Number	WP5	Lead Beneficiary	I. NPI
Work Package Name	Activities at EU level		
Start Month	1	End Month	24

Objectives

Exchanging good practices and gaining new information, approaches and ideas that might help to improve the situation of adult learning at the national/regional/local level.

Description

National coordinators' meetings and PLAs:

Participation in up to 3 meetings (online and/or face to face) per year organised by the Agency, the Commission or another National Coordinator (NC), which will include thematic meetings and/or peer learning activities that may take place in Brussels or in a Member State. Meeting of National Coordinators or other thematic events, such as peer learning activities, will be decided by the Commission and Agency based on the work plans and interest of the coordinators. Dissemination of the activities from other NC will be spread at regular Steering groups meetings and other national and regional events planned in the project.

Study Visit:

Study visit at the other NC for Adult Learning Agenda to further explore some of CZ project topics (basic skills provision, implementation of skills for life). It includes an exchange of good practices and gaining new information, approaches and ideas that might help to improve the situation of adult learning at the national/regional/local level. The information from the visit will be disseminated at the Steering group meetings, at bilateral meetings with Ministry of Education, Youth and Sports and with experts involved in round tables.

STAFF EFFORT

Staff effort per participant						
<i>Grant Preparation (Work packages - Effort screen) — Enter the info.</i>						
Participant	WP1	WP2	WP3	WP4	WP5	Total Person-Months
NPI	1	1	1	1	1	5
Total Person-Months	1.00	1.00	1.00	1.00	1.00	5

LIST OF DELIVERABLES

Deliverables						
<i>Grant Preparation (Deliverables screen) — Enter the info.</i>						
<i>The labels used mean:</i>						
<i>Public — fully open (🚩 automatically posted online)</i>						
<i>Sensitive — limited under the conditions of the Grant Agreement</i>						
<i>EU classified — RESTREINT-UE/EU-RESTRICTED, CONFIDENTIEL-UE/EU-CONFIDENTIAL, SECRET-UE/EU-SECRET under Decision 2015/444</i>						
Deliverable No	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month)
D1.1	Reports from the seminars/round tables	WP1	1-NPI	R — Document, report	PU - Public	24
D1.2	technical report	WP1	1-NPI	R — Document, report	R-UE/EU-R -	13
D2.1	Literacy screener	WP2	1-NPI	R — Document, report	PU - Public	24
D2.2	Infographics on literacy, numeracy and digital skills	WP2	1-NPI	R — Document, report	PU - Public	18
D2.3	Video on basic skills	WP2	1-NPI	DEC —Websites, patent filings, videos, etc	PU - Public	18
D3.1	Explanatory notes on Skills for life	WP3	1-NPI	R — Document, report	PU - Public	12
D3.2	Infographics on Skills for life	WP3	1-NPI	R — Document, report	PU - Public	16
D3.3	Video on Skills for life	WP3	1-NPI	DEC —Websites, patent filings, videos, etc	PU - Public	16
D3.4	Compendium on good practice examples	WP3	1-NPI	R — Document, report	PU - Public	24
D4.1	Dissemination strategy	WP4	1-NPI	R — Document, report	PU - Public	3
D4.2	Articles on NPI Website and on EPALE	WP4	1-NPI	R — Document, report	PU - Public	24
D4.3	Final conference	WP4	1-NPI	R — Document, report	PU - Public	24

Deliverables

Grant Preparation (Deliverables screen) — Enter the info.

The labels used mean:

Public — fully open (⚠ automatically posted online)

Sensitive — limited under the conditions of the Grant Agreement

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

Deliverable No	Deliverable Name	Work Package No	Lead Beneficiary	Type	Dissemination Level	Due Date (month)
D5.1	Reports from the meetings, PLAs and study visit	WP5	1-NPI	R — Document, report	PU - Public	24

Deliverable – Reports from the seminars/round tables

Deliverable Number	D1.1	Lead Beneficiary	1. NPI
Deliverable Name	Reports from the seminars/round tables		
Type	R — Document, report	Dissemination Level	PU - Public
Due Date (month)	24	Work Package No	WP1

Description
Articles based on the reports from the seminars will be publicly available on NPI websites and on EPALE
Czech language, electronic format

Deliverable – technical report

Deliverable Number	D1.2	Lead Beneficiary	1. NPI
Deliverable Name	technical report		
Type	R — Document, report	Dissemination Level	R-UE/EU-R -
Due Date (month)	13	Work Package No	WP1

Description
technical report not linked to payment

Deliverable – Literacy screener

Deliverable Number	D2.1	Lead Beneficiary	1. NPI
Deliverable Name	Literacy screener		
Type	R — Document, report	Dissemination Level	PU - Public
Due Date (month)	24	Work Package No	WP2

Description
Screening questions draft; Methodology draft for providers on using literacy screener.
Czech language, electronic format

Deliverable – Infographics on literacy, numeracy and digital skills

Deliverable Number	D2.2	Lead Beneficiary	1. NPI
Deliverable Name	Infographics on literacy, numeracy and digital skills		
Type	R — Document, report	Dissemination Level	PU - Public
Due Date (month)	18	Work Package No	WP2

Description

Infographics for adult learning providers will be created based on new national developments in the area of basic skills and will be publicly available at NPI website and on EPALE.

Czech language, electronic format

Deliverable – Video on basic skills

Deliverable Number	D2.3	Lead Beneficiary	1. NPI
Deliverable Name	Video on basic skills		
Type	DEC — Websites, patent filings, videos, etc	Dissemination Level	PU - Public
Due Date (month)	18	Work Package No	WP2

Description

Video for adult learning providers will be created based on new national developments in the area of basic skills and will be publicly available at NPI website and on EPALE.

Deliverable – Explanatory notes on Skills for life

Deliverable Number	D3.1	Lead Beneficiary	1. NPI
Deliverable Name	Explanatory notes on Skills for life		
Type	R — Document, report	Dissemination Level	PU - Public
Due Date (month)	12	Work Package No	WP3

Description

At least 4 explanatory notes for every “skill” of Skills for life stated in Invitation to submit a proposal. It will serve as a basis for infographics and video and as a background document for seminars.

Czech language, electronic format

Deliverable – Infographics on Skills for life

Deliverable Number	D3.2	Lead Beneficiary	1. NPI
Deliverable Name	Infographics on Skills for life		
Type	R — Document, report	Dissemination Level	PU - Public
Due Date (month)	16	Work Package No	WP3

Description

At least 4 infographics on skills for life for adult learning providers will be publicly available at NPI website and also on EPALE.

Czech language, electronic format

Deliverable – Video on Skills for life

Deliverable Number	D3.3	Lead Beneficiary	1. NPI
Deliverable Name	Video on Skills for life		
Type	DEC — Websites, patent filings, videos, etc	Dissemination Level	PU - Public
Due Date (month)	16	Work Package No	WP3

Description
Video on skills for life for adult learning providers will be publicly available at NPI website and also on EPALE. Czech language, electronic format

Deliverable – Compendium on good practice examples

Deliverable Number	D3.4	Lead Beneficiary	1. NPI
Deliverable Name	Compendium on good practice examples		
Type	R — Document, report	Dissemination Level	PU - Public
Due Date (month)	24	Work Package No	WP3

Description
Compendium of good practices of Skills for Life will be publicly available at NPI website and also on EPALE. Czech language, electronic format

Deliverable – Dissemination strategy

Deliverable Number	D4.1	Lead Beneficiary	1. NPI
Deliverable Name	Dissemination strategy		
Type	R — Document, report	Dissemination Level	PU - Public
Due Date (month)	3	Work Package No	WP4

Description
Background document for dissemination of project activities and outcomes. Czech language, electronic format

Deliverable – Articles on NPI Website and on EPALE

Deliverable Number	D4.2	Lead Beneficiary	1. NPI
Deliverable Name	Articles on NPI Website and on EPALE		
Type	R — Document, report	Dissemination Level	PU - Public
Due Date (month)	24	Work Package No	WP4

Description
At least 11 articles about project activities/outcomes will be published at the NPI website and on the EPALE platform. Czech language, electronic format

Deliverable – Final conference

Deliverable Number	D4.3	Lead Beneficiary	1. NPI
Deliverable Name	Final conference		
Type	R — Document, report	Dissemination Level	PU - Public
Due Date (month)	24	Work Package No	WP4

Description
Final conference will be held in Prague, for more than 50 participants. Report (article) from the conference will be publicly available at NPI and EPALE website. Czech language, inperson/ online

Deliverable – Reports from the meetings, PLAs and study visit

Deliverable Number	D5.1	Lead Beneficiary	1. NPI
Deliverable Name	Reports from the meetings, PLAs and study visit		
Type	R — Document, report	Dissemination Level	PU - Public
Due Date (month)	24	Work Package No	WP5

Description
Reports from the international meetings/events. Czech language, electronic format

LIST OF MILESTONES

(None)

LIST OF CRITICAL RISKS

Critical risks & risk management strategy			
<i>Grant Preparation (Critical Risks screen) — Enter the info.</i>			
Risk number	Description	Work Package No(s)	Proposed Mitigation Measures
1	Covid-19 restrictions - high	WP1, WP4, WP5	Preparation of alternative scenario (meetings/seminars/final conference online)
2	Unwillingness of the foreign institutions to share their knowhow for literacy screener design - low	WP2	Preparation of alternative scenario (basic design of literacy screener based on the domestic resources)
3	Lack of capacity on organisation's website (under construction) for dissemination activity - low	WP4	Launching the negotiation with the organisation's Publicity Unit in advance



ANNEX 1



Erasmus+ Programme (ERASMUS)

Description of the action (DoA) *[for FPAs: Action plan]*

Part B

Version 1.0
25 February 2021





IMPORTANT NOTICE

What is the Description of the Action (DoA)?

The Description of the Action (DoA) is the Annex of the Grant Agreement which contains the details of how the project will be carried out. For EU framework partnerships for grants (FPAs) this Annex is called Action Plan.

It consists of 2 parts, which must be generated from the submitted proposal:

- Part A contains structured tables with project information
- Part B is a narrative description on the work to be carried out.

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

Part (+ annexes) must be uploaded on the Grant Preparation Documents screen.

 Make sure that Part B is synchronised with the information entered into the screens. Make sure that any changes are agreed with us.



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DESCRIPTION OF THE ACTION (PART B)

[for FPAs: ACTION PLAN (PART B)]

PROJECT SUMMARY

Project summary (in English)

See Abstract (Application Form Part A).

The general objective of the project is to support the implementation of the Council Recommendation on Upskilling Pathways and also to support the implementation of national strategies with special focus on cooperation and governance in adult learning sector. The other objectives are to enhance the awareness of importance of adult learning and to improve the adult learning provision with respect to the development of basic skills and life skills of adults.

Steering Group was established in previous period to coordinate the implementation of the activities and to support national dialogue on adult learning, its work will continue and Steering group will be widened up. Provision of Skills for life will be explored at the national and EU level; explanatory notes, infographics and video will be created to spread the importance of this issue. National round tables for stakeholders each targeted at important European topics based on new EU skills agenda will take place. Regional seminars on adult learning with specific focus on basic skills, skills for life and low skilled as a target group will be held in regions. Action towards creating the literacy screener draft with the long-term goal to tackle the gaps in reading and writing of adults will be taken. The instrument will be designed to identify adults with limited reading ability based on the similar tools already used in other EU countries. Working group will be formed for the development of the literacy screener and will consist of the experts in adult education and basic skills provision.

Project dissemination and communication strategy will be created. Project activities and its outcomes will be available at NPI website and on EPALE and will be promoted at the meetings, seminars, round tables and final conference at European, national and regional level. Final project conference for adult education stakeholders and providers will take place at the end of the project.

1. RELEVANCE

1.1 Background and general objectives

Background and general objectives

Please refer to the description foreseen in the Invitation to submit a proposal under the award criterion 'Relevance'.

Describe the background and rationale of the project.

How is the project relevant to the scope of the call? How does the project address the general objectives of the call? What is the project's contribution to the priorities of the call?

The general objective of the project is to support the implementation of the Council Recommendation on Upskilling Pathways and also to support the implementation of national strategies with special focus on cooperation, governance and basic skills provision in adult learning sector.

All themes, priorities and work packages stated in the Invitation to submit the proposal are covered with specific aim to the implementation of the European Skills Agenda and on particular action 8, Skills for Life. Topics of micro-credentials and individual learning accounts will also be discussed as part of project activities.

Proposed project activities build up on activities implemented in previous National coordinators project. The emphasis on cooperation, mutual understanding and sharing of experiences among all stakeholders, as well as defining uniform goals with the intention of reaching as many adults as possible and thus contributing to their lifelong development, is one of the intended goals of the project.



Communication and dissemination strategy will be created at the beginning of the project to ensure the most possible effective impact of the project goals and with respect to ensure the coherence and effectiveness of all policies affecting adult learning in the Czech Republic.

Ministry of Education, Youth and Sports and Ministry of Labour and Social Affairs are mainly responsible for the policies in adult education and learning in the Czech Republic. Ministries have its own national strategies (Education Strategy and Employment Strategy), both mainly focused in the area of adult learning on development of vocational and professional education of adults. Development and implementation of the key competences, basic skills or lifewide skills will be heavily promoted during the project especially through the Steering group meetings, national and regional seminars, final conference and will be disseminated through websites targeting mainly adult learning providers (schools, NGOs, community centres, PES, HEIs and other providers with adults as a target group) and policymakers (Ministries, Employers, Unions).

Defined role and activity of the National Coordinator for European Adult Learning Agenda already has its place at the National pedagogical institute (former NUV) website (www.nuv.cz/projekty/eaal), which will be further elaborated.

1.2 Needs analysis and specific objectives

Needs analysis and specific objectives

Please address the specific conditions set out in the Invitation to submit a proposal, if applicable.

Describe how the objectives of the project are based on a sound needs analysis in line with the specific objectives of the call. What issue/challenge/gap does the project aim to address? The objectives should be clear, measurable, realistic and achievable within the duration of the project. For each objective, define appropriate indicators for measuring achievement (including a unit of measurement, baseline value and target value).

All themes, priorities and work packages described in the Invitation to submit the proposal are covered to some extent, with special focus on Upskilling pathways implantation, especially support of basic skills, topic of Skills for Life, cooperation among the stakeholders and promotion of adult learning at national and regional level. Objectives fully correspond with the national Education strategy 2030+ and national Employment strategy and also with previous EAAL project.

PIAAC data, Labour force survey (LFS) and Adult education survey (AES) data will be used as a source of information.

Important specific objective of the project is to **ensure coordination mechanism between all stakeholders**. There is no permanent platform for adult learning that would bring together wide spectrum of stakeholders. The project reacts on this gap by establishing the steering group and organizing meetings, seminars and round tables to support the dialogue and mutual understanding. Steering Group (SG) was established in previous period. Its work will continue and Steering group will be open for new members. At the moment SG consists of the representatives of the Ministry of Education, Youth and Sports and Ministry of Labour and Social Affairs and its organizations, representatives of adult learning associations, employers, unions. Representatives of libraries, Pact for Skills and/or other national projects linked to adult learning should expand the SG. There will be 2 SG meetings per year to discuss the project activities and other European and national topics to strengthen up the adult learning provision with the focus on lifelong skills. Bilateral meetings with the Ministry of Education, Youth and Sports and other stakeholders will take place. 3 round tables at national level for experts in adult learning, each targeted at one European topic based on New EU skills agenda, will be held and 4 regional seminars on adult learning with specific focus on basic skills, skills for life and low skilled as a target group with examples from particular region will take place in regions. Final conference with specific Life for skills goal will be held at the end of the project to implement the project outcomes and discuss the importance of lifelong skills.

Based on the last PIAAC survey, greater support for the development of basic skills of adults is necessary. At the same time, basic skills promotion is still missing at national and regional strategies and even among the adult learning providers. The project reacts on this issue by the second specific objective: **Upskilling pathways support with special aim at basic skills**. Based on the outcomes from previous EAAL project and on new national developments in the area of basic skills, infographics for adult learning providers will be created, they will be publicly available at NPI website and also on EPALE and will be promoted at SG meetings, seminars, round tables and final conference. Basic skills provision will be promoted and discussed at regional seminars and will be tackled also in other planned meetings as the area of basic



skills with respect to PIAAC results is considered as crucial. Action towards creating the literacy screener draft will be taken with the long-term goal to tackle the gaps in reading and writing of adults.

Current Czech adult learning landscape focuses primarily on the individual's success on the labour market with specific support of vocational skills and often neglects the importance of the development of skills needed in everyday life situations. The third specific objective of the project reacts on it by **promotion of the Skills for life** stated in **new European skills agenda**. The area of the skills for life and its provision will be discussed and further examined at the national and EU level. Based on this, explanatory notes for Skills for life will be created. It will serve as basis for the infographics, video and as a background document for the seminars planned in the regions and final conference. Best practise examples will be collected and these examples will be selected with regard to the possibility to implement them at regional/national level and they will be presented at the seminars. Possibilities to link the general and vocational skills will be discussed at SG meetings and other planned events. Based on the research, compendium of some good practices of Skills for Life will be created and later publicly available. Promotion of the Skills for Life will be targeted at adult learning providers. EPALE will be used as one of the main communication channels.

Background and indicators for each objective are described as part of Work packages.

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).

Implementation of EU Council recommendation on Upskilling pathways and European Social pillar rights and new European skills agenda at national level is the main objective of the project.

National pedagogical institute of the Czech Republic (NPI) is appointed national point for Europass, Euroguidance, EQAVET, ReferNet and EQF. Based on NPI intern rules monthly meeting among the national coordinators of these networks will be held in our organisation to ensure better cooperation and implementation of the European goals at national level. This makes cooperation in implementing European ideas and tools coherent and in synergy.

Cooperation with other EU tools and networks at national level will continue in forthcoming period. Annual meetings of European tools and networks will be held in Prague. Eurydice, EPALE, Eurodesk, EURES and also NPI's EU tools - Europass, Euroguidance, EQAVET, ReferNet and EQF are among those involved in annual meetings where developments and activities of all the networks are disseminated and discussed.

Support of the European national coordinators network from the Czech Republic will involve direct cooperation and preparations of the PLAs themes and agendas. The project information will be disseminated also at the national coordinators' meetings.

The information gained at national coordinators meetings, PLAs and other international events will be disseminated at Steering group meetings, at bilateral meetings with the Ministry of Education, Youth and Sports and other stakeholders and with experts involved in round tables. Bringing new developments and best practises from EU and other countries is one of the project objectives.

NPI is also implementing national projects funded by ESF, namely the UpSkilling project (PIAAC survey; support of validation of non-formal and informal learning) and Master craftsman exam project (developing the system of master exam and master qualifications in the Czech Republic as a tool of education and training in adult learning environment). Outcomes of both projects, especially PIAAC developments, will be taken into account when developing agenda for the round tables, regional seminars and final conference. Representatives of these projects will be involved in Steering group and will be invited to participate in other planned activities of the EAAL project.

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 Invitation to submit proposals under the award criterion 'Quality of the project design and implementation'.

Outline the approach and methodology behind the project. Explain why they are the most suitable for achieving the project's objectives.

The project design is tailored to the adult learning landscape in the Czech Republic. There is no established systematic approach to adult learning on the national level, and the initiatives are fragmented. The set goals include bringing together diverse stakeholders and raising awareness of the need to develop adults' skills and the associated EU policies. To reach these goals, the following methods were designed:

- meetings with the representatives of the relevant ministries (Ministry of Education, Youth and Sports, Ministry of Labour and Social Affairs), Association of adult learning providers, representatives of employers, unions and other relevant stakeholders at the national and regional level;
- drawing from the EU best practice examples (designing a tool for the literacy screening, translating materials into the Czech language, participating at national coordinators' meetings and PLAs, potentially also study visits);
- mapping the Czech best practice examples (Skills for life areas);
- creating explanatory materials, infographics, videos to bring the EU approaches to adult learning providers and promote adult learning participation;
- disseminating the project activities through various communications channels.

The project design ensures continuity since it is based on the foundations set up by the previous EAAL project. The work packages also complement each other and enable to address the topic in a comprehensive manner.

The project implementation will be based on five steps processes:

- Initiating – aims given by the project proposal will be compared with the current situation and will be eventually updated;
- Planning – the detailed plan for individual WPs will be prepared, taking into account the project variables, such as time, costs and resources; alternative scenario for the major changes in conditions (such as Covid-19 pandemic) will be prepared;
- Executing – executing will consist in coordinating resources, time and people in order to fulfil the planned WPs;
- Monitoring – implementation of individual WPs and the progress of the project will be continuously monitored;
- Closing – a team reflection will follow after every completion of a WP.

2.1.2 Project management, quality assurance and monitoring and evaluation strategy**Project management, quality assurance and monitoring and evaluation strategy**

Please address the specific conditions set out in the Invitation to submit a proposal if applicable.

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

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

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

The project responds to the needs in adult learning area which were identified and confirmed by the stakeholders during the previous EAAL project. Required level of quality of the project consists in following 5 steps process during the implementation (see 2.1.1). To achieve the completion of WPs in time, a timeline will be created and continuously consulted. In case of predictable major conditions changes (such as Covid-19 pandemic), an alternative scenario for affected activities will be prepared.

The quality of the project actions will be consulted within Steering Group, with ministry representatives and other European tools and networks. The actions are also subordinate to internal processes of the organization representing another guarantee of quality. Finally, the quality and progress of the implementation will be provided through close cooperation of team members and continuous feedback and reflection.

Designed for the specific Czech adult learning context, the project goals concentrate on bringing together diverse stakeholders and raising awareness of the need to develop adults' skills and the associated EU policies. Given its character, evaluation will concentrate on fulfilling all activities and deliverables in planned amounts described in WPs. Every deliverable is connected to the project goals and is realistic in its form and extent.

2.1.3 Project teams, staff and experts

Project teams and staff			
<p><i>Describe the project teams and how they will work together to implement the project.</i></p> <p><i>List the staff included in the project budget (budget category A) by function/profile (e.g. project manager, senior expert/advisor/researcher, junior expert/advisor/researcher, trainers/teachers, technical personnel, administrative personnel etc. and describe shortly their tasks. If required by the call, provide CVs of all key actors</i></p>			
Name and function	Organisation	Role/tasks	Professional profile and expertise
████████	NPI	Project manager/ senior expert/researcher WP1 - WP5	Jan has been working in the field of education since 1993. For 8 years he worked at the Ministry of Education, Youth and Sports of the CZ at the Adult Education Unit. He was a member of EU expert groups (member of EC adult learning WG's, national representative of ReferNet, ELGPN, EBSN, NC EAAL). Since 2015 he's been working at the National Institute for Education (later National Pedagogical Institute) as a senior expert in the field of education, (member of EQF AG and NC EAAL), also acted as national project manager for international projects GOAL and NQF-in (Erasmus+).
████████	NPI	Senior expert/ researcher/ advisor WP1 - WP5	Aneta has been working in the field of education since 2015 at the National Institute for Education (later National Pedagogical Institute). Started in the VET area (schools-employers cooperation, modularisation of VET), where she carried out both expert and publicity related tasks. Continues since 2020 at the International Cooperation Unit, particularly in EAAL and ReferNet projects.
████████	NPI	Technical personnel / financial management WP1, WP4	Hana has been working at the National Institute for Education (later National Pedagogical Institute) for more than 10 years. She has been involved as a financial manager in several European projects and in previous EAAL project.
████████	NPI	Senior expert / researcher / advisor WP2, WP3	Viola is senior education expert and has been working at the National Institute for Education (later National Pedagogical Institute) for more than 20 years. She is national expert in the area of basic skills provision, career counselling and learning outcomes issue among others.

██████████	NPI	Administrative personnel WP1, WP4	Petr has been working in the field of education since 2010 at the National Institute for Education (later National Pedagogical Institute). He participated in several projects on expert and administrative positions.
██████████	NPI	Senior expert / researcher WP2, WP3	Helena is national senior expert and researcher in the area of lifelong learning, basic skills and validation of nonformal and informal learning among others and has been working at the National Institute for Education (later National Pedagogical Institute) for more than 20 years.

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.

Following activities will be covered by external purchase of goods and services:

- Translations and proofreading
- Graphics and videos
- Expert performance for meetings/seminars/final conference
- Catering and venues for meetings/seminars/final conference

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 majority of financial resources will cover the project team wages. Their level will correspond with usual wages in the International Cooperation Unit of the organisation and the extent of work will correspond to planned tasks in WPs.

The rest of the financial resources will be designated for external purchase of goods and services. The external purchases will be only used for implementing activities which cannot be provided by the project team or its organisation (e.g. graphics and videos design) or which will boost the value of activities (e.g. renowned experts for final conference). Providers will be chosen based on the cost-benefit ratio criterion and will be free of conflict of interests.

2.2 PARTNERSHIP AND COOPERATION ARRANGEMENTS

2.2.1 Consortium set-up

Consortium cooperation and division of roles (if applicable)



Describe the participants (Beneficiaries, Affiliated Entities and Associated Partners, 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.

Note: *When building your consortium you should think of organisations that can help you reach objectives and solve problems.*

NA

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.*

NA

3. IMPACT

3.1 Impact and ambition

Impact and ambition

Please address each guiding points presented in the Invitation to submit under the award criterion 'Impact'. Define the 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?

There is no established systematic approach to adult learning on the national level, and the initiatives are fragmented. The set goals include bringing together diverse stakeholders and raising awareness of the need to develop adults' skills and the associated EU policies. It will take place through various meeting formats and publicity products (e.g. articles, explanatory materials, compendium, infographics, videos). The project's public deliverables will be available for stakeholders after the termination of the project and will be used by the National Pedagogical Institute for further development of the topic.

From a short-term perspective, important stakeholders get to know the adult learning landscape, gain contacts and a regularly functioning platform (through Steering Group and other meetings) to achieve coordinated actions. The organisations that are now working with adults but do not consider themselves as adult education providers (e.g. community centres, libraries) learn their opportunities in adults' learning.

From a medium-term perspective, the project prepares the ground for developing adults' basic skills and policies focused on low-skilled target groups. The literacy screening tool will be used by adult learning providers, public employment services, and by non-profit/non-governmental organisations, community centres and libraries when dealing with their clients to find out their levels of basic skills.

From a long-term perspective, the project contributes through round tables, seminars and final conference to prepare the ground for prospective future implementation of micro-credentials, individual learning accounts and skills for life by stakeholders on the national level. The ultimate long-term effect consists in bringing more adults, including the low-skilled, to participate in learning, paving their way to upskilling and increasing the level of their basic skills.

The target groups of the project include:

- policymakers and other stakeholders in the field of adult learning (particularly Ministry of Education, Youth and Sports and Ministry of Labour and Social Affairs and its organisations, representatives of adult learning associations, employers, unions);
- adult learning providers;
- non-profit/non-governmental organizations;
- community centres;
- libraries;
- public employment services;
- career guidance centres and career counsellors.

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.

Communication and dissemination activities represent a vital aspect of the WP1-3. WP4 is entirely dedicated to these activities. Also, a dissemination strategy document will be created within WP4.

During events organised by the project (meetings, seminars, round tables, final conference), stakeholders from adult learning will be informed about the project's aims and outcomes. Especially meetings of the Steering Group play a key role in reaching the most important stakeholders. The national coordinator for European Agenda for Adult Learning will also present the project and its results at the Annual meetings of European tools and networks, assuring closer cooperation with EPALE, Europass, EQF and Euroguidance in influencing the policymakers in the area of adult education, and during occasional events organised by partners. The national coordinator will inform about policy developments in the Czech adult learning during PLAs and national coordinators meetings.

All project results (round tables'/seminars/final conference's reports, explanatory notes, compendium, literacy screening tool, infographics, videos, translations) will be placed in the section of the National Pedagogical Institute website designated for the project and distributed to the broadest range of stakeholders in the adult learning area. Publication of the main project results will be accompanied by at least 11 articles. The results or articles about them will also be distributed by NPI's social media and partner websites and social media to reach a wider audience. Information about the project and its results will also be shared via NPI's or partner's newsletters.

The project's information and results will be published via articles on the EPALE platform to be shared in the adult learning professionals' community. There will also be bilateral meetings with the Czech EPALE team to provide updated information on both ends (at least twice a year).

Preparation of literacy screening tool draft will be shared and discussed with selected target groups, such as adult learning providers, public employment services, non-profit/non-governmental organisations, community centres and libraries.

At all the materials, presentations and social media post, the visibility of EU funding will be ensured through prescribed logos and mentions acknowledging the received support.

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?

After the end of the project, its public deliverables will be continually available for stakeholders in the section of the National Pedagogical Institute website designated for the project and on the EPALE platform. The outcomes will be used by the National Pedagogical Institute for further development of the topic, by its Basic skills working group and Career guidance and further education unit. Negotiations between the project and the NPI have to occur so that the NPI builds its activities in the adult learning area on the project's achievements.

NPI is also implementing the UpSkilling project, a national project funded by ESF, which will conduct the PIAAC survey. The results of the survey, together with the outcomes of the project will help to amplify important adult learning topics, and especially the basic skills topic amongst stakeholders.



HISTORY OF CHANGES		
VERSION	PUBLICATION DATE	CHANGE
1.0	25.02.2021	Initial version (new MFF).

Estimated EU contribution					
Estimated eligible lump sum contributions (per work package)					
WP1 Coordination Activities and Governance	WP2 Implementation of Upskilling Pathways	WP3 Skills for Life	WP4 Dissemination Strategy	WP5 Activities at EU level	
Lump sum contribution	Lump sum contribution	Lump sum contribution	Lump sum contribution	Lump sum contribution	
a	b	c	d	e	
80 366.00	35 497.00	54 290.00	33 949.00	11 658.00	

maximum grant amount fixed in the grant agreement (on the basis of the sum of the beneficiaries' lump sum shares for the work packages).

Eligible lump sum contributions (per work package)

WP1 [name]	WP2 [name]	WP3 [name]	WP4 [name]	WP5 [name]	WP6 [name]	WP7 [name]	WP8 [name]	WP9 [name]	WP10 [name]	WP [XX]
/ Lump sum contribution// Financing not linked to costs/	/ Lump sum contribution// Financing not linked to costs/	/ Lump sum contribution// Financing not linked to costs/	/ Lump sum contribution// Financing not linked to costs/	/ Lump sum contribution// Financing not linked to costs/	/ Lump sum contribution// Financing not linked to costs/	/ Lump sum contribution// Financing not linked to costs/	/ Lump sum contribution// Financing not linked to costs/	/ Lump sum contribution// Financing not linked to costs/	/ Lump sum contribution// Financing not linked to costs/	/ Lump sum contribution// Financing not linked to costs/
COMPLETED	COMPLETED	COMPLETED	COMPLETED	COMPLETED	COMPLETED	COMPLETED	PARTIALLY COMPLETED	PARTIALLY COMPLETED	COMPLETED	NOT COMPLETED
a	b	c	d	e	f	g	h	i	j	k

and true.

(in particular, the work packages have been completed and the work has been properly implemented and/or the results were achieved; see Article 6).

ement of the results can be substantiated by adequate records and supporting documentation that will be produced upon request or in the context of checks, reviews, audits and investigations (see Articles 19, 21 and 25).

ANNEX 5

SPECIFIC RULES

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

Rights of use of the granting authority on results for information, communication, publicity and dissemination purposes

The granting authority also has the right to exploit non-sensitive results of the action for information, communication, dissemination and publicity purposes, using any of the following modes:

- **use for its own purposes** (in particular, making them available to persons working for the granting authority or any other EU service (including institutions, bodies, offices, agencies, etc.) or EU Member State institution or body; copying or reproducing them in whole or in part, in unlimited numbers; and communication through press information services)
- **distribution to the public** in hard copies, in electronic or digital format, on the internet including social networks, as a downloadable or non-downloadable file
- **editing** or **redrafting** (including shortening, summarising, changing, correcting, cutting, inserting elements (e.g. meta-data, legends or other graphic, visual, audio or text elements extracting parts (e.g. audio or video files), dividing into parts or use in a compilation
- **translation** (including inserting subtitles/dubbing) in all official languages of EU
- **storage** in paper, electronic or other form
- **archiving** in line with applicable document-management rules
- the right to authorise **third parties** to act on its behalf or sub-license to third parties, including if there is licensed background, any of the rights or modes of exploitation set out in this provision
- **processing**, analysing, aggregating the results and **producing derivative works**
- **disseminating** the results in widely accessible databases or indexes (such as through ‘open access’ or ‘open data’ portals or similar repositories, whether free of charge or not.

The beneficiaries must ensure these rights of use for the whole duration they are protected by industrial or intellectual property rights.

If results are subject to moral rights or third party rights (including intellectual property rights or rights of natural persons on their image and voice), the beneficiaries must ensure that they

comply with their obligations under this Agreement (in particular, by obtaining the necessary licences and authorisations from the rights holders concerned).

Access rights for the granting authority, EU institutions, bodies, offices or agencies and national authorities to results for policy purposes

The beneficiaries must grant access to their results — on a royalty-free basis — to the granting authority, other EU institutions, bodies, offices or agencies, for developing, implementing and monitoring EU policies or programmes.

Such access rights are limited to non-commercial and non-competitive use.

The access rights also extend to national authorities of EU Member States or associated countries, for developing, implementing and monitoring their policies or programmes in this area. In this case, access is subject to a bilateral agreement to define specific conditions ensuring that:

- the access will be used only for the intended purpose and
- appropriate confidentiality obligations are in place.

Moreover, the requesting national authority or EU institution, body, office or agency (including the granting authority) must inform all other national authorities of such a request.

Access rights for third parties to ensure continuity and interoperability

Where the call conditions impose continuity or interoperability obligations, the beneficiaries must make the materials, documents and information and results produced in the framework of the action available to the public (freely accessible on the Internet under open licences or open source licences).

COMMUNICATION, DISSEMINATION AND VISIBILITY (— ARTICLE 17)

Additional communication and dissemination activities

The beneficiaries must engage in the following additional communication and dissemination activities:

- **present the project** (including project summary, coordinator contact details, list of participants, European flag and funding statement and project results) on the beneficiaries' **websites** or **social media accounts**
- for actions involving public **events**, display signs and posters mentioning the action and the European flag and funding statement
- upload the public **project results** to the Erasmus+ Project Results platform, available through the Funding & Tenders Portal.

SPECIFIC RULES FOR CARRYING OUT THE ACTION (— ARTICLE 18)

EU restrictive measures

The beneficiaries must ensure that the EU grant does not benefit any affiliated entities, associated partners, subcontractors or recipients of financial support to third parties that are

subject to restrictive measures adopted under Article 29 of the Treaty on the European Union or Article 215 of the Treaty on the Functioning of the EU (TFEU).



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